School of Health Sciences

HANDBOOK
FOUNDATION DEGREE SCIENCE HEALTH AND SOCIAL CARE PRACTICE
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I would like to extend to you a very warm welcome to the Foundation Degree (Science) in Health and Social Care Practice

In this handbook you will find information that is designed to help and guide you through the stages of your course. It contains an overview of information relating to your course including the different subjects and assessment tasks you will be expected to take. There is also information on different policies that will be affecting you on your student journey and it is worthwhile spending some time having a look at these – as they are useful guidelines on many aspects of your course.

Academic staff in the School of Health Sciences will provide several, different forms of support for you during your course. You will have a member of academic staff who will support you as a personal tutor and module teams to support you in your studies. In your practice areas you will be working with a Work Based Supervisor who will guide, teach and assess your learning in practice. We also have a system of practice link lecturer support that the academic staff provides by linking to clinical placement areas. Finally, the University has an active Student Support Unit that is always available to provide advice and guidance on general issues of student life.

I wish you every success with your studies and look forward to meeting you and following your progress on the course.

Julian Seal
Course Leader
ABOUT THIS HANDBOOK

This handbook is in two parts. The first part relates specifically to your chosen course. The second part includes guidance and policies for all students undertaking School of Health Sciences, undergraduate courses.

This handbook should be read in conjunction with The University of Brighton Student Handbook (available on student central home page). We will also post updates on any changes that may affect you on studentcentral.

THE SCHOOL OF HEALTH SCIENCES

The School of Health Sciences is a multi-site, complex and dynamic school. We are one of the largest of the schools in the University.

Our aims are:

- To create health care professionals who are flexible, creative, competent, and fit for practice.
- To deliver courses that are current, vibrant and enjoyable.
- To encourage independent adult learning, taking cognisance of individual learning styles and needs.
- To engender a passion for professional practice and study.
- To develop a supportive, professional and enjoyable learning environment for students and teachers.
UNIVERSITY OF BRIGHTON STUDENT CHARTER

The relationship between the University, its students and the Students’ Union is based on the principle of partnership: a relationship through which mutuality and interdependence in the learning process are emphasised and celebrated. This has as its principal goal the development of confident, independent researchers and professionals, fully capable of succeeding in their chosen vocations and as well-informed citizens. The Charter seeks to emphasise this partnership and to sustain it through a set of shared commitments and expectations, set out in the table below and embodied in the detailed policies, procedures and regulations of the University of Brighton accessible at http://www.brighton.ac.uk/studentlife/studentadvice/regulations

Professor Julian Crampton, Vice-Chancellor   Terry Preston, Students’ Union President

<table>
<thead>
<tr>
<th>The University aims to:</th>
<th>Students are expected to:</th>
<th>The Students’ Union aims to:</th>
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<tbody>
<tr>
<td>• Provide a stimulating learning environment.</td>
<td>• Share responsibility for the learning process, recognising the role of independence and self motivation in your studies.</td>
<td>• Promote a sense of enjoyment in all aspects of university life.</td>
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<tr>
<td>• Give all students the right to be represented in University Governance through the Students’ Union.</td>
<td>• Engage fully with all learning activities, whether face to face or through e-learning.</td>
<td>• Work in partnership with students and the University in maintaining a culture that promotes an critical and independent learning environment.</td>
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<td>• Provide access to personal tutors and appropriate study support.</td>
<td>• Attend and contribute to lectures, seminars or tutorials.</td>
<td>• Work with students and the University to ensure the financial support packages available are suitable and continue to meet the needs of students.</td>
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<td>• Continuously seek to improve the quality of teaching, research and support services.</td>
<td>• Adhere to the standards of academic practice of your course.</td>
<td>• Provide information, advice or representation to students through the SU Advocacy Service.</td>
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<td>• Ensure appropriate and timely feedback on all coursework.</td>
<td>• Reflect critically on feedback to improve your work.</td>
<td>• Provide opportunities for all students to get involved in any part of the Students’ Union.</td>
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<tr>
<td>• Assess and mark work fairly, consistent with clearly stated learning objectives.</td>
<td>• Comply with University regulations and procedures.</td>
<td>• Foster a caring inclusive environment for all students.</td>
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<td>• Provide clear regulations, procedures, policies and information.</td>
<td>• Make arrangements for prompt payment of all fees and charges.</td>
<td>• Ensure the elected representatives, policies and actions of the Students’ Union reflect students’ needs.</td>
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<td>• Enhance personal development and employability skills and provide access to careers counsellors.</td>
<td>• Be pro-active in seeking appropriate advice and support in the event of difficulty whether academic or personal.</td>
<td>• Provide support, training and resources to students and their representatives so that they many contribute effectively to the evaluation and enhancement of the university experience.</td>
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<tr>
<td>• Facilitate access to appropriate welfare, support and services.</td>
<td>• Use opportunities to enhance personal development including extracurricular choices and volunteering.</td>
<td>• Seek to ensure that Students’ Union and the University learn from the experiences of students.</td>
</tr>
<tr>
<td>• Foster an inclusive environment treating all with fairness, dignity and respect.</td>
<td>• Treat university staff, other students and our neighbours with dignity and respect.</td>
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<tr>
<td>• Operate fair, accessible and timely processes for handling appeals, complaints and disciplinary matters.</td>
<td>• Respect the University and local physical environment.</td>
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<tr>
<td>• Encourage students to provide feedback on their university experience and where appropriate, act upon this.</td>
<td>• Support student representatives and participate in the processes to select them.</td>
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<td>• Provide information requested by the University and ensure that your records are current.</td>
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<td></td>
<td>• Provide feedback on the University experience.</td>
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## USEFUL TELEPHONE NUMBERS

<table>
<thead>
<tr>
<th>Westlain House</th>
<th>Robert Dodd Building</th>
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<tbody>
<tr>
<td>University of Brighton</td>
<td>University of Brighton</td>
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<tr>
<td>Falmer</td>
<td>Darley Road</td>
</tr>
<tr>
<td>Brighton BN1 9PH</td>
<td>Eastbourne BN20 7UR</td>
</tr>
<tr>
<td>01273 644087 (mornings only – answer phone in the afternoon)</td>
<td>01273 641982</td>
</tr>
<tr>
<td>University of Brighton in Hastings</td>
<td>University of Brighton main switchboard</td>
</tr>
<tr>
<td>Priory Square</td>
<td>01273 600900</td>
</tr>
<tr>
<td>Priory Street</td>
<td></td>
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<tr>
<td>Hastings TN34 1EA</td>
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<td>01273 644623</td>
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<tr>
<th>Foundation Degree in Health and Social Care Practice</th>
<th>Role:</th>
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<tbody>
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<tr>
<td>Paul Watters</td>
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<td>01273 643938</td>
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<tr>
<td>Alison Lane</td>
<td>Module Leader</td>
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<td>01273 6441169</td>
</tr>
<tr>
<td>Gloria Whittaker</td>
<td>Module Leader</td>
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<td>01273 643892</td>
</tr>
</tbody>
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### Student Support Services

<table>
<thead>
<tr>
<th>University of Brighton Students’ Union and Vice President (Eastbourne &amp; Outreach):</th>
<th>University of Brighton Student Services:</th>
</tr>
</thead>
</table>
| Falmer Campus - 01273 643329  
Eastbourne Campus - 01273 643816  
Hastings Campus – 01273 644616  
Moulsecoomb Campus - 01273 642870 | Falmer Campus - 01273 643584  
Eastbourne Campus - 01273 643845  
Hastings Campus – 01273 644643  
Moulsecoomb Campus - 01273 642895  
Grand Parade Campus – 01273 643187 |

| Kathy Martyn  
School of Health Sciences Disability Liaison Tutor  
01273 644052  
email: [k.j.martyn@brighton.ac.uk](mailto:k.j.martyn@brighton.ac.uk) | Student support guidance tutors  
Susan de Jesus (Falmer) - 01273 644090  
Heather Duff (Eastbourne and Hastings) - 01273 644708 |

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### Contact Information

- **Grand Parade Campus**: 01273 643187
- **Kathy Martyn**  
  School of Health Sciences Disability Liaison Tutor  
  01273 644052  
  email: [k.j.martyn@brighton.ac.uk](mailto:k.j.martyn@brighton.ac.uk)

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  School of Health Sciences Disability Liaison Tutor  
  01273 644052  
  email: [k.j.martyn@brighton.ac.uk](mailto:k.j.martyn@brighton.ac.uk)

- **Student support guidance tutors**  
  Susan de Jesus (Falmer) - 01273 644090  
  Heather Duff (Eastbourne and Hastings) - 01273 644708
Introduction and context of the course

Welcome to the Foundation Degree in Health and Social Care within the School of Health Sciences. This handbook should be read in conjunction with the Brighton’s Student Handbook.

The first Foundation Degrees were introduced in the UK in 2001. A Foundation Degree is an employment related higher education qualification designed in conjunction with employers to meet the demand for higher technical and associate professional skills.

The original FDSc course proposals responded to Agenda for Change (DoH 2003) which identified the development of Assistant and Associate Practitioners (Band 4 of the Department of Health pay scales (DoH 2005)). In 2006 Skills for Health published the Foundation Degree Framework for the Health Sector (2006) setting out guidance for developers of FDs. The aim was to provide: ‘A robust and agreed structure at levels 4 and 5 within the qualifications framework for the health sector and to inform and assist universities and colleges in the development of FDs that will attract and retain the support of employers’. (DoH2006)

The Foundation Degree in Health and Social Care (Health Care routes) was approved in 2008. The health care pathways were developed following consultation with local Trust providers to meet the changing workforce needs of employers and employees in the NHS and Private and Independent Health sectors.

The Foundation Degree in Health and Social Care Practice is designed to promote the development of health and social care career pathways and to prepare support workers for the role of assistant/associate practitioner in a health or social care setting. It is particularly relevant for staff working in support roles in healthcare or social care practice who wish to gain a qualification and deliver high quality, safe and compassionate care.

The Foundation Degree in Health and Social Care Practice (FDSc) is designated a full time course studied over two years (with a maximum period of four years). Students spend one day a week during term time at the University for the Taught Components and two days a week in supervised practice. The course has a 50% theory and 50% practice structure, with an emphasis on integrating theory to applied practice and work based learning in the programme.

Practice assessment is undertaken by work based supervisors (WBS). WBS are selected by the employers during the admission and interview process, and supported by the Foundation Degree work based learning module leaders and the course leader. WBS are supported by an induction prior to the beginning of the course, and thereafter by on-going support sessions. There is a clear communication strategy between the students, personal tutors and WBS to enable good support mechanisms.

The course is currently supported and commissioned and funded by Health Education Kent, Surrey Sussex (HEKSS), and is supported by secondments from local NHS Trusts and workplaces. The funding currently covers the course fees and part replacement costs for Trusts and organisations that have NHS paid care. The HEKSS pays the tuition fees and pays salary support to the employer.

As students are ‘employed’ and ‘sponsored’ from the Trusts, placements are within their own area in the work place.

The course fully supports the University’s equality policies that include diversity and widening participation of the student population. Many students come from a vocational background. This means that a higher percentage of Foundation Degree students come from non-traditional educational backgrounds and are mature compared to other courses offered by the University. There has been considerable interest in workforce development in recent years, and the widening participation agenda highlights the importance of developing a workforce that maximises capacity to deliver safe and high quality care, ensures the workforce represents the community it serves and meets future skill shortages for nurses (DH, 2010).

The main external drivers for the Foundation Degree are the local NHS Trusts that recruit to the course. There is a growing demand in workforce requirements for Assistant and Associate practitioner
roles (Skills for Health Expert Paper 2011). The Cavendish review sees the support workforce as a strategic resource in the NHS and Social care (DoH 2013), and the Francis report postulates there should be a common set of national standards for the education and training of healthcare support workers (Francis R 2013)

As a team we hope to offer you all the support you need to be successful on this course whilst recognizing your autonomy as adult learners. You will see your personal tutor regularly. Please contact us in the first instance whenever you need support.

Aims and Learning outcomes

Aims for the course are:

- To develop knowledge, analysis, and skills in preparation for undertaking assistant and associate practitioner roles
- To apply knowledge and to develop competence in own area of Health and Social Care practice and to improve the service user experience
- To analyse the limits of own knowledge and role in the work context.
- To enhance qualities and develop transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision making.
- To develop a commitment to lifelong learning and to adhere to the Skills for Care Code of Conduct

The course aims are developed from the generic outcomes as set out in the Foundation Degree Qualification Benchmark (QAA 2010)

Learning outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate.\(^1\)

The following learning outcomes have been developed from: The National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England (DH 2013)

On successful completion of the programme the student will be able to:

- Meet Standard 1- Understand the role of the Healthcare Support Worker and Adult Social Care Worker, and work in ways that have been agreed with the employer and in partnership with others

- Meet Standard 2- Personal development
  Produce a personal development plan and use learning opportunities and ‘reflective’ practice to contribute to personal development

- Meet Standard 3- Effective Communication
  Analyse and demonstrate the importance of effective communication and meet the communication and language needs, wishes and confidentiality of individuals, thus promoting effective communication.

