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This Course Handbook should be read in conjunction with the University of Brighton student contract
https://www.brighton.ac.uk/studying-here/student-contract.aspx
Welcome message from the Course Team

Stephanie Stevens Course Leader

On behalf of the course team I would like to welcome you to the course. We look forward to supporting your learning to become a public health graduate and a public health practitioner over the next three years. In this you will find information specific to your course which MUST be read in conjunction with the University of Brighton Student Contract (https://www.brighton.ac.uk/studying-here/student-contract.aspx).

This handbook contains important information which you need to read right through and keep it for reference. The information contained in it is supplemented by:

- **Module Handbooks** (these have details of learning specific to modules, assessment details and are available on StudentCentral)
- **Aspire reading lists** (these are available on Student Central and have suggestions for reading to support you with modules)
- **Timetables** (these are available on StudentCentral)

If the answer to a query that you have is not in this Handbook or in other sources of information, depending on the nature of your query you can approach the following people and we trust that you will do so. These are:

- **Personal/Academic Tutor**: who is responsible for co-ordinating your academic and practice learning.
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https://www.brighton.ac.uk/studying-here/student-contract.aspx

- **Course Administrator:** is responsible for answering queries relating to the course.
- **Module Leader:** who has responsibility for the content, delivery, organisation and assessment of the specific modules you will study
- **BSc(Hons) Public Health Course Leader:** who has responsibility for the day-to-day management of the course in conjunction with tutors and with the Academic Lead for Community Health in the School of Health Sciences.

We hope that this Course Handbook, together with the Induction Programme helps to orientate you to your studies on the course. We welcome feedback and suggestions about improvements to the information contained here.

With best wishes for your studies on the course

**BSc(Hons) Public Health Course Team**

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
<th>Email</th>
<th>Campus base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clay Garner Course Administrator</td>
<td>01273 641019</td>
<td><a href="mailto:J.C.Garner@brighton.ac.uk">J.C.Garner@brighton.ac.uk</a></td>
<td>Hastings</td>
</tr>
<tr>
<td>Stephanie Stevens Course Leader/ Module Leader/ Personal Tutor</td>
<td>01273 641780/644025</td>
<td><a href="mailto:S.Stevens3@brighton.ac.uk">S.Stevens3@brighton.ac.uk</a></td>
<td>Hastings/Falmer</td>
</tr>
<tr>
<td>Marian Willmer Academic Lead for Community Health/Module Leader.</td>
<td>01273 644086</td>
<td><a href="mailto:m.willmer@brighton.ac.uk">m.willmer@brighton.ac.uk</a></td>
<td>Falmer</td>
</tr>
<tr>
<td>Jacks Moore Module Leader/Personal Tutor</td>
<td>01273 644045/1101</td>
<td><a href="mailto:J.T.Moore@brighton.ac.uk">J.T.Moore@brighton.ac.uk</a></td>
<td>Eastbourne</td>
</tr>
<tr>
<td>Dr Ann Day Module Leader/Personal Tutor</td>
<td>tbc</td>
<td><a href="mailto:E.A.Day@brighton.ac.uk">E.A.Day@brighton.ac.uk</a></td>
<td>Falmer</td>
</tr>
</tbody>
</table>
Laura Gilbert  
Module Leader  
01273 644186  
L.Gilbert@brighton.ac.uk  
Falmer

Alan Monaghan  
Module Leader  
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Sharon de Goeas  
  
  
s.m.d.e.goeas@brighton.ac.uk  
Falmer

All members of the course team are happy to offer you advice and support throughout your time with us. We however, urge you to consult this Course Handbook and the University of Brighton Student Contract (https://www.brighton.ac.uk/studying-here/student-contract.aspx) before you contact a member of the team, this will save you time and help the course team focus on delivering the course. You are advised to contact the module leader if your query relates to a module.

**Course philosophy**

Our course philosophy is based on the World Health Organisation’s description of public health:

‘Public health refers to all organized measures (whether public or private) to prevent disease, promote health, and prolong life among the population as a whole. Public health activities aim to provide conditions in which people can be healthy and focus on entire populations, not on individual patients or diseases. Thus, public health is concerned with the total system and not only the eradication of a particular disease. The three main public health functions are:

- The assessment and monitoring of the health of communities and populations at risk to identify health problems and priorities.
- The formulation of public policies designed to solve identified local and national health problems and priorities.
- To assure that all populations have access to appropriate and cost-effective care, including health promotion and disease prevention services’.
We also believe that the information that we share with you in this course is underpinned with the very latest knowledge and evidence. We draw on this evidence from our own research and scholarship activities which are broadly captured within the School of Health Sciences’ research groups (see later section of research and evidence based teaching and learning for more information about our research activities and interests).

**Spiral curriculum**
Drawing on the principles of a spiral curriculum (Bruner 1960), the course is structured in such a way that student’s knowledge will be developed incrementally throughout the three years, gradually stretching your thinking and abilities in a supportive and nurturing environment. This process is logical as it helps to move the student from a simplistic understanding to a more complicated understanding. It includes revisiting earlier knowledge (subject, theme, subject or concept) but each time with increasing complexity. For example health promotion is a key essential aspect of public health. You will be introduced to health promotion within a L4 module, and again in a L5 module and when you are in your third year you will have a whole module where you will be required to apply health promotion theory.

Using the same principles the course will provide students with a transformative learning experience that acknowledges your capacity to be both knowledge producers as well as knowledge consumers. For example in year one, you will largely be consumers of public health knowledge but during year two and particularly year three you will engage with this knowledge in a much more critical manner principally in the dissertation module where through either direct enquiry or synthesis of published evidence you will provide new and interesting insights, alternatives and perspectives of public health.

The course will prepare students to understand public health from local and national perspectives but also international viewpoints to enable you to gain awareness into the nature of public health in a global society.

**Research and Evidence Based Teaching and Learning**
The SHS has a strong commitment to evidence based education and adheres to University policy to promote and encourage all of its academics to engage in research and scholarship. It demonstrates this by supporting staff to undertake postgraduate, doctoral and post-doctoral studies and activities. Approximately 60% of the School staff now hold doctorates or postgraduate degrees. Academics are encouraged to update their knowledge, write academic papers, strengthen links with partners and engage in research.

