Faculty of Education, Health and Wellbeing

Institute of Health Professions

BSc (Hons) Specialist Community Public Health Nursing (Health Visiting)
BSc (Hons) Specialist Community Public Health Nursing (School Nursing)

ON CAMPUS COURSE GUIDE 2016/7
About this guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your local Academic Faculty Office is:</td>
<td>Faculty of Education, Health and Wellbeing MC125 MC Building Wulfruna Street City Campus Wolverhampton WV1 1SB Academic Support - (01902) 518600</td>
</tr>
<tr>
<td>Your Student Centre is:</td>
<td>Student Centre MI Building City Campus (01902) 321062</td>
</tr>
</tbody>
</table>

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Dr Sarah Sherwin – S.Sherwin@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialist Area of Teaching</th>
<th>Room</th>
<th>Email Address &amp; Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Sherwin</td>
<td>Specialist Community Public Health Nursing Course Leader: School Nursing</td>
<td>MC231</td>
<td><a href="mailto:S.Sherwin@wlv.ac.uk">S.Sherwin@wlv.ac.uk</a> (01902) 518634</td>
</tr>
<tr>
<td>Steve Anderson</td>
<td>Senior Lecturer: Pharmacology</td>
<td>MA122a</td>
<td><a href="mailto:Steve.Anderson@wlv.ac.uk">Steve.Anderson@wlv.ac.uk</a> (01902)321127</td>
</tr>
<tr>
<td>Mel Brown</td>
<td>Senior Lecturer: Specialist Practice</td>
<td>MC231</td>
<td><a href="mailto:Mel.Brown2@wlv.ac.uk">Mel.Brown2@wlv.ac.uk</a> (01902) 518891</td>
</tr>
<tr>
<td>Michelle Moore</td>
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<td>MC231</td>
<td><a href="mailto:Michelle.Moore@wlv.ac.uk">Michelle.Moore@wlv.ac.uk</a> (01902) 518675</td>
</tr>
<tr>
<td>Faith Muir</td>
<td>Senior Lecturer: Health Visiting</td>
<td>MC231</td>
<td><a href="mailto:Faith.Muir@wlv.ac.uk">Faith.Muir@wlv.ac.uk</a> (01902) 518715</td>
</tr>
<tr>
<td>Jayne Murphy</td>
<td>Senior Lecturer: District Nursing</td>
<td>MC231</td>
<td><a href="mailto:J.S.Murphy@wlv.ac.uk">J.S.Murphy@wlv.ac.uk</a> (01902) 518632</td>
</tr>
<tr>
<td>Hilary Paniagua</td>
<td>Specialist Community Nursing Course Leader: Practice Nursing</td>
<td>MC231</td>
<td><a href="mailto:H.Paniagua@wlv.ac.uk">H.Paniagua@wlv.ac.uk</a> (01902) 518639</td>
</tr>
<tr>
<td>Paul Reynolds</td>
<td>Specialist Community Public Health Nursing Course Leader: Health Visiting</td>
<td>MC231</td>
<td><a href="mailto:P.Reynolds@wlv.ac.uk">P.Reynolds@wlv.ac.uk</a> (01902) 518653</td>
</tr>
<tr>
<td>Debra Smith</td>
<td>Specialist Community Public Health Nursing Course Leader: District Nursing</td>
<td>MC231</td>
<td><a href="mailto:D.M.Smith@wlv.ac.uk">D.M.Smith@wlv.ac.uk</a> (01902) 518697</td>
</tr>
<tr>
<td>Pauline Lim</td>
<td>Faculty Enabling Tutor</td>
<td>WP109</td>
<td><a href="mailto:P.Lim@wlv.ac.uk">P.Lim@wlv.ac.uk</a> (01902) 518668</td>
</tr>
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</table>
## Student Support in FEHW

