



STUDENT PROGRAMME HANDBOOK

Continuing professional development (CPD)

2010/11

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Section 1

Welcome and Introduction

Welcome to the School of Health and Social Sciences at the University of Bolton, the home of the CPD awards . We hope you will enjoy your time with us and use the learning to improve care services for others.

The programme is specifically tailored to meet your professional and personal development needs, and to do this at a pace that suits your employing organisation.

We intend your programme to educate, challenge and stimulate your personal development and your professional career. While developing professional practice is obviously a core aim of your study, in all our programmes there is an emphasis on personal development and planning for this.

“Personal Development Planning is “a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.”¹

The design of the various parts of our modules: their content, style and the way you learn and are assessed; is intended to promote professional and personal development

In this Handbook we have tried to draw together the things all students on CPD modules need to know so that you have them in one place.

I hope you find the Handbook useful. Do let us know how we can improve it. I hope you find your time with us rewarding and stimulating.

*Margaret Boneham
Dean of School*

¹ NCI HE. (1997) *Higher Education in the Learning Society*

1.1 About this Handbook

This handbook collects together important information that is common to all students studying modules within the health studies framework.

The handbook describes the common features of all of the modules e.g. our philosophy, general learning outcomes, administrative processes, and what to do when things go wrong (and how to prevent that).

We suggest that you read through this handbook when you begin your course (before the other reading begins!) once from start to finish, so you know what is in it, and from then on keep it handy for reference.

A further student handbook is supplied by student services upon enrolment which also contains relevant and succinct information on policies, procedures and regulations for students.

1.2 Policies Procedures and Regulations for all students.

The University of Bolton's Student services portal also produces information on the following:

Important Documents

- [Code of Practice Relating to Freedom of Speech and Meetings on University Premises](#) [PDF]
- [General Regulations](#) [PDF]
- [Student Attendance Policy](#) [PDF]
- [Conditions of Enrolment](#) [pdf]
- [Course Fee Policy 2009-10](#) [PDF]
- [Course Fee Policy 2008-09](#) [PDF]
- [Processing Your Personal Data](#) [PDF]
- [Complaints Procedures](#)
- [Disciplinary Procedures](#) [PDF]
- [Research Ethics Framework](#)
- [Code of Practice for the Students Union](#) [PDF]
- [Policy on Intellectual Property Rights](#) [PDF]

Smoking

- [Smoke Free Policy](#) [PDF]
- [How to deal with smoking in a smoke free place](#) [PPT]

It is most important that you are familiar with these documents which are available at :

<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/Home.aspx>

1.3 Building up your *Personal Handbook*

You will need to build up your *personal* handbook to take through your studies. You will need to have access to

- the University handbook described above, AND
- this Generic Handbook, AND also
- the handbooks specifically applicable to the individual /module(s) you are studying.

This material will be available electronically via Moodle.

To save rain forests, we would prefer that you restrict printing of the material to a minimum, but you need to have the relevant sections accessible for reference electronically, at least, as they make up the 'contract' between you and the programme team.

Section Two

General Administrative Information

2.1 Important Contacts

Contact details for the people you are most likely to need, and the circumstances you might need them, are as below.

Role	Contact Details	Relevance to You
Programme Leader	Wendy Daly Eagle T3-42 01204 903776 wjd1@bolton.ac.uk	<p>The Programme Leader will manage the administration and quality assurance of the whole programme within the university, and be a focus for planning, advice, and addressing concerns re. the whole programme and a source of advice.</p> <p>She/ he will be also be responsible for the marketing, and advising on the financial infrastructure of the programme.</p>
Admissions tutor	Wendy Daly Eagle T3-42 01204 903776 wjd1@bolton.ac.uk	<p>The admissions tutor will respond to applications and arrange interviews to determine an appropriate match between the applicant's professional and academic development and their prospective programme of study.</p> <p>She will also clarify whether entry requirements have been met, accredit any prior learning and advise on the routes of study.</p>
Module Leaders	Details of individual module leaders will be given to you when you begin your programme of study	<p>The role of the module tutor is to plan, deliver, coordinate and evaluate the module for which he or she is responsible. The module tutor will be the primary source of academic support and guidance for students undertaking their modules. They will also be responsible for the assessment of students including preparation of marks for Assessment Boards.</p>
Programme Administrator	Carole Gent Eagle T3-58a 01204 903753 Cg1@bolton.ac.uk	For problems about enrolment, administration, or for advice about who to contact and how.
Academic Lead – Health and Social Care Professional Programmes	Jane Howarth Eagle T3-46 01204 903780 Jeh1@bolton.ac.uk	If you have any major problems with how the programme team is operating, or have major problems with general university processes.
Dean of the School of Health and Social Sciences	Margaret Boneham Eagle T3-58d 01204 903759 mb3@bolton.ac.uk	If you find that any problems cannot be resolved by approaching any of the above staff.
Learning Resources and Support – Academic Liaison	Dawn Grungy Eagle library 01204 903597 DW@bolton.ac.uk	If you need advice, or have problems, on how to get access to any learning resources eg books or e-resources.

