BSc (Hons) SPECIALIST COMMUNITY NURSING
(District Nursing)

BSc (Hons) SPECIALIST COMMUNITY NURSING
(General Practice Nursing)

COURSE GUIDE 2013/14
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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. These 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 School 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>
</table>
| Your local Academic School Office is: | Student Office  
Student Centre North  
MX Building  
Camp Street  
Wolverhampton  
WV1 1AD  
E Mail Here2Help@wlv.ac.uk |
| Your Student Centre (Here to Help) is: | HERE 2 HELP  
Health and Wellbeing (Shaw)  
Student Centre North  
MX Building  
Camp Street  
Wolverhampton  
WV1 1AD  
E Mail Here2Help@wlv.ac.uk |

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.

Jill Barr Award Leader  
J.Barr@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>NAME</th>
<th>SPECIALIST AREA OF TEACHING</th>
<th>EMAIL</th>
<th>PHONE EXTENSION</th>
</tr>
</thead>
<tbody>
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<td>x 8675</td>
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<td>x8634</td>
</tr>
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<td>Steve Anderson</td>
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<td>x1127</td>
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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. School Reps are elected during the Spring Elections and have meetings with Senior Management in their Schools. They are an essential link between Course Reps, the Students’ Union and management within each School.

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union - www.wolvesunion.org/voice/.

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 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.
The Wolverhampton Graduate
The University provides a high quality teaching and learning experience supported by learning environments which are conducive to deep and interactive learning. The environment enables students to achieve their full potential and attain the best possible outcomes, to maximise employment opportunities and career advancement.

By the end of your course, the university expects you to be a Wolverhampton Graduate who is knowledgeable and enterprising, digitally literate and a global citizen.

- **Digitally Literate**
  Our graduates will be confident users of advanced technologies; they will lead others, challenging convention by exploiting the rich sources of connectivity digital working allows.

- **Knowledgeable and Enterprising**
  Our graduates will know how to critique analyse and then apply knowledge they acquire in an enterprising way.

- **Global citizens**
  Our graduates will bring informed understandings of their place and ethical responsibilities in the world.

Further information can be found on the University student webpage for Graduate Attributes.

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 Jill Barr, Head of Community Care or the relevant course leader

The BSc (Hons) SCN course is studied as a specialist subject and this guide outlines the modules which are available, teaching methods and assessment tasks.

The educational aims of the course are:

1. Develop competent, safe and professional specialist community nurses who have a sound theoretical knowledge base and who are fit for practice in the designated field of district and practice nursing.
2. Equip students with the knowledge, skills and understanding to evaluate enhance and develop higher levels of decision making within the context of primary care and public health.
3. Develop and enhance leadership and management skills within the context of primary care practice to support others and to benefit the health of patients, clients and carers.
4. Provide the opportunity to engage in interdisciplinary and inter-professional working practices.
5. Enable practitioners to adopt reflective practice and lifelong learning that fosters a spirit of scientific enquiry and research in order to promote personal and professional development.
6. Equip practitioners with knowledge and skills to lead, innovate and contribute to an evidence base of practice in order to benefit patients, clients, carers and communities.
7. Support practitioners to work within codes and standards of professional practice to protect human rights and equality in the safe delivery of health care.
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 (mandatory for district nurses and optional for practice nurses)

The course will provide a programme of education in theory and practice that develops higher levels of decision-making and enables the monitoring and improving of standards of health care through supervision of practice, clinical audit, development of practice through research, teaching and the support of professional colleagues, and the provision of skilled professional leadership.
Learning outcomes are written for each module, and by the end of the module you should have achieved them. Learning outcomes for each module are associated with those that are specific to the subject (subject specific outcomes), for academic development (generic academic outcomes) and those that help you to acquire life skills (key skills).

Module learning outcomes are linked to the NMC learning outcomes for Specialist Practice. These are expressed as common core outcomes that are applicable to all community specialist practitioners and outcomes that are specific to each specialist area of practice. The broad areas under which Specialist Practice learning outcomes are expressed are those of:

- Clinical Practice
- Care and Programme Management
- Clinical Practice Development, and
- Clinical Practice Leadership

The NMC outcomes are linked to the modules within the practice evidence portfolio. The Standards for Proficiency for Nurse and Midwife Prescribers (NMC 2006) are met throughout the programme.

The educational aims of the course are:

The course learning outcomes are:

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

2. Develop holistic assessment and physical examinations skills.

3. Critically analyse how the development of health and social policies, health care initiatives and other drivers 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.

Critically evidence how the NMC Standards for Specialist Community Nursing in relation to the chosen field of practice have been achieved.