As noted earlier in the document, the SHS Centre for Health Research has several professors and researchers to maintain our research standing and also encourage an inclusive research ethos. [https://www.brighton.ac.uk/research/index.aspx](https://www.brighton.ac.uk/research/index.aspx)

We have excellence in:
Health promotion, policy and practice
Wellbeing, health and inequalities
Resilience
Applied clinical and practice based research  
Pedagogy in health and social science  
Professional competence  
Art and health  

The Research Excellence Frameworks results for SHS were very encouraging. Several staff were entered to the A3 panel, Allied Health Professions Nursing, Pharmacy and Dentistry (9 staff), and panel C22 Social Work and Social Policy (2 staff).  

The course team and module leaders have taken several steps to ensure that the teaching will be based on best available evidence. Several members are active researchers and will be able to draw on their own research experience and findings to provide evidence to support their teaching and give students experience of the realities of research practice. We have also taken into account Healey’s ideas on ensuring teaching content is linked to research findings. This will be achievable as many of the people delivering the course are active researchers themselves. [http://www.heacademy.ac.uk/assets/documents/teachingandresearch/LinkingTeachingAndResearch_April07.pdf](http://www.heacademy.ac.uk/assets/documents/teachingandresearch/LinkingTeachingAndResearch_April07.pdf).  

Course aims  
The course subject content has been guided by the following aims. These are informed by the UK Public Health Register (UKPHR [http://www.ukphr.org/](http://www.ukphr.org/)) the National Occupational Standards for public health [https://tools.skillsforhealth.org.uk/](https://tools.skillsforhealth.org.uk/), UK Public Health Knowledge and Skills Framework (UKSCF). Its academic levels and requirements have been guided by Quality Assurance Agency for Higher Education ([http://www.qaa.ac.uk/en](http://www.qaa.ac.uk/en)), as well as the University’s own policies for quality in academic standards for courses.  

The aims of the course are:  

1. To provide students with an appreciation of the determinants of health and their impact on people’s lives.  

2. To promote a critical understanding of social justice through cognisance of structural factors (eg ecological and economic) that cause and perpetuate avoidable health and social inequalities.  

3. To promote evidence and research based public health and health promotion interventions and practice  

4. To prepare students to be scholarly, knowledgeable and acquire employability skills for working in a global society  

5. To promote inclusive and interactive collaborative inter-professional learning utilising digital technologies when appropriate
### Course learning outcomes

By the end of the course you as a public health graduate will be able to:

<table>
<thead>
<tr>
<th>Knowledge and theory</th>
<th>1. Critically analyse and appraise local, national and global policy and strategy to improve and promote individual and population health and wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Engage in a critical discussion of social justice, health economics, sustainability principles, the determinants of health, the causes and amelioration of avoidable health and social inequalities</td>
</tr>
<tr>
<td></td>
<td>3. Discuss public health knowledge and skills in the screening, surveillance and assessment of populations’ health and wellbeing and, health needs assessment</td>
</tr>
<tr>
<td></td>
<td>4. Critically analyse best available evidence of interventions, programmes and services to improve, protect and promote individuals’ behavioural change, population health and wellbeing; and prevent avoidable morbidity and early mortality</td>
</tr>
<tr>
<td></td>
<td>5. Analyse methods available to generate and disseminate public health knowledge</td>
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<tr>
<td></td>
<td>6. Critique factors that may promote or diminish the provision, accessibility and equity of health and social services and when able to contribute to team working.</td>
</tr>
<tr>
<td></td>
<td>7. Evaluate evidence based, culturally aware and ethical public health practice, and collaborative, inter-professional, inter-agency working</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/practical skills.</th>
<th>By the end of the course students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Analyse, evaluate and reflect on public health knowledge and practice</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate ethical awareness, effective interpersonal communication, application of digital technologies when required including social media, working collaboratively with others, critical thinking and decision making, problem solving, information processing and reasoning</td>
</tr>
<tr>
<td></td>
<td>3. Communicate in the spoken and written word in different settings.</td>
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<tr>
<td></td>
<td>4. Demonstrate adaptability, independent critical thinking and reflexivity</td>
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<tr>
<td></td>
<td>5. Demonstrate knowledge of the research process to conduct enquiry into public health problems and issues and potential solutions</td>
</tr>
</tbody>
</table>
6. Demonstrate organisational abilities such as planning, multidisciplinary and partnership working, and time management.

7. Describe and discuss, and when possible, demonstrate public health attributes and transferable employability skills gained throughout the theory and practice elements of the course.

Course journey
For third year students most of your learning and teaching will take place on the University’s Hastings Campus. Classes may be held in the Havelock Road or Priory Square buildings which are all located on the same site in the town centre, easily accessible by public transportation.

For second year students most of your learning and teaching will take place on the University’s Falmer site. This is located on the outskirts of Brighton city centre and is easily accessible by public transport with bus stops and a rail station on campus.
https://www.brighton.ac.uk/about-us/contact-us/maps/brighton-maps/falmer-campus.aspx

This three year course is divided into six semesters (two per year). Each semester consists of timetabled sessions at university. You will study a modular spiral curriculum consisting of generic modules taken by all students in each year and optional modules. There are two optional modules in year two. You must take one of these modules to ensure you have the right number of credits to be awarded a degree. The course structure is given below.

Study time and Holiday Breaks
The course is full time following the usual academic year. A course planner detailing when you will be taking specific modules, directed study, self-directed study, when you will be on holiday and when the University is closed is available on the course site in studentcentral see ‘course Planner’ in ‘my course’. The module timetables are also available on this site.

<table>
<thead>
<tr>
<th>Year One</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 credits at L4 credits = Exit with Certificate in Public Health or progress</td>
</tr>
<tr>
<td>All 20 credit modules</td>
</tr>
</tbody>
</table>

**Please note. There will be no year one modules running in the 2017/2018 academic year**

<table>
<thead>
<tr>
<th>NC401 Introduction to key concepts in health and public health</th>
<th>NC402 Introduction to public health research and project methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB405 Study skills for health and social care practice</td>
<td>NC403 Introduction to public health ethics, policy, and service delivery</td>
</tr>
<tr>
<td>SB404 Anatomy and physiology to support Health and social care practice</td>
<td>NC404 Introduction to health needs assessment</td>
</tr>
</tbody>
</table>
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### Year Two

120 L4 credits and 120 L5 credits = Exit with Diploma in Public Health or progress
All 20 credit modules

<table>
<thead>
<tr>
<th>Semester One 2(^{nd}) October 2017 October-2(^{nd}) February 2018</th>
<th>Semester Two 5(^{th}) February 2017-8(^{th}) June 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC501 Population surveillance and assessment methods</td>
<td>NC504 Epidemiology and research methods</td>
</tr>
<tr>
<td>NC502 Global health</td>
<td>NC505 Enabling behavioural change</td>
</tr>
<tr>
<td>NC503 Community engagement for public health</td>
<td>NC506 Health protection</td>
</tr>
<tr>
<td>NC504 Epidemiology and research methods</td>
<td></td>
</tr>
<tr>
<td>NC505 Enabling behavioural change</td>
<td></td>
</tr>
<tr>
<td>NC506 Health protection</td>
<td></td>
</tr>
</tbody>
</table>

### Year Three

120 credits at L4 and 120 credits at L5+ 120 L6 credits = BSc (Hons) Public Health
All 20 credit modules except Dissertation (40 credits).