2.2 Opening Hours of Relevant Offices

The location and opening times (Term Time) of relevant offices are detailed below:

Office	Location	Telephone No.	Opening Hours
Student Programme Office	Eagle Building Floor T3-58	01204 903111	Monday - Friday 8.45 am - 5.00 pm Closed Thursday 10-12
Student Centre	Eagle Mall	01204 903733	Monday - Thursday 8.45 am - 6.30 pm* Friday 10.00 am - 5.00 pm
Learning Support and Development (library and computing services)	Eagle Building Ground floor	01204 903094	Monday - Thursday 8.45 am - 9.00 pm Friday 8.45 am - 5.00 pm Saturday 9.30 am - 12.30 pm
24 Hour Access Computing Room	Eagle Campus	01204 903563	Monday - Sunday 24 Hours
Careers Centre & Job Shop	Deane Campus	01204 903083	Monday - Friday 9.00 am - 5.00 pm
Sports Centre	Deane Campus	01204 903172	Monday - Friday 10.00 am - 10.30 pm Saturday 9.30 am - 12.00 noon Sunday 10.00 am - 5.00 pm
Student Union	Deane Campus	01204 900850	Monday - Friday 9.00 am - 5.00 pm

*During the first week of each semester the Student Programme Office normally stays open to 6:00 pm Monday – Thursday, and the Student Centre is open until later each evening.

2.3 General Policies and Procedures

General information relating to the University's policies, procedures and regulations, such as equal opportunities and plagiarism are available from the student services portal at: <http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/Home.aspx>

This site also contains the University policies on such matters as discipline, smoking and complaints. This document is given to all students at enrolment.

Health & Safety

The University of Bolton and the School of Health & Social Sciences are committed to providing a safe and healthy working environment and expects each member of the School to contribute to the maintenance of this policy by adhering to the regulations and procedures that are in place. The Health and Safety at Work Act 1974 states that **everyone** has a responsibility for safety. It is important that all persons appreciate the extent of that responsibility. Registered students of the University are expected to co-operate fully in ensuring that the University's Health and Safety Policy is observed. Anyone failing to comply with Health & Safety arrangements will be subject to the University of Bolton's Disciplinary procedures. During induction all students will be made fully aware of all relevant matters concerning health and safety. Other student training needs related to specific course activities such as placements and laboratory rules will be given during the teaching of the particular module. A copy of the University of Bolton's Health & safety Policy may be obtained from the following link:

<http://www.bolton.ac.uk/POD/HealthandSafety/HandSPolicy.aspx>

The Programme is conducted in accordance with the University's Under Graduate Modular framework regulations. These, and electronic copies of all other relevant policies, are available at

[http://www.bolton.ac.uk/Quality/QAECContents/APPR/Documents/pdf/AssessRegs-UGMProg-main2009\(ExExam\).pdf](http://www.bolton.ac.uk/Quality/QAECContents/APPR/Documents/pdf/AssessRegs-UGMProg-main2009(ExExam).pdf)

2.4 Communications

General information about your programme usually will be sent to you via your University e-mail address, letter, or posted on Moodle (a valuable electronic resource for students). Most direct communication will come to you via your module tutors, via your contact details. It is therefore *very* important that your contact details, including your address and telephone numbers, are kept up-to-date. Please would you ensure that you give the relevant details, in writing, to the Student Information Centre *and* the Programme Administrator, you may also access your student record online and update your own personal details

There is also a Health Studies Notice Board on the corridor of FloorT-3 in Eagle Tower.

Direct contact with tutors outside attendance at scheduled teaching days should be arranged by appointment.

Internet: Throughout the Programme you will use the World Wide Web and email. Useful University web addresses include:

Library <http://www.bolton.ac.uk/Students/StudyResources/Library//>

Student Services <http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentServices/Home.aspx>

Email: You will be expected to have regular access to a computer and e-mail. All students at the University of Bolton are allocated a university email address, which you can access from home if you wish. Once enrolled, you can get this address from the machine at the Information Desk in the Library; by using your student ID card² (the staff there will help you do this, if necessary). You may also arrange to be contacted at home via email if you have your own email address.

² You should be aware that a strict policy regarding email abuse is in force at the University and anyone found sending offensive or defamatory messages will be facing disciplinary action up to and including expulsion (in addition to any criminal or civil action which may be pursued by affected parties).

SECTION Three

3.1 Programme Philosophy

The Subject Area of Professional Practice in Health and Social care aims to provide healthcare programmes of education that demonstrate:

a commitment to the education and training of health and social care professionals as reflective practitioners, fit for purpose, fit for practice and fit for award

an awareness of the need to situate practice and understanding of the professional role in the broader social, cultural, organisational and professional contexts which influence the work of health and social care practitioners and the experiences of service users and communities

a commitment to enabling students to develop academic and professional knowledge and key transferable skills to become flexible, autonomous and highly skilled, competent practitioners

provision that is responsive to the needs and views of health and social care providers, users and carers and professional bodies who require skilled, knowledgeable and adaptable professional staff from our programmes

a readiness to respond to changing policies which affect the roles of health and social care professionals by embracing new ways of learning for new ways of working, to meet the Modernisation Agenda that are based upon professional accountability, care and respect a commitment to students and the quality of the student experience that engenders lifelong learning and facilitates flexible progression routes from initial professional education to advanced study and practice

a commitment to seeking out and developing partnerships with health and social care organisations and other stakeholders to support the development and delivery of innovative approaches to professional education

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Section 4

Study Skills

4.1 Organising your Time

Each module is given a CATS rating where every 1 CATS indicates roughly *ten* hours of study. You can then estimate what hours you will need to 'put by' to do a good job on that particular module eg a 20 CATS module will take around 200 hours of study! However, this rating is only a rough estimate ... if you find certain issues difficult e.g. you read slowly, or it takes ages to get to the library, it will affect this. Similarly, if you're experienced in a topic, and/or can incorporate some of the work in as part of your job e.g. a service project, you can expect to save time.