- Meet Standard 4- Equality, diversity and inclusion
  Analyse the value of inclusion, diversity and non-discriminatory practice

- Meet Standard 5- Duty of care
  Develop an understanding and application of issues and dilemmas relating to an individual’s rights and duty of care including: Complaints, Incidents, working with confrontation and difficult situations.

\(^1\) Please refer to Course Development and Review Handbook or QAA website for details.
Meet Standard 6-Safeguarding
Demonstrate an understanding of the main types of abuse, recognising the signs and symptoms associated with harm and abuse. Be aware of any legislation and agreed ways of working that relate to the protection of individuals from harm and abuse.

Meet Standard 7- Person-centred care and support
Promote a person-centred values system in day to day work. Develop an awareness of the importance of how valuing people contribute to active participation.

Meet Standard 8-Health and Safety
Analyse key legislation and the principles and practices relating to health and safety: Risk Assessments, Moving and assisting, responding to accidents and sudden illness, medication and healthcare tasks, handling hazardous substances, promoting fire safety, security at work, managing stress, food safety, nutrition and hydration.

Meet Standard 9- Handling Information
Understand the importance of secure systems, agreed ways of working and legislation regarding Information Governance.

Meet Standard 10- Infection prevention and control
Analyse and demonstrate an understanding of the principles and practices of health or hygiene in infection prevention and control.

Practice skills
On successful completion of the programme the student will be able to:

LO 11 Apply the knowledge and understanding from the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers to their own area of practice

LO 12 Demonstrate a range of skills and competences that reflect the ‘scope of practice’ related to the students’ assistant/associate practitioner role

LO 13 Work effectively within a multicultural context recognising and respecting differing values and beliefs and eschewing discriminatory practices.

LO 14 Engage in, develop and disengage from therapeutic relationships, through appropriate communication and interpersonal skills

Cognitive skills

LO 15 Demonstrate effective problem solving and reflective skills on and in practice

LO 16 Apply the evidence and research base of health and social care practice

LO 17 Plan a project to promote positive practice and enhance role development in leadership and management skills

Key Skills

LO 18 Demonstrate the key skills of:

LO 18 Literacy – engage effectively in scope of practice issues and produce coherent and detailed project reports
LO 19 Numeracy – abstract, analyse and interpret data using a range of techniques related to their role

The aims and learning outcomes have been developed in consultation with local Employers and fully integrating the guidelines and principles within the: Foundation Degree Qualification Benchmark (QAA 2010), the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England (DH 2013), and the Skills for Care Code of Conduct (Skills for Care 2013)

THE TRANSITION TO UNIVERSITY

Studying at University is both stimulating and challenging affording the potential for personal and academic achievement. You will develop knowledge and understanding that you will take back into the workplace taught by experienced and knowledgeable lecturers, practitioners and service users

However, the academic challenges faced by new students can be quite demanding, as you as an adult learner will be expected to take responsibility for your own learning, manage your workload and complete assignments to strict deadlines. This requires self-motivation, good time management skills and commitment.

The challenges:
In order to make your transition to university academic life as smooth as possible, there are a number of factors you should consider:

- adjusting to new teaching methods and ways of learning
- learning how to study independently
- dealing with the volume and pace of the workload at University and within the workplace
- understanding the different types of assessments; writing essays; unseen examinations; poster and verbal presentations
- understanding the University term dates, submission points and policies surrounding University practices
- making the most of the contact hours with your lecturers

How we can help you:
The University offers support services and resources to help you adapt:

- Week One induction programme when you start your course (Ice breaker sessions getting to know the group and meeting of personal tutors and course team)
- The study skills module that covers time management, how to study and write essays, basic IT skills and referencing guidance
- The student support services offers help with academic and financial issues, including disability support (detail in handbook)
- Library support services (Library induction in study skills module, library staff will help with any enquiries contact details in handbook)
- Computer poolrooms on all University sites

How to overcome the challenges:
There are numerous things you can do to overcome the academic challenges you will face:

- Ask for help when you need it do not expect help will come to you
- Attend classes and do the studying and any set work given
- Read the module handbooks
- Allow yourself time to acclimatise to the new teaching and learning environment
- Discuss academic issues with tutors and lecturers
- Develop a study timetable and stick to it
- Keep on top of reading and revision, pace yourself
- Ask questions during lessons, lecturers are here to guide and facilitate your learning
- Talk to your peers and develop a positive group ethic. You will be surprised that many students share the same learning anxieties as yourself

LEARNING AND TEACHING

Classroom Activities

You have scheduled teaching activities one day a week during University terms.
All lecturers update their knowledge and skills to inform their teaching and many are involved in research activity and publication.

The course team recognises that many of our students come from a wide range of educational backgrounds, therefore, the first semester you will undertake a study skills module that includes lectures, group discussions, guided independent study and induction to different types of studying (Library skills, ICT, Student central, blended learning).

The remaining modules throughout the course have a variety of lectures, group work, Action learning sets (Year 2), seminars and presentations both informal and formal. Alongside these classroom type activities students have opportunities to develop skills in dedicated skills rooms that have simulated environments for practice development.

Inquiry based teaching
Research as a theme runs throughout the course. Year one begins with study skills and information retrieval, moving on to work based learning. In year 2 you will undertake a module entitled Using Evidence as a Basis for Practice. During this module they will develop their analytical skills and explore the principles of research as a means to accessing and applying evidence to your own practice.

The curriculum is designed around inquiry-based activities rather than acquisition of subject content. The traditional division of power between teacher and learner is minimised and replaced by a process of two way interaction of research and teaching. The Project Planning module and Work Based Project in year 2 offers the opportunity for you to conduct a planned project in their workplace thus integrating and applying knowledge and skills gained throughout the course to an aspect of practice or role development.

Work based Learning

Work-based learning is a term used to encompass learning, through, or in work. Work based learning is central to this programme. Throughout the programme you will have 15 hours each week in a supervisory status Assessment of practice takes place within the work place by a named work Based Supervisor that you have identified during the application process with your employer. All work based supervisors (wbs) would have attended a wbs induction to the assessment processes and documentation. Students will have their own induction to the work based learning modules including sessions on the assessment processes choice of skills and reflective writing.

You will be asked to develop a portfolio recording your practice learning and achievement of skills and competencies that is submitted at the end of each academic year. Skills that are assessed are negotiated in partnership with your employer and closely related to your job description and applied to your developing role in the work environment. The Work Based Learning module leader will support you in the development of this portfolio. The learning outcomes will be agreed between you, your work based supervisor and personal tutor.

Work based learning modules reflect the following characteristics:

- Learning through work and reflective practice
- Support the development of new skills and knowledge in the workplace
- Enable the learner to gain recognition of their performance and role development
- May address organisational priorities
- Offer flexible personal and professional development
- Skills sessions offered throughout the course using classrooms and simulation environments

Roles and Responsibilities

- **The student** – In work based learning the term ‘learner’ is used to emphasise professional development aspect
- **The Work-based supervisor** – A mentor, coach, role model, facilitator and skills assessor
- **The Personal Tutor** – Usually a University lecturer/Lecturer Practitioner to provide personal support and educational facilitation

Role of the student

- Recognising and acknowledging their learning needs
- Responsible for developing skills of self directed, life-long Learning
- Managing their own learning opportunities
- Attending taught sessions at university or opportunities in the work place
- Planning and responding to a programme of learning developed and agreed with the Student, their employer (Work Based Supervisor) and HEI (The personal tutor)
- Maintaining contact/attending regular meetings with Work based supervisor and Educational Advisor

**Role of the Work Based supervisor**
- Be a role model, coach, mentor, facilitator, and skills assessor
- Assist in identifying learning needs, goal setting, learning and assessment opportunities related to, and within, the work place
- Liaison with the Educational Advisor and Learner to develop an individualised learning programme and complete a Learning Agreement
- Meet with the learner for a minimum 1 hour per week to monitor progress against the learning agreement
- Planning and undertaking work-based practice assessment and providing verbal and written feedback

**Role of the Personal Tutor**
- Provide personal and academic support to the student
- Oversee the development of the student during the programme
- Meet with the learner each semester to monitor the learner’s progress against the learning outcomes of the course
- Acts as the interface between the student, the workplace and the University

Work based learning comprises approximately 40% of the course.

**E-learning**

A blended learning approach is used which prominently feature E-Learning. This offers various high quality student focused activities, which are tailored to your individual learning needs. This is delivered through the use of Wiki’s, Blogs, Digital reading lists and testing packages particularly in Maths and Biological Sciences via Student Central.

You will be encouraged to use mobile devices during lectures as some of the learning tools used interface with available Apps. Students prepared to engage to participate in formative e-learning assessments and are more likely to engage with e-learning materials than they are to prepare for face to face lectures (Field and Jones 2009). Some course lectures are also digitally recorded in order to enable you to revise and learn in a more flexible fashion. The University of Brighton strategic plan (2012-2015) sets out digital transformation as a key aspiration that supports the development of students’ e-technological skills and transferability to the workplace

**Sustainable development**

The course team have a member whom is the sustainable strategy coordinator. The Course is working with the sustainable strategy action plan to ensure the curriculum and delivery methods are cognisance with the strategy. An example is that most of the course materials are given to the students as online materials and are made ready available and accessible to reduce the carbon footprint of paper produce through printing and photocopying.

**Assessment methods**

Students undertake a variety of Assessment tasks to test knowledge and skills related to the Learning Outcomes of the course (see above). During the first semester you will undertake a ‘Formative’ tasks (6 weeks within the course), and will receive feedback on your learning and development. This will also provide you with feedback identifying strengths and weaknesses and where additional lecturer or tutorial support may be beneficial. You will be given more information regarding the assessments within your Foundation Degree at the beginning of each module. The module leader will explain the assessment criteria and how to achieve it.

You will be supported during the course by the ‘module teams’ and have a ‘personal tutor’ and ‘work based supervisor’ to monitor and discuss your progress and any learning needs.

As students are ‘employed’ and ‘sponsored’ from local Trusts, placements are within their work place.
Practice assessment is carried out by work based supervisors (WBS). WBS are identified during the admission and interview process, and supported by the Foundation Degree work based learning module leaders and the course leader. Induction sessions for WBS are run prior to the beginning of the course, and thereafter on-going support sessions for the students, WBS and course team. There is a clear communication strategy between the students, personal tutors and WBS to enable good support mechanisms. If you are worried about and aspect of your course, speak to someone, we are there to help.

Assessments of skills are mainly carried out in your work place. Skills are identified by your employer and assessed by the Work Based Supervisor at the end of the first and second year. The skills are contained within a skills portfolio and submitted to the University by submission deadlines. The portfolio is then moderated by the module team and WBS to share good practice and to ensure standards have been met. Year two skills portfolios are sampled by an external examiner

Assessment submission points are set (at the end of the 1st and 2nd Semesters). GEAR applies to all modules.

**Within your first year**

| Semester 1 | SB405 Study skills for Health and Social Care Practice 20 credits level 4 | SB402 Communication in Health and Social Care Practice 20 credits level 4 | SB401 Work Based Learning (Skills sessions + 15 hours supervised Practice) 40 credits level 4 Running over both semesters |
| Semester 2 | SB404 Anatomy and physiology to support health and social care practice. 20 credits level 4 | SB403 Legal and Ethical Foundations of Health and Social Care 20 credits level 4 |

**Year 2**

| Semester 1 | SB503 Using Evidence as a basis for Practice 20 credits level 5 | SB504 Project Planning 20 credits level 5 | SB506 Practice skills development (Skills sessions + 15 hours supervised Practice) 40 credits level 4 Running over both semesters |
| Semester 2 | One optional module: SB500 Acute Care or SB501 A Life Span Approach or SB209 People and Dementia 20 credits level 5 | SB505 Work Based Project 20 credits level 5 |

The course follows the University modular structure. You will attend one day a week at University and the equivalent of two days a week in supported/supervised practice. Students are normally sponsored and employed by a Trust / Organisation where they can meet the University attendance requirements.

You will spend approximately 30% of the course at University, 40% in practice undertaking skills / role development, and 30% undertaking Independent, guided or private study. The focus of the first Semester is on study skills, the transition from the workplace to Higher Education (University), and communication skills.

Induction takes place during the first week, providing information about the course, and the wider University support mechanisms and University life (Student’s Union, Fresher’s Fair etc.). This is followed by the study skills module that concentrates on your study skills development: Writing academic essay, learning styles, time management, IT, reflective writing, effective studying techniques and numeracy skills. This runs alongside the Communication module and skills sessions. In practice students complete a number of ‘Core’ skills related to practice and role development.
The second semester modules ‘Legal and Ethical Foundations of Health and Social Care’ and ‘Anatomy and physiology to support health and social care practice’ focus on developing your knowledge and understanding of these key areas related to your practice. Additional skills sessions are built into the semester either within the classroom (knowledge based) or practice skills rooms (simulated practice based).

The focus of the second year concentrates on role and enhanced practice development towards Associate and Assistant Practitioner roles. You also have opportunities to develop skills in the simulated environments that are available at the University which we hope you take advantage of. Research awareness and knowledge will be developed in the module titled ‘Using evidence as a basis for practice module in the first Semester, and you will undertake a ‘work based learning’ project throughout the year.

During the second semester, students take one of the optional modules related to their broad area of practice in one of the following, acute care, community care or dementia care.