<table>
<thead>
<tr>
<th>STUDENT ADVISORS</th>
<th>HERE2HELP STUDENT CENTRE</th>
<th>PERSONAL TUTOR</th>
<th>SKILLS FOR LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as ‘Here2Help’</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
<td></td>
<td></td>
<td>Based in our Learning Centres</td>
</tr>
<tr>
<td>Pre-entry support</td>
<td>Enrolment &amp; module registration</td>
<td>Support for your academic development and progression</td>
<td>Transferable support on your academic study skills:</td>
</tr>
<tr>
<td>General support about study and student life</td>
<td>Submitting work &amp; examinations</td>
<td>Personal (pastoral) guidance</td>
<td>General skills guidance</td>
</tr>
<tr>
<td>Guidance – referral to University services</td>
<td>Academic regulations – one week extensions &amp; extenuating circumstances</td>
<td>A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>Academic writing support</td>
</tr>
<tr>
<td>Knowledge of the Faculty and its Courses</td>
<td>Leave of absence</td>
<td></td>
<td>Referencing</td>
</tr>
<tr>
<td>Student finance issues</td>
<td>Student enabling centre</td>
<td></td>
<td>Searching for literature</td>
</tr>
<tr>
<td>Careers &amp; counselling appointments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Contact:
- FEHWSupport@wlv.ac.uk
- Regular drop in sessions & appointments
  - City – MX building
  - Walsall – WA building
  - Log a call – e:vision helpdesk (Help>contacts)
  - City - MX building
    - 01902 321150
  - Walsall - WA building
    - 01902 323135

### Resources:
- Check who your tutor is on e:vision
- Meet with your personal tutor at regular intervals
- Visit SAMS to book an appointment http://FEHWSams.wlv.ac.uk/
- Skills for Learning website
- Workshops
- Drop-in sessions
- Appointments
- Study guides
- Online resources Twitter, Facebook, Skype (wlv_skills) and YouTube

*** Visit the [Student Support homepage](#) for more information ***
*** Also visit the Students Union [Advice and Support Centre](#) for impartial guidance ***
Course Structure for Undergraduate courses

Students will study:

**Full-time:** normally modules worth 120 credits each academic year

**Part-time:** normally modules worth no more than 80 credits each academic year.

Course Structure of the BSc (Hons) SCPHN Specialist Degree

NB All modules are worth 20 credits. This degree award is based on ‘topping up’ and RPL for 120 level 5 credits

### Year Long Modules

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>6NH016</td>
<td>The Application of Research and Practice Innovation in Primary Care</td>
<td>20</td>
</tr>
<tr>
<td>C</td>
<td>6NH014</td>
<td>Specialist Community Public Health Nursing Practice</td>
<td>20</td>
</tr>
</tbody>
</table>

### Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>6NH025</td>
<td>Perspectives of Public Health and Social Policy Within Specialist Practice</td>
<td>20</td>
</tr>
</tbody>
</table>

### Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>(SN) 6NH013</td>
<td>Promoting the Health of Children and Young People</td>
<td>20</td>
</tr>
<tr>
<td>C</td>
<td>(HV) 6NH017</td>
<td>Vulnerability and Inequality: A Public Health Perspectives</td>
<td>20</td>
</tr>
<tr>
<td>C</td>
<td>6NH015</td>
<td>Protection of Child and Family Health</td>
<td>20</td>
</tr>
<tr>
<td>C</td>
<td>6NH024</td>
<td>Leadership and Management in Specialist Practice</td>
<td>20</td>
</tr>
</tbody>
</table>
About the Course

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Dr Sarah Sherwin – S.Sherwin@wlv.ac.uk

The educational aims of the course are:

1. Develop competent, safe and professional Specialist Community Public Health Nursing practitioners who are fit for practice in the designated field of health visiting practice and who, on completion of the course, are able to register on the third part of the Nursing and Midwifery register.

2. Equip practitioners with the knowledge, skills and understanding to evaluate, enhance and develop their public health practice.

3. Develop and enhance leadership and management skills within the context of public health nursing practice to support others and to benefit the health of children, families and communities.

4. Enable practitioners to adopt critical reflective practice and lifelong learning that fosters a spirit of scientific enquiry and research promoting personal and professional development.

5. Equip practitioners with cognitive skills and knowledge to lead, innovate, advocate change and contribute to an evidence base of practice in order to benefit the health of children, families and communities.

6. Support practitioners to work with codes and standards of professional practice to protect human rights, promote equality and manage risk to deliver safe effective health care.

7. Engage practitioners in interdisciplinary and interprofessional working and practices.

8. To develop and integrate the underpinning theory and practice to prepare specialist Practitioners to prescribe safely, appropriately and cost effectively from the Nurse Prescribers formulary for Community Practitioners (optional element of course for SNs.