The work usually involves the following:

- Attending the relevant workshops/ lectures/ tutorials. These are critical to scoping the subject, exploring your understanding and learning with others, applying the theory, and understanding the assessment. We have an attendance requirement of a minimum of 80% of the sessions. Attendance keeps you motivated, especially during the periods where things get difficult. HOWEVER, this attendance is usually a small part of the study required at this level, you also need to
- Work through relevant literature and study materials: read, take notes and think through the concepts and issues and relate things to your own work.
- Possibly doing activities in your workplace e.g. exploring and collecting evidence about an issue, trying out techniques, discussing with colleagues/ mentors.
- Preparing assignments. You will have at least one academic assignment for each module.

You will need to prioritise work, delegate where you can, and be *very* disciplined about taking on anything that might increase the pressure on you.

4.2 Active reading

You will be provided with **a lot** of reading, and be expected to seek out more.

Although there are specific learning objectives for each module, and reading lists, at this level there's no 'right' specified content, all of which (or a finely judged minimum!) you must know and 'learn' to succeed. You need to learn to select as appropriate to your context, and read enough to develop your own opinions.

Academic literature is often difficult and doesn't have a strong narrative drive. You are recommended to write notes as you read, to record your response to the material

- to keep your concentration and understanding as you read
- to help you remember later
- to flag up areas for discussion with other people, e.g. your mentor.

Referencing is also very important in supporting/evidencing arguments. Make sure you understand the requirements for referencing and, as you read and spot useful quotes, note *exactly* what the reference/page/URL etc was of points/quotes you found. Some of us have lost significant fractions of our lives looking for where 'that quote' was.

As well as the resources available to you in the Library, you will be given a variety of material resources to support your studies. These may include handouts, articles, case studies and lecture summaries, and you may be asked to read them in preparation for a time-tabled

class or a group meeting, or as 'follow-up' reading. Much of these resources may be very useful in doing assignments. If you miss any, it is *your* role (not the tutors') to make sure you get them.

Your tutor for each module will explain to you the main resources that will be used for that module, and give you clear guidance about what you need to do to prepare for and follow-up each contact session.

If you have not done your reading, you diminish not just what you get out of the programme yourself, but also what you can contribute to others' learning.

4. 3. University Study Skills Resources

There are a lot of resources available via our web site, at

<http://data.bolton.ac.uk/bissto/>

These include tutorials on note-taking, referencing, research methods, English, Maths etc. There are also lots of useful printed leaflets and guides available within the Library.

Information Literacy Framework

The first time that you are introduced to the library and IT services during Induction is the start of your path to becoming an information literate person. An information literate person:

- “Recognises the need for information, and the nature and extent of that information (**Recognise**)
- Finds the needed information effectively and efficiently (**Find**)
- Critically evaluates both the information retrieved and the process used to retrieve it (**Evaluate**)
- Compares and evaluates information obtained from different sources (**Compare**)
- Manages the collected information in a meaningful and efficient way (**Manage**)
- Applies and communicates the information to others in appropriate ways (**Communicate**)
- Uses information with understanding; acknowledging cultural, ethical, economic, legal and social issues surrounding the use of information (**Utilise**)” (Ward, 2009)

Go to the student portal and click on '**Study Resources**' to find out the opportunities and support you can expect to receive to help you become an information literate individual. Follow:

www.bolton.ac.uk/APDU/Documents/InformationLiteracyFramework.pdf

to see how you will progress from a novice to an expert in information literacy during each year of your programme of study.

Section 5

Support and guidance

5.1 Academic Support Staff are in place to enable you to achieve your academic potential. There are a number of tutors who will be a source of support and guidance to you at different stages of your programme of study. The following outlines what you can expect.

The Admissions Tutor

The role of the admissions tutor is to respond to applications and arrange interviews to determine an appropriate match between the applicant's professional and academic development and their prospective programme of study. This will also provide the opportunity to clarify whether entry requirements have been met, whether you can accredit any prior learning and to discuss what route might best suit your professional development.

If you have already studied with us (for example, by taking a single module) the admissions tutor is a point of contact with whom to discuss potential further studies.

The Module Tutor

The role of the module tutor is to plan, deliver and \ or coordinates and evaluates the module for which he or she is responsible. The module tutor will be the primary source of academic support and guidance for students undertaking their modules. They will also be responsible for your assessment, including provision of feedback on your assessments. Individual module leaders or other subject tutors will offer tutorials relating to assigned work. Tutors may sometimes be able to comment on draft outlines.

Personal Tutor

The personal tutor will be allocated to you in induction and will respond to needs for academic support and guidance that arise for students undertaking the programme. Not very many people arrive at university fully equipped and confidently prepared for university life and study. Most students find that, at some point, they need assistance, guidance or reassurance. To meet this need, the School of Health & Social Sciences operates a proactive Personal Tutoring scheme which aims to ensure that, all students are given the opportunity to meet regularly with an assigned member of academic staff (their '*Personal Tutor*'), in order to discuss and improve their personal, academic and career development. The CPD programme deviates from the more formal Personal Tutoring programme adopted across the University for undergraduate students in recognition that as full time employed health care workers, time is precious. We therefore ask that you take the lead and contact your personal tutor as need arises; we are here to help you succeed.

Programme Leader

The programme leader coordinates the programme as a whole including assessments, quality assurance and communication matters.

General academic support

We have a Learning Support Officer in the School of Health and Social Sciences, who can give you helpful personal support if you have any particular, non-subject specific, difficulties. There is also a general rolling *programme for study skills* through the year, which you may attend. Information will be posted on the Notice Boards.

