

Please see Section 2 (Page 26 below) for Programme Spec and Award Map.

1. PROGRAMME STRUCTURE AND REQUIREMENTS

The CPD Framework leading to the BSc (Hons) Applied Health Sciences requires the successful completion of 120 credits at level 6. In addition to achieving the overall honours degree, students can opt to study for a particular named award as detailed in section 2, Programme Specification. The level 5 modules are not included in the module list or named awards, as they are either preparatory for level 6 study or offered from a continuing professional development perspective. However, student may still be eligible for named awards – see section 2, Programme Specification.

The CPD Framework is modular in structure and students may select to study on a full or part time basis. It is intended that full time students will normally complete the course in one academic year with part time students completing in a minimum of three semesters, over 1.5 years.

Modules within the course are either mandatory or optional. The mandatory modules are four in number, including the Independent Study, however, there may be other mandatory modules required specific to the named award to be achieved. Modules will be worth 20 or 40 credits within the overall provision.

1.1 Programme Information

The table below provides an outline of the arrangements for your programme.

Awarding institution/body	University of Worcester
Teaching institution	Institute of Health and Society
Programme accredited by	Nursing and Midwifery Council (NMC)/ Health Professions Council (HPC) in respect of the Non Medical Prescribing Modules and NMC in respect of Learning, Teaching and Mentorship Awards
Final award	To achieve the final award, you will have passed the following mandatory modules for this award: APPS3103 Knowledge and Practice (20 CAT Points) APPS3104 Research Methods (20 CAT Points) APPS3102 Independent Study (40 CAT Points) You will then choose 2 optional modules to

	complete the 120 CAT points at level 6 to receive the award of: Continuing Professional Development Framework leading to BSc (Hons) Applied Health Sciences
Programme title	CPD Framework leading to BSc (Hons) Applied Health Sciences
Pathways available	<ul style="list-style-type: none"> • (Child Health and Social Care) • (Dramatherapy) • (Emergency Nurse Practitioner) • (Learning, Teaching and Mentorship) • (Long Term Conditions) • (Mental Health) • (Palliative End of Life Care) • (Sexual Health) • (Tissue Viability) • (Offender Health Pathway)
Mode and/or site of delivery	N/a
Mode of attendance	University of Worcester delivery unless provision is commissioned to be delivered off site.
UCAS Code	Full or Part Time
Subject Benchmark Statement	Not applicable
Date of Preparation/Revision	<p>Whilst there are undergraduate subject benchmark statements, these are for pre qualifying programmes as opposed to Continuing Professional Development Curricula.</p> <p>QAA Health Professions Framework, NMC Standards to support learning and assessment in practice, HPC Standards of Education and Training.</p> <p>August 2007 (revised April 2011)</p> <p>See section 2 for Programme Specification and Award Map</p>

Partnership Institutions

Information for students undertaking courses with partner institutes.

These institutes are:

St. Richards Hospice
 St. Michaels Hospice
 Scenario

National Childbirth Trust (N.C.T)
Gloucester Oncology Centre
Worcestershire Acute Hospitals NHS Trust

All students studying with partner institutes will receive additional information related to the Institutes local arrangement that may differ slightly to the information within this Course Handbook. This information will either be added to the module outline or delivered in a separate programme specification or handbook. You will need to use this information in conjunction with this handbook.

1.2 Educational aims of the programme

The programme aims to:

- Encourage practitioners to critically reflect on their own professional practice thus enabling them to identify personal and professional development needs.
- Further enhance the knowledge, skills and attitudes of practitioners to meet their personal and professional development needs within an ever-changing health and social care arena.
- Promote an ethos of Life Long Learning thus further promoting the delivery of evidence based patient care.
- Facilitate the development of adaptable, responsive practitioners able to embrace the personal and professional challenges of a changing health and social care workforce.

1.3 Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding

You will be able to:

- Demonstrate knowledge and understanding of the skills and competencies required to underpin their professional practice.
- Relate knowledge and understanding of the legal, moral and ethical challenges that underpin the enhancement and scope of own professional practice in meeting new ways of working within the health and social care workforce.

Intellectual/Cognitive skills

You will be able to:

- Demonstrate a critical application of a wide knowledge base and generate new insights and personal perspectives relevant to their own area of professional practice.
- Select and critically appraise the evidence base relevant to own professional practice and demonstrate how this impacts on the provision and delivery of care.
- Critically reflect on own professional practice and how this impacts on professional judgements and clinical decision-making.
- Critically explore the concept and realities of inter-professional learning as a precursor for inter-professional working.
- Articulate the role of government policy as operationalised in the provision and delivery of health and social care.
- Embrace the need for continuing professional development to meet the personal and professional development needs of self and others.

Professional and Personal Skills

You will be able to:

- Further enhance skills in autonomous working and as part of a multi-professional team.
- Embrace the need for cross boundary working to meet the needs of service users and where appropriate the organisation.
- Critical reflection of own skills and the development of an action plan to meet identified development needs address and, as appropriate to promote career advancement.

Transferable and Graduate skills

While you are undertaking the BSc (Hons) Applied Health Sciences, you will develop a range of transferable skills applicable to all graduates, irrespective of their area of study.

You will be able to:

- Search for and critically appraise research and other forms of evidence to inform professional practice.

- Disseminate information through a range of media sources.
- Utilise information technology from both a personal and professional perspective.
- Be self aware and sensitive to the needs of others.
- Demonstrate effective self-management.
- Demonstrate commitment to lifelong learning.

1.4 Learning and Teaching and Assessment Strategies

The programme meets all the relevant requirements of the QAA for Higher Education and the relevant professional/regulatory bodies. The University of Worcester Learning and Teaching Strategy aims to provide a rich, high calibre learning environment through embracing it's four key values namely: quality of learning; quality of teaching; access, equality and opportunity and reflection and evaluation.

A range of methods will be used to promote learning through student development, responsibility and autonomy to incorporate:

Direct contact:

- Lectures and/or seminars
- Indirect approaches:
 - Blackboard and e-learning
- Student-led approaches:
 - Objective structured clinical examinations (OSCE's)
 - Problem-based learning
 - Action-learning
 - Self-directed learning.