**Top Up Entry:** Normally, minimum of one year of experience in a public health role. Normally have 120 Level 4 and 120 Level 5 credits or a Diploma in Higher Education. Advanced Standing/APEL against the Level 4 and Level 5 credit can be awarded by the course leader in recognition of public health experience and in accordance with GEAR regulations.

<table>
<thead>
<tr>
<th>Semester One 2(^{nd}) October 2017 October-2(^{nd}) February 2018</th>
<th>Semester Two 5(^{th}) February 2017-8(^{th}) June 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPTIONAL: NA6172 Health law and ethics (NB students must select this one or the other optional module Global Social Policy)</td>
<td>NA6165 Leadership and managing within care organisations</td>
</tr>
<tr>
<td>NC643 Health promotion for public health improvement</td>
<td>OPTIONAL: SS647 Global social policy (NB students must select this one or the other optional module Health Law and Ethics)</td>
</tr>
<tr>
<td>NC644 Community and public health engagement</td>
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</tr>
<tr>
<td>NC645 Dissertation for public health</td>
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</tbody>
</table>

### Theory to Practice to Employment

In years two and three you will have the opportunity to study mandatory modules which require you to undertake volunteer placements in public health related organisations. You have to do at least 50 hours of volunteer work during each year, but we encourage you to do as much as you can. This will help you gain experience of public health in action and will also help you to acquire hands on skills which will help you gain employment in public health.

To enable this, detailed consultation was undertaken with a variety of public health organisations and with our Community University Partnership Project department (https://staff.brighton.ac.uk/ease/cupp/Pages/home.aspx) and also our Active Student initiative (http://about.brighton.ac.uk/careers/).
Students will normally select and organise their own placements from a list of organisations who have agreed to support student learning through voluntary participation. The list of interested organisations complements the extensive database of companies, agencies and organisations held by Active Student and are compliant with the University’s placement policy.

Experience focused learning will constitute:
- Students undertaking a community profile within one of the L4 modules (this is largely an analysis of neighbourhood statistics and observational visits of neighbourhoods in and around Hastings).
- Years two students taking a volunteer placement (at least 50 hours)
- Year three students taking a volunteer placement (at least 50 hours)

This will mean that you may gain at least 100 hours of work based learning during the course which will provide you with valuable opportunities to apply theoretical knowledge and gain practical knowledge but also develop your life-long learning and employability skills.

**e-folio**
Throughout the course students will be constructing a portfolio using the student-folio portal on StudentCentral or other platforms to record and demonstrate their growing public health knowledge, experience, attributes, reflections, progress and achievements. The UK Public Health Register standards have guided the structure of the portfolio. Public health practitioners currently enter the register through portfolio. You will therefore have the advantage of becoming familiar with developing a portfolio of experience to demonstrate learning during the course which will stand you in good stead when you come to apply for registration after you have been in employment for a year or two after graduation.

**Learning and teaching methods**
The learning and teaching methods employed on this course are designed to facilitate your independent learning and to make use of your existing study skills, prior knowledge and experiences. Your learning will encompass taught sessions, e-learning and practice. In addition to the teaching and research expertise within the School of Health Sciences and College of Life, Health and Physical Sciences you will gain from the expert knowledge of a wide range of practice colleagues and service users.

**Inter-professional education (IPE)**
IPE is an educational process through which students from different professional groups, such as public health practitioners, nurses, midwives, etc have the opportunity to participate in shared learning. Learning together means you can learn more about your own and other professions and how collaborative working is best for public health.

**Student feedback for quality assurance**
The course leader has overall responsibility for ensuring the course is quality assured. Your involvement in quality assurance includes the following:
- Module evaluations
End of year / course evaluations
Student representative for your cohort*
Course Board (this is an important forum for making decisions on matters affecting your course. The input of student representatives is greatly valued)
National Student Survey (you will complete this in year 3)

*More information on the role of course representatives, and the support and training available from the Student Union, can be found through Studentcentral http://www.brightonsu.com/changethings/coursereps/

Module evaluations
You will find that at the end of modules you will be asked to complete evaluation forms which are accompanied by discussion with the module co-ordinator. The information from these is collated and discussed at the Course Board (see above).

Practice learning
Practice learning is evaluated asking qualitative questions about your experience and this evaluation is accompanied by discussion with volunteer placement staff.

End of Year and End of Course Evaluations
We devote time at the end of each year to obtain your evaluation of the year/course as a whole. We see these sessions as crucial in terms of getting your reflective evaluation of your experience.

Annual Monitoring Report
Information from all the above forms of monitoring and evaluation, together with recruitment and award data goes to inform the Course’s Annual Monitoring Report which is scrutinised independently within the School and the University.

Assessment of Learning
We are required to ensure that we assess your learning in accordance with the University’s General Examination and Assessment Regulations (GEAR 2015) (https://staff.brighton.ac.ukk/reg/acs/Pages/Assessment-and-regulations.aspx) and School of Health Science’ (SHS) policies.