5.2 Central University Support

Learning Resources

At an early stage of your programme of study, you will be introduced to the library. The staff there are extremely helpful, both in pointing you to sources of advice, and as a source of advice themselves.

We have a specialist librarian for Health and Social Sciences (Dawn Grundy) is available to assist you and there are numerous written guides to the services available.

If there are any written, video, CD ROM or other resources you need for your studies that aren't available, contact Shirley Ward and / or you can make your wishes known via your Programme Committee

We also have an Inter-library loan service enabling specialised material to be accessed, and there is full access for all students to E-mail and the Internet. We are currently developing the use of Web CT (a Virtual Learning Environment, where your notes lectures etc are posted on our web site) across the School.

Central Support Services: The Student Information Centre, located in the Eagle Mall, provides advice and guidance to students on a number of financial and personal issues: Tel: 01204 903733/4/5/6/7/8. Email: enquiries@bolton.ac.uk. They also have trained counsellors and special needs specialist staff. You can contact the Student Centre directly if for example you have a personal difficulty that you would like to discuss in confidence with one of the trained counsellors. Full details of the service are provided in the University Student General Handbook. If you are experiencing financial difficulties, the University has a range of access and hardship funds, which can provide some help. In the first instance please contact the Student Centre.

Student with Disabilities, learning difficulties or specific needs

The University of Bolton welcomes students with disabilities, learning difficulties or specific needs and will make every effort to support those needs. We have contacts with local and national external bodies concerned with inclusion, disability awareness and disability provision. Advice is provided on an individual, strictly confidential basis by Katie Jennings, the Disability Advisor (01204 903086). She will assist and co-ordinate the team effort required to provide for your needs.

Support is available for full-time and part-time students through the Disabled Students Allowance (DSA). Please see the Department for Education and Skills website : <http://www.dfes.gov.uk/hestudents/index.shtml>

5.3 Your Student Representatives

We welcome feedback, comments, and being told about any problems students may be experiencing in the Programme. Student representatives are normally elected in Semester One, and they sit on the Programme Committee, which meets about once every semester. This is a formal school meeting involving the course team, students, stakeholders and school management. The purpose of this committee is to monitor and constantly improve the quality of the student's experience.

In addition to student representation on the programme Committee, all students are invited to complete a module questionnaire at the end of each module. The analysis of these provides feedback for Module tutors and feedback for the Annual Course Monitoring process. Module questionnaire feedback is discussed at the Programme Committee.

How do I make a complaint? The University has a formal complaints procedure, and full details can be found in the University Student Handbook. You may wish to explore an informal approach first by talking directly to the person concerned, eg the module tutor or Programme Leader. If this is not possible or you fail to receive a satisfactory response, you may wish to talk to the Head of School.

5.4 Significant Others

In the workplace

- **Colleagues at Work** Feedback from previous students indicates you may need to handle these carefully and try to engage them positively. They will probably have to cover your absences and put up with you talking about your course.
- **Line manager/sponsors** It is particularly important that you brief them thoroughly about what will be expected of you, particularly if your modules require practical engagement from the workplace. You are advised to make sure they understand the structure and level of the course you are undertaking. It is also important that you are clear that, unless you are given study time, their investment in your study is not likely to yield high dividends.

They can be very helpful in debating issues and giving you wider experience. However, beware of letting them engage directly in your assessment ... they are often not fully briefed about the requirements and don't always give good advice, however well intentioned.

- **Mentors**
Some of you may have clinical mentors, or clinical supervisors, and some general mentors. We strongly recommend that you brief your mentor well, especially if there is a specific role associated with the course. Your route/module leaders will give you more specific advice on this.

The Really Significant Others

Your study will take a lot of your time. You will need the support of those with whom you intend to share a personal life. Prepare them well, or you may pay a price later!

SECTION 6 ASSESSMENT

Your assessment for each module may differ considerably. Each module has clearly identified aims, learning outcomes, and the nature and type of assessment for that module is clearly specified and linked to these learning outcomes. The full module specifications describe the assessment briefly, and your module guide will give you the details

6.1 Assessment Criteria and Marks

The same generic assessment criteria are used in *all* Undergraduate Modular Awards in the university, and are as follows.

Grade	Mark	Description
Work of Exceptional Quality	70+	Virtually all of the relevant knowledge and/or skills accurately deployed. Excellent and exceptional grasp of theoretical, conceptual, analytical and practical elements. Very effective integration of theory, practice and information in relation to the objectives of the assessment. Substantial evidence of originality and creativity as appropriate to the subject.
Work of Very Good Quality	60-69	Most of the relevant knowledge and/or skills accurately deployed. Good grasp of theoretical, conceptual, analytical, practical elements. Effective integration of theory, practice and information in relation to the objectives of the assessment. Significant evidence of originality and creativity as appropriate to the subject.
Work of Good Quality	50-59	Some of the relevant knowledge and/or skills accurately deployed. Adequate grasp of theoretical, conceptual, analytical and practical elements. Fair integration of theory, practice and information in relation to the objectives of the assessment. Some evidence of originality and creativity as appropriate to the subject.
Work of Satisfactory Quality	40-49	Some omissions in the deployment of knowledge and/or skills. Some grasp of theoretical, conceptual, analytical and practical elements. Limited integration of theory, practice and information in relation to the objectives of the assessment. Limited evidence of originality and creativity as appropriate to the subject.
Pass Mark is 40%		
Unsatisfactory Performance	Borderline Fail 35-39	Borderline Fail Deficiencies or omissions in knowledge, skills, theoretical, conceptual, practical elements. Limited integration of these in relation to the assessed work's objectives. Some relevant content and marginal evidence of skills, knowledge or creativity which could, in the light of overall performance, constitute the basis for a pass grade in the examiners' judgement.
Clear Fail	below 35	Clear Fail Little evidence of the knowledge, skills, theoretical, conceptual, analytical, creative or practical elements relevant to the assessment. Mainly irrelevant and/or incorrect information provided. Scant evidence of understanding of the requirements of the assessment.