1.5 Admissions Policy, Criteria & Procedures

General admission requirements for entry to the programme are normally:

- For Level 6 entry, a Diploma or 120 credits at Level 5 is necessary.
- Some modules/awards may require specific entry criteria if they are associated with awards from a regulatory body e.g. a nursing, midwifery or allied health professional qualification with a current Personal Identification Number.

Enquiries are welcome from candidates who do not fully meet the required credit points. Applicants who are unsure whether they meet the standard requirements should contact the Registry Admissions Office to discuss individual circumstances.

Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University WebPages or from the Registry Admissions Office (01905 855111).

NHS Sponsorship for modules

Please note that if Herefordshire or Worcestershire NHS Trusts are funding your place on a module you must complete and have approved (by your Trust Lead/training department) a Trust study leave form for each module that you wish to begin. If you are registered for a whole programme or more than one module in concurrent semesters, you must provide the university with an approved Trust study leave form for each module.

You will need to be aware that Herefordshire and Worcestershire NHS Trusts will be requiring information related to attendance, completion and accreditation where appropriate for your funded modules. This will include signing attendance registers which will be returned to Trust Managers. Trusts will also be notified of any referral to a cheating committee.

Room Changes

Any room changes, timetable changes will be displayed on notice board located outside Cafeology.

International Students

International students must hold:

- A qualification equivalent to a UK Diploma worth 240 credits: 120 credits at level 4 and 120 credits at level 5.
- An appropriate or relevant professional qualification.
- If English is not the first language students are required to achieve IELTS 6.0 or equivalency according to the University's admission criteria. In addition, students will normally, be required to undertake the module "English for Specific Purposes – Health and Social Care" during the University Induction period. This module has already been validated as part of the International Foundation Diploma.

Accreditation of Prior Learning (APL)

You may seek APL in accordance with the University and IHS APL procedures and within the parameters set out within the University Undergraduate Regulatory Framework. You can normally claim 20

credits of APL and in exceptional circumstances this may be increased to 40 credits.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school. Our Institute APL Advisor is Maggie Reeves who can be contacted on tel: 01905 855418 or via email: maggie.reeves@worc.ac.uk.

2. MANAGEMENT OF YOUR COURSE

2.1 Your programme in context

The programme meets the requirements of the Framework for Higher Education Qualifications in respect of undergraduate level qualifications.

In addition a number of key documents have informed this programme:

- The NHS Knowledge and Skills Framework (NHS KSF) and the development review process (Department of Health 2004);
- Standards to Support Learning and Assessment in Practice (NMC 2008);
- Department of Health and NMC/HPC guidance on Non Medical Prescribing;
- Code of practice for the assurance of academic quality and standards in higher education.

2.2 Course Leader role

The Course Leader role is to oversee the top up degree process through for each student and for checking the award at completion. On request your Course Leader will also assign a Personal Tutor to support you throughout your studies. The Course Leaders is a reference point for any course queries or problems you may encounter with your studies. All courses are monitored by an external examiner.

The Programme Lead for the CPD Framework attends both Undergraduate Modular Scheme Forum and the Board of Undergraduate Studies. This ensures issues relating to the management of the CPD Framework can be feedback to colleagues,

Registry and the Academic Quality Unit and in turn feedback any proposed changes/issues to the programme team.

2.3 Course Management Committee

The course is managed by the Course Management Committee. Meetings are held twice per academic year, usually in January and June. Meetings are minuted, and minutes are circulated to Heads of Department, and made available to student representatives and all members of staff teaching on the course. Minutes will be appended to course annual monitoring reports.

The Agenda and relevant papers are circulated 4 weeks in advance of the meeting.

Membership

Course Leader (Chair)*
Head of Academic Unit or CPD Lead
All academic Module leaders for modules contributing to the course
Partner tutors and Hourly Paid Lecturers (HPLs)
Student representatives
ILS Representative – usually Subject Librarian
International Co-ordinator

Terms of Reference

1. To be responsible for the maintenance of the academic standards of the award(s) and the quality of the student experience in accordance with University policies and procedures.
2. To undertake annual monitoring of the course(s) according to University policies and processes.
3. To consider reports from external examiners, Public, Statutory and Regulatory Body's (PSRB), and internal reviews, and determine responses as appropriate.
4. To consider feedback from students via NSS results, outcomes of any institutional student experience survey, and to receive the action notes of the Staff-Student Consultative Committee.
5. To keep under review the course(s) and seek approval for change through the appropriate mechanisms.
6. To oversee the recruitment and admission of students to the course(s)
7. To monitor students' progress and achievement on the course(s).
8. To monitor overall patterns of recruitment, retention/progression and performance on the courses(s).

Student attendance is strongly encouraged at these meetings. Student views are considered and where possible incorporated in course development.

2.4 Personal Tutors

The Module Leader plays an important role in the provision of student support within the CPD Framework provision. All students registered for the degree are allocated a Personal Tutor for the duration of the programme, however, it is important to acknowledge that many individuals access modules from a CPD perspective and, are part time in study whilst, full or part time in employment. Therefore, there is a tendency for students to utilise the Module Leader as opposed to their allocated Personal Tutor for support whether they are accessing single modules or the whole degree award. In addition, the Programme Leader is another source of support for students, especially in respect of overall guidance.

The focus of the Personal Tutor is to encourage your personal development planning (PDP) so that you receive structured support to develop:

- Awareness of your own strengths and weaknesses.
- A clear vision of what you want to achieve through academic study.
- Greater understanding of how study in your discipline area at the University can help you towards your goals.
- Responsibility for your choices in modules, work and social life.
- A reflective approach to all the feedback you receive on your work.
- A sense and a record of progression and achievement in your development of subject and generic skills and attributes (qualities).
- An ability to use this greater awareness to articulate the benefits of your University experience to others including employers.