You will be told what the module assignment is on the first day of the module and the module leader will explain fully what is required of you. All modules have a summative (you have to pass this assignment to gain academic credit) and a formative assessment (this is an exercise that you complete so that we can give you feedback, it is developmental and is usually submitted about the 6th week of the module). The following principles have informed our selection of assessment design:
1. Employ a range of valid and reliable assessments to ensure fairness in the assessment of learning.
2. Test students’ knowledge, behaviours, values and attitudes for public health practice.
3. Maximise deep learning and knowledge retention.
4. Provide quality assured assessments through markers meetings, internal moderation and external scrutiny of assessment processes via external examiners.*
5. Ensure students fully understand and are prepared for assessment task and its relationship to the learning outcomes.
6. Ensure assessments promote learning as well as test the achievement of the course and module learning outcomes.
7. Judiciously design appropriate formative and summative assessments.
8. Include formative assessments and provide feedback on these within the first half of the module when the design and the delivery allow this.
9. Vary the spread and delivery of modules to avoid too many assessments at the end of semesters.
10. When appropriate, student self-assessment and peer assessment will be employed.
11. When relevant unseen or seen paper examinations will be part of the module assessment in at least two years of the course to meet different learning style.
12. Adhere to SHS policy by ensuring students receive un-ratified feedback by 20 days after submission so they can utilise the feedback in future assessments and enhance their learning.
13. E-submission and e-feedback (via Studentcentral) utilised whenever possible (this applies to summative assessment but can also apply to formative assessment).

* All courses have an External Examiner who is appointed by the University to independently review assessments and ensure standards are appropriate and comparable with other universities. The external examiner gives feedback to Course staff about student work and about learning and teaching and submits a report each year which informs the Courses Annual Monitoring Report. Dr Krishna Regmi is the external examiner for this course. He is a principal lecturer at the University of Bedfordshire.
Assessment Schedule:

<table>
<thead>
<tr>
<th>Submission dates/resubmission dates</th>
<th>Cohort</th>
<th>Module Assessments</th>
<th>External Examiner</th>
<th>Marking/Moderating Completed by</th>
<th>Unratified results Released by</th>
<th>AEB/CE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td>Sept 2016</td>
<td>NC502 Global Health</td>
<td>Dr Krishna Regmi</td>
<td>2.2.18</td>
<td>08.2.18</td>
<td>14.3.18</td>
</tr>
<tr>
<td>11.1.18 By 4pm</td>
<td>Sept 2015</td>
<td>NC501 Population surveillance and assessment methods</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NC643 Health Promotion for Public Health Improvement</td>
<td>Dr Krishna Regmi</td>
<td>2.2.18</td>
<td>08.2.18</td>
<td>14.3.18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NA6172 Health Law and Ethics (optional)</td>
<td>Cheryl Holman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resubmission</strong></td>
<td>Sept 2016</td>
<td>NC502 Global Health</td>
<td>Dr Krishna Regmi</td>
<td>17.5.18</td>
<td>24.5.17</td>
<td>11.7.18</td>
</tr>
<tr>
<td>26.4.18 By 4pm</td>
<td>Sept 2015</td>
<td>NC506 Health Protection</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NC643 Health Promotion for Public Health Improvement</td>
<td>Dr Krishna Regmi</td>
<td>17.5.18</td>
<td>24.5.17</td>
<td>11.7.18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NA6172 Health Law and Ethics (optional)</td>
<td>Cheryl Holman</td>
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<th>Marking/ Moderating Completed by</th>
<th>Unratified results Released by</th>
<th>AEB/CEB</th>
</tr>
</thead>
</table>
| **Semester 2** 25.5.17 By 4pm        | Sept 2016 | NC644 Community and Public Health Engagement  
NC634 Dissertation for Public Health  
NA6165 Leadership and Managing within Care Organisations  
SS647 Global Social Policy (Optional Module)  
NC503 Community Engagement  
NC504 Epidemiology and research methods  
NC505 Enabling Behaviour Change  
NC506 Health Protection | Dr Krishna Regmi  
Brian Boag  
Dr Mark Wilding | 29.6.18  
21.6.18  
11.7.18 | 29.6.18  
21.6.18  
11.7.18 | 29.6.18  
21.6.18  
11.7.18 | 29.6.18  
21.6.18  
11.7.18 |
|                                     | Sept 2015 |                                                                                        |                            |                                 |                                |         |
| **Resubmission 23.8.18 By 4pm**      | Sept 2016 | NC644 Community and Public Health Engagement  
NC634 Dissertation for Public Health  
NA6165 Leadership and Managing within Care Organisations  
SS647 Global Social Policy (Optional Module)  
NC503 Community Engagement  
NC504 Epidemiology and research methods  
NC505 Enabling Behaviour Change  
NC506 Health Protection | Dr Krishna Regmi  
Brian Boag  
Dr Mark Wilding | 31.8.18  
20.9.18  
12.9.18 | 31.8.18  
20.9.18  
12.9.18 | 31.8.18  
20.9.18  
12.9.18 | 31.8.18  
20.9.18  
12.9.18 |
|                                     | Sept 2015 |                                                                                        |                            |                                 |                                |         |
Deadlines for Submission
Submission dates vary please see module handbook for details

Examination Board dates 2017:
AEB/CEB: 14\textsuperscript{th} March 2018, 11\textsuperscript{th} July 2018, 12\textsuperscript{th} September 2018
Procedure for requesting extensions and mitigating circumstances.

Information regarding this is available under Exam Regulations and Forms via the Study Support Link on Student Central
https://studentcentral.brighton.ac.uk/webapps/blackboard/content/listContent.jsp?course_id=48618_1&content_id=379234_1

Late submitted work policy
Late work submitted up to two weeks after the agreed submission deadline will be marked and feedback provided but the mark for that piece of assessment will be capped at 40%.

After the two week window for late submission, work will not be accepted unless the student has mitigating circumstances that have been approved by the Examination Board, in which case the full mark for the piece of work will be allowed to stand.

Assignment presentation
- The work must be double spaced, Arial font type and size 12
- The work must be proofread prior to submission
- The work must be original
- Adherence to the word length as specified in module assessment
- The work must be correctly referenced and any figures and tables correctly labelled (more information is available University of Brighton’s Student Contract (https://www.brighton.ac.uk/studying-here/student-contract.aspx and examples provided further in this document).

Assignment submission
Your assignments are normally submitted electronically. See module handbook for specific guidance.

The word count for an assignment is the maximum allowable number of words. Therefore any words in addition to the word count will not be marked. The following are not included in the word count:

- Title pages (front page and contents page), acknowledgements, abstracts
- Headings, footnotes and tables within the text
- References cited within the text
- Reference/Bibliography
- Appendices

*The Turnitin software looks for:
- Plagiarism – copying from a source without indicating the direct quotation and/or acknowledging the source
- Collusion – where two students submit the same or almost identical assignments
- Duplication – where a student cuts and pastes from an essay they have already submitted for assessment into a new essay
Assignment results
Assignments will normally be marked and moderated (and a sample is seen by an External Examiner) with an unratified mark and feedback available 20 working days after the submission date. This information will be available electronically. Marks are ratified at the Course Examination Board.