6.2 Assessment regulations

The Programme is conducted in accordance with the University's Under Graduate Modular framework regulations. These, and electronic copies of all other relevant policies, are available at

[http://www.bolton.ac.uk/Quality/OAECContents/APPR/Documents/pdf/AssessRegs-UGMProg-main2009\(ExExam\).pdf](http://www.bolton.ac.uk/Quality/OAECContents/APPR/Documents/pdf/AssessRegs-UGMProg-main2009(ExExam).pdf)

6.3 Handing in Your Written Assignments: how and when.

How ...

- All assignments should be word-processed on A4 size paper, font size should be 11 or 12 and text should be double spaced, leaving a good margin on both left and right sides. Writing should appear on only one side of the paper, each page should be numbered and your student number should appear on each sheet.
- All assignments should have a 'top-sheet' attached. This should detail the Programme, module title, assignment title, student number, word count, marking tutor and date of submission. Please do not put your name on the assignment. (This is in line with the University Code of Practice on Assessment)
- You will be advised by your tutor about the number of copies to hand in. You should **keep a copy** of your assessment for personal reference, and in case of loss.
- For essays, reports etc, please do not present your work in bulky folders with tricky openings, or bind them, as they have to be carried around, and photocopied - a *simple plastic wallet* is best.
- All assignments should be posted in the assignment post box on level three, or posted (by registered post) to the Student Programmes Office (3rd Floor Eagle). **They must arrive** before the deadline given by your tutor. If you hand it in during the official opening times, you will be given a dated receipt to confirm it has been given in. If you can only attend in the evening, (after 5:00pm) please post your assignment in the post box located in the Administration reception after using the electronic printer on your submission sheet to provide evidence of the date and time the assignment was posted.

6.4 MITIGATING CIRCUMSTANCES

Guidance Notes for Students

- The University of Bolton, as part of its Assessment Regulations, makes provision for circumstances when a student is unable to complete their assessment on time because of EXCEPTIONAL AND UNFORESEEN circumstances: presentation of Mitigating Circumstances should only therefore be made under such circumstances. University guidelines for Mitigating Circumstances were issued in September 2008 with the aim of promoting rigour, equity, consistency and good practice across the University. The guidelines emphasise the submission of some form of evidence to substantiate a request. The most common reasons for application for Mitigating Circumstances are related to health (self or close family member); bereavement; SIGNIFICANT AND ENDURING changes to work responsibilities, financial circumstances and other relevant personal circumstances.
- The School of Health and Social Sciences operates a Mitigating Circumstances Committee that meets on a weekly basis to ensure that students have a timely response to their request. It is made up of five members of staff; the Chair is Dr C Barrow. After applications have been considered by members of the Committee, a letter is sent to the student informing them of the outcome: that their request has been successful and ACCEPTED or that it has not been successful and has been REJECTED. Details of the students' circumstances are confidential to the Committee and will not be discussed with other staff. However, the Committee may suggest to the Academic Leader, with responsibility for the applicant's Programme of Study, that an applicant is contacted by a member of academic staff, where academic counselling would help the student stay on track with their studies (as part of the School's Retention Policy)
- The outcome of a student's application will be reported to the next Assessment Board. If the application has been accepted, the student will be informed, by the relevant Module Tutor, of the steps they must take to complete the outstanding assessment(s), e.g. a date by which the work must be undertaken; details of a new essay title; the date of the next examination.
- If a student's circumstances are such that they wish to complete the assessment before the next meeting of the Assessment Board they should make this clear in their application to the Mitigating Circumstances Committee who can consider this request: it should be noted however that once a student submits work, the mark will stand and cannot be altered in any way by the Mitigating Circumstances Committee. If a student knows that they require an extension period longer than the next semester, they should also make this clear in their application for consideration by the Committee.

Submission of Mitigating Circumstances

- i. The School of Health and Social Sciences requires that all requests for Mitigating Circumstances be accompanied by supporting evidence that is formal, objective, external and verifiable: events that cannot be verified cannot be accepted. The most common forms of evidence include:
 - Medical certificate/doctor's letter/consultant's letter/therapist's letter etc.
 - Death Certificate

- Letter (on headed notepaper) from an employer/solicitor/accountant/Social Services etc.
- Police Report/letter from Courts etc.

THE EVIDENCE MUST BE INCLUDED WITH YOUR APPLICATION

The Mitigating Circumstances Committee will not be able to contact relevant professionals for the evidence on your behalf. If you do not include the evidence your application will have to be rejected. Evidence must be original i.e. not a photocopy. In addition to providing evidence to support their application, students must also explain why and how the evidenced circumstances prevented their meeting the submission deadline.

- ii. The timing of applications is important. Applications should be submitted a minimum of 5 days before the relevant deadline
- iii. Pre-printed envelopes are available from the School Office (T3-58a) for your submission. Please ensure that the information requested is completed fully and accurately, especially the items of assessment for which Mitigating Circumstances is requested (and the Module concerned) and the date each item is due for completion.
- iv. Be sure to include any outstanding items of assessment from previous semesters in your request for mitigation if you are unable to complete them.
- v. Submit your application to the School Office in the orange envelope.