For further information about the role of your Personal Tutor, please click on: [University of Worcester - Personal Tutor Toolkit - Home](#)

2.5 Personal Development Planning

The future of nursing as a graduate profession may mean that you may wish to plan your personal development to achieve your own graduate status through the top-up degree programme. This will help you to plan your future CPD needs in terms of both your professional development and your chosen career pathways. For further information about PDP, please click on: [UW Policy and Quality Standards for Supporting PDP](#).

3. COURSE ADMINISTRATION

3.1 Course Notices

There are notices outlining the range of modules offered within the CPD Framework next to the office EE2034.

We will communicate with you through a range of e-learning facilities either Blackboard, moodle, or via email or as pre-arranged by your Module Leader. If you have a specific query you can contact the Module Leader, programme administrator or the Course Co-ordinator.

3.2 SOLE Pages

Important announcements will be made via the “My Message” system and “Latest News” containers on the [SOLE](#) page.

3.3 Registry Services

Registry Services is the administrative department responsible for your student record. The department also organises registration, keeps a central record of your progress, administers the procedures for the consideration of claims of mitigating circumstances and appeals, provides guidance regarding modules and arranges the awards ceremonies.

There is an enquiry office in Woodbury, open 8.30 – 5.00 Monday to Thursday during semesters (outside of semesters the office is open 8.30 – 4.00) and 8.30 – 4.00 on a Friday throughout the year for advice and assistance on any of the above.

4. ASSESSMENT

4.1 Regulation of assessment within the Undergraduate Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.

- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards within the Undergraduate Regulatory Framework

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120

Requirements for Awards within the CPD Framework

The CPD Framework is modular in structure and students can choose to study for the following interim awards:

- University Certificate: 40 credits (2 modules) at level 4
- University Diploma: 40 credits (2 modules) at level 5
- University Advanced Diploma: 40 credits (2 modules) at level 6

The University Advanced Diploma can be studied from a CPD perspective or form part of a named honours award.

Classification

The honours classification for the APPs programme will be determined by the 6 modules taken as part of the top-up degree programme.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The course operates under the [Undergraduate Regulatory Framework](#) which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, progression from one academic level to the next, requirements for awards, and how the degree is classified.

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry website](#) or see the [Student Handbook](#).

4.2 How your work is assessed

Your module guide will give you clear indications of the type of assessment required. All assessments are marked using the UW generic grade descriptors, please click on the following link: [Generic Undergraduate Grade Descriptors](#), which indicate the academic level required to achieve marks which range from an A to D- and the expectations required at each of these levels.

The table below shows the full range of assessment items used within the subject, by module and also shows the relative weightings of each item.

Module	Essay or Report	Practice Based Assessment	Written Assignment	Case Study or Workbook	Practical Investigation /OSCE	Reflective Journal/ Portfolio	Learning Contract	Logbook/ Critical Incident	Presentation or Poster or Seminar	Exam	Research Proposal	Independent Study	Reflective Learning
APPS1105									30%				70%
APPS1106						100%							
APPS2100						60%		40%					
APPS2102									40%				60%
APPS2105				70%					30%				
APPS2106						100%							
APPS2133		50%	50%										
APPS2210			60%						40%				
APPS2211			60%						40%				
APPS2180							100%						
APPS2181							100%						
APPS2182							100%						
APPS2183							100%						
APPS3001												100%	
APPS3002												100%	
APPS3102								60%	40%				
APPS3103	70%								30%				
APPS3104	75%										25%		
APPS3105			100%										
APPS3107			75%						25%				
APPS3128				75%		25%							
APPS3129		P/F		100%									
APPS3130					P/F	100%				P/F			
APPS3133		50%	50%										
APPS3135		P/F			P/F	100%							
APPS3140	100%												
APPS3170				100%									
APPS3172					30%	70%							
APPS3175				P/F		100%							
APPS3180							100%						
APPS3181							100%						
APPS3182							100%						
APPS3183							100%						
APPS3185		100%											
APPS3186	100%									100%			
APPS3210				80%					20%				
APPS3211	20%							60%	20%				
APPS3212				100%									
APPS3213			100%										
APPS3214						100%							
APPS3216	100%												
APPS3217						100%				P/F			
APPS3218								100%					

4.3 Word Limits

When submitting assignments for courses in the Institute of Health and Society, you **must take account of the** Word Limit Policy, please click on the following link:

[http://release.worc.ac.uk/file.php/HAP9T3QK/New%20Assessment%20and%20Moderation%20Policy%20Institute%20of%20Health%20July%202010%20\(2\).doc](http://release.worc.ac.uk/file.php/HAP9T3QK/New%20Assessment%20and%20Moderation%20Policy%20Institute%20of%20Health%20July%202010%20(2).doc)

This policy is informed by the University: [Assessment Policy](#).

4.4 Submission of coursework

Submission dates are indicated in each module outline published at the start of each module. You **must** adhere to this since degree level work involves learning how to organise your own work satisfactorily. All work must include a completed item report form; these are available from Registry Services. You must also complete a barcode assessment tracking form which can be accessed via 'my assessments' on your SOLE page. For further guidance, please refer to section 2, page 5 of the UW Student Handbook: [Student Handbook](#).

All course work must be placed in the collection box located on the ground floor of the main building adjacent to the dance studio **by 3pm on the submission date**.

The item of coursework will be dated stamped and distributed to the Module Tutor. **You must keep a copy of your work** in the unlikely event of your original work being mislaid.

Course work may be submitted by post as long as the following guidelines are met:

- a) The assessment item is sent by recorded delivery and a receipt obtained as proof of sending
- b) It must be posted (franked) by Royal Mail no later than the day prior to the submission assessment date to ensure it meets the deadline time and date using next day delivery services.

It should be addressed to:

Michelle Carter
Departmental Administrator
Allied Health Sciences
EE 2032
Institute of Health and Society
University of Worcester
Henwick Grove
Worcester WR2 6AJ

4.5 Electronic Submission of Coursework

Submission of any assignment electronically **will not be accepted** unless the module outline specifies differently or individual students have negotiated such a procedure with specific Module Tutors, e.g. in the case of learning difficulties. This is

because of the requirement to submit work with an Item Report Form to maintain anonymity.