Towards the end of the course students share their projects they have produced by means of an open day that is viewed by fellow students, trust representatives and University staff.

Key Assessment Submission Dates 2016/2017:

19 January 2017 (End of 1st Semester year 1 students and year 2 students) 4.00pm deadline

Year 1 Modules: SB405 study skills; SB402 Communication
Year 2 modules: SB503 using evidence as a basis for practice SB504 Project planning

25 May 2017 (End of 2nd Semester year 1 students and year 2 students) 4.00pm deadline

Year 1 Modules: SB404 Anatomy and physiology SB403 Legal and Ethical foundations SB401 Work Based Learning
Year 2 Modules: SB505 Work Based Project SB500 Acute Care or SB501 A life Span Approach or SB209 People and dementia SB506 Practice Skills Development

25 May 2017 Resubmission (IF required) of 1st semester assignments

31 August 2017 Resubmission (IF required) of 2nd semester assignments

- Please note Examinations will be on different days check with the module leader
## Course Structure

<table>
<thead>
<tr>
<th>Year one (Mondays)</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction (2 days)</td>
<td>SB405 Study skills for Health and Social Care Practice 20 credits level 4</td>
<td>SB404 Anatomy and physiology to support health and social care practice. 20 credits level 4</td>
</tr>
<tr>
<td></td>
<td>SB402 Communication in Health and Social Care Practice 20 credits level 4</td>
<td>SB403 Legal and Ethical Foundations of Health and Social Care 20 credits level 4</td>
</tr>
<tr>
<td></td>
<td>SB401 Work Based Learning (Skills sessions + 2 days supervised Practice) 40 credits level 4</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Year 2 (Thursdays)</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SB503 Using Evidence as a basis for Practice 20 credits level 5</td>
<td>One optional module: SB500 Acute Care or SB501 A Life Span Approach or SB209 People and Dementia 20 credits level 5</td>
</tr>
<tr>
<td></td>
<td>SB504 Project Planning 20 credits level 5</td>
<td>SB505 Work Based Project 20 credits level 5</td>
</tr>
<tr>
<td></td>
<td>SB506 Practice skills development (Skills sessions + 2 days supervised Practice) 40 credits level 4</td>
<td></td>
</tr>
</tbody>
</table>
Assessment of Practice

Work based learning is central to this programme. Throughout the programme you will have 2 days each week in a supervisory status. Assessment of practice takes place within the work based learning modules studied in these days. You will be asked to develop a portfolio recording your practice learning and achievement and this will form the basis of the assessment of your practice learning. The Work Based Learning module leader will support you in the development of this portfolio. The learning outcomes will be agreed between you, your work based supervisor and personal tutor.

ASSESSMENT REGULATIONS

The general examination and assessment regulations (GEAR) of the University of Brighton apply to this course. Additional course specific regulations are in section two of this handbook. Forms using GEAR can be accessed here: https://studentcentral.brighton.ac.uk/webapps/blackboard/content/listContent.jsp?course_id=48618_1 &content_id=379234_1
GEAR regulations can be found here: https://staff.brighton.ac.uk/reg/acs/Pages/Assessment-and-regulations.aspx

Regulations relating to the assessment of theory and practice

You will normally be allowed two attempts at each assessed element within the course. The Board will only permit a referral (allow a resubmission) when it considers that you have demonstrated the potential to retrieve the work and attain a pass. It is therefore important that you notify the Board (via mitigating circumstances – see latter information) of any unforeseen issues that may arise which could adversely affect your performance in coursework (also see information on requesting extensions) or an examination.

In exceptional circumstances, if you do not pass an assessment at second attempt, you may be permitted to repeat the module and submit a third and final attempt. Due to United Kingdom Border Agency (UKBA) regulations the maximum number of assessment attempts has been reduced from four to three for both new and continuing students with effect from September 2010. For further information please refer to GEAR. Regrettably, you will therefore be unable to continue on your course, if a fail is recorded at third attempt.

The minimum aggregate mark required for the successful completion of a module that has an assessment which is graded is 40%; some module assessments (or components therein) may be recorded as pass/fail only. The maximum mark that can be awarded to a candidate who successfully completes a referral in, or a repeat of, a module will be 40%; written feedback will indicate the face value mark for content.

Examination Boards

Area Examination Boards (AEB) are responsible for a group of modules and, as such, are considered as sub-boards of the Course Examination Board. AEBs determine, in accordance with the course regulations, candidates’ academic performance in the modules which lie within their remit. External Examiners (appropriate lecturers from other Universities) will be associated with modules under consideration at each AEB. Their role at this level of the two tier system is to ensure that standards in a subject area are comparable to those in other institutions of higher education in the UK.

The Course Examination Board (CEB) is empowered to make final decisions regarding the progression of/awards to students registered on this programme of study in accordance with the course specific regulations relating to progression through the course (see section two). The CEB will use information provided by the AEBs and the overall profile of your academic progress. The role of the Chief External Examiner at the CEB is to ensure that the University, course and Nursing and Midwifery Council regulations and HPC (as applicable) are applied equitably given the prior decisions.
relating to candidates' performance in individual modules. In addition, they will be required to ensure that all mitigating circumstances have been taken into account as appropriate.

**Distribution of information relating to assessments**

Specific guidelines relating to individual assessments will be distributed at the start of each module/stage within the course. These guidelines are in the module handbook which can also be accessed via the 'module information' link within the module area on studentcentral.

Guidelines and policies related to all aspects of summative submission of assessments can be located in this course handbook.

**It is your responsibility to read the following information and comply with the requirements prior to submitting your work:**

- Presentation of assignments
- Maintaining confidentiality in academic work
- Referencing guidelines
- Plagiarism and collusion
- Requests for extensions to deadline
- Late submission of assignments
- Mitigating circumstances
- Issuing of results

If you have any queries as regards to the assessment task and/or assessment regulations, you should clarify the issue(s) with the module team/your personal tutor and/or course leader/manager of examinations and assessments/examinations officer (as applicable) prior to submission.

**Presentation of Assignments**

You must adhere to the following requirements:

- All assignments must be presented professionally. Work should adhere to the following criteria: double spacing, plain script (e.g. Arial, Times New Roman), font size 12.
- The work should be free from spelling, punctuation or grammatical errors.
- No abbreviations should be used.
- Each page should be numbered and an index/contents page included when appropriate.
- The candidate’s name and cohort should be clearly written on each page of the assignment (include this in a header or footer).
- All work must be original and correctly referenced in line with the guidelines in this handbook.
- Diagrams and charts, where applicable, should be labelled and correctly referenced.
- When you are required to submit hard copies of assignments, all pages should be firmly held together in a folder but do not insert pages into individual plastic sleeves or submit work in bulky folders, as this makes it difficult to store assignments and to send them to the external examiner.

Please refer to the course specific section of this handbook for information on submitting hard copies of assignments and practice documents.

**Electronic submission of assignments and issuing of marker feedback via studentcentral**

Electronic submission and subsequent access to marker feedback will occur via the 'assignment' section of the relevant module area. When you do your first module that has an assignment as the assessment tool (as opposed to an examination or practice document) there will be the opportunity for you to do a 'test run' of the online submission process. As you have to log in and enter your password in order to submit work/open feedback, the information as regards your performance can only be accessed by you and the appropriate members of staff.
Instructions on how to submit electronically, including guidelines on how to format and save your files, is included within the assignment section of all the module areas on studentcentral. You can contact your module leader for further help and advice.

Specific pieces of coursework may be exempt from electronic submission (e.g. if they require production of material above and beyond the written assignment, which cannot be submitted electronically) and where applicable these will be notified to you at the start of the relevant module.

Anonymity

You must maintain anonymity by not naming patients/clients or specific clinical areas. To ensure anonymity you must not use copies of original documentation in the appendices. When required by the assessment guidelines, such documents must be completed using a pseudonym and only state absolutely necessary information. Do not reference written material that is not in the public domain. If in any doubt, please seek clarification from personal tutor or a member of the module team. Also see ‘maintaining confidentiality in academic work’ earlier in this section of the handbook.

Word Limit Policy

This policy only applies to assignments with a designated word length. Where the assessment comprises of a presentation or a practice document, relevant guidance will be given in individual module handbooks as applicable.

Where there is a specified word length for an assignment, there is no longer a tolerance of +10%. Where an assignment exceeds the published word limit, the marker/moderator will not normally mark beyond this upper limit. Therefore you will not be given any credit for any work submitted past this point.

The following are NOT included in the word count:

Title pages (front page and contents page)
Acknowledgements
Abstracts
Headings within the text
References cited in brackets within the text
Tables
Reference/Bibliography lists
Appendices

Marking and Moderating

All scripts will be marked and moderated in accordance with University regulations. External Examiners audit these processes and review copies of all fails plus a sample of pass scripts.

Issuing of Results

Prior to an Examination Board

Assessments will normally be marked and moderated so that the feedback plus a provisional (unratified) mark can be made available 20 working days (so therefore excludes weekends, Bank Holidays and any days that the University is officially closed) after your submission date. This information will be available electronically for assignments (as stated above) and you will be notified of any different arrangements for other forms of assessment (e.g. presentations/examinations). On the rare occasion that there may be a reason for an unforeseen delay, you will be notified accordingly.
This therefore means that your provisional feedback/mark will normally be available to you four weeks from the submission date (e.g. if the submission deadline is 1 March, you will be able to access your provisional result on 29 March). NB If you have an extension at any stage, although your feedback may be made available sooner, you need to allow four weeks from the extension deadline date.

Provisional marks are subject to ratification (agreement) by an Examination Board and may therefore be subject to amendment. When ratifying the result, the Examination Board takes into account any mitigating circumstances that may have been submitted plus comments from the External Examiner review, so the results cannot therefore be confirmed until after the Board.

Following an Examination Board

You will be able to view your intermediate transcript on studentcentral (via the ‘student module assessment result’ (SMAR) section of your ‘personal’ area, which lists the module results). Consequently, you will only be issued with a hard copy at a progression/completion point.

The relevant database links will be activated, so that ratified results are released (and can therefore be viewed via the above area), by noon on the fourth working day following the CEB (i.e. not until the morning of day four). The specific days of releasing results will be stated on the relevant course assessment schedule on studentcentral.

Following a relevant CEB (end of stage/year/course for your cohort), you will be issued with a letter confirming the situation regarding your eligibility to progress to the next stage/year of the course or to be recommended for an Award. Letters will be posted within 10 working days of CEB.

Keeping copies of your assignments

Submitted assignments and examination scripts are not returned. You must therefore retain a copy of all your assignments until the course has been completed.

Requests for extension to deadline

Extensions will only be granted in exceptional circumstances.

If you consider there is sufficient reason to request an extension to the deadline for an assessment you must complete an application form (Application for Extension to Deadline Form) which can be obtained from the relevant course administrators and all reception areas within SHS sites. You are required to provide evidence to support your request. Once completed you should retain the back page and forward the remaining application form and evidence to the course leader/examinations officer (as applicable to your course).

The form should arrive at least one clear day before the submission date and no earlier than four weeks in advance of the submission date. Any forms sent prior to this time will be returned without consideration and should be resent with up to date evidence within the required timeframe.

The course leader/examinations officer will consider your request and you will be informed of the decision whether to authorise or reject the request in writing. If your request is submitted close to the deadline and you wish to know the outcome prior to receipt of written confirmation, please contact the relevant course administrator for verification.

In exceptional circumstances, if there are valid reasons why you are unable to access/complete and return the form by the required deadline, you should contact the designated person by email/phone to request an extension but you must still complete/submit the form as soon as possible thereafter.

If you were not granted an extension the Examination Board would treat any late submission in line with the course/GEAR regulations.
Acceptable reasons for granting an extension may include:

- cases of illness - a medical certificate or other relevant evidence from an appropriate professional (e.g. doctor/counsellor) must be produced.
- cases of severe personal problems or distressing personal circumstances such that a reasonable employer would grant compassionate leave.

Extensions when granted will be for the minimum period practicable (i.e. maximum of two weeks for assignments).

Late submission of assignments

Assessed work submitted after the published submission deadline will be considered a late submission and will be subject to a standard penalty (unless mitigating circumstances are upheld). Students submitting work within two weeks after the submission deadline (or the last working day immediately prior to the feedback date where this is shorter than two weeks) can be provided with feedback. Beyond this date assessed work should not be accepted and a non submission recorded (0%). The penalty for submitting work late should be applied to the late work not the module and the work should be capped at the pass mark i.e. 40%, or the actual fail mark recorded. Where a single assessment task for which one mark is awarded, is comprised of a number of components, the assessment itself will be deemed late if one of the required components is late.

The following are NOT acceptable reasons for granting an extension or handing work in late:

- loss of data from a computer disc - you should always take a back-up copy of their work.
- transport difficulties such as missing buses, trains or planes.
- being on holiday.
- not having finished the work in time.
- general disorganisation or failure to plan work schedule effectively.
- in the case of group projects, problems with other members of the group.
- problems of access to equipment - you are expected to plan carefully to ensure access to equipment when needed.
- problems of access to books or other information sources.
- conflicting deadlines - details of all deadlines are available and you should plan accordingly.
- conflict with periods of employment.
- inability to access personal tutor/member of module team.