Students who suspend studies* must also apply for Mitigating Circumstances to cover outstanding work due from the current and previous semesters: suspension alone does not change outstanding assessment dates.

It is possible to appeal against a decision of the Mitigating Circumstances Committee (see section on Appeals against the decisions of the Assessment Boards in the University of Bolton's Assessment Regulations).

Corinne Barrow
 Chair of the Mitigating Circumstances Committee
 School of Health & Social Sciences

6.5 Feedback on your assessment

Policy on Giving Feedback on Drafts of Students' Work

The policy for giving feedback on drafts of students' work, as shown below, is applied on all programmes in the School of Health & Social Sciences. Written feedback is given on drafts of written work which are independently produced, for example, final year projects and dissertations. While staff will not provide specific detailed comments on drafts for other modules, they will provide further advice and, if appropriate, comment generally (face-to-face) on a plan of any specific assignment. Mathematics students will be directed to analogous problems.

There are some basic issues, relating to feedback, of which you should be aware:

- Any marks fed back to you are provisional until ratified by a formal assessment board (which involves the external examiner, an academic from another university whose job it is to see that the standard of your qualification is as it should be).
- After an Award Board, formal results are posted to your home address held on the Student Programme database. Therefore it is important to notify the University of any change of address and keep your student record updated.
- A mark of 40% or more in **all elements of assessment** is needed to *pass* a module
- If you are *referred* on first submission of an assessment, you have a chance (just the one) to resubmit. You will get a maximum of 40% for a resubmission.
- You must pass ALL the modules to get the qualification
- **Please do NOT name/identify work colleagues in your assignment**, unless the information you give is already in the public domain e.g. as described in an organisational structure on the web. Any assessment that has inappropriate identification of individuals will be returned unmarked, and you may suffer penalties for late submission as a consequence.
- **Formal Results** of assessments, following the Assessment Boards, will be posted to home addresses within one week of the Board. Following each Assessment Board it is also possible to access your results via e-vision. Please do not ring the office or tutors to ask for the results as no results can be given over the telephone. For some students the Boards will require coursework to be redone. Details of these will be sent out with the letter of results to your home address. If do not received a formal communication after the time of a Board, you must write or telephone the Student Programmes Office to inform them of this fact and to find out if you have any reassessments that you are required to take. It is *your* responsibility to make sure you know whether or not any Resits/Referrals/ Deferrals/re-assessments are required.

6.6 Ethics, confidentiality and Plagiarism

Ethical considerations The programme is conducted according to University of Bolton policies on ethical matters such as equal opportunities, data protection and confidentiality. In undertaking assignment or project work the ethics policies of their employing organisation may require students to obtain formal approval before engaging with colleagues or clients, or using work-related information as part of their assignment. If at any point a student anticipates that this may cause a problem with their coursework, or a delay in the submission of an assignment or the project, they should immediately notify their tutor, the Programme Leader, and their workplace mentor. We will be as flexible as possible in meeting the requirements imposed by the ethics procedures operating in the employing organisation.

Bibliographies and References You will be introduced to the skills of accurate referencing. All written work must be referenced and cited properly using the **Harvard System**, details of which are available from the library or online at <http://data.bolton.ac.uk/bissto/infoskills/useinfo/cite/harvard/index.htm>

Bibliographies and references: In any coursework assessment it is **essential** that you identify your sources of information in the required manner. At the end of the essay, practical reports etc, you should therefore provide a complete bibliography of all materials **used or referred to** in the text **whether or not they are directly quoted**. **All** use of other people's phrases or terms should be clearly indicated with quotation marks and a specific reference given. This includes material from electronic sources.

PLAGIARISM PREVENTION AND DETECTION

Information for students

Cutting and pasting information from electronic internet sources (web pages, e-books and electronic journals) and presenting it as though it were your own writing is a serious form of academic dishonesty, plagiarism. Although instances of this remain infrequent, the number does seem to be increasing and, worryingly, students who are interviewed about it report that this practice is considered acceptable in schools. Academic staff consider that the time consuming process of detecting and identifying plagiarism does not represent best use of their time.

The School of Health & Social Sciences has therefore introduced a policy to educate students about plagiarism and prevent this practice by use of *TurnitinUK*. This is an online service that enables students to carry out an electronic comparison of their work against electronic sources including other students' work; it will produce a *Turnitin Report*. The School policy requires all students to provide evidence, in the form of a *Turnitin Report*, with each assignment submitted for assessment, to show that the work has been processed through *TurnitinUK* and does not contain plagiarised material. Students will be informed, within relevant modules, of the process to be taken to produce a *Turnitin Report*; it requires the student's work to be in electronic format.

Although the system is fast, students will need to allow at least one day to obtain the required information from the system. Similarly if a student's work does not meet the criteria for independence, they will need to allow time to re-write it. Failure to submit a *Turnitin Report* will incur a penalty.

- **Plagiarism:** Plagiarism - presenting others work as your own - merits separate treatment in the University Examination Regulations (Para. 2.b in the "Unfair Means" section), and in the Post Graduate Modular Degree Programmes General Handbook (see 'Cheating and Plagiarism' section) and is a disciplinary offence. The commonest problem is an essay that copies out or closely paraphrases or uses ideas and information from published material without acknowledgement. If you do this you are committing an offence - you are regarded as presenting someone else's work as if it is your own. The University uses a system known as "Turn it in" to help detect plagiarised material.