4.6 Submission Deadlines and Late Work

Work handed in within 5 days of the original deadline will be marked but the mark will be capped at the minimum pass mark, unless a successful exceptional [Procedures for Dealing with claims of exceptional mitigating circumstances](#) claim is subsequently submitted. Work that is marked on a pass/fail basis or reassessment will not be marked and will be treated as a non-submission.

Work submitted after the expiry of 5 days will not be marked and will be treated as a non-submission, although, as above, students can apply to have the work marked on grounds of exceptional mitigating circumstances. If the claim is upheld and if feedback to other students has not been provided, the work submitted will be marked.

Non-submission of assessment items will result in failure of the module with no right of reassessment. This means that you will need to retake the module.

Late assignments should, whenever possible, be handed in by 3pm at the usual submission point.

4.7 Return and Collection of Marked Work

Marked assignments/portfolios can be collected from the room EE2032 one week after the exam board.

They can be collected between 9am and 4.30pm Monday to Thursday and 9am – 4pm Fridays. Your module guide or module leader should advise you of the date of the exam board.

You should have your module code and your student card with you to confirm your identity and you will have to sign for your assignment/portfolio.

If you are unable to come to the University to collect your assignment/portfolio, please contact our assignment administrator, Michelle Carter on tel: 01905 855480 or via email: m.carter@worc.ac.uk to arrange an alternative method. Someone else can collect on your behalf if they have a signed note from you with your student number and module code.

Assignments/portfolios not collected will be destroyed after 6 months.

Frequently lecturers write a lot of constructive feedback in your assignment/portfolio which will help you in your next assignment, so it is in everyone's interests for you to collect it.

It is very important to collect your marked work to receive feedback from the marker. You can act on this to: improve your mark; discuss the feedback with your Personal Tutor; or discuss the feedback with the Module Leader.

Students should read any feedback carefully and act on it in future assignments/portfolios. A transcript of results will be available on-line via your [SOLE](#) page once marks have been agreed. To view your results click on the 'My Results' Tab when using your [SOLE](#) page.

4.8 How your work is marked

All submitted work is marked in accordance with the [Assessment Policy](#). Work is first marked by the Module Leader, internally moderated by a member of the programme team then a sample is seen by an external examiner to ensure robust marking practises across the IHS.

Provisional results from your assignment will be put on your SOLE page within 4 weeks. Please also refer to the IHS assessment and moderation policy, see link: [http://release.worc.ac.uk/file.php/HAP9T3QK/New%20Assessment%20and%20Moderation%20Policy%20Institute%20of%20Health%20July%202010%20\(2\).doc](http://release.worc.ac.uk/file.php/HAP9T3QK/New%20Assessment%20and%20Moderation%20Policy%20Institute%20of%20Health%20July%202010%20(2).doc)

4.9 Feedback on your work

At the beginning of each semester you will be provided with a calendar of assessment deadlines to enable you to plan and organise your time effectively.

Feedback in the academic realm can take many forms, but each can be used to improve your performance. Some of the different types of feedback include:

- Written comments from your tutor, usually attached to your assignments.
- Verbal comments from your tutor associated with your work.
- Generic feedback from tutors covering particular strengths/weaknesses found in the work of a particular student group.
- Comments from other students about your work (peer feedback).
- Your own comments and reflections on your work (self assessment & feedback).

Please see the [Study Skills](#) page on the Student Services website for information on how to use feedback to improve your work.

4.9.1 Study Skills

Students who are returning to study after some time out or in practice can access the module APPS2100 Academic Skills for Higher Education Courses. This module aims to introduce Health Care Professionals to the required skills such as essay writing and academic referencing, and to engender confidence to continue studying and access Higher Education.

[Study Skills Advice Sheets](#) have been developed in order to help you to plan and carry out your coursework and assessments, making the most of the time available and helping you to achieve your potential.

4.9.2 Mitigating Circumstances

These are defined as exceptional circumstances, outside of your control, that have affected your academic performance.

The following represent grounds for the submission of a claim:

- Serious illness

- Serious illness of partner, relative or friend
- Bereavement
- Excessive employment demands which were substantial and temporary (part-time students only)

Claims of exceptional mitigating circumstances should be submitted on the mitigating circumstances form before results are considered by the Board of Examiners and before the published deadline.

Information on how to submit a claim of [Procedures for Dealing with claims of exceptional mitigating circumstances](#) can be found via your [SOLE](#) page in the “My Course Details” tab. Full procedures and regulations regarding mitigation can be found on the [Registry Services website](#).

4.9.3 Cheating

Cheating is a serious offence and takes many forms including:-

- Plagiarism – passing off the work of someone else as if it is your own.
- Collusion – working closely with someone else to produce an assignment that is meant to be the work of an individual.

The Internet is frequently used to download material to use in assignments. The University deals severely with students who cheat and penalties extend to suspension and withdrawal for a second (or particularly serious first) offence. The University provides information on how to avoid [plagiarism](#).

In order to avoid an allegation of cheating make sure that you follow guidance on conventions for referencing and for use of quotations. If you are in any doubt, check with your tutors who will be happy to advise you. The UW cheating policy can be found at: [Procedures for investigation of cases of alleged cheating](#)