Non-submission

Students who do not submit assessed work by the submission deadline will be awarded a fail grade.

If you do not submit at the first attempt, you will not normally be eligible to undertake a second attempt. GEAR clearly states that a student can only be referred (allowed to resubmit) if s/he has demonstrated potential to achieve a pass, which is obviously not the case if non-submission occurs without valid mitigating circumstances. Work will only be considered as a submission if it is deemed as a valid attempt to fulfil all elements of the remit as outlined in the assessment guidelines.

Mitigating circumstances

If there are circumstances beyond your control which you think may have adversely affected your performance, relating to all or some assessments, you can request the Examination Board to take them into consideration. You need to complete a Mitigating Circumstances form, which can be obtained from reception areas within all SHS sites.

This form must be submitted to the relevant examinations officer by the published assessment date (the submission date for assignments, examination or presentation date, practice documents). You must provide documentary evidence to support your case. Should you not be able to
provide the necessary evidence on submission of the form, you will have 10 working days in which to send this to the examination officer to support your mitigating circumstances. If no supportive evidence is received, your mitigation will not be upheld. As with previous forms you should retain the back page.

You are reminded that the Examination Board decision can only be based on the information contained on the form and within the attached documentary evidence. Although the form is not confidential the documentary evidence is confidential to the panel which considers mitigation on behalf of the Board. It is in your best interest to outline the situation as fully as possible so that the panel can reach an informed decision based on all the facts.

Plagiarism and collusion

Plagiarism and collusion (the submission of work originated in sum or in part by someone else, with or without their consent but without acknowledgement) constitute unacceptable breaches of academic conduct. Penalties can be severe and may result in discontinuation from the course or denial of an award, if the charges are proved.

Where a member of staff teaching on a course or an external examiner suspects plagiarism or collusion in submitted work, the procedure outlined under ‘Academic Misconduct’ in the GEAR regulations will be followed. Examples of how to avoid plagiarism can be found in this link taken from GEAR:

https://staff.brighton.ac.uk/reg/acs/docs/Plagiarism%20and%20how%20to%20avoid%20it%20-%20student%20notes%202015-16.pdf

Invigilated written examinations

You must present yourself for formal examinations at the time and place previously notified.

Non attendance

Failure to attend will normally be deemed to constitute failure in the examination unless acceptable reasons for absence are produced. If you consider that you have an acceptable reason for your absence you should provide the evidence as soon as possible, following the procedure for Mitigating Circumstances. Examination Board will consider your claim and notify you whether your reasons are accepted and the course of action identified. The Board has the discretion to require reassessment.

Names are not permitted on invigilated written work. You will identify your paper by marking scripts with their University Enrolment number issued at the start of the course (stated on your library card so always remember to bring it with you to examinations; if you have lost your card or you have a query about your enrolment number, make sure you check it out in advance of the exam).

Cheating in invigilated examinations

Cheating in examinations by any means, including copying from unauthorised material or from another student’s script, consulting information or individuals while absent from the examination room, or attempting to gain a higher grade by fraudulent means, constitutes an unacceptable breach of academic conduct.

Penalties can be severe and may result in discontinuation from the course or denial of an award, if the charges are proved. In any case of known or suspected cheating the procedure outlined in the GEAR regulations will be followed. If an allegation of plagiarism or collusion is upheld the NMC or HPC may, at the discretion of the Examination Board, be informed of the facts and the University’s actions.

Examination room rules

(The Rules are taken directly from the University of Brighton GEAR Regulations, which are posted on the door of every examination room)
1. You will be admitted to the examination room ten minutes before the stated commencement time for the examination.

2. All coats, bags, pencil cases or other receptacles, must be deposited in an area indicated by the Principal Invigilator. Invigilators are entitled to require that any materials not formally authorised by the Examinations Officer be removed from the room before the commencement of the examination. The use of translation dictionaries, electronic dictionaries etc. are not permitted. Mobile telephones must be switched off.

Note: The use of cordless, non-programmable, silent, pocket calculators will be permitted in examinations unless explicitly disallowed by an Examination Board. Calculators will not be supplied by the University. Three conditions are applied to the use of electronic calculators in examinations:

i. each you will be responsible for ensuring that his/her personal calculator is functioning correctly during examinations;

ii. the sharing of calculators in the examination room is not permitted.

iii. special arrangements for the use of programmable calculators may be made by an Examination Board for particular courses within its aegis and students using such machines must have obtained the approval of their Head of Department prior to the examination.

3. All students must place in a prominent position on their desks their completed attendance slips. The invigilators will use these as evidence of identity to complete the attendance register.

4. Invigilators will not permit the consumption of any food which might disturb others.

5. After entering the examination room no student may read or otherwise appraise him/herself of the work of another student; nor is communication between students in writing, speech or gesture permitted.

6. It is the duty of a student in advance of the period of the examination to prepare him/herself, as far as is reasonably practicable, for uninterrupted attendance in the examination room throughout the period of the examination. Absence from the examination room requires the express permission of the invigilator, and must be as brief as the cause of the proposed absence allows. A student must observe any condition which the invigilator may attach to the granting of permission to leave the examination room.

7. A student who leaves the examination room during the period of the examination otherwise than upon the express permission of the invigilator shall be deemed to have completed his/her work in the examination when he/she so leaves.

8. No student may leave the examination room during the first thirty minutes of the examination period, or the last 15 minutes.

9. No student presenting him/herself for examination will be admitted to the examination room later than thirty minutes after the commencement of the examination.

10. You may ask an invigilator for clarification of any ambiguities to the question paper during the first thirty minutes when the Internal Examiner responsible for the examination paper will be available for consultation.

11. You may not remove from the examination room any materials, including stationery - whether clean or spoiled - supplied by the University for use during the examination, save the question paper for the examination. Multiple-choice question papers must, of course, be handed in.

12. Any student in breach of these examination room rules will be reported immediately after the conclusion of the examination period and a hearing will be arranged at the earliest possible
opportunity. For serious breaches of the rules, such as proved ‘cheating’ severe penalties may be applied, including the withholding of an award (see GEAR Section 8).

Appeals against decisions of the Examination Board

An appeal is a request for a review of a decision of an Examination Board. A student may only request a review of the decision of an Examination Board on the following grounds:

i. that a procedural irregularity in the assessment process led to a decision detrimental to the student;

ii. that the student had mitigating circumstances which the Examination Board could not be made aware of because the student had been unable for valid reasons to divulge them before the Examination Board reached its decision;

ii. that there was an arithmetical error in the student's marks.

There is no right of appeal against decisions of an Examination Board which are matters of academic judgement. Academic judgment is the decision made by academic staff on the quality of the work itself or the criteria being applied to mark the work (rather than the administrative process).

Full details on academic appeals please read the section in the GEAR regulations:

https://staff.brighton.ac.uk/reg/acs/docs/GEAR2015-2016-sectionHAcademicappeals.pdf
**ASSESSMENT CRITERIA**

**University of Brighton**  
**Grading Criteria – Levels 4 / 5 / 6**

<table>
<thead>
<tr>
<th>80-100 A+</th>
<th>First class / Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>All learning outcomes/ assessment criteria have been achieved to an exceptionally high level.</td>
<td>An outstanding response to the task. The work demonstrates most or all of the following characteristics beyond that expected for work at the given level of study within the discipline:</td>
</tr>
<tr>
<td></td>
<td>• Exceptional display of understanding, exploration, insight and/or research.</td>
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<tr>
<td></td>
<td>• All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to.</td>
</tr>
<tr>
<td></td>
<td>• The organisation, structure and standard of presentation of the work, including referencing and compliance with the referencing policy is exemplary throughout.</td>
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<tr>
<td></td>
<td>• The work has been approached and/or executed/ performed in an original way.</td>
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<tr>
<td></td>
<td>• Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/artefacts/performance.</td>
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<tr>
<td></td>
<td>• Evidence of very high quality analysis, synthesis, reflection, evaluation and critical appraisal.</td>
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<td></td>
<td>• Consistently displays very high levels of initiative, personal responsibility, decision-making and achievement.</td>
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<tr>
<td></td>
<td>• Exceptional understanding of the complexity of practice and makes sense of the situation in a meaningful way.</td>
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<thead>
<tr>
<th>A 75-79</th>
<th>First class / Distinction</th>
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</thead>
<tbody>
<tr>
<td>All learning outcomes/ assessment criteria have been achieved to a high standard and many at an exceptionally high level.</td>
<td>An excellent response to the task. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</td>
</tr>
<tr>
<td></td>
<td>• In-depth understanding, exploration, insight and/or research.</td>
</tr>
<tr>
<td></td>
<td>• All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to.</td>
</tr>
<tr>
<td></td>
<td>• The organisation, structure and standard of presentation of the work, including referencing and compliance with the referencing policy is excellent throughout.</td>
</tr>
<tr>
<td></td>
<td>• The work has been approached and/or executed/ performed in an original way.</td>
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<td></td>
<td>• Insightful contextualisation, including relevant theory/literature/artefacts/ performance.</td>
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<tr>
<td></td>
<td>• Evidence of high to very high quality analysis, synthesis, reflection, evaluation and critical appraisal.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates high levels of initiative, personal responsibility, decision-making and achievement.</td>
</tr>
<tr>
<td></td>
<td>• Evidence of insightful understanding of the complexity of practice and makes sense of the situation in a meaningful way.</td>
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<tr>
<th>B+ 67-69</th>
<th>Upper Second class / Merit</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 64-66</td>
<td>A good to very good response to the task.</td>
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<tr>
<td>B- 60-63</td>
<td></td>
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</tbody>
</table>
### Assessment Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
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<tbody>
<tr>
<td>Good to very good understanding and exploration, some insight</td>
<td>Good to very good understanding and exploration, some insight and/or thorough research.</td>
</tr>
<tr>
<td>and thorough research.</td>
<td>No significant inaccuracies, misunderstandings or errors.</td>
</tr>
<tr>
<td>The specifications for the assessment task, including word limit/time</td>
<td>The specifications for the assessment task, including word limit/time limit</td>
</tr>
<tr>
<td>limit where appropriate, have been adhered to.</td>
<td>appropriate, have been adhered to.</td>
</tr>
<tr>
<td>The work is well organised, coherent and the standard of presentation,</td>
<td>The work is well organised, coherent and the standard of presentation,</td>
</tr>
<tr>
<td>including referencing and compliance with the referencing policy is at</td>
<td>including referencing and compliance with the referencing policy is at least good.</td>
</tr>
<tr>
<td>least good.</td>
<td></td>
</tr>
<tr>
<td>The work has been approached and/or executed/ performed in a</td>
<td>The work has been approached and/or executed/ performed in a comprehensive and appropriate way.</td>
</tr>
<tr>
<td>comprehensive and appropriate way.</td>
<td></td>
</tr>
<tr>
<td>Appropriate contextualisation, including relevant theory/literature/</td>
<td>Appropriate contextualisation, including relevant theory/literature/ artefacts/performance.</td>
</tr>
<tr>
<td>artefacts/ performance.</td>
<td></td>
</tr>
<tr>
<td>Evidence of high quality analysis, synthesis, reflection, evaluation</td>
<td>Evidence of high quality analysis, synthesis, reflection, evaluation and</td>
</tr>
<tr>
<td>and critical appraisal.</td>
<td>critical appraisal.</td>
</tr>
<tr>
<td>Demonstrates good levels of initiative, personal responsibility,</td>
<td>Demonstrates good levels of initiative, personal responsibility, decision-making and achievement.</td>
</tr>
<tr>
<td>decision-making and achievement.</td>
<td></td>
</tr>
<tr>
<td>Good to very good understanding of the complexity of practice and</td>
<td>Good to very good understanding of the complexity of practice and makes sense of the situation in a meaningful way.</td>
</tr>
<tr>
<td>makes sense of the situation in a meaningful way.</td>
<td></td>
</tr>
</tbody>
</table>

### Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C+57-59</td>
<td>Lower Second class / Pass</td>
</tr>
<tr>
<td>C54-56</td>
<td>Adequate, but weak response to the task.</td>
</tr>
<tr>
<td>C-50-53</td>
<td>Third class / Pass</td>
</tr>
<tr>
<td>D+ 47-49</td>
<td>An adequate, but weak response to the task.</td>
</tr>
<tr>
<td>D 44-46</td>
<td>Adequate understanding and/or exploration of major ideas with little insight and/or minimal research.</td>
</tr>
<tr>
<td>D- 40-43</td>
<td>Adequate understanding and/or exploration of major ideas with little insight and/or minimal research.</td>
</tr>
<tr>
<td>E- 30-33</td>
<td>One or more of the learning outcomes/assessment criteria have not been met.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>• Limited understanding and/or exploration of major ideas with very little insight and/or minimal research.</td>
</tr>
<tr>
<td></td>
<td>• Some significant inaccuracies and/or misunderstandings.</td>
</tr>
<tr>
<td></td>
<td>• Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task (such as not keeping to the word limit/time limit and/or minor elements of the work are missing).</td>
</tr>
<tr>
<td></td>
<td>• The work is too descriptive, parts of the work are disorganised and unclear and the standard of presentation, including referencing and compliance with the referencing policy is poor.</td>
</tr>
<tr>
<td></td>
<td>• The work has been approached and/or executed/ performed in a poor way.</td>
</tr>
<tr>
<td></td>
<td>• Insufficient evidence of analysis, synthesis, reflection, evaluation and critical appraisal.</td>
</tr>
<tr>
<td></td>
<td>• Little evidence of initiative, personal responsibility, decision-making and achievement.</td>
</tr>
<tr>
<td></td>
<td>• Limited understanding of the complexity of practice with very little insight.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F+ 20 - 29</th>
<th>F 10 - 19</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the learning outcomes/assessment criteria have not been met.</td>
<td>An unsatisfactory response to the task. Any strengths of the work are heavily outweighed by many features in relation to the expectations for the given level of study within the discipline, such as:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Very limited understanding and/or exploration of major ideas with little or no insight and/or minimal research.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Several significant inaccuracies and/or misunderstandings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task (such as not keeping to the word limit/time limit and/or major elements of the work are missing).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The work is descriptive and the standard of presentation including referencing and compliance with referencing policy is very poor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The work has been approached and/or executed/ performed inadequately.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Little evidence of analysis, synthesis, reflection, evaluation and critical appraisal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Little to no evidence of initiative, personal responsibility, decision-making and achievement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Very limited understanding of the complexity of practice with little or no insight.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F- 0-9</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost none of the learning outcomes/assessment criteria have been met.</td>
<td>An unsatisfactory response to the task. The work fails to meet the requirements in relation to those expected at the given level of study within the discipline, exemplified by most or all of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Almost no understanding and/or exploration of ideas.</td>
</tr>
<tr>
<td></td>
<td>• Many serious inaccuracies and/or misunderstandings.</td>
</tr>
<tr>
<td></td>
<td>• No attention paid to all or most of the assessment criteria and/or to the specifications for the assessment task (such as not keeping to the word limit/time limit and/or major elements of the work are missing).</td>
</tr>
<tr>
<td></td>
<td>• Very poor standard of presentation including referencing, where appropriate, and does not comply with referencing policy.</td>
</tr>
<tr>
<td></td>
<td>• The work has been approached and/or executed/ performed inadequately.</td>
</tr>
<tr>
<td></td>
<td>• No evidence of analysis, synthesis, reflection, evaluation and critical appraisal.</td>
</tr>
<tr>
<td></td>
<td>• No evidence of initiative, personal responsibility or understanding.</td>
</tr>
<tr>
<td></td>
<td>• Very poor understanding of the complexity of practice</td>
</tr>
</tbody>
</table>
Studentcentral – a guide

studentcentral is where you will find everything you’ll need while studying at the University of Brighton. From your personalised home page, you are able to access academic and other general and support resources. This section will get you started as quickly and easily as possible.

You will need your username and password which you get when you activate your account. Activating can be done from any computer with an internet connection.

Go to http://student.brighton.ac.uk to see a useful help page with links to both activate your account and enrol online, if you need to do that too.

To activate, you will need your student number, surname and date of birth – follow the instructions on screen.

If you have been a student with us before, your username may have been activated already and you can log into studentcentral immediately with your username and password. If you have forgotten your details please email servicedesk@brighton.ac.uk.

How do I get to studentcentral?

From university computers

1. Login with your username and password
2. On the Desktop, click the studentcentral shortcut (or click the Internet Explorer icon)

From outside the university

1. Open your web browser (eg Internet Explorer)
2. In the Address Bar, type http://studentcentral.brighton.ac.uk
3. Click Go or press ENTER

What are the links for on the login page?
If you are a new student, try clicking the ‘what is studentcentral?’ link. There are also links to explore other aspects of the system and to report any problems.

Log in
Type your username and password in on the log-in page. They both need to be in lowercase, not capitals. Click the login button or press the ENTER key. Passwords are case sensitive and may contain upper and lower case letters, though usernames are lower case.
Your Home Page

Once you have logged in, you will be taken to the pages relevant to you. Normally, this will be your personalised home page. Or, it may be the online enrolment facility or the new students’ area, depending on when you first access studentcentral.

If you need to enrol online, the first message you will see is something like ‘Your personal details are being requested ..’, followed by a set of screens. The morning after you’ve enrolled online you should see your home page when you log into studentcentral. Please contact studentcentral@brighton.ac.uk if not.

Once enrolled, your home page has 3 main columns – My Study Areas, News & Announcements and Support. The Support column has links to the student email system, the ASK study guide, staff contacts and other useful resources. The Student Life link takes you to the university’s services for students with information and advice about accommodation, careers, welfare, and other important key services. Learning materials for your course and modules and items such as timetable information are found within the links in your study area.

ASK Study Guide

In addition to course-specific guidance, online resources to help you study effectively are available through the ASK Study Guide on studentcentral.

ASK offers advice on how to make the most of seminars and lectures, reading and note-making, preparing for exams, tackling stress, essay writing, oral presentations, group work and many other topics. You will also find information about the weekly Study Support workshops held at all university sites and specialist services such as the Maths & Stats Support Unit and English Language Support Programme.

The Personal Tab

If you click on the personal tab, this takes you a new page which gives you access to your central student records, such as your registry record, financial statement, module selections and address details. Click on the home tab to get back to your home page.

Community

The community tab takes you to the university’s social network site where you can create interest groups or join in with existing groups and discussions. Your membership will start the day after you have activated your username account.

To find out more, click on the Help icon at the top of the screen.
Online Library

Click the Online Library tab for direct access to the University of Brighton’s electronic resources including the library catalogue, journals and subject resources.

- Use the Library Catalogue to find books and DVDs. You can also renew loans, reserve items and check when your books are due using My Account.
- Use Journal Title Search to find specific journals in print or online.
- Browse by Subject for resources relevant to your studies.
- Use Online Databases to search for journal articles.

You will learn more about the Online Library at your induction – if you have any questions please ask at the library Enquiry Desk.

Changing your password

When you activate you will be given a username and password. It is important to keep your password safe and not to disclose it to anyone. If you think someone else knows your password you can change it. You can do this by going to the ‘Personal Settings’ link in the tools box on your home page or by going to the ‘Change your password’ link on your Personal tab page. Or, see Information Services document 004, ‘Changing your computer passwords’ for full instructions. This and other documents can be found online in the Document Library here: www.brighton.ac.uk/is/docs

If you are not logged into studentcentral or you are unable to login because you have lost your password, you can use this link to change your password.

https://myinfo.brighton.ac.uk

Further help and information

If you have problems accessing or using studentcentral help is available from a number of different sources:

- Your tutors
- The Enquiry Desk in the library
- The IT Service Desk (01273 64) 4444
- The technicians in the open access computer pool rooms
- Email studentcentral@brighton.ac.uk
REFERENCES AND REFERENCING GUIDELINES FOR STUDENTS

INTRODUCTION

Section 1 References in the text
   a) One author
   b) Authors of two different works
   c) Two or three authors of one work
   d) More than three authors of one work
   e) An author with more than one cited publication in the same year

1.1 Citing secondary sources

Section 2 Reference list
   2.1 A book reference
   2.2 Works where the author and publisher are the same
   2.3 Works that have an editor(s)
   2.4 Reference to a chapter in a book
   2.5 Journal reference
   2.6 Corporate authors, reports, etc.

Section 3 Miscellaneous examples
   3.1 Sequence of references by the same author
   3.2 Referencing from electronic sources
   3.3 From email
   3.4 WWW document
   3.5 Electronic journal

Section 4 Further reading
   4.1 Books
   4.2 Internet sources
INTRODUCTION

These guidelines are intended to clarify the use of references in assessed work for all courses or modules within the SHS.

Why referencing?

Referencing is essential to show that you have researched your material, that the ideas that you present have been considered in the light of documented material on the subject, to differentiate between your own opinions and the views of those who have greater knowledge and wider experience of the given subject. References are necessary to substantiate the knowledge, theories and discussions that you present in your papers.

You may refer to literature in order to:

- Give factual information
- Illustrate a point
- Present a theoretical perspective
- Present an argument or counter argument
- Support an argument or a counter argument of your own

References are necessary to acknowledge the source of your information, ideas and arguments. The reader should be able, from your reference list, quickly to follow up your source of information. References need to be cited in two places – once in abbreviated form when you refer to the document in the text, and then in full at the end of the work.

A reference is a description of a published work that you have referred to either directly or indirectly in your text.

A bibliography lists books and articles which are relevant to a piece of work and have been used in your research as a source of information or inspiration; no direct or indirect reference is made to this work in the text.

There are two common ways of linking abbreviated references in the text to a full description of the published work – either numeric (i.e. a number in the text which is linked either to a footnote or to a numbered list at the end of the paper) or author/date (also known as the Harvard or parenthetical system) where the briefest author/date information appears in parentheses (brackets) in the text and the full description in an alphabetical list at the end of the paper. The Harvard method is in use in the School of Nursing and Midwifery and must be used at all times. The particular interpretation or convention of the Harvard method used in the School is the Chicago Manual of Style.

If you look on the library shelves at guides to writing theses, student papers etc., you will find a bewildering array of style conventions (British Standard, APA, MLA etc.). The School recommends the use of the Chicago Manual of Style: books and online guides that use this convention are listed at the end of this guide. In the examples that follow, the punctuation and italicisation follows the Chicago style: you should also follow this style, but if you cannot produce italic text, underlining may be substituted.

Under no circumstances should another writer’s material or ideas be presented without acknowledging the source – if you do so it is plagiarism and your work will be penalised.

Section 1 References in the text

In the body of the text the surname of the author(s) is given followed by the year of publication, all in brackets. Only if you are giving a direct quote from your source should you provide the page number as well. If the author’s name appears naturally in your text, only cite the date in brackets.
Examples.

a) **One author**
   The process of qualitative research mirrors that of the traditional scientific method used in the natural sciences (Parahoo 2006).
   In one study (Gournay 2010) it was found that...
   Seedhouse (2009) has argued that...
   “There are a number of theories of learning that can underpin professional education programmes” (Gopee 2008, 45).

b) **Authors of two different works**
   Note: The references in brackets are in alphabetical order.
   Journals have been used to support reflective practice (Bolton 2005; Moon 2006).

c) **Two or three authors of one work**
   Early history taking is essential in the prevention of thromboembolic episodes (Wylie and Bryce 2008).
   In the course of this discussion, Baughan and Smith (2008) commented that caring is at the heart of everything a student nurse does.
   Research suggests that synthetic Oxytocin expedites the third stage of labour (Pendiville, Elbourne & McDonald 2007).
   Rashid, Clark & Rashid (2009) used gradated jugs to measure blood clots.
   As stated by Dougherty & Lister (2011, 2).

d) **More than three authors of one work**
   The work by Olsen et al. (2010) introduces clinical calculations to students.
   Patients with viral myocarditis often present with prodromal symptoms of fever, rash, myalgia, arthralgias and respiratory and gastrointestinal symptoms’ (Elamm et al, 2012).

e) **An author with more than one cited publication in the same year**
   Distinguish these by adding lower case letters (a, b, c, etc.) after the year and within the brackets:
   Polit (2007a) proposed that...
   It has been argued by Polit (2007b) that...

1.1 Citing secondary sources

Whenever possible, quote from the original source. When this is not possible (e.g. when the original is unpublished, or for some other reason is not readily available) use the term ‘cited by’ followed by the reference for the work in which it is quoted.
   Evidence from Casey is cited by Piper (2009) to show that action research could be used to help nurses meet this opportunity.
   When you refer to this in the reference list, it should be listed under Piper:
   

Section 2 Reference list

At the very end of the essay or dissertation, references should be given in full in alphabetical order. Do not depend on the cover of a book for accurate bibliographical information. Use the information on the
title page (for author, title, volume number if relevant, place of publication and publisher) and its reverse or ‘verso’ (for publication date and edition).

2.1 A book reference should contain:

1. Author’s surname followed by initials (second and third authors are not inverted and if there are more than three authors ‘et al’ must not be used, all names must be listed)
2. Year of publication.
3. Title of book in italics (or underlined if italics are not available).
5. Volume number if there is more than one.
6. Place of publication.
7. Publisher's name.

Examples: (Please note and follow the punctuation!)

Barker, J. 2010. 


Hall, C. and D. Ritchie. 2009. 


Elamm, C., D. Fairweather, L.T. Cooper 2012 
Pathogenesis and diagnosis of myocarditis Heart 98 (11) 835-840.

2.2 Works where the author and publisher are the same

When the author and publisher are the same, the name should be repeated e.g.


2.3 Works that have an editor(s)

Where the book is an edited collection of material with no author listed on the title page, use the abbreviation ‘ed’ or ‘eds’ for editor(s) or ‘comp’ or comps’ for compiler:


2.4 Reference to a chapter in a book

If, however, the reference is to a specific chapter then it must be put under the name of the author of the chapter:


2.5 A journal reference should contain:

(Please note and follow the punctuation!)
1. Author’s surname, followed by initials (second and third authors are not inverted and if there are more than three authors, use the first author plus ‘et al’).
2. Year of publication.
3. Title of article.
4. Title of journal, italicised (or underlined if italics are not available).
5. Volume number
6. Issue number, in brackets.
7. The number of the first and last pages on which the article appears.

Examples:


Popular weekly or monthly journals often do not have volume numbers and should be cited by date only. Page numbers follow, separated from the date by a comma – but if the article jumps from one part of the magazine to another, page numbers may be omitted.