6.7 Requests for reviews of decisions of the Examination Board (Appeals)

If you wish to appeal against any aspect of your assessment including Examination Award Board decisions, a full statement of your rights and the procedures for requesting a review is provided in the University of Bolton Student Handbook. The Academic Affairs Office, Z2-014, can answer queries on these rights and the appropriate procedures. (Please note that there are deadlines for submitting such requests, set out in the Student Handbook).

6.8 COLLECTING YOUR AWARD

Certificates are automatically sent out to your home address within 4 weeks of the exam board date.

If you contact details change whilst on the programme at any time you will need to inform Student Data Management on: 01204 903059. Or you can change your details on-line via the website on: <http://www.bolton.ac.uk/Students/MyDetails/Home.aspx>

SECTION 7

Choosing, Changing and withdrawing from Modules

7.1 Choosing Modules

If you are on a specific route through the programme, your module choice should be planned and agreed with your route leader in advance, in writing.

If you are doing one or two modules for CPD, you will need to discuss this with the overall CPD Programme Leader, who will also put you in touch with the individual module leaders.

In all cases, you should formally register your interest in a module by completing the *Module Choice Form* (see appendix 2) and returning this to the Programme Administrator.

a) UNDER-subscription to Modules: if we get under 10 people by 4 weeks before the module is due to start, we reserve the right to postpone its delivery until we have a more viable number.

b) OVER- subscription: the maximum permitted number on any particular module will vary, according to the nature of the programme, and this number will be decided by the module tutor. In the event of OVER- subscription, places will be allocated on a 'first-book' basis, using the date of your application on the form.

7.2 Changing modules

This is not helpful for us, as it is important for planning and organisational purposes to know which modules are viable, both so that lecturers and students can predict their workload. So, we hope that all students will choose very carefully.

However, where you feel you have made a wrong choice, and can justify this, then a *Module Change Proforma* (Appendix 2) needs to be used and can be obtained from the Student Programme office (Eagle T3 58). **Please do not rely on verbal messages for this crucial matter** and do not change modules without re-negotiating your programme with your Route \ Module Tutor. Please note that there will be a cut-off date for module changes beyond which changes are not permissible.

7.3 Withdrawal from Modules

Students needing to withdraw should inform the module tutor, their route tutor and the Administrator in writing, clearly stating their name and the module from which they are withdrawing. It is most important to follow this procedure. *If students do not officially withdraw by the prescribed method, they are assumed to be undertaking the module and working to meet its requirements.* At the end of the module their 'results' (non-attendance and/or failure to submit for assessment) will be determined and recorded by the Assessment Board. This will adversely affect your mark profile. If the withdrawal notification is received within two weeks of the start of the module, a request can be made, in the withdrawal letter, for **reimbursement of fees**. See below.

Reimbursement of Fees: If a student decides in the first two weeks of a module that they wish to withdraw then they can do so and have their invoice altered or cancelled. However, the request for this must be made in writing to the Administrator.

7.3 Attendance

Attendance Requirements

In order to progress and achieve the award for which they are registered, students must attend the classes for each individual module regularly and in accordance with any compulsory attendance requirements defined for such modules. The University attendance policy is located at:

<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/Documents/StudentAttendancePolicy.pdf>, this is applied in all modules and attendance is recorded.

7.4 Suspending Studies/Dormant Status

If you, either because you've been referred, or have suspended your studies, are going to **submit work in a different academic year than when you first attended a module**, things get complicated and you must ensure that **you enrol as a 'Dormant Student'** during the year in which you submit your work.

The regulation below, quoted in full from the University Regulations, may help to explain this. If not, ask the Programme Administrator for advice!

'Under the University Regulations it is possible to Suspend studies for a notified period of time or to be enrolled with a Dormant Status if you are only to be assessed without attendance on the course.

*In each case **to maintain your Registration on the course you must notify the University of your changed situation.** You should do this either when it happens or at the start of the next academic year when it will apply. This may need to be approved by your Tutor who will then inform Student Data Management so that your academic record is maintained. **This may mean completing an enrolment form for each academic year** - e.g. for any assessments to be considered at an Assessment Board.*

*If you do not make the necessary arrangements to keep the University informed of your student status on the course, you will be regarded as having **withdrawn** or **be failed** at an Assessment Board for non-submission. Either of these will cease your Registration for the Award. **It is your responsibility** to ensure that your academic record is being maintained so as to obtain your final Award - either by enrolling each year or providing notification of a period of suspension, or acquiring Dormant Status. Your Tutor and the Student Information Centre must be informed.*

Thank you for reading this narrative, we do think it is important that you are familiar with 'the rules' and know where to go for find guidance. And now you have got these ground rules, you can get on with the more exciting business of learning!

We all hope you enjoy your studies with us, and that your learning enhances the quality of your professional life and, more importantly, the quality of our services

Best Wishes

The Programme Team

Appendix 1

Modules

Please go to our web page to download detailed information at <http://www.bolton.ac.uk/HSS/Employers/CPD/CPDHealth/Home.aspx>

List of professional development courses

Level HE4 courses

- Developing Knowledge in Palliative and End of Life Care for Health and Social Care Support Workers [\[HE4\]](#)
- Negotiated Learning [\[HE4\]](#)