Note the External Examiner for this course is currently, Dr Krishna Regmi, Principal Lecturer, University of Bedfordshire).

Course Examination Board
The Course Examination Board considers the results from the module assessments and mitigating circumstances in order to ratify your results. The Board also reviews the achievements and profile of each student and considers their progression to the next stage of the course or awards the degree classification at the end of the course.

The University Assessment Criteria
You are required to use the following to ensure you meet the module learning outcomes in the assignment (note markers of your assignment use this to decide the final mark):
Assessment criteria levels 4 / 5 / 6

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>80-100</td>
<td>First class / Distinction</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>75-79</td>
<td>First class / Distinction</td>
</tr>
<tr>
<td><strong>A-</strong></td>
<td>70-74</td>
<td>First class / Distinction</td>
</tr>
<tr>
<td>B+</td>
<td>67-69</td>
<td>Upper Second class / Merit</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>64-66</td>
<td>Upper Second class / Merit</td>
</tr>
<tr>
<td><strong>B-</strong></td>
<td>60-63</td>
<td>Upper Second class / Merit</td>
</tr>
</tbody>
</table>

All learning outcomes / assessment criteria have been achieved to an exceptionally high level. 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:

- Exceptional display of understanding, exploration, insight and/or research.
- All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to.
- The organisation, structure and standard of presentation of the work, including referencing and compliance with the referencing policy is exemplary throughout.
- The work has been approached and/or executed/ performed in an original way.
- Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/ artefacts/ performance.
- Evidence of very high quality analysis, synthesis, reflection, evaluation and critical appraisal.
- Consistently displays very high levels of initiative, personal responsibility, decision-making and achievement.
- Exceptional understanding of the complexity of practice and makes sense of the situation in a meaningful way.

All learning outcomes / assessment criteria have been achieved to a high standard and many at an exceptionally high level. 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:

- In-depth understanding, exploration, insight and/or research.
- All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to.
- The organisation, structure and standard of presentation of the work, including referencing and compliance with the referencing policy is excellent throughout.
- The work has been approached and/or executed/ performed in an original way.
- Insightful contextualisation, including relevant theory/ literature/ artefacts/ performance.
- Evidence of high to very high quality analysis, synthesis, reflection, evaluation and critical appraisal.
- Demonstrates high levels of initiative, personal responsibility, decision-making and achievement.
- Evidence of insightful understanding of the complexity of practice and makes sense of the situation in a meaningful way.

All learning outcomes / assessment criteria have been met fully at a good or very good standard.
A good to very good 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:

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

C+ 57-59  C 54-56  C- 50-53  Lower Second class / Pass

All learning outcomes / assessment criteria have been met and some may have been achieved at a good standard.

A sound, competent 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:

- Sound understanding and exploration, some insight and/or appropriate research.
- No significant inaccuracies and/or misunderstandings.
- No significant aberrations from the specifications for the assessment task, including word limit/time limit where appropriate.
- The work is suitably organised (clearly presented but with little development) and the standard of presentation, including referencing and compliance with the referencing policy is at least sound.
- The work has been approached and/or executed/ performed in a standard way.
- Sound analysis, synthesis, reflection, evaluation and critical appraisal.
- Demonstrates some levels of initiative, personal responsibility, decision-making and achievement
- Sound understanding of the complexity of practice and some insight.

D+ 47-49  D 44-46  D- 40-43  Third class / Pass

All learning outcomes / assessment criteria have just been met.

An adequate, but weak 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:

- Adequate understanding and/or exploration of major ideas with little insight and/or minimal research.
Some minor inaccuracies and/or misunderstandings.
Some minor aberrations from the specifications for the assessment task, including word limit/time limit where appropriate.
The work is largely descriptive (although generally coherent there is some lack of clarity of thought or expression; poor quality in at least one area), some parts of the work are disorganised and the standard of presentation, including referencing and compliance with the referencing policy is barely adequate.
The work has been approached and/or executed/Performed in a basic and/or poor way.
Some, but limited, evidence of analysis, synthesis, evaluation and critical appraisal.
Demonstrates limited levels of initiative, personal responsibility, decision-making and achievement.
Adequate understanding of the complexity of practice but with little insight.

<table>
<thead>
<tr>
<th>E+ 37-39</th>
<th>E 34-36</th>
<th>E- 30-33</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more of the learning outcomes / assessment criteria have not been met.</td>
<td>An unsatisfactory response to the task. The work may display some strengths but these are outweighed by several weak features in relation to the expectations for the given level of study within the discipline such as:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Limited understanding and/or exploration of major ideas with very little insight and/or minimal research.
- Some significant inaccuracies and/or misunderstandings.
- 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).
- 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.
- The work has been approached and/or executed/Performed in a poor way.
- Insufficient evidence of analysis, synthesis, reflection, evaluation and critical appraisal.
- Little evidence of initiative, personal responsibility, decision-making and achievement.
- Limited understanding of the complexity of practice with very little insight.

<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>
</tbody>
</table>

- Very limited understanding and/or exploration of major ideas with little or no insight and/or minimal research.
- Several significant inaccuracies and/or misunderstandings.
- 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).
• The work is descriptive and the standard of presentation including referencing and compliance with referencing policy is very poor.
• The work has been approached and/or executed/performed inadequately.
• Little evidence of analysis, synthesis, reflection, evaluation and critical appraisal.
• Little to no evidence of initiative, personal responsibility, decision-making and achievement.
• Very limited understanding of the complexity of practice with little or no insight.

<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. 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>
<td></td>
</tr>
</tbody>
</table>

• Almost no understanding and/or exploration of ideas.
• Many serious inaccuracies and/or misunderstandings.
• 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).
• Very poor standard of presentation including referencing, where appropriate, and does not comply with referencing policy.
• The work has been approached and/or executed/performed inadequately.
• No evidence of analysis, synthesis, reflection, evaluation and critical appraisal.
• No evidence of initiative, personal responsibility or understanding.
• Very poor understanding of the complexity of practice.

Plagiarism, collusion and cheating in examinations

Plagiarism is the submission of work originated in sum or in part by someone else, without their knowledge. Examples of plagiarism are:

• submitting work for assessment which includes material copied from a publication or an internet site without referencing the source;
• drawing heavily on published material (e.g. re-wording it without introducing any original ideas) without referencing the source;
• Copying another student’s work without their knowledge.