Example


Journals should be referred to by their full name, even if the journal title is very long.

2.6 Corporate authors, reports, etc.

Reports which are not the responsibility of one individual should be listed under the name of the body responsible for their publication. They should not be listed under the name of the chairman of a committee, in spite of the fact that they are commonly referred to in this way.

Example: the “Darzi” report:


Note that with lengthy corporate authors, the citation in the text may be abbreviated to something that agrees with the start of the name – e.g. (Department of Health 2008) but not (Darzi report 2008).

Section 3 Miscellaneous examples


3.1 Sequence of references by the same author
These should be in date order within the alphabetical sequence with the oldest reference first:

3.2 Referencing from electronic sources

There is no agreed method for citing electronic sources yet and the key text on the subject (Li and Crane 1996) does not cover the Chicago style. But it is possible to adapt the conventions for print material to electronic sources. The following elements should be included if available:

- Author’s surname and initials (if there is an author, if not use name of the organisation etc responsible for the website)
- Year of publication
- Title of document cited
- Type of medium (e.g. website, e-journal)
- Location (URL, ftp address etc.)
- Date accessed (essential for online documents which may change location but not necessary for ‘stable’ sources)

For an e-book from an e-reader (e.g. Kindle) the following should be included:
- Author’s surname, followed by initials
- Year of publication
- Title of book in italics
- Edition (e.g. Kindle)
- Medium (e-book)
- Place of publication
- Publisher’s name


3.3 From email

Cite Author. Year. Subject line from email posting. [Email] Type of posting (personal, to group, memo) [date accessed]:


3.4 WWW document

Cite Author (if there is one). Year. Title of document. [Online] Place of publication: Publisher (if you can ascertain this). Available from: (i.e. location of document) [date accessed]:


3.5 Electronic journal

To cite a full-text article from an electronic source (e.g. via a database link) use the standard method of referencing an article. If the article is only available from an Internet source, follow the style used for journal articles and add [Online] Location and date accessed:


Section 4 Further reading

4.1 Books


This is the most cited book on the subject but it does not cover the Chicago style. It does, however, include every type of electronic source you are likely to encounter and once you have grasped the principles of the Chicago style, you can adapt the examples given in the first half (APA style) of this book.


Much more digestible than the *Chicago Manual of Style* on which all the examples are based. See in particular Chapter 8 on ‘Parenthetical references and reference lists’.


The ‘bible’ of the Chicago style and over 900 pages long but you can get by on chapter 16 on author-date citations and reference lists. Unfortunately, it is weak on electronic sources.

4.2 Internet sources


Uses Harvard method and something similar to Chicago for citations


Read section headed ‘Documentation two: author-date style’


Wide range of examples, though not in Chicago style.
LOCAL HOSPITAL NHS TRUST LIBRARY SERVICES

EASTBOURNE

District General Hospital
Kings Drive
Eastbourne BN21 2UD

Tel: 01323 417400 ext 4048

E-mail enquiries: askdgh@brighton.ac.uk

Opening hours
Monday, Wednesday  0830 – 2000
Tues, Thurs, Fri  0830 – 1700
Please note: these opening hours may be subject to change over the coming year

The Health Sciences Library is part of the University’s Information Services. Please see details at www.brighton.ac.uk/lis/

BRIGHTON

The Library
The Audrey Emerton Building
Brighton and Sussex University Hospitals NHS Trust
Royal Sussex County Hospital
Eastern Road
Brighton  BN2 5BE

Tel: 01273 523300

Webpage:  www-bsuh.nhs.uk/library

Opening hours
Monday – Thursday  0830 - 2000
Friday  0830 – 1700

EAST GRINSTEAD

The Library
Queen Victoria Hospital
Holtye Road
East Grinstead
West Sussex RH19 3DZ

Tel: 01342 414266 and 01342 414000 ext 4266
Webpage: http://ksslks.co.uk/sussex/kqv.asp

Opening hours
Monday – Friday  0900 – 1230

HASTINGS

The Rosewell Library
Education Centre
Conquest Hospital
The Ridge
St Leonards on sea
East Sussex TN37 7RD
Tel: 01424 755255 ext 8672
Webpage: http://www.esh.nhs.uk/library/

Opening hours
Monday – Friday 0830 – 1700

HAYWARDS HEATH

Health Sciences Library
Princess Royal Hospital
Lewes Road
Haywards Heath
West Sussex RH16 4EX

Tel: 01444 441881 ext 5463 (enquiries) and ext 5596 (renewals)
Webpage: www.bsuh.nhs.uk/library

Opening hours
Monday – Friday 0900 – 1700

WORTHING

Health Sciences Library
Worthing Postgraduate Medical Centre
Western Sussex Hospitals NHS Trust
Park Avenue
Worthing
West Sussex BN11 2HR

Tel: 01903 285025
Website: http://www.westsussexknowledge.nhs.uk/

Opening hours
Monday – Friday 0900 – 1700

Following flooding the library has been operating from a temporary location at Park View, 135 Park Road, Worthing – check library website for updates.

UNIVERSITY OF BRIGHTON LIBRARY SERVICES

For details of opening hours please see www.brighton.ac.uk/is/

FALMER LIBRARY
E-mail enquiries: AskFalmer@brighton.ac.uk
Tel: 01273 643569 (enquiries)
  01273 643571 (renewals)

QUEENWOOD LIBRARY (EASTBOURNE)
E-mail enquiries: AskQueenwood@brighton.ac.uk
Tel: 01273 643822

HASTINGS CAMPUS LIBRARY (UBH)
E-mail enquiries: askhastings@brighton.ac.uk
Tel: 01273 644640
STUDENT SUPPORT

You will be supported by a range of staff throughout your course. These include your course leader, work based supervisors, personal tutors, student services, PPEds in practice, module team members and administrative staff.

Education Support Staff

Course Leader

The course leader is responsible for the overall management and co-ordination of your course. Contact details for your course leader and key course personnel can be found in the handbook.

Module leaders and the module teaching team

Each module has an identified module leader and teaching team who will provide academic support and tutorials for you whilst you are undertaking their module.

Student Support Guidance Tutors (SSGTs)

Student Support Guidance tutors support you through some of the challenges that can occur on the route to obtain your Foundation Degree in Health and Social Care, whether it be family or relationship issues, health problems, accommodation, financial difficulties or indeed anything that you feel is getting in the way of your learning. If you find that you are struggling to keep up with your course, please do contact either Susan or Heather (contact details in the handbook) as early as possible so they can ensure that you receive the right support.

Support for work to be submitted

You are entitled to one hour of support for your module assessment from each module team. Completed assignments are not usually seen; a draft or a plan of no more than two sides of A4 is advisable. The purpose of these meetings is to ensure that you understand the remit of the assignment, to clarify ideas and answer outstanding questions. Ideally these meetings should not normally occur within two weeks of the submission date. These meetings can occur in person or in a group. Support can be given via email or telephone if acceptable to both parties.

Learning Support Plans (LSPs)

The University is committed to ensuring that all enrolled students have an equal opportunity to succeed on their course. This includes ensuring that the university’s teaching and assessment processes are as inclusive as possible for disabled students and students who are experiencing temporary conditions (such as pregnancy), to minimize any adverse impact on their access to learning. Recommendations for adjustments to teaching, assessment and examinations are made by the university's Disability and Dyslexia Team.

You can find further information about groups that may be eligible for Learning Support Plans in Section G of the General Examination and Assessment Regulations, on studentcentral. What sort of adjustments are included in a Learning Support Plan?

Each Learning Support Plan is tailored to the individual needs of a student that arise because of their disability or other condition. For example, it may include recommendations to teaching practices, assessments and examinations.

In some cases, more significant Variations to Assessment can be recommended. In these cases, the academic Learning Objectives of your course are fundamental to the decision as to what individual adjustments can be made.
How can I get a Learning Support Plan?

If you have a condition that you think might entitle you to a Learning Support Plan, you should contact the Disability and Dyslexia Team in Student Services either in person, by visiting your local Student Services office, or by telephoning 01273 643799 or emailing disability@brighton.ac.uk

The Disability and Dyslexia Team will ask you to provide evidence of your circumstances, such as a note from your doctor or an Educational Psychologist (EP) Report. They can provide guidance and help you to obtain this evidence if you do not already have it.

Once you have this evidence, you should then book an appointment with a Learning Support Coordinator in the team, who will discuss what individual recommendations can be included in your Learning Support Plan and share this information with your school.

The process of implementing a Learning Support Plan can sometimes take time and so it is recommended that you contact the Disability and Dyslexia Team as soon as possible to discuss your requirements.

Adjustments for examinations cannot be guaranteed if information is received within 6 weeks of the assessment date.

When you meet with the Disability and Dyslexia Team, they will also provide you with information about other elements of disability support – such as funding that is available through the Disabled Students Allowance (DSA) and 1-2-1 support services.

I’ve told the university about a disability when I applied. Do I need to do anything else?

Even if you disclosed a disability as part of your application, you will still need to contact the Disability and Dyslexia Team to provide evidence and so that your personal Learning Support Plan can be drawn up.

Temporary Conditions

These are usually quite sudden and normally result from physical injury. If time permits, you should make an appointment through your site Student Services Administrator to see the Disability and Dyslexia Team, and take your written evidence (e.g. medical certificate). If there is insufficient time to do this, take the documentary evidence to the School Office, where the administrative staff will be able to check with the Disability and Dyslexia Team. While every effort will be made to help, obviously the closer to the assessment period the more difficult it will be to make alternative arrangements.

What other support is available from the Disability and Dyslexia Team?

As well as helping with Learning Support Plans, the Disability and Dyslexia Team can also help with applications for Disabled Students Allowances and other disability funding. This can help to finance 121 support such as (but not limited to) notetakers, scribes, mentoring and/or learning support tuition. The type of support provided will depend on the impact that your disability has on your studies. More information about the support that the team provides can be found at www.brighton.ac.uk/disability

Contact details

Disability Liaison Tutor: Kathy Martyn, Westlain House, Falmer k.j.martyn@brighton.ac.uk; 01273 644052 or 01273 644087 and ask for extension 4052

Student Services Disability and Dyslexia Team: email disability@brighton.ac.uk or phone 01273 643799, www.brighton.ac.uk/disability

Equality and Cultural Diversity Group

The Equality and Cultural Diversity Group (E&CDG) has been set up to promote analyse, monitor and support equality and cultural diversity issues within the School of Health Sciences so that a culture of
equal opportunity is fostered and maintained. Its main aim is to make equality and diversity an integral part of The School of Health Sciences activities and services.

Please note that the resolution of harassment cases and discrimination is not within the remit of this group as there is already a University of Brighton policy on harassment. In cases of harassment or discrimination please contact Student Services as above and ask for guidance.

**Personal tutors**

Your personal tutor will provide overall academic support and monitor your progress throughout the course. They are usually your first point of contact for help and guidance.

**Personal Academic Tutoring - Students Entitlement**

(This document should be read in conjunction with the University of Brighton Personal Academic Tutoring Policy 2010).

| SHS Lead on Personal Academic Tutoring | Jan Monkley-Poole – Head of Centre for Teaching and Learning. Email j.r.monkley-poole@brighton.ac.uk  
| | Telephone 01273 643982 |
| Informing students | Students will normally be informed by the Course Leader at the commencement of the course who their PT is going to be. Meetings in the first year will be timetabled. PT’s should contact their personal students at the commencement of the course informing them of their contact details and dates for initial meetings. |
| Meetings with PT’s | Students are entitled to have access to a formal meeting with their PT once per semester. Some students may wish to meet their PT at other times and are actively encouraged to do so via email using their University of Brighton accounts. One to one meetings should only occur as required and normally be by appointment. Records of contact / meetings with personal students should be kept and placed in relevant student files and or documents. |
| Availability of PT’s | PT’s will provide contact details and inform students of any planned absences from the School normally two weeks in advance. Answer-phone and out of office electronic messages should offer alternative contacts for students. See SHS Communication Strategy. |
| Other sources of guidance / advice | See Student and Course Handbook. |
| Confidentiality | Meetings with PT’s are confidential however matters that have to be dealt with officially may need the student’s approval to be referred on and / or placed on their record. |
| Changing PT | Normally the same PT will provide support for the duration of the course. Requests to change PT must be made to the course leader. |
| Non attendance at meetings with PT | Students should make every effort to attend arranged meetings and should notify their PT if they are unable to. Students who fail to attend an arranged meeting will be contacted by their PT normally via email using their University of Brighton accounts. If non attendance continues the PT will discuss this with the relevant Course Leader. |
| Evaluation | The student / personal tutor relationship is a complex one with regard to a valid quantitative evaluation and will be judged on the qualitative data supplied through course evaluations. |
Personal Tutoring – Students Guide

Introduction
Personal Tutoring is an important part of the support structure offered to students on courses offered by the University. Students will receive support from academic staff through direct course delivery but is the personal tutoring system that provides them with planned regular opportunities to review their personal, academic and career development. The Personal Tutors act as a key contact between the school and the student offering them systematic and long term contact with an accessible and appropriately supported member of academic staff.

The School of Health Sciences (SHS) is committed to providing a robust personal tutoring system that helps to put anxieties into perspective and guide the student through any initial and subsequent difficulties they may experience.