The course learning outcomes are:

**BSc Non-Honours Degree**

At the completion of 60 level 6 credits you, the student, will be able to:

1. Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge.

2. Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

3. Demonstrate conceptual understanding that enables the student:
   - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
   - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.

4. Demonstrate the ability to manage your own learning, and to make use of
scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

5. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.

6. Demonstrate the qualities and transferable skills necessary for employment requiring:
   - the exercise of initiative and personal responsibility
   - decision-making in complex and unpredictable contexts
   - the learning ability needed to undertake appropriate further training of a professional or equivalent nature

### BSc Honours Degree

At the end of **level 6** you, the student, will be able to:

1. Demonstrate knowledge, skills and understanding of the theories, concepts and evidence base of Specialist Community Public Health Nursing practice.

2. Critically examine and analyse a range of approaches which underpin specialist community public health nursing practice in order to meet the health needs of vulnerable children, families and communities and help reduce inequalities.

3. Critically analyse how the development of health and social policies, health care initiatives and research findings influence the delivery of client care and impact upon professional practice.

4. Demonstrate competence within your own area of professional practice in relation to leadership, innovation and entrepreneurialism.

5. Work in collaboration with other disciplines, professions and agencies in order to enhance and promote effective client care and safeguard vulnerable groups.

6. Critically evidence how the NMC Standards of Proficiency for Specialist Community Public Health Nursing in relation to the chosen field of practice (Health Visiting) have been achieved.

These will be achieved through the following learning activities:

**Practice Component**

Practice is an integral part of this course. The practice component features throughout to make up the 50% time component that is allocated to practice. You will have practice placements in settings and with clients that are central to the responsibilities for that defined area of practice. You will also need to spend 3 weeks in settings and with clients considered either important or that may be a potential area of responsibility even if not central to the defined area of practice. A consolidated period of 10 weeks will be in
placements in settings and with clients that are central to the responsibilities for that
defined area of practice (NMC Standard 4). All modules are mapped and linked in relation
to practice. Module assessment always requires you to relate module theory to your
specific field of practice. Some assignments will be written accounts of theory-practice
relationships. Other assignments will ask you to carry out a task in practice or share
knowledge with your colleagues.

<table>
<thead>
<tr>
<th>Integrated Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal working week other than organised course study days</td>
</tr>
<tr>
<td>Each week you will spend time in practice. If you are full time this will be 2 days per week and if you are part time this will be 1 day per week. At the end of semester 1 and 2 you will also have a three week block of practice. For full time students this will be 5 days per week and for part time students this will be 2 ½ days per week. In addition the consolidation period of 10 weeks is practice-based and encourages the integration of all course learning into your area of practice. In this way it facilitates the development of a sophisticated perspective on the critical application of nursing in each specialist area of practice.</td>
</tr>
<tr>
<td>Assessment:</td>
</tr>
<tr>
<td>Evidence of learning during this practice experience is documented in the PEP document. This forms the final contributions to the portfolio and needs to critically appraise the integration of a broad range of theory in practice. The learning outcomes must be achieved in order to complete the specialist community public health nursing practice module.</td>
</tr>
</tbody>
</table>

Each module is addressed in relation to its application to practice. Module assessment always asks you to relate module theory to your specific area of practice. Some assignments will be written accounts of theory-practice relationships. Other assignments will ask you to carry out a task in practice or share knowledge with your colleagues. Throughout the course the focus on teaching and assessment will be that of theory-practice relationships. Critical application of knowledge from taught modules is the means by which practice becomes informed and improved.

From the start of your studies you will have a practice evidence portfolio (PEP). This document will contain the learning outcomes and competencies that you need to achieve for successful completion of the course. It is essential that your achievement of the competencies can be verified and the practice evidence portfolio explains how you can provide evidence of your achievements. Practice teachers and mentors play an important part in the verification of the competencies of professional practice.

Criteria have been developed around appropriate expertise and academic qualifications of practice teachers/mentors. This is to facilitate a valuable learning experience in practice.

Please note the Course Leader must approve a suitably qualified and experienced mentor.