In order to avoid plagiarism, it is important that you reference your work carefully, so that you acknowledge all your sources and do not present other people’s ideas as if they were your own.
Collusion is the submission of work originated in sum or in part by someone else, with their knowledge. Examples of collusion are:

- two or more students working together on all or part of a piece of work which is formally assessed on an individual basis;
- a student submitting for assessment all or part of another student’s work, with their permission;
- Permitting another student to copy, or draw heavily on, some or all of a piece of your assessed work.

These are only examples of plagiarism and collusion. These and any other attempts to cheat in assessed course work are serious academic offences. The university’s procedures for all forms of cheating, and the penalties incurred for cheating, are described below.

Definition of cheating in invigilated examinations

Examples of cheating in examinations are:

- copying from unauthorised material taken into the examination room;
- copy from another student’s examination script;
- communicating with another student during an examination;
- consulting information or individuals while absent from the examination room.

These are only examples of cheating in examinations. These and any other means of cheating in an examination constitute unacceptable breaches of academic conduct. The university’s procedures for all forms of cheating, and the penalties incurred for cheating, are described below.

Procedures for plagiarism, collusion and cheating in examinations

There are severe penalties for all attempts to gain a higher grade by fraudulent means and the university has laid down procedures for reporting and investigating plagiarism and collusion in course work and cheating in examinations. These procedures are described in the University Student Contract (https://www.brighton.ac.uk/studying-here/student-contract.aspx) and the full regulations regarding plagiarism, collusion and cheating in examinations are set out in the university’s General Examination and Assessment Regulations (GEAR).

If a member of staff teaching on a course, or an External Examiner, suspects that any type of cheating has taken place, they must report it to the Chair of the Examination Board who then convenes a panel of members of the teaching staff, including the course leader. If the panel decides that there is a case to answer, the student(s) involved are called to an interview with at least two members of the panel. The panel first questions the student(s) to determine their ability in the subject area of the piece of work and then questions the
This Course Handbook should be read in conjunction with the University of Brighton student contract https://www.brighton.ac.uk/studying-here/student-contract.aspx

student(s) about the plagiarism, collusion or cheating. A report of the meeting with the student(s) is forwarded to the Examination Board with a recommendation for action.

Penalties for plagiarism, collusion and cheating in examinations
The Examination Board makes all final decisions about the appropriate penalties to be imposed on students who cheat, or attempt to cheat, in course work or examinations. The penalty imposed may be failure of the whole stage of assessment (i.e. failure of Year 1 or Year 2 or failure of the degree) or a lesser penalty such as failure of the module concerned.

FACULTY OF HEALTH & SOCIAL SCIENCE REFERENCING GUIDE

REFERENCES AND REFERENCING GUIDELINES FOR STUDENTS

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   b) Two authors of one work
   c) Authors of two different works
   d) More than three authors of one work
   e) An author with more than one cited publication in the same year

4 1.1 Citing secondary sources

4 Section 2 REFERENCE LIST
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   2.4 Reference to a chapter in a book
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6 Section 3 MISCELLANEOUS EXAMPLES
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8 Section 4 FURTHER READING
   4.1 Books
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INTRODUCTION

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

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 Health Sciences 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) Two 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.

c) 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)

d) More than three authors of one work
The work by Olsen et al. (2010) introduces clinical calculations to students.

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
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, use first author plus ‘et al.’)
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!)


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

This Course Handbook should be read in conjunction with the University of Brighton student contract
https://www.brighton.ac.uk/studying-here/student-contract.aspx


3.1 Sequence of references by the same author

These should be in date order within the alphabetical sequence with the oldest reference first:


3.4 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 name 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)

3.5 From email

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


3.6 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]:


3.7 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

Workshops
The library and research skills workshops cover a range of topics, from basic introductions to finding information for your assignments, to more in depth sessions to support your dissertation or project. Help for referencing, using EndNote Online, is also available.

For a list of workshops currently on offer and to make a booking, visit http://www.brighton.ac.uk/is/studentloco/loco.php

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 and to help to prevent plagiarism see https://staff.brighton.ac.uk/reg/acs/docs/Plagiarism%20and%20how%20to%20avoid%20it%20-%20student%20notes%202015-16.pdf for a useful guide on how to prevent plagiarism.

Confidentiality and disclosure
You must maintain confidentiality at all times. This applies when discussing any aspect of your volunteer experience with your colleagues and peers. You must ensure that you do not disclose client details or details of the public health service or staff in any submitted work. In relation to regarding the protection of a vulnerable person, you are advised to discuss this with your personal tutor. If a student should make a disclosure in contravention of the law or a danger to the public, the lecturer to whom this disclosure is made has a duty to act upon the information given.
When there is a breach of confidentiality or failure to obtain consent for disclosure the Academic Misconduct Process will be followed. This will include a recommendation made to the Examination Board.

**Data Protection Act**
As an individual you have 'subject access' rights under the Data Protection Act (1998). 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 holds computerised and/or paper files on all students.

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

**Frequently asked questions about confidentiality**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I include the name of a healthcare professional in my module assignment?</td>
<td><strong>No.</strong> This would breach confidentiality. <em>(If you have concerns about an issue from practice you should talk to your personal tutor).</em></td>
</tr>
<tr>
<td>Can I include the name of a healthcare professional in my assessment of practice book?</td>
<td><strong>Yes.</strong> This would not breach confidentiality as the healthcare professional will have agreed to record their details.</td>
</tr>
<tr>
<td>Can I include testimonials / letters of commendation / thank you cards in my assessment of practice book?</td>
<td><strong>No.</strong> This would breach confidentiality.</td>
</tr>
<tr>
<td>Can I include certificates of study day attendance in my assessment of practice book?</td>
<td><strong>Yes.</strong> This would not breach confidentiality.</td>
</tr>
<tr>
<td>Can I include the name of a placement / organisation / location in my assignment?</td>
<td><strong>No.</strong> This would breach confidentiality. <em>Refer for example to 'local NHS Trust'</em></td>
</tr>
<tr>
<td>Can I reference or appendix a placement policy / procedure / document in my assignment?</td>
<td><strong>Yes.</strong> This would not breach confidentiality <em>if it is available in the public domain i.e. it can be accessed outside of the organisations intranet.</em></td>
</tr>
<tr>
<td>Can I reference material from the organisations intranet?</td>
<td><strong>No.</strong> This would breach confidentiality as it is not available in the public domain.</td>
</tr>
</tbody>
</table>
Can I take a photograph of medical records on my personal mobile device e.g. camera-phone? **No. This would breach confidentiality.**

Can I include classroom discussions in my assignment? **Yes. This would not breach confidentiality if you anonymise the comments.**

Placement and Practice Guidance

Dress and general appearance
You are required to adhere to policy of your volunteer placement provider regarding your dress and general appearance.