4.9.4 Guidance on Presentation of Assessed Work

- You will be expected to submit your work word-processed; you are strongly advised to become familiar with this technology at the earliest opportunity. Your work should be presented as follows:
 - The assignment may be presented in a lightweight see-through cover, so that your name, the title of the programme and module code can be seen on top, or in one polypocket or simply staple the pages together. All pages must be attached together.
 - Do not put individual pages in polypockets.
 - A4 size paper should be used with a margin of 2.5cms on either side.
 - Pages should be numbered throughout the text.
 - Lines should be preferably 1.5 spaced or if not, double spaced.
 - 2.5cm margin at the top and bottom of the page
 - Font: Size 12, Times New Roman, Arial or a similar plain font.
 - Quotes should be in inverted commas. Quotes of longer than about one and a half lines should be indented in their own paragraph.
 - TWO COPIES OF THE ASSIGNMENT SHOULD BE SUBMITTED unless the module leader advises otherwise or if the piece of work is a workbook or portfolio.
 - The assignment must be fronted by a completed UW item report form.
 - Please note the IHS policy on word limit.
- You should ensure that you always spell-check *and* proof-read your work (the spellcheckers in word processors do not pick up all errors). It is a good idea to leave a piece of work for a day or so if possible, and then revisit it as if you were going to mark it yourself - you may be surprised at how many errors and unclear sentences you find when you do this. Careful proof-reading usually pays dividends.
- Use of English Language: as will be seen in the assessment criteria, quality of language use, including spelling, grammar, syntax and overall structure, is taken into account in awarding a grade. It is essential that language is used correctly if ideas and arguments are to be communicated effectively.
- The use of references in the text fulfils a number of purposes:

- It enables you to provide supportive evidence to illustrate a point you are making
- It provides evidence to the reader that you have reviewed the literature in a specific programme of study and you are able to introduce theories and/or perspectives that are presented within the literature which support and link to your own ideas
- It enables the reader to identify the source of the literature you have reviewed, so they can make use of the literature themselves
- You will be expected to cite references to your sources of information within your text by quoting the author's name and the date of publication immediately following the information. Please see guidance by clicking on the following link: [Bibliographies and referencing](#). There are a number of accepted ways of presenting the references. You must use the Harvard Referencing System. For further advice on Harvard referencing please go to: [Harvard](#)
- Presentation is very important. The assignment should look serious and formal. This is not the place for cartoons, jokes or fancy fonts. It should be a continuous piece of writing flowing from beginning to end with as few jumps for the eye as possible. To achieve this fluency remember the following:
 - There should be more than one sentence to a paragraph. Keep the number of paragraphs to a minimum. Write fluently, not in jerky, bullet like points. Write to the end of the line. When you leave a space at the end of the line, this indicates you are starting a new paragraph. Too many short paragraphs look like a list of points rather than a continuous piece of writing; it spoils the flow.
 - Keep subheadings to a minimum
 - Avoid lists when possible; write in sentences.
- As far as possible the IHS endorses anonymous marking but this is not always possible depending on the method of assessment. The module guide outlines which elements of assessment will be marked anonymously, please ensure only the student number is used on a piece of work being marked anonymously.
- The IHS place great emphasis on students maintaining confidentiality in any type of course work. Guidance is identified in the appendices.

4.9.5 Appeals and Complaints

Sometimes things do go wrong. In most cases matters can be resolved quickly and informally at a local level. However, if you continue to be dissatisfied with the response then you should make an academic appeal or a complaint.

If you are appealing against an academic decision, you should follow the [Student Academic Appeals Procedures](#) (pdf). You will find details here of how to challenge a decision.

The [Students Complaints Procedures](#) (.pdf) is designed to complement the appeals process and will consider any other subject relating to the student experience.

5. EVALUATING AND IMPROVING THE QUALITY OF THE COURSE

At regular intervals throughout your programme, you will be invited to feedback on your level of satisfaction with your study experience and the extent to which your learning needs are being met. A summary of the comments made from the evaluations of the programme and the changes made to the programme will be reference within your module guide for the next cohort. The mechanisms used for this include the following:

- **Module Evaluation** - At any point during the module the student will have the opportunity to feedback to the module leader. At the end of the module students will be asked to formally feedback their comments (usually via a questionnaire on-line or in paper format). This feedback is anonymous and is intended to give module leaders an insight into how to make improvements in the future to that module or their individual 'teaching' style. The detail of comments is read only by the module leader, who then reports the student views, in general terms to the Programme Leader. A formal response to your module evaluation will be posted by the Module Leader onto Blackboard to enable you to see any actions taken in response to your evaluative comments.
- **Course Representatives** – A student representative is requested for the CPD Framework each year. The role is to gather opinions about the student learning experience and the learning resources available and to feed these back to tutors, external examiners and assessors, if required. The course representative is a member of the Course Committee.
- **Course Management Committees** - The committee comprises the student representative, module leaders and ILS staff from the University of Worcester. Meetings take place once per semester (usually in week 10). An agenda will be issued in advance so that the representative can canvass opinion. The record of the meeting will be kept and will feed into the annual monitoring process, so that student views are fed upwards through to the University Academic Board.

- **Annual Monitoring activities by regulatory bodies** – modules/programmes that require approval from or lead to a recordable qualification by a regulatory body may form part of the regulatory bodies' annual monitoring process and you may be asked to participate in this process.
- **Ad hoc surveys** - surveys are usually conducted at induction, at the end of each academic year and on completion of studies. Their purpose is to track the level of satisfaction as your progress through their programme.
- **Tutors and Programme Leaders** - If you have specific issues relating to academic matters, these should be raised, in the first instance with the relevant module leader and/or Programme Lead.
- **Personal Tutor System** – The Personal Tutor is the main point of feedback for views on pastoral and personal development issues.
- **External Examiner Reports** – External examiner reports are part of the quality assurance process and all new external examiners are invited to meet with students as part of their induction.

6. PLACEMENT LEARNING

The placement learning that exists within the CPD Framework is generally undertaken as part of a practitioner's employment and within their own working environment. All placements are audited within the Learning Environment Profile to ensure the quality of the placement or work based learning activity. Please refer to the following link: [Quality Standards for Work-based and Placement Learning](#).

7. SUPPORTING YOUR LEARNING

The University has a [Diversity and Equality Policy](#), together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Diversity and Equality Committee.

Student Services

Student Services is the central department that provides non-academic support of students. The department includes the following:

Careers (01905 85 5166)

Helping you to make your future career plans and put them into practice.

Chaplains (01905 85 5502)

Spiritual guidance and support. A prayer room is available in Bredon building, next to the nursery, and a 'Quiet Space' is available in Woodbury, near the Student Enquiry Desk.