**Verification of learning outcomes and competencies in practice.**
As the BSc (Hons) SCPHN award carries a professional qualification you must have your achievement of the specified learning outcomes and competencies for practice verified by a practice teacher/mentor. If you fail to meet the requirements of practice you will be unable to achieve this professional award.
Non-Medical Prescribing
The requirements for non-medical prescribing (V100) are met in the following ways:

The topic of prescribing is woven throughout the modules. Also within the course there is a taught element relating to prescribing, totalling three days. This includes an unseen examination (20 questions). The learning outcomes relating to nurse prescribing must be achieved in order to pass the Specialist Community Public Health Nursing Practice Module. The outcomes for prescribing in Specialist Practice must be signed off by the Practice Teacher and submitted within a workbook (including two reflective accounts relating to prescribing) in order to achieve the specialist qualification.

Non-Medical Prescribing flowchart:

The following outlines where the Standards of Proficiency for Nurse and Midwife Prescribers (2006) are addressed (see guide for consolidation days – V100 Workbook)

<table>
<thead>
<tr>
<th>Modules with prescribing input and consolidation.</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 Developing Health Assessment and Examination skills Within Clinical Practice</td>
<td>Throughout the programme Practice Teachers address prescribing issues in practice.</td>
</tr>
<tr>
<td>Semester 2 Specialist Community Public Health Nursing Practice</td>
<td>This part of the programme lends itself to consolidation of prescribing in practice</td>
</tr>
<tr>
<td>Post Semester Period – Consolidation of prescribing issues + examination</td>
<td>Learning outcomes for nurse prescribing are part of the workbook and must be signed off.</td>
</tr>
<tr>
<td></td>
<td>The workbook must include two reflective accounts of prescribing scenarios</td>
</tr>
</tbody>
</table>

The course is accredited, endorsed or approved (depending on the professional body requirements)
The NMC will be notified of successful qualification of the specialist community public health nursing practice and if appropriate Non-Medical Prescribing qualifications and you will be eligible to enter the third part of the register.

Recognition of Prior Learning (RPL)
The proportion of programme that can be credited via RPL is one third maximum of the total programme (see NMC circular 01/2011).

Failure to achieve the requirements of the BSc (Hons) SCPHN
If you do not fulfil the assessment criteria specified above you will be unable to gain BSc Hons) SCPHN (Health Visiting/ School Nursing) you may however transfer the module credits to a non-professional course, or may achieve an interim award of BSc Health and Wellbeing. Additional work may be required in order to satisfy the requirements of other courses.
Contact Hours
At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

University Academic Calendar
You will be issued with a course specific timetable.

Timetables
Timetabling information is available to you through the following:

1) Using the teaching timetable where you can search for and view all modules online at www.wlv.ac.uk/timetable.
2) Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3) For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at www.wlv.ac.uk/ctu.

Student Voice
The Student Voice is a partnership between the University and the Students' Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice
For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

Responding to Student Feedback “You said/We did”
As a result of student feedback we have made the following improvements/changes to this course:
- Better access to Specialist Practice texts held in Learning Centre
- Improved university learning environments

Student Charter
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

Engagement
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for assessment tasks;
- Learn from and with your fellow students;
- Receive feedback from your tutors on your progress;
- Fully participate in sessions, forums, seminars and other activities;
- Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you
are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

**The Wolverhampton Graduate**

The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:
1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

**External Examiners**

Victoria Gilroy – Northumbria University
Maxine Jameson (SCPHN Course Director) – London South Bank University

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or
performance. Any student issues should be relayed either directly to the Module or Course Leader.

**Academic Regulations**

This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

**Exam Regulations**

The University also have regulations that specifically cover examinations. Examination Regulations

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

**Top-Up Honours Degrees**

<table>
<thead>
<tr>
<th></th>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours degree (180 credits)</td>
<td>2 years</td>
<td>3 years</td>
<td></td>
</tr>
<tr>
<td>Honours degree (120 credits)</td>
<td>1 year</td>
<td>2 years</td>
<td></td>
</tr>
<tr>
<td>Ordinary degree</td>
<td>1 year</td>
<td>2 years</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours degree (180 credits)</td>
<td>3 years</td>
<td>4 years</td>
<td></td>
</tr>
<tr>
<td>Honours degree (120 credits)</td>
<td>2 year</td>
<td>4 years</td>
<td></td>
</tr>
<tr>
<td>Ordinary degree</td>
<td>2 years</td>
<td>4 years</td>
<td></td>
</tr>
</tbody>
</table>

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

The above maximum registration periods do not include time away from study approved under Leave of Absence procedure (see below)

**Exceptions/Exemptions to the regulations**

Compensation is not permitted for marginal failure on any modules. This is to meet practice based competencies as laid down by the professional regulatory body Nursing and Midwifery Council.