If appropriate an identification badge from the placement area will also be issued to you.

Travel and expenses
There is no funding available to support costs related to the attending the course or placements.

Pregnancy
It is your responsibility to inform the course leader if you become pregnant. You will be invited to meet with the course leader to discuss an appropriate support plan.

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.

“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 your student experience. We’re separate from your school and are here to help with all kinds of academic and non-academic issues.

Our experienced and supportive staff 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.
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 of 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 https://www.brighton.ac.uk/current-students/advice-and-support/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
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/](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](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
This Course Handbook should be read in conjunction with the University of Brighton student contract [https://www.brighton.ac.uk/studying-here/student-contract.aspx](https://www.brighton.ac.uk/studying-here/student-contract.aspx)

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.

**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/)

**Course Based Student support**

A range of university staff and services are available to you including:

- **course lead** - responsible for the management and quality of your course
- **cohort tutor** – responsible for your cohort throughout the course
- **personal tutor** – responsible for supporting your studies and your wellbeing
- **module lead and team** – responsible for the content and delivery of your modules
- **disability liaison tutor** - responsible for devising your learning support plan
- **student support and guidance tutor (SSGT)** – responsible for advising and supporting you on your course in conjunction with [student services](#)
- **administrative staff** – responsible for the administration of your course e.g. course administrator and placements team

**Personal tutors**

Refer to the [University Personal Academic Tutoring Policy (2010)](#) and [Student Services General support and tutoring](#)

**Tutorials**

You are entitled to one hour of support for each module assignment and 8 hours of supervision for the dissertation module. A tutorial is an opportunity to ensure that you understand the remit of the assignment, to clarify ideas and answer any outstanding questions. Ideally the tutorial should not normally occur within two weeks of the submission date. The tutorial can be 1:1 or in a group. Support can be given in person, via email, skype or telephone if acceptable to both parties. A plan or a draft of **no more than two sides of A4** can be reviewed by a member of the module team.

**ASK Study Guide**

The Academic Skills Kit (ASK) Study Guide offers advice on how to make the most of seminars and lectures, reading and note-taking, preparing for exams, essay writing and oral presentations. You will also find information about the weekly Study Support workshops held at all university sites. Specialist services such as the English Language Support Programme is also available.
Issues of Equality and Diversity
The University has well established equality and diversity policies and procedures and this course operates within these. Key to these policies is the University’s Equality and Diversity Policy. The policy starts with the statement –

‘The University of Brighton is committed to creating a stimulating and supportive learning and working environment based on mutual respect and trust. We will continue to celebrate and value diversity within the community of staff and students, to promote equality of opportunity and to challenge and strive to eliminate unlawful discrimination’.

Should you wish to read the policy, it is available at: http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc009220.pdf.

All the the University policies in relation to equality and diversity, including in relation to learning and teaching, can be found at: http://www.brighton.ac.uk/equality/

Thus, the University and the course team are committed to promoting equality of opportunity, eliminating unlawful discrimination and valuing the different contributions and experiences of all our students and staff.

Equality and Diversity and Social Work
Issues of equality and diversity, along with public health values, are essential to public health practice and students will study these throughout the course. Students should familiarise themselves with the University policy and discuss any questions with the course team.

Equality and Diversity and Placements
All placement providers have policies on equality and diversity which apply to staff, students on placement and service users. Students will be expected to familiarise themselves with the agency’s policy on Equality and Diversity, discussing further with their personal tutor. However, students also have recourse to the University policies at all times.

The University of Brighton placement policy specifically requests information from placement providers on issues of Equality and Diversity, please see link below: http://staffcentral.brighton.ac.uk/quality/New%20Placements%20Page.shtm

Learning Support Plans (LSPs)
All students should have an equal opportunity to succeed on the course. This requires the teaching and assessment processes to be as inclusive as possible for all students and to minimise any adverse impact on student learning. Some students in addition may require a learning support plan (LSP). Each LSP is tailored to the student’s disability or condition. You will be asked to provide evidence of your circumstances, such as a note from your doctor or an educational psychologist report. You will be given help to obtain this evidence if you do not already have it.
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 disability or temporary condition* that you think might entitle you to a LSP, you should contact the Disability Liaison Tutor: Kathy Martyn, Westlain House, Falmer k.j.martyn@brighton.ac.uk 01273 644052

Or you can 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 1:2:1 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

* A disability is a physical or mental impairment which has a substantial and long term [at least 12 months] adverse effect on a person’s ability to carry out normal day to day activities. A temporary condition includes pregnancy or a condition that results from physical injury but which will not have a long term impact [at least 12 months].

Implementing a Learning Support Plan can take time so contact the Disability Liaison Tutor as soon as possible to discuss your requirements. Adjustments cannot be guaranteed if information is received within 6 weeks of an assessment date.

Virtual Learning Environment (VLE) – Studentcentral
The main mode of communication with students is via studentcentral which is the University of Brighton’s established VLE operated through Blackboard. The appropriate use of the VLE has been incorporated into the learning, teaching and assessment. Students will be able to access studentcentral remotely and depending on the module will be able to, for example, download materials, contact tutors, engage in discussion boards. These resources are important for off campus learning. They are particularly important for this course as one of the modules in year 2 (Global Health) is delivered mostly online.

Online Aspire reading lists link students directly to the library catalogue resources available online, thus streamlining the learning resources for each module. The educational offline recording facility Box of Broadcasts which is available online is also a valuable resource and allows staff and students access over 1 million TV and Radio recordings and also the ability to record from over 60 channels.