The University policy states that students are entitled to a scheduled meeting with their personal tutor to review their academic progress on a regular basis, at least twice a year i.e. once per semester. (See Course Student handbook).

What is a personal tutor?
Your personal tutor will be assigned to you at the beginning of your time at the University. As one of the academic staff they will keep an eye on your overall academic and personal welfare, and can also advise you about sources of help elsewhere in the University, such as Student Services or the Student Union. Scheduled meetings with them will be indicated on the timetable but you may also go to them between these if you need advice on any matter, or to let them know about any circumstances which may affect your work or wellbeing.

What can I expect?
While we expect each student to become increasingly self-motivated and independent, we recognise that at times you will need extra information and support if you are to benefit fully from your experience of Higher Education. It is in everyone’s interests that you enjoy your time with us and that you succeed academically. If you have any difficulties or queries over your academic work on a particular unit, it is usually best to talk to the relevant module leader or member of the module team (see module handbook) straight away. Don’t hesitate to do this, as problems are much easier to deal with if you identify them early. However, if this doesn’t work or if the concern is something more general, then your personal tutor will normally be the first point of call.

Personal Tutor responsibilities
Personal tutors are expected to:
• (If this is a Course Requirement). Attend the initial and subsequent once per semester tutorial support group meeting OR to agree an alternative date with their personal students and the relevant course leader(s).
• Ensure their personal students are informed of how they can be contacted and give clear guidance on how to book one to one meetings with them.
• Be properly informed about the University, SHS and relevant course requirements.
• Monitor and respond to issues relating to their personal student’s performance and achievements.
• Be aware of sources of specialist help and advice available in the University and refer the student to these as appropriate.
• Respect the confidentiality of any information they receive unless the student agrees to its further communication.
• Make records of all meetings using students contact forms and / or print copies of email correspondence and forward them for inclusion in the students file.
• Inform the Head of Centre for Teaching and Learning where entries on the personal tutors / students database are incorrect.

Personal tutors are not expected to:
• Take on the role of trained specialist counsellors.
• Spend unreasonable amounts of time following up students who fail to attend tutorial support group meetings and / or one to one tutorials.
What are my responsibilities?
However much academic and personal support we offer the ultimate goal is to help you to work confidently and independently and to assume responsibility for your own education. This applies equally to the relationship with your personal tutor. It is therefore your responsibility to:

- ensure that you are fully aware of the rules and regulations governing your course
- attend TSG's and or personal tutorials at the times agreed
- inform your personal tutor, at the earliest possible date, of any personal issues or problems which could affect your academic performance and make clear whether you wish this information to be communicated further
- where necessary, complete and submit a Mitigating Circumstances form together with the appropriate supporting evidence (e.g. medical note), to be forwarded to the Exam Board according to the University Regulations
- accept full responsibility for your decision if you choose not to avail yourself of tutorials

The main thing to remember is that your personal tutor will always do their best to help, but they can’t work miracles if you don’t keep in touch!

What if.........I don’t like my personal tutor?
This is a professional rather than a personal relationship, so it is not essential that your personal tutor is also your favourite lecturer. However, it is important that you feel comfortable enough with them to be able to raise any issues that may be troubling you. If that is not the case, for whatever reason, please discuss the problem with the Course Leader. They can advise you, and if necessary, they or you will be advised to contact the Head of Centre for Teaching and Learning to discuss being allocated a new tutor. However, don’t make hasty decisions about this, especially in the first few months of your course.

What if ...........my tutor isn’t there when I need them?
All your lecturers have busy teaching timetables and many other commitments, so they are unlikely to be in their room at all times when you might wish to see them. At the first meeting with you personal tutor they will tell you how they can be contacted. If it’s urgent discuss the problem with the Course Leader or Course Administrator (contact details in Student Handbook). Equally, don’t waste your tutor’s time by failing to turn up (or give plenty of notice if you need to reschedule) - someone else may have been desperate for that appointment.

What if..........it’s too personal to discuss with my tutor?
However well you get on with your tutor, there may be certain issues that you’d rather not discuss with them, especially if they involve health or personal relationships. Again, the most important thing is that you find someone to talk to - inside or outside the School. You can receive confidential and non-judgemental support from your Student Support and Guidance Tutor or refer yourself directly to Student Services; you will have an introductory visit to Student Services at the start of the course... Alternatively, you may prefer to go to the Student Union Welfare Service Details of who to contact are in your Student Handbook.

What if............I’m worried about money?
Financial difficulties, or problems caused by taking on too much part-time work to make ends meet, are among the commonest causes of student stress. There is no magic answer to this, but talking it over may help to put things into perspective, and there are some more practical sources of help and advice available from both Student Services and the Student Union Welfare office. Your Student Support and Guidance Tutor will be able to give you information on accessing funds and advice on managing your finances.

What if............I’m having trouble with my coursework?
Specific subject difficulties should usually be discussed with the relevant module leader / team member. If it’s a more general problem, such as difficulty managing deadlines, or organising your essays, then your personal tutor may be able to offer advice, or suggest where to go for further help. Your Student Support and Guidance Tutor can give you details about additional Study Skills resources available at the University of Brighton.
If your academic performance is being adversely affected by ill health or serious personal difficulties, then your tutor may suggest that, as well as seeking help for the underlying problem, you should also complete a Mitigating Circumstances form (see next section) to be submitted, with appropriate supporting evidence, to the Examination Board. Further information can be found in the Student Handbook. Your Student Support and Guidance Tutor can support you through this process.

What records are kept?
All meetings with your personal tutor will be recorded briefly on the relevant form a copy of which is lodged in your file (the others are kept by you and your tutor).

How can I make the best use of tutorial time?
• Think about what you want to discuss and write it down in advance.
• Arrive on time for all your appointments.

STUDENT SERVICES

Opportunities and support to help you get the most out of your time at university.

Student Services is a central department that provides a range of services to support you through university and to help you get the most from the student experience.

Our experienced and supportive staff can offer advice on a range of issues, including:
- Advice about money worries and how to live on a budget.
- Support in finding jobs and volunteering opportunities.
- Help accessing academic support if you have a disability, learning difficulty or long-term medical condition.
- One to one support for students with worries or concerns in a safe, confidential space.

Here for you, whatever the issue
Below is an outline of some of the ways in which we can help you during your time here.

Career development
Build your employability skills and boost your graduate potential, with careers guidance, enterprise skills, and employment and volunteering opportunities.

Chaplaincy
There’s more to the Chaplaincy than you think with social events, retreats, worship, discussion, support and listening.

Childcare
With two Ofsted rated nurseries open to children of staff, students and the local community, the University of Brighton is an excellent choice for high quality, affordable and flexible childcare.

Counselling
Whatever the reason, if you are finding academic life is causing you concern, or for personal reasons you need someone to talk things over with, you don’t need to feel that you are all alone with your worries. Talk to one of our trained counsellors in a safe and confidential space.

Disability and dyslexia support
If you’ve got a disability, specific learning difficulty or long term-health condition and choose to disclose it in confidence to the Disability and Dyslexia team, you’ll discover the wide range of academic and personal support available.

Health and wellbeing
Looking after yourself whilst at university helps you to get the most of your experience. Our links to local surgeries give you access to a doctor, while our health and wellbeing workshops and information help you to keep everything in balance – so look after your mind and body whilst you are here.

Student Advice Service
When it comes to your finances at university it pays to be money wise; so for expert advice on financial issues, including fees, grants, bursaries, loans, and money management, contact the Student Advice Service. They can also help if you are an international student needing immigration advice, or support if you’re experiencing culture shock and home sickness.
Get in touch
You can find further information about our services and answers to your student life queries at www.brighton.ac.uk/current-students

You can also access our services at each campus by visiting our student centres, or call us to find out more or book an appointment.

Your link to Student Services within the School of Health Sciences is Susan de Jesus s.dejesus@brighton.ac.uk for West-based students and Heather Duff h.duff@brighton.ac.uk for East-based students. They can support you within the school or refer you on to central Student Services departments.

Eastbourne - Trevin Towers, Gaudick Road T: 01273 643845
Falmer – E354, Checkland Building T: 01273 643584
Grand Parade – Room 153, Level 1, main building T: 01273 643187
Moulsecoomb - Manor House, Moulsecoomb Place T: 01273 642895
Hastings – The Student Centre, Level 1, Priory Square T: 01273 644643

We can also help answer your questions in confidence via email, at studentservices@brighton.ac.uk, via the 'help and support' tab on student central or follow us on Twitter for the latest student life news via @brightonstudent – www.twitter.com/brightonstudent

Our service leaflet with additional information can be found at: http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc012712.pdf

University of Brighton Students’ Union and The National Union of Students

School of Nursing and Midwifery students are automatically members of the University of Brighton Students’ Union (UBSU). In your first week you will have the chance to get your Students’ Union card - all you will need is your University enrolment card and a photo. Membership of UBSU entitles you to NUS membership and will get you discounts at various shops and leisure venues including clubs, cinemas and theatres nationwide.

UBSU is there to represent all students at a local and national level on many concerns, ranging from access to sports and societies onto wider issues such as tuition fees. UBSU also provides many services and facilities including entertainment, sport, administration, student advice, a half term play scheme, bars, catering and retail outlets. The Union has offices at Eastbourne, Falmer, Grand Parade and Moulsecoomb. Representatives at these campuses include elected officers and permanent staff as well as casual staff drawn from the student membership. Every student is entitled to take part in any of the activities arranged through UBSU. UBSU encourages all nursing students to get to know the Union and use it as widely as possible. The Vice President Eastbourne & Outreach works closely with the Nursing & Midwifery reps to ensure that relevant issues are reflected in Union business. Nursing and Midwifery students are encouraged to stand for election to Union Council through the campus wide election cycle.

The elected officers (sabbatical and non-sabbatical) are there to deal with any enquiries or problems you may encounter throughout your student career. They work in conjunction with the Union’s professional staff team to provide a range of services and support. Both the University in general and The School of Nursing and Midwifery in particular are spread over a number of main and satellite sites. This causes some difficulties, but the school and the Union aim to minimise these and to open up access for all students to the activities, opportunities and experiences available to other students.

The Union would like to remind students, that using the services and facilities offered by UBSU and the University is all part of the student experience. It recognises that access may be more difficult for students based on the outlying sites, but would like to encourage wider participation and involvement. The Union is there for you as students. If you don’t think you are being represented please talk to the Union who will endeavour to make changes which will benefit you and other students.
Full details about the Union and the facilities it offers are given in the Union Handbook and the University's Student Handbook.

**Attendance Policy**

It is important that the number of hours of attendance on courses leading to a Foundation Degree in Health and Social Care is monitored by the course team. The following is constructed to meet this requirement and as a reflection of the School’s concern for the well being and success of all students. This policy covers all students.

**Theory**

Attendance for theory sessions is mandatory. Attendance is verified by means of a register. Information from this register is used to log sickness/absence for the student record. Planned absences from theory sessions must be negotiated with the course leader, cohort leader or personal tutor in advance. The appropriate authorised absence form must be completed and submitted to the site admin staff.

If 80% attendance of timetabled sessions is not achieved, in order to complete the module students need to demonstrate to the module leader or their representative that they have worked towards achieving the module’s learning outcomes. It is within the module leader’s discretion, following discussion with the course leader, to decide whether you will be allowed to submit the module assessment if your attendance falls below 80%.

When attending a University theory day be prepared to attend from 09.00 to 16.30. Please note that there may be occasions when you may be required to attend outside these hours, if this is the case it will be identified on your timetable or notified to you individually.

**Sickness /Absence**

If there are three separate periods of related sickness in a six month period, or a single long term absence due to sickness (i.e. over a period of one month) the situation will reviewed by your personal tutor. Where absence due to sickness is identified as having an impact on a student’s progress or ability a discussion between the student and course leader will take place. If continuing sickness occurs Occupational Health advice may be sought to query the appropriateness of continuing on the course and Occupational Health may request information from the student's doctor. Students are not obliged to attend the Occupational Health Department, however, if they refuse to do so the course leader will only be able to make a decision based on the information available, which may compromise the student’s ability to remain on the course.

**Notification Procedure**

It is essential that the School of Health Sciences is kept fully informed in the event of any student being absent. All information will be passed to admin staff for recording and forwarding to the student’s personal tutor. When reporting absence due to sickness the student should state:

- The date the illness commenced.
- The likely duration of the illness.

It is the student’s responsibility to adhere to the following notification procedure:

**First day of absence due to sickness**

**Theory Sessions:** Notify the admin staff as early as possible and normally within an hour of the usual start time.
University admin offices to ring in sickness:

Eastbourne Robert Dodd – 01273 641982
Falmer Westlain House – 01273 644087
Hastings, UBH Priory Square – 01273 644623

If out of office hours, please leave message on the answer phone.

**Sickness of eight days or more**

If the sickness continues beyond seven calendar days (including Saturday and Sunday) you must obtain a certificate from your doctor or hospital on the eighth day and send it to the course leader. Further certificates must be supplied sequentially as necessary to cover any further periods of sickness.

**Returning after a period of sickness**

Following a long period of sickness you should contact your course leader prior to returning to the course, for advice and support.