As this is a professional nursing award you will need to achieve 120 level 6 credits and pass practice based competencies as regulated by NMC. If you do not pass the practice competencies you will not be entitled to the SCPHN award. However you may be eligible to exit the programme with an honours degree not linked to a professional qualification such as BSc Health and Wellbeing. To be eligible for the specialist NMC professional award you must pass all of the six modules in your programme of study. The grades you are awarded for modules will give you an indication of the standard you are achieving. The modules required for you to graduate will include all core modules and all designated core option modules.
The award is 52 weeks duration to meet requirements of professional regulatory body Nursing and Midwifery Council and so runs outside of the normal university calendar.

Students will not be able to carry any failure or repeat a module due to contractual arrangements of Health Education West Midlands and sponsoring organisations

The Board has the discretion within the University Regulations to consider extenuating circumstances.

Course Information
Learning and teaching (L&T) resources
There is a wide range of resources available for your learning, including on-line materials for each module (on WOLF), web-based information and, importantly, the online resources provided by the Learning Centres. Module information will direct you to specific information sources, but there is an expectation, particularly at Level 6, that you will research your own sources in order to enhance your achievement of the learning outcomes for the programme.

Registration
You are enrolled on a course leading to an Honours degree and the modules you will study will be determined largely by the NMC, which accredits the professional aspect of the Course. You will be required to complete module registration electronically on the University Course and Module Registration System, eVision, at the beginning of your studies. You will be asked to enter correctly details of all the modules you will undertake during your first period of study. You should register on a Course you believe to be valid (one which, if you are successful, provides you with the necessary credits for your chosen course) and which allows you to attend lectures/workshops/practical/seminars according to the University timetable.

Your registration will be used to register your Course of study on the University’s Students’ Information Technology System (SITS). You should take all opportunities presented to you to ensure that your registration is correct

Study Patterns
The University’s academic year is divided into 2 semesters of equal length for the purposes of teaching. At the start of your course you will be issued with a timetable detailing your pattern of study, including attendance at University, practice placement and holiday periods. You will be studying 6 modules. As this award involves practice, a period of 10 weeks of practice at the end of the taught programme will consolidate the course of study.

Assessment
Types of assessment
The tutor, as part of the introduction to the module, will outline the assessment tasks. A more detailed briefing for each assignment will be available via the WOLF topic that supports the module. There is a wide range of assessment (further details can be found in the Undergraduate Student Guide), including:

- Written assignments.
- Reports.
- Time constrained assignments.
- Examinations (open book or closed book).
• Presentations

Marking of Assessments
The marking and grading of your work, be it an assignment or an exam is a comprehensive exercise involving first-marking by tutors, moderation by the tutors in the module team and the submission of assessments to independent external examiners who monitor and advise, thereby ensuring quality and standards. The normal return period for feedback on your marked (summative) work is three weeks after the date of submission. You will receive a grade achieved and comments on whether and how you have achieved the learning outcomes.

What should you avoid? What should you seek to achieve?
Remember that you are writing for another reader or readers. Do not assume that the reader will fill the gaps in your work.
• Use the introduction to establish what you are doing in your assignment.
• Use examples to support your analysis.
• Be objective and aim for reasoned argument. Phrases such as ‘in my opinion’ or ‘in my view’ are of little value because they are subjective. Do not use them. You should aim to support your points with evidence and reasoned analysis.
• Always acknowledge the use of someone else’s work, using the appropriate system of referencing. Also, it is a very serious offence to use someone else’s work, especially word-for-word or paraphrased contents of other’s work. This is called ‘plagiarism’ and will be covered throughout the programme to ensure that you are aware of how to avoid it.
• Always keep copies of the sources or keep a note of each source as you use it, so that you can reference it in your bibliography at the end of your assignment.
• Plan your work in advance so as to meet the hand-in (submission) date. Writing up your research is often more time consuming than you expect.
• Get help from tutors and mentors if you are unsure.
• Above all, do not ‘suffer in silence’; the Course Leader, Student Advisor and tutors will be able to provide guidance so please use them.