Library resources
**Online Library** Access to this is on studentcentral see ‘Study Support Links’ in ‘Studies’ tab. Get direct access to the following:
- **Library Catalogue** to find books and DVDs.
- **My Library Account** to renew loans, reserve items and check when your books are due
This Course Handbook should be read in conjunction with the University of Brighton student contract https://www.brighton.ac.uk/studying-here/student-contract.aspx

- **Journal Title Search** to find specific journals in print or online
- **Browse by Subject** to find resources relevant to your studies
- **Online Databases** to search for journal articles

Information Services provides access to a number of online databases from the Online Library [http://libguides.brighton.ac.uk/home](http://libguides.brighton.ac.uk/home). Several public health and related subject journals are held in hardcopy and many more are available electronically via the Online Library. The library is well stocked with resources for this subject area following consultation with the staff. There is also a separate collection of study skills and research materials. Students can make use of the inter-library loan service. Books and articles can be obtained to support student work from any of the University’s site libraries, and from the British Library. Library support and user education is provided by subject specialist librarians, known as Information Advisers, who work closely with the teaching departments.

Information Services also hosts studentcentral, the university VLE.

Other facilities in the library include study rooms, study space and photocopying facilities. The library also has a silent study areas and group study rooms.

The Library opening hours are:
- 8.45 – 20.00 Monday to Thursday
- 8.45 – 19.00 Friday
- 10.00-17.00 Saturdays

Opening hours are extended during assessment and exam periods. Vacation hours are 8.45 – 5.00 Monday to Friday only.

**Employability**

Work experience of any kind can enable you to broaden your experience, develop confidence, gain skills, maximise your potential, acquire business experience and learn to sell yourself. It is also an opportunity to find out what a job or occupation is really like before you commit to working in it.

It has always been crucial in helping you get ahead in competitive industries, but in the current climate work experience is crucial in giving you the advantage over other applicants – your qualification is only part of the package employers are looking for.

There are many opportunities to get involved in different paid and unpaid activities, both across the university and beyond.

**Volunteering**

Volunteering can equip you with invaluable work-related skills such as team work, communication and being able to demonstrate initiative and commitment.
Active Student provide a supported volunteering programme for students, which aims to match the placement to your current skills as well as looking at what you would like to gain from participation. More information about the benefits of volunteering and the opportunities available on the [www.brighton.ac.uk/careers/volunteer/why-volunteer/](http://www.brighton.ac.uk/careers/volunteer/why-volunteer/)

Within the University you can also volunteer with Sport Brighton - [www.brighton.ac.uk/sportbrighton/about-us/job-and-volunteer-opportunities](http://www.brighton.ac.uk/sportbrighton/about-us/job-and-volunteer-opportunities), and the Student union [www.brightonsu.com/volunteering/](http://www.brightonsu.com/volunteering/).

Some courses also have the opportunity to undertake volunteering as a part of your university course - [www.brighton.ac.uk/careers/volunteer/community-engagement-module/](http://www.brighton.ac.uk/careers/volunteer/community-engagement-module/)

**Doing internships and placements**

This course has been designed to include compulsory volunteering placements as part of the curriculum. Employer and graduate feedback consistently suggests that these choices offer a real chance to improve your employability, your confidence and to start linking up your academic skills within the professional environment. If you want to know more about what other opportunities may be available within your course structure, talk to your Course Leader, Personal tutor or Student Support Tutor and they will be able to provide you with further details.

**Beepurple**

Beepurple is the university’s entrepreneurship network, made up of students, graduates and staff who are interested in developing their enterprise and creativity skills and/or their business ideas. They run a variety of activities, workshops and talks throughout the year as well as providing the opportunity to network with current and former students. For further details, please see [www.brighton.ac.uk/careers/enterprise/](http://www.brighton.ac.uk/careers/enterprise/)

**Get involved in the Students’ Union**

The student union offer a range of activities and opportunities that can help you to develop different skills such as team-working, confidence and self-management. This includes opportunities for part-time work and volunteering, the chance to stand for election as a student-representative or sabbatical officer, and through getting involved in the hundreds of student union societies, clubs and activities. For more information please see website [www.brightonsu.com](http://www.brightonsu.com/)

**Mentoring**

Mentoring can provide an excellent forum for personal development, not just for the mentee but for the person mentoring too. This can include improved confidence, listening skills, cooperation and strategic thinking. The Careers Service runs 2 mentoring schemes – these pair students with business mentors [https://www.brighton.ac.uk/careers/mentoring/momentum-programme/index.aspx](https://www.brighton.ac.uk/careers/mentoring/momentum-programme/index.aspx)

**Leadership development**

There are several student roles within the institution that may particularly suit students who are looking to develop their leadership skills. These include opportunities to work as Student Ambassadors at open days or within local schools, working as a sabbatical officer or
Here for you, whatever the issue

Career development
Build your employability skills and boost your graduate potential, with careers guidance, enterprise skills, and employment and volunteering opportunities.
www.brighton.ac.uk/careers

Chaplaincy
There’s more to the Chaplaincy than you think with social events, retreats, worship, discussion, support and listening.
www.brighton.ac.uk/studentlife/chaplaincy

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.
www.brighton.ac.uk/studentlife/counselling

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.
www.brighton.ac.uk/studentlife/health

Student Advice Service
When it comes to your finances at university it pays to be money wise; so for expert advice on financial concerns, student funding eligibility or 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 homesickness.
www.brighton.ac.uk/moneymatters

Get in touch
You can find further information about our services and answers to your student life queries at www.brighton.ac.uk/studentlife

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.

Hastings – The Student Centre, Priory Square T: 01273 644643
Eastbourne - Trevin Towers, Gaudick Road T: 01273 643845
Falmer, Checkland Building T: 01273 643584
This Course Handbook should be read in conjunction with the University of Brighton student contract
https://www.brighton.ac.uk/studying-here/student-contract.aspx

**Grand Parade** – Room 153, Level 1, main building T: 01273 643187
**Moulsecoomb** - Manor House, Moulsecoomb Place T: 01273 642895

We can also help answer your questions in confidence via email, at
studentservices@brighton.ac.uk, or follow us on Twitter for the latest student life news via
@brightonstudent – [www.twitter.com/brightonstudent](http://www.twitter.com/brightonstudent)

**University of Brighton Alumni Association: your professional home**
“The alumni association is here for all of our alumni (former students) whether they
graduated last year or 50 years ago, but it is also here for current students.

**Alumni Advice Network**
University of Brighton students can access the expertise and experience of our worldwide
alumni network from a full range of courses. The Alumni Advice Network is a flexible,
diverse community of international alumni experts who make a huge impact on our current
students. Over the past year, Alumni Advice Network members have:

- delivered industry-specific talks
- provided one-to-one advice
- offered networking opportunities
- participated in careers interview panels
- mentored students through the award-winning Momentum scheme
- lent their talents to student and university projects
- given work experience opportunities.