**Authorised absence**

Attendance for academic sessions is mandatory unless there are exceptional personal circumstances or ill-health. Any anticipated absences must be negotiated with the course leader, or module leader prior to the absence.

**Making up time lost due to certified/authorised absence**

Students will not normally be allowed to make up missed time during the course. Any experience that needs to be made up will have to be made up either at the end of the course or by the student joining a later group. The decision to move back a group will be at the discretion of the Course Leader. In some circumstances, at the discretion of the course leader, students may be able to make up a minimal amount of time.

**Intermission**

Prolonged sickness may result in a period of intermission from the course. The SHS is anxious to support students and encourages you to seek help and advice if you have any health, course related or personal problems.

**Discontinuation Policy**

The grounds for discontinuing a student from a programme of study are unsatisfactory progress/conduct on the programme of study. Failure to pass theory or practice components of the course in accordance with the curriculum regulations, will constitute unsatisfactory progress and therefore will be grounds for discontinuation. Due to the professional nature of our courses, the Faculty of Health and Social Science also has Fitness to Practice Procedure, designed to complement the University of Brighton’s Student disciplinary procedure.

**Confidentiality**

You are reminded that you should maintain confidentiality at all times. This applies when discussing any aspect of care with your colleagues and peers and you must make sure that you do not disclose patient details, details of the Trust or trust staff in any electronically submitted work. If uncertain regarding the protection of vulnerable clients, you are advised to discuss with your personal tutor.

**Maintaining Confidentiality In Academic Work**

**Guidance Notes for Students**
Confidentiality is essential and must be maintained. Information is generally held under legal and ethical obligation of confidentiality. Information provided in confidence should not be used or disclosed in a format that may identify a person without his / her consent. This applies in all aspects of your being privy to confidential information and means that any confidence and or information must not be disclosed in the public domain (e.g. be discussed in a public place). There are a number of exceptions to this rule but it applies in most circumstances (DH 2005).

Maintaining confidentiality promotes trust and serves to protect against the potential consequences of disclosure, preserves privacy and maintains individual choice for service users / carers / organisations. There is a general common law duty imposed on health care workers to respect patients’ confidences. This is justified ethically by the consequences of not keeping private a person’s disclosures or information; an issue of trust in a health care relationship.

When there is a breach of confidentiality or failure to obtain consent for disclosure the Academic Misconduct Process will be followed (University of Brighton GEAR Section F: Academic Misconduct). At the end of this process a recommendation will be made to the Examination Board.

**Frequently asked questions.**

The following questions may help answer queries regarding confidentiality. Students should seek guidance from academic staff if they are uncertain or have additional questions.

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<thead>
<tr>
<th>Question</th>
<th>Answers</th>
<th>Exemptions</th>
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<tbody>
<tr>
<td>Do I need to submit a Student Assignment Declaration sheet?</td>
<td>Normally no.</td>
<td>Refer to module handbook for guidance.</td>
</tr>
<tr>
<td>Can I include the name of my work based supervisor / practice educator in a reflective account?</td>
<td><strong>No.</strong> This would breach confidentiality. (If you have concerns about an issue from practice you should talk to your personal tutor or link lecturer).</td>
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</tr>
<tr>
<td>Am I allowed to include the names of wbs / practice educators in skills inventories?</td>
<td>Yes. They will have agreed to this so it does not breach confidentiality.</td>
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<tr>
<td>Can I include the name of the Trust / Clinic / organisation and or its location in my essay?</td>
<td><strong>No.</strong> Normally this would breach confidentiality.</td>
<td>Some modules require that you do this and this will be indicated in the module handbook which you MUST read carefully.</td>
</tr>
<tr>
<td>Can I reference Trust Protocol’s and or Policies?</td>
<td>Yes if these are in the public domain i.e. can be retrieved from outside the Trust (internet / publications).</td>
<td>Some modules require that you do this and if they are not in the public domain the Trust should be referred to as ‘Trust X’. Refer to module handbook.</td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td>Notes</td>
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<tr>
<td>Can I reference material from the Trust intranet?</td>
<td>Yes if it is in the public domain i.e. can be retrieved from outside the Trust.</td>
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<tr>
<td>Can I include photographs I have taken of medical records on a mobile device such as a camera-phone</td>
<td>No. You must not take photographs of medical records on a portable device. Any such incident is likely to breach a Trust / Organisations policies and would also be a breach of Department of Health Directives. The loss of a phone with patient information recorded on it would not only be a serious breach confidentiality it would have an impact on the relationship of trust between the patient and the medical professionals caring for them.</td>
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<tr>
<td>Can I include discussions in classrooms with lecturers and peers in my academic work?</td>
<td>No. You may mention that the discussion occurred and what you have learnt but you should not reveal names / specific sessions.</td>
<td>If a lecturer has published material discussed in the session this can be referenced in your academic work.</td>
</tr>
<tr>
<td>Am I allowed to include Trust Care Plans / Prescription Sheets in my academic work if I put them in an appendix?</td>
<td>No. If you are asked to include care plans or any other information or feel that one would illustrate your discussion as an appendix you should compile your own version i.e. no photocopying of patient / client records.</td>
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<tr>
<td>Am I allowed to include an observation chart? i.e. temperature, pulse, blood pressure charts</td>
<td>Normally yes. Unless the observation chart is one used in a specialist unit. If you feel that including an observation chart would illustrate your discussion you must compile your own version so that it is completely ammonised.</td>
<td>If observation charts are required your module handbook will provide guidance.</td>
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<tr>
<td>What about including x-rays?</td>
<td>Normally yes. If you feel that</td>
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<td>Question</td>
<td>Answer</td>
<td>Additional Information</td>
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<tr>
<td>What about including photographs of patients / the clinical placement area or verbatim conversations with patients in my portfolio?</td>
<td><strong>ONLY if this is required / suggested in the Course / Module Handbook and you may use these ONLY if you have the permission of those involved and following discussion with the module leader.</strong></td>
<td>If a consent form is needed this will be included in the module handbook. If you are undertaking research, Research Governance will apply.</td>
</tr>
<tr>
<td>How is confidentiality affected when we use videos / DVD’s as a) evidence for an assessment? b) As reference material</td>
<td><strong>ONLY with permission from those involved and these must be used for assessment and / or educational purposes only. b) follow referencing guidance</strong></td>
<td>If a consent form is needed this will be included in the module handbook.</td>
</tr>
<tr>
<td>Am I allowed to reference the ward / organisation philosophy?</td>
<td><strong>No.</strong> You may mention the existence of a philosophy but you should not name the ward and or Trust.</td>
<td></td>
</tr>
<tr>
<td>What about including signed consent forms for research?</td>
<td>You should include a blank consent form in your work and keep the signed form separately for verification if required.</td>
<td>If you are undertaking research, Research Governance will apply.</td>
</tr>
<tr>
<td>Can I include printed off discussion boards or blogs from studentcentral?</td>
<td><strong>No.</strong> Normally this would be a breach of confidentiality.</td>
<td>Refer to the module handbook.</td>
</tr>
<tr>
<td>Can I include an email response from an author or expert in my portfolio?</td>
<td><strong>ONLY with the permission of the author / expert.</strong></td>
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</table>

**Disclosures**

It is important that students are aware that should they make a disclosure involving a contravention of the law or a disclosure that constitutes a danger to the public, the lecturer to whom this disclosure is made has a duty to act upon the information given.

**Data Protection Act**

As an individual you have 'subject access' rights under the Data Protection Act. This means that you have the right to check whether an organisation holds information about you and to see a copy of this...
information. You also have the right to have any inaccuracies corrected. The University and the school hold computerised and/or paper files on all students.

As a student you will come across computerised data. You have a duty under the Act to ensure that this information is only used to enable you to carry out your work. You have a duty to ensure that it is not passed on in any unauthorised way and is not given to anyone who has no right to have it. You also have the duty to ensure that any information you are required to collect for such purposes is accurate.

What you can expect from us

Guidance and support

There are many different ways to access the help and support you need whilst at university. This may relate to your academic studies and, dependent upon the way in which your individual school is organised, will come from a variety of sources and this will include course leader, course tutors or an allocated personal tutor.

You can contact your Student Support Guidance Tutor (SSGT) as a first point of contact with any issues that relate to concern, personal and academic. Find their contact details at www.brighton.ac.uk/SSGT. Students in the Business School don’t currently have an SSGT and should contact their personal tutor. However, if you feel you need to discuss personal issues with someone entirely separate from your course, the Student Services department offers a confidential counselling service. For details of this and other services the department provides, please see the information provided in section 4 of this handbook or visit the current students website www.brighton.ac.uk/current-students for comprehensive information on support available from the University, or www.brightonsu.com/support/academic_advice/ for support available from the Student Union.

Changing, intermitting or leaving your course

If you are thinking about transferring to another course, taking some time out (intermitting) or withdrawing from university - for whatever reason – it is important to weigh up your options and seek advice before rushing into a decision. We would recommend you discuss your situation with a member of staff – this could be your personal tutor, your course tutor, staff in Student Services, the Students’ Union or if your School has one, the Student Support and Guidance Tutor.

If you are not sure where to start there is information online www.brighton.ac.uk/current-students/my-studies/withdrawing-or-transferring/index.aspx which may be able to help.

There are complicated rules surrounding future student loan or local authority funding, as well as University Fees so it is best to consider all of your options and any financial implications beforehand. Contact the Student Advice Service in Student Services -studentadvice@brighton.ac.uk or by phone 01273 642888. They operate a drop in service at each site during term time – see www.brighton.ac.uk/current-students/contacts/advice-and-support-services/index.aspx for details

If you are an international student residing in the UK with a student visa and are considering changing or leaving your course, you are strongly advised to contact the international student adviser before committing to a decision.
Access to facilities whilst intermitting from your course

It may be that you have had to intermit from your course – this means that you have temporarily stopped studying on your course, for medical, personal or academic reasons.

If you wish to have access to university facilities whilst you are intermitting, then you must obtain authorisation for continued access from your course leader.

If you intermit your studies (or suspend your research registration) part way through the academic year, your tuition fee liability will be calculated as per the University’s Tuition Fee policy, which is available from the University’s website http://www.brighton.ac.uk/current-students/my-studies/student-policies-and-regulations/index.aspx. You can check your liability with the Registry Records and Fees Team: studentadministration@brighton.ac.uk.

Voicing your opinion

The university respects and values the opinions of its students and you have the right to express your views about your course or other services you receive. Sometimes problems get worse if they are not addressed quickly and it is advisable to let the relevant person know as soon as possible. You can do this in a number of ways, depending on the nature of the issue.

1. **General comments and issues relating to your course** - if you want to raise general issues about your course you should contact your course leader, Head of School or personal tutor. Each course also holds Course Boards. These meetings are held regularly (usually once per term or semester) to discuss the general running of courses. Representatives will be elected from among the students on your course, to attend the Course Board and contribute the views and concerns of the student group. You should feel free to approach your **Student Representative** with items that you would like considered. Your School will contact you with details of elections for student representatives. See the Student Representative site on the Students’ Union website http://www.brightonsu.com/youdecide/ for more information about getting involved.

2. **University Committees** - there are a number of university committees that include student representatives in their memberships; there are usually one or two students per committee. Students are nominated to serve on these committees by the Students’ Union. Further information on the university’s committees and their memberships can be found at: https://staff.brighton.ac.uk/committees/Pages/Home.aspx

3. **Getting your views on your learning experience** - there are a variety of other ways in which your views on your learning experience might be sought by your course tutors. These might include questionnaires and evaluation forms provided for you to comment on particular elements of your course; regular meetings for you to discuss issues with staff; and special sessions run by staff from elsewhere in the university, for you to discuss your experience of learning and how you feel it could be improved.

**What to do if things go wrong**

The university recognises that students face many new experiences when they start university. The transition to university life can be exciting and daunting and bring new challenges, especially if you are living away from home. You may question whether you have chosen the right course or university or wonder whether study is right for you at the moment. Maybe it is not what you expected. These
feelings are common, especially during the first term, but most students stay and graduate successfully, while a few change course and some leave.

If you are not satisfied with an aspect of your course or some part of university life which is within the university’s control, you should inform your personal tutor or course leader. Not all such problems can be resolved, but you are entitled to ask the university, through your tutor, whether any steps can be taken to resolve the situation. We hope that in the rare cases where there is a major problem it can be resolved with the minimum of fuss, as quickly as possible and to the satisfaction of the student, where reasonable. In almost all cases informal discussion can resolve problems.

**Student services**

Student services at the university also offer a broad range of confidential and non-judgemental support and advice services. Dedicated teams provide careers guidance, study support, counselling, medical facilities, student funding advice, and help with budgeting and debt and disability and dyslexia advice and support. All these services are provided on the university’s campuses in Brighton, Eastbourne and Hastings.

For further details please see the information provided in section 4 of this handbook or visit the current students website [www.brighton.ac.uk/current-students](http://www.brighton.ac.uk/current-students) for comprehensive information on support available from the University.

**Students' Union**

The University of Brighton Students' Union offer information, advice and support on issues that may affect your university experience or your relationship with the university, such as: mitigating circumstances, misconduct, plagiarism, appeals or complaints. For further information see [www.brightonsu.com/support/academic_advice/](http://www.brightonsu.com/support/academic_advice/)