Community Development and Residential Support (01905 85 5104)

Ensure the security and discipline of students living in halls, and foster a community spirit on and off campus.

Counselling (01905 85 5107) and Mental Health (01905 85 5447)

Supportive and confidential environment in which to explore your concerns with a professional counsellor or mental health adviser.

Disability and Dyslexia Service (01905 85 5531)

Advice and guidance about all disability-related matters.

Student Wellbeing Centre (01905 54 2161)

Your first point of contact for health and related enquiries. A sexual health clinic is available every Monday lunchtime during semesters. If necessary the Centre can arrange first aid.

Welfare and Financial Advice (01905 85 5501)

Help with all issues relating to welfare and financial support such as grants, student loans, the Access to Learning Fund and state benefits.

For further information about any of these services, see the 'Life Support' section on your [SOLE](#) page.

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. Reference should be made to the University policy, procedure and guidance on [Arrangements for Disabled Students](#).

Student learning support is available within both the IHS and the University as a whole:

- Prior to commencing the programme, students are invited to attend an induction day that will familiarise them with the University, the IHS and the programme.
- All students will be allocated a supervisor whilst undertaking their Independent Study.
- Programme Handbooks and module guides provide more detailed information in respect of the programme and individual modules. In addition, there is an area of Blackboard where students can gain more information in respect of their studies.
- Feedback on assessment items via Item Report Forms.
- Registry Services manage student records with student specific information in respect of modules being undertaken, results and contact information readily available via the SOLE pages.
- Information and Learning Support provide an information desk to assist with IT and Library related issues. Subject specific librarians are available to provide subject specific advice and information guides.

- English Language support is available for International students.

8. CAREER OPPORTUNITIES & LINKS WITH EMPLOYERS

The IHS has a specific role in liaising with health and social care organisations within Herefordshire and Worcestershire and beyond.

The programme team has comprised of academic staff and colleagues from local health and social care providers, including service users and carers. Therefore, it reflects the contemporary nature of health and social care provision and delivery. Modules have been mapped to the Knowledge and Skills Framework which is a tool used within the NHS to enable individuals to move through gateways within an overall framework dependant on their knowledge and skills level. Certain levels require the achievement of a Degree Level qualification to enable them to apply for a post at a higher banding, and as a result, gain financial reward.

The University has close links with local health and social care providers and most of the provision offered within this degree is directly related to meeting workforce needs and facilitating the development of new ways of working in health and social care.

Staff from the University undertake Career Development Activities within local NHS Trusts in Herefordshire and Worcestershire to give staff the opportunity to seek career advice, discuss a possible programme of study and where possible advice and guidance in respect of seeking accreditation for prior learning to facilitate entry to the programme. These events are in addition to the University Open Days/Evenings held periodically during the year, some of which focus on post registration/graduate study.

Students who have undertaken modules within or completed the whole degree programme have gone on to gain promotion within their organisations and/or taken on roles specific to the named pathway studied.

9. OPPORTUNITIES FOR FURTHER STUDY

The CPD Framework has been developed to enable students to access modules which are most relevant to their needs. Students can choose:

- 1 or more module for CPD purposes
- 6 modules for a generic or named Degree.

On completion of the degree students can then go on and study at Masters level by undertaking modules within the Masters in Advanced Social and Health Care at the University of Worcester.

10. RESOURCES

There are numerous resources available to students both on and off campus. Please familiarise yourself with the library opening times, especially during holidays as these are restricted.

There are many ILS services available on line e.g. renewing library books, database searching. Please go to: <http://www.worc.ac.uk/ils/> to find out the services available to you on-line.

Each module has resources available on Blackboard which is the University's chosen Virtual Learning Environment (VLE). Many modules also use Moodle or Pebblepad as a means of storing and developing module materials. Please refer to the following link: [UW Quality Standards for flexible and distributed learning](#),

The University's Information and Learning Services department has created a short [guide](#) to introduce their services and to assist you with your studies.

SECTION 2: PROGRAMME SPECIFICATION (APPS)

The Programme Specification is a concise description of the learning opportunities provided by the Continuing Professional Development Framework leading to BSc (Hons) Applied Health Sciences programme (APPS) and an outline of the ways in which these opportunities can be achieved and demonstrated.

Please see appendix 1 for the National Childbirth Trust Programme Specification.

PROGRAMME SPECIFICATION - APPS

Mandatory Modules

- APPS 3103 Knowledge and Practice
- APPS 3104 Research Methods.
- APPS 3001 Independent Study – to be undertaken over one semester

or

- APPS 3002 Independent Study – to be undertaken over two semesters

Currently optional modules are:

- APPS3102 Theory and Practice of Dramatherapy
- APPS 3105 Leg Ulcer Management
- APPS 3107 Tissue Viability
- APPS 3128 Psychiatric Medicines and Therapeutics
- APPS 3129 Promoting Health in the Prison Population (Adults)
- APPS 3130 Non Medical Independent and Supplementary Prescribing
- APPS 3133 Mentorship for Assessment in Practice
- APPS 3135 Holistic Health Assessment – The Adult Client
- APPS 3140 Multi-disciplinary Diabetes Care
- APPS 3170 Care of the Acutely Ill Adult
- APPS 3172 The Management of Long Term Conditions
- APPS 3175 Caring for Patients Receiving Chemotherapy (Run by Gloucestershire Hospitals NHS Foundation Trust)
- APPS 3180 Negotiated Learning – individual – single
- APPS 3181 Negotiated Learning – individual – double
- APPS 3182 Negotiated Learning – group – single
- APPS 3183 Negotiated Learning – group
- APPS 3185 – Leading in a Modern Health Service
- APPS 3186 - Contemporary Issues in Contraception & Sexual Health
- APPS3210 Palliative and End Of Life Care for People With Non-Malignant Illnesses (Run by St. Michaels Hospice)
- APPS3211 Clinical Issues in Palliative and End of Life Care