Why are ethical considerations important when researching for assignments?
Research is an essential and vital part of teaching and learning. Much is literature-based, using books, journals, periodicals and web-based material. However, some research may involve interaction with organisations and people. You should ensure that you do NOT conduct research that could be intrusive or sensitive or could cause psychological harm or suffering to others. For all modules excepting the dissertation, formal approval is not normally required for research that brings you into contact with organisations and people. However, where such contact does occur, it is imperative that you are fully aware of and rigorously and consistently apply the Ethical Guidelines as contained in School of Health and Wellbeing Ethical Guidelines. Where individuals or organisations have agreed to provide information to you, you may be required to produce evidence that permission has been given for access or contact.

What Feedback Can You Expect?
What can you expect from your tutors whilst you are preparing your work?
Normally tutors will advise you, as a group, on the assessment at or near the start of the module. Thereafter, you may consult your tutors by emailing them.
What should you not expect from your tutors?
It is not the role of a tutor to read drafts of your work and correct them with a view to your obtaining a ‘good mark’. An assignment should reflect your effort and input, and the role of the tutor is to guide and advise. It is then your responsibility to assess this advice and guidance and use it accordingly. Tutors provide this in good faith, but its use - or lack of it - by you is not an automatic route to a good or a poor grade. Other factors, particularly those pertaining to your skills and efforts, will play a vital role in your achievement.

After completion of the assignment
- The main feedback is through a hard or electronic copy (to you) of the assessment feedback sheet by email from tutors/administrative support staff.
- In some modules, additional feedback may be available through distribution of an 'outline answer', highlighting key points for guidance.

Personal Tutor
When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

Academic Misconduct
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

Support for Students
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:
- Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
- Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the Student’s Union website;
- Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
- Contact your personal tutor or module leader.

Remember – there is help available if you need it.
Defining Academic Misconduct

Cheating
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –
- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

Plagiarism
Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.

The most common forms of plagiarism are –
- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

Collusion
Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

Plagiarism Detection
In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.
Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**
Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

**Anonymous Marking**
Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.

**Where to get help with your course**
The Universities online learning system (WOLF) contains module content specific materials and contact details for course/module staff who can support you and point you in the direction of other assistance available.
Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

Administration queries: enrolment extensions extenuating circumstances Leave of Absence Course transfer, etc eVision helpdesk or your Student Centre

Academic and Course related queries
Personal Tutor Course Leader Head of Department (by email)

Module related queries
Module guide (on WOLF) Module Leader or Tutor

Support for Study Skills
W: www.wlv.ac.uk/skills E: skills@wlv.ac.uk T: 01902 32(2385)

Who to Contact for help when you are studying on campus

IT Problems

Financial advice
W: www.wlv.ac.uk/moneymatters E: money@wlv.ac.uk T: 01902 32(1070)

Careers & Employment Centre
W: www.wlv.ac.uk/careers E: careers@wlv.ac.uk T: 01902 32(1414)

Special Needs (Students with disabilities)
Special Needs Tutor or Student Enabling Centre W: www.wlv.ac.uk/sec E: sec@wlv.ac.uk T: 01902 32(1074)

Personal Issues
Personal Tutor (see eVision for details)
University Counselling Service
W: www.wlv.ac.uk/counselling E: counsellingservices@wlv.ac.uk T: 01902 32(2572)

General queries
eVision helpdesk or your Student Centre

Independent academic, financial, international and housing advice
Students' Union Advice and Support Centre
W: www.wolvesunion.org/advice E: advice.wolvesunion@wlv.ac.uk T: 01902 32(2038)

Extensions, Extenuating Circumstances and Leave of Absence
The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.
Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

**Extensions** - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

**Extenuating Circumstances** – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

**Leave of Absence** - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students’ Union, particularly regarding the financial implications, before taking this step.

Taking a **Leave of Absence** can ensure that you have the time away from your studies you need, but it is important you understand all the implications. There are plenty of people who can advise you before you make your decision:

- Your Student Centre (either in person or you could log an e:Vision Helpdesk call).
- The Students’ Union Advice and Support Centre.
- Student Advisors in your Faculty.
- Your Personal Tutor.
- The International Support Team (based in MX Student Centre, City Campus).