These will be achieved through the following learning activities:

**Practice Component**

Practice is an integral part of these courses. The practice component features throughout the courses to make up the 50% time that is allocated to practice. The courses are completed by the successful achievement of the Specialist Community Nursing Practice Module and with a ten-week period spent in practice where you carry out your full role. This time is for the integration of theory and practice learning, and the examination of the totality of your Specialist Practice role.
### Integrated Practice

| Normal working week other than organised course study days | 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 have a three week block of practice which will be 5 days per week for full time students and 2 ½ days per week for part-time students. In addition this consolidation period of 10 weeks (for full time students) 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. Assesement: Evidence of learning during this experience is documented in the portfolio. 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 practice module. |

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 courses 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 explain the learning outcomes and competencies that must be achieved for successful completion of the professional aspects of your course. It is essential that your achievement of competencies can be verified, and the practice evidence portfolio explains how you can provide evidence of your achievements. Your practice educator/mentor plays 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.

**Your practice teacher/ mentor must be approved by the course leader.**

**Nurse 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). District nursing students would be expected to undertake this. Practice nurses have the option to undergo this part of the programme. The learning outcomes relating to nurse prescribing must be achieved in order to pass the Specialist Community Nursing Practice Module. The outcomes for 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.
Nurse Prescribing flowchart:

The following outlines where the Standards of Proficiency for Nurse and Midwife Prescribers (NMC 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><strong>Semester 1</strong></td>
<td>Throughout the programme Practice Teachers/ Mentors address prescribing issues in practice. This part of the programme lends itself to consolidation of prescribing is practice. Learning outcomes for Nurse prescribing are part of the Practice Portfolio and must be signed off in order to complete the module “Specialist Community Nursing Practice”. The portfolio must include two reflective accounts of prescribing scenarios.</td>
</tr>
<tr>
<td>Developing Health Assessment and Examination skills Within Clinical Practice</td>
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<tr>
<td><strong>Semester 2</strong></td>
<td></td>
</tr>
<tr>
<td>Managing patients with long term conditions</td>
<td></td>
</tr>
<tr>
<td>Specialist Community Nursing Practice</td>
<td></td>
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<tr>
<td>Three days on prescribing issues + an examination in the post semester period</td>
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</tr>
</tbody>
</table>

Verification of learning outcomes and competencies in practice

As the BSc (Hons) SCN 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**

Failure to achieve the requirements of the BSc (Hons) SCN

If you do not fulfil the assessment criteria specified above you will be unable to gain BSc Hons) SCN (District Nursing/Practice Nursing) you may however transfer the modules 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.
Additional Information specific to your course

Accreditation of Prior Learning (APL)

The proportion of programme that can be credited via APL is no more than one third of the SCN programme (see NMC Circular 01/2011).

The course is accredited by the following professional body/ies
Nursing and Midwifery Council– NMC -The NMC will be notified of successful qualification of the specialist practice qualification.

External Examiners

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 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.

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>
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</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Part Time Students</th>
<th>Normal</th>
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</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>
</tbody>
</table>

The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

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 SCN 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 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.

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.

If you are studying a standard Honours degree the Award Assessment Board take all of your 6 grades into consideration. These grades will be used to calculate your average and this will determine the class of your degree. The Board has the discretion within the University Regulations to consider extenuating circumstances.

**Course Information**

**Learning, Teaching & Assessment: What Can You Expect?**

**Learning & Teaching 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 Assessments

The lecturer, 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 assessments including:

- Written assignments
- Reports
- Presentations
- Time Constrained Assignments
- Examinations (open book or closed book)

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 the 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

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. See the section on tackling academic misconduct.
- 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 joint 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 school.

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).

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 and regulations and procedures for the investigation of academic misconduct are available on the Conduct and Appeals website.
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 for the BSc (Hons) SCN Specialist Degree

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

**You must study and pass all of the following modules**

**Level 6**

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<tr>
<th>Year long modules</th>
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<td>C 6NH016</td>
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<td>C 6NH021</td>
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<th>Semester 1</th>
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<td>Core 6NH019</td>
<td>Core (DN) 6NH018 or (PN) 6NH020</td>
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<td>Developing Health Assessment and Examination skills Within Clinical Practice</td>
<td>Managing patients with long term conditions or Developing Triage in Practice</td>
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<td>Perspectives of public health and social policy within specialist practice</td>
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**University Academic Calendar**

*University Academic Calendar*
Where to get help with your course

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

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

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

IT Problems
W: www.wlv.ac.uk/ITServices
T: 01902 32(2000)

Who to Contact for help when you are studying on campus

Financial advice
W: www.wlv.ac.uk/moneymatters
E: money4students@wlv.ac.uk
T: 01902 32(1070)

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)

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)

General queries
eVision helpdesk or your Student Centre

Careers & Employment Centre
W: www.wlv.ac.uk/careers
E: careers@wlv.ac.uk
T: 01902 32(1414)
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. Further details can be found here. 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. Your employing trust must also be consulted before applying for a leave of absence.

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 mastery 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.

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 your chosen field of practice.

Career opportunities
Applicants will generally be seconded by their employers or sponsored by an NHS Trust (special PCT arrangements). 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 please visit our Alumni website.