- (Run by St. Michael's Hospice)
- APPS3212 Principles of Evidence Based Palliative and End of Life Care (Run by St. Richards Hospice)
- APPS3213 Holistic Assessment and Skills: Practice in Palliative Care (Run by St. Richards Hospice)
- APPS3214 Clinical Competence in Palliative Care (Run by St. Richards Hospice)
- APPS 3216 Preceptorship module
- APPS 3217 Independent Prescribing from the Community Practitioner Formulary
- APPS 3218 Death, Dying and Bereavement. Supporting across the lifespan (Run By St Richards Hospice)

Level 5 modules available

- APPS 2100 Academic Skills for Higher Education Courses
- APPS 2102 Fundamentals in Dramatherapy
- APPS 2105 Developing Successful Strategies within the Spheres of Substance Misuse Service
- APPS 2106 Work Based Learning
- APPS 2133 Mentorship for Assessment in Practice
- APPS 2180 Negotiated Learning Single – Individual
- APPS 2181 Negotiated Learning Single – Group
- APPS 2182 Negotiated Learning Double – Individual
- APPS 2183 Negotiated Learning Double – Group
- APPS 2210 Palliative and End Of Life Care for People With Non-Malignant Illnesses (Run by St. Michaels Hospice)
- APPS 2211 Clinical Issues in Palliative and End of Life Care (Run by St Michaels Hospice)

Level 4 modules available:

- APPS1105 – Fundamentals of Substance Misuse
- APPS1106 – Work Based Learning
- APPS1107 - National Childbirth Trust Birth Companions: Dimensions of the Role
- APPS1108 - NCT Birth Companions: Realising the Role
- APPS 1109 – NCT Teaching NCT Relax Stretch & Breathe classes
- APPS1110 – NCT Teaching NCT YfP classes
- APPS1111 - NCT Birth Companions Orientation Programme

Level 4 University Certificate awards

There are three named awards available:

- **University Certificate in Substance Misuse.** Students must successfully complete APPS 1105 and APPS 1106.

- **University Certificate in N.C.T Birth Companion.** Students must successfully complete APPS 1107 and APPS 1108.
- **University Certificate in N.C.T Teaching NCT Yoga for Pregnancy.** Students must successfully complete APPS 1109 and APPS 1110 and APPS1111..

Level 5 University Diploma Awards

There are named awards available:

- **University Diploma in Academic Study Skills for Higher Education.**
Students must successfully complete APPS 2100 plus any other APPS level 5 module.
- **University Diploma in Dramatherapy.**
Students must successfully complete APPS 2102.
- **University Diploma in Substance Misuse.**
Students must successfully complete APPS 2105 and APPS 2106
- **University Diploma in Palliative Care.**
Students must successfully complete APPS 2210 and APPS 2211.

Generic and Named Award

Generic BSc (Hons) Award

Students who successfully complete the 4 mandatory modules, including the 2 module Independent Study and a further 2 modules will be entitled to the award of BSc (Hons) Applied Health Sciences.

Named BSc (Hons) Awards

To achieve a named award, students must complete:

Four mandatory modules, two of which constitute the Independent Study* plus:

- Two named award modules.

*The Independent Study must be related to the subject area of the named award, as agreed by the External Examiner.

The named award for Child Health and Social Care will be:

“BSc (Hons) Applied Health Sciences (Child Health and Social Care)”

Students will be required to complete:

APPS 3001/2, 3103, 3104 and two modules from the following selection:
APPS3180 x2 or APPS3182.

The named awards for Dramatherapy will be:

“BSc (Hons) Applied Health Sciences (Dramatherapy)”

Students will be required to complete:

APPS 3001/2, 3103, 3104 and the double module - APPS3102

The named award for Emergency Nurse Practitioner will be:

“BSc (Hons) Applied Health Sciences (Emergency Nurse Practitioner)”

Students will be required to complete:

APPS3001/2, 3103, 3104 and APPS3135, APPS3180.

NB. This is in excess of the number of credit points (140 credits) required for an Honours degree, however, students who wish to achieve a named ENP award have to complete APPS3135, 3180. If they wish to top up to a degree, they will have to complete the four mandatory modules.

The named award for Learning, Teaching and Mentorship will be:

“BSc (Hons) Applied Health Sciences (Learning, Teaching and Mentorship)” Students will be required to complete:

APPS3001/2, 3103, 3104 and APPS3133 and APPS3180.

The named award for Long Term Conditions will be:

“BSc (Hons) Applied Health Sciences (Long Term Conditions)”

Students will be required to complete:

APPS 3001/2, 3103, APPS3104 and APPS3172.

APPS 3001/2, 3103, APPS3104 and APPS3140 and APPS3180 or APPS3181.

The named award for Mental Health will be:

“BSc (Hons) Applied Health Sciences (Mental Health)”

Students will be required to complete:

APPS 3001/2, 3103, 3104 and APPS 3180 and APPS3181

The named award for Offender Health will be:

“BSc (Hons) Applied Health Sciences (Offender Health)”

Students will be required to complete:

APPS 3001/2, 3103, 3104 and two modules from the following selection:

APPS3129 and any one of the following:

APPS 3133, APPS3180 or APPS3185.

The named award for Palliative End of Life will be:

“BSc (Hons) Applied Health Sciences (Palliative Care End of Life Care)”

Students will be required to complete:

APPS 3001/2, 3103, 3104 and two modules from the following selection:

APPS3210, 3211, 3212, 3213, 3214 and APPS3218

The named award for Sexual Health will be:

“BSc (Hons) Applied Health Sciences (Sexual Health)”

Students will be required to complete:

APPS 3001/2, 3103, 3104, APPS3186 plus APPS3180 or APPS3181

The named award for Tissue Viability will be:

“BSc (Hons) Applied Health Sciences (Tissue Viability)”

Students will be required to complete:

APPS 3001/2, 3103, 3104 and two modules from the following selection:
APPS 3105 and 3107.

Modules from other Undergraduate Courses

It is not anticipated that students will seek to access level 6 modules from other undergraduate courses as these are worth 15 credits only.

For the award of a generic University Advanced Diploma in Applied Health Sciences:

- Students must successfully complete two modules – 40 level 6 credits:

This would normally be awarded where a student wished to undertake modules from a CPD perspective.