**Please consider before taking a Leave of Absence**

- If you’re a full-time student, you could consider switching to part-time mode as an alternative.
- While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
- If you take a Leave of Absence after you have enrolled but before completing your module, any summative (graded) assessment submitted will be carried forward and will contribute to your assessment result for that module when you return, provided the same assessment requirements remain.

**Financial impact**

You should consider the implications of taking a Leave of Absence will have on your funding and finances. On approval of your Leave of Absence you must ensure that you
are fully aware of the fee implications on your return to the course, as fees may be due again for the modules that you were studying when the leave of absence was agreed.

However, your individual circumstances will affect your right to funding so it is important that you seek advice from the Students’ Union Advice and Support Centre – who will also be able to advise you about the impact of any benefit entitlement.

You will not be entitled to Council Tax exemption whilst on a Leave of Absence.

**Your tuition fees**
In accordance with the [University’s fee liability policy](#), you will be liable for any fees due dependent on the date that you officially apply for Leave of Absence.
If you are a full-time undergraduate UK student, tuition fees are due as follows:
- Attendance in Term 1 = 25% of the tuition fee is due.
- Attendance in Term 2 = 50% of the tuition fee is due.
- Attendance in Term 3 = 100% of the tuition fee is due.
If you are a part-time student, your fee liability is dependent on the number of modules registered in any period.

If you are an international student we take into account the fact that you will have paid a non-refundable deposit and your fee liability points will be at the start of the first term and third term (remainder of fee). We recommend you seek guidance on this from the International Student Support team in MX Student Centre.

**Health & Safety issues**
Specific procedures relating to your course will be explained to you during induction and at appropriate points throughout the course. The University can accept no responsibility for any injury sustained through a student’s negligence, misuse of equipment or disregard of instructions. You must observe all instructions regarding accident and fire prevention. All accidents must be reported immediately to a member of staff and will be recorded on an accident report form. If you have a medical or other condition which may endanger yourself or others in a particular situation you must inform the member of staff present, and also discuss the condition beforehand with the Special Needs Tutor.

Fire notices, exits and assembly points are posted in all teaching rooms and around the buildings. Procedures to be observed when the alarm sounds are to leave as quickly as possible in a quiet and orderly manner and to assemble at the appropriate point. Do not attempt to re-enter the building until you are told it is safe to do so. You may need to show your identity card on entry to the building so ensure you have it with at all times.

**Health and Wellbeing whilst using your computer**
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

**Set-up and space**
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.
Taking a break
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

Progression for Further Study
Once you have achieved your honours degree you can move to a new phase in your academic development. Postgraduate study is designed to further enhance particular academic skills. The Harris Report (1996) lists them as: independence of study, planning, innovation, the ability to use data and integrate new ideas with established knowledge.

Acquisition of these skills leads to thoughtful professional practice, the ability to apply knowledge critically and the skills to extend and develop practice. The latter comprise masterly of your professional subject.

The educational design of this course is focused towards independent study. This is particularly demanding requiring refinement of the skills of enquiry, and innovation. This style of study draws on such personal attributes as motivation, self-determination and enthusiasm. As a student accessing this specialist community public health nursing course you will already be in paid employment and will be undertaking your programme of learning on a full or part-time basis. Participating in academic study at degree level will encourage analysis and criticality of clinical as well as theoretical issues; these are key graduate attributes and employability criteria known to be sought by employers in the health sector and as such will improve your opportunity for promotion and advancement. Faculties should provide details of opportunities for progression onto further study. The completion of this section is mandatory for all Foundation Degrees.

Successful completion of your BSc (Hons) Specialist Community Public Health Nursing and achievement of graduate status will enable you to provide a justification for your career progression and portfolio evidence of your knowledge, skills and abilities within this area of nursing. Completion of this course often acts as a catalyst to enable you to pass through the Band Gateways within Career opportunities.

Applicants will generally be seconded by their employers or sponsored by an NHS Trust. However there are wider career opportunities nationally and internationally and students will have an opportunity to discuss future career planning within the course. Opportunities for further study at post graduate level will be encouraged.

Alumni

We’re proud of your success. Be proud of your connection with us.

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information on Graduation and Alumni please visit our Alumni website.