Level HE5 courses

- Acute Illness Management [\[HE5\]](#)
- Children and Families [\[HE5\]](#)
- Clinical Skills [\[HE5\]](#)
- Cultural Diversity within the Community [\[HE5\]](#)
- Disability and Society [\[HE5\]](#)
- Empowerment and Advocacy [\[HE5\]](#)
- Health and Illness in Society [\[HE5\]](#)
- Introduction to Psychology in Health and Social Care [\[HE5\]](#)
- Legal, Ethical and Professional Issues in Health and Social Care [\[HE5\]](#)
- Managing Long Term Conditions [\[HE5\]](#)
- Mental Health Care, Perspectives and Practice [\[HE5\]](#)
- Multidisciplinary End of Life Care [\[HE5\]](#)
- Negotiated Learning [\[HE5\]](#)
- Occupational Health and Safety (Public Health Nursing) [\[HE5\]](#)
- Open Module [\[HE5\]](#)
- Preparation for Mentorship [\[HE5\]](#) [\[HE5 by distance learning\]](#)
- Primary Health Care [\[HE5\]](#)
- Professional Practice Development Through Enquiry and Analysis 1 [\[HE5\]](#)
- Sexual Health [\[HE5\]](#)
- Therapy Skills [\[HE5\]](#)
- Utilising a Palliative Care Approach in the Care Home Setting [\[HE5\]](#)
- Working with Older People [\[HE5\]](#)
- Working with Young People in Society [\[HE5\]](#)

Level HE6 courses

- Advanced, Progressive Disease – Management and Supportive Strategies [\[HE6\]](#)
- Assessing and Managing Symptoms in Palliative Care [\[HE6\]](#)
- Case Management [\[HE6\]](#)
- Child Care Law in Practice [\[HE6\]](#)
- Child Public Health [\[HE6\]](#)
- Clinical Examination Skills [\[HE6\]](#)
- Collaborative Working for Health Improvement [\[HE6\]](#)
- Communication Skills for Professional Practice [\[HE6\]](#)

- Critical Evaluation, Evidence and Practice [\[HE6\]](#)
- Dimensions of Loss [\[HE6\]](#)
- Family Centred Health and Social Care [\[HE6\]](#)
- Foundations of Palliative Care [\[HE6\]](#)
- Health Care of the Older Person [\[HE6\]](#)
- Integrated Care Delivery for Long Term Conditions [\[HE6\]](#)
- Leading and Managing Teams [\[HE6\]](#)
- Leading Health Promotion Practice [\[HE6\]](#)
- Legal, Ethical and Professional Issues in Health and Social Care [\[HE6\]](#)
- Management of the Acutely Ill Patient [\[HE6\]](#)
- Mental Health Perspectives [\[HE6\]](#)
- Multidisciplinary End of Life Care [\[HE6\]](#)
- Negotiated Learning [\[HE6\]](#)
- Non-medical Prescribing for Allied Health Professionals [\[HE6\]](#)
- Non-medical Prescribing for Nurses [\[HE6\]](#)
- Non-medical Prescribing for Pharmacists [\[HE6\]](#)
- Open Module [\[HE6\]](#)
- Preparation for Mentorship [\[HE6\]](#) [\[HE6 by distance learning\]](#)
- Preparation for Nurses without SPQ to Prescribe from the Community Practitioner Formulary [\[HE6\]](#)
- Principles and Practice for Clinical Skills Development [\[HE6\]](#)
- Professional Practice Development Through Enquiry and Analysis 1 [\[HE6\]](#)
- Professional Practice Development Through Enquiry and Analysis 2 [\[HE6\]](#)
- Research Methods [\[HE6\]](#)
- Safeguarding Children [\[HE6\]](#)
- Teaching and Learning in Palliative Care [\[HE6\]](#)
- The Biological Basis of Disease and Therapeutics [\[HE6\]](#)
- The Human Body: Anatomy and Physiology for Health and Social Care [\[HE6\]](#)
- Utilising a Palliative Care Approach in the Care Home Setting [\[HE6\]](#)
- V150 Nurse Prescribing (sponsored students only) [\[HE6\]](#)

Level HE7 courses

- Application of Life Sciences [\[HE7\]](#)
- Child Care Law in Practice [\[HE7\]](#)
- Child Public Health [\[HE7\]](#)
- Clinical Skills Development [\[HE7\]](#)
- Collaborative Working for Health Improvement [\[HE7\]](#)
- Consultancy in Action [\[HE7\]](#)
- Critical Evaluation, Evidence and Practice [\[HE7\]](#)
- Family Centred Health and Social Care [\[HE7\]](#)
- Integrated Care Delivery for Long Term Conditions [\[HE7\]](#)
- Introduction to Demography and Epidemiology [\[HE7\]](#)
- Leading and Managing in Context [\[HE7\]](#)
- Leading and Managing People [\[HE7\]](#)
- Leading Health Promotion Practice [\[HE7\]](#)
- Leading Service Evaluation and Improvement [\[HE7\]](#)
- Managing and Commissioning for Performance [\[HE7\]](#)
- Negotiated Learning [\[HE7\]](#)
- Non-medical Prescribing for Allied Health Professionals [\[HE7\]](#)
- Non-medical Prescribing for Nurses [\[HE7\]](#)
- Non-medical Prescribing for Pharmacists [\[HE7\]](#)
- Preparation for Mentorship [\[HE7\]](#) [\[HE7 by distance learning\]](#)
- Principles and Concepts in Research Design [\[HE7\]](#)

- Principles and Practice for Clinical Skills Development [[HE7](#)]
- Principles of Advanced Practice [[HE7](#)]
- Professionalism in Context [[HE7](#)]
- Research Dissertation [[HE7](#)]
- Researching Needs, Rights and Responsibilities [[HE7](#)]
- Safeguarding Children [[HE7](#)]
- Strategy, Marketing and Commissioning [[HE7](#)]