Named University Advanced Diploma Award

To achieve a named award, students will normally be required to complete:

Two modules – 40 level 6 credits from a named award selection.

This would normally be awarded where a student wished to undertake modules from a CPD perspective.

University Advanced Diploma in Applied Health Sciences (Dramatherapy)

To achieve a named award, students will normally be required to complete:

The double module APPS 3102 Dramatherapy.

University Advanced Diploma in Applied Health Sciences (Emergency Nurse Practitioner)

To achieve a named award, students will normally be required to complete:

- APPS3135 and APPS3180.

University Advanced Diploma in Applied Health Sciences (Learning, Teaching and Mentorship)

To achieve a named award, students will normally be required to complete:

APPS 3133 and APPS3180.

University Advanced Diploma in Applied Health Sciences (Long Term Conditions)

To achieve a named award, students will normally be required to complete:

APPS3172 or APPS3140 and APPS3180.

University Advanced Diploma in Applied Health Sciences (Mental Health)

To achieve a named award, students will normally be required to complete:
APPS 3128.

University Advanced Diploma in Applied Health Sciences (Non Medical Independent and Supplementary Prescribing)

To achieve a named award, students will normally be required to complete:

The double module APPS 3130.

Please note – individuals who successfully complete this double module can apply to the nursing and Midwifery Council to have the qualification recorded on the professional register.

University Advanced Diploma in Applied Health Sciences (Palliative End of Life Care)

To achieve a named award, students will normally be required to complete two of the following:

- APPS3210, APPS3211 and APPS3212, APPS3214, APPS3218 and APPS3213.

University Advanced Diploma in Applied Health Sciences (Tissue Viability)

To achieve a named award, students will normally be required to complete:

- APPS3105 and APPS3107.

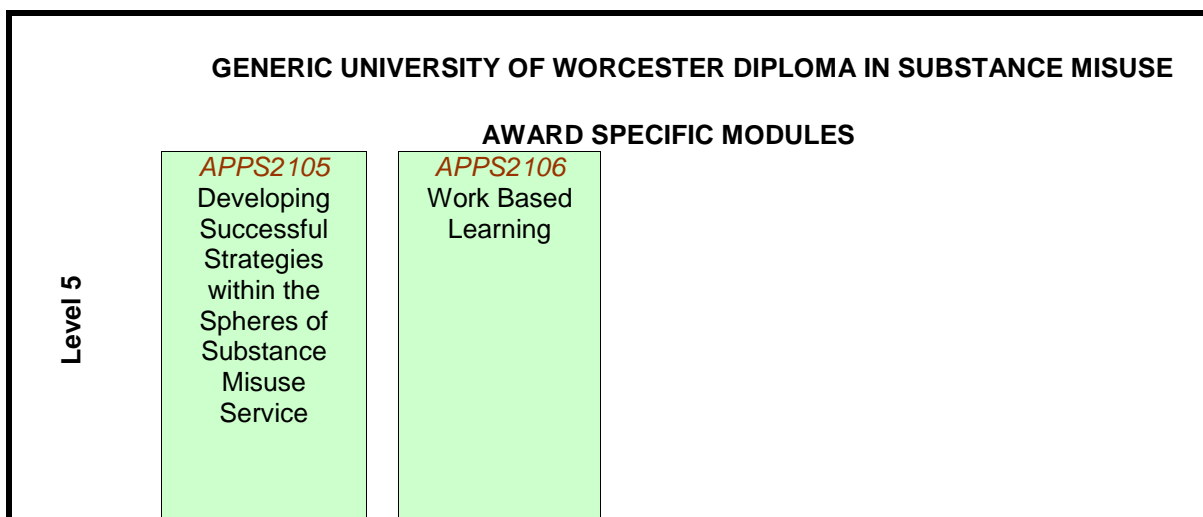
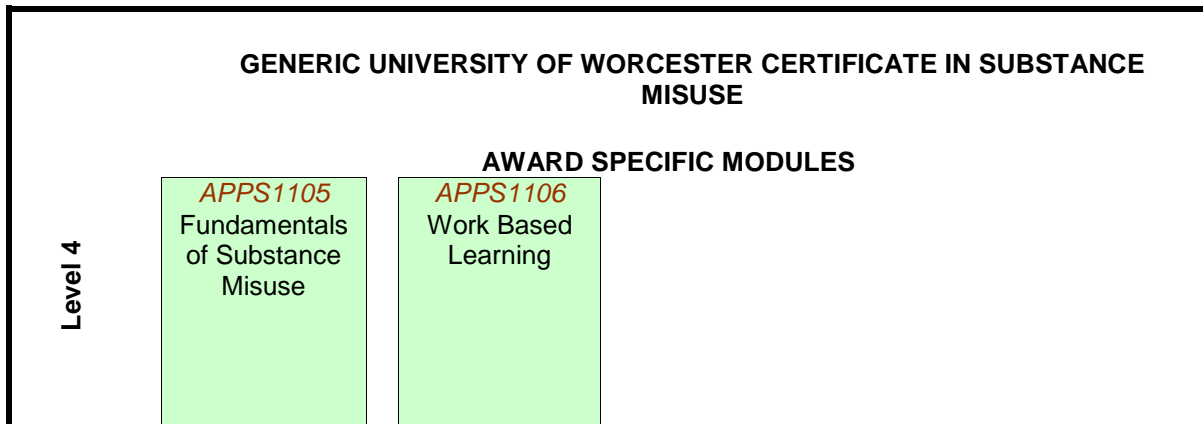
Students who have gained level 6 credits on professionally recognised, mandatory awards (such as NMC approved mentorship programmes), or students who are required, as a professional requirement, to undertake level 6 study outside of UW, where UW does not run the required module of study, may be awarded additional credits to those identified above for Honours Degree programmes up to a maximum of 40 credits. Please see: <http://www.worcester.ac.uk/registryservices/649.htm>. More information on the National Qualification Levels can be found in the Undergraduate Regulatory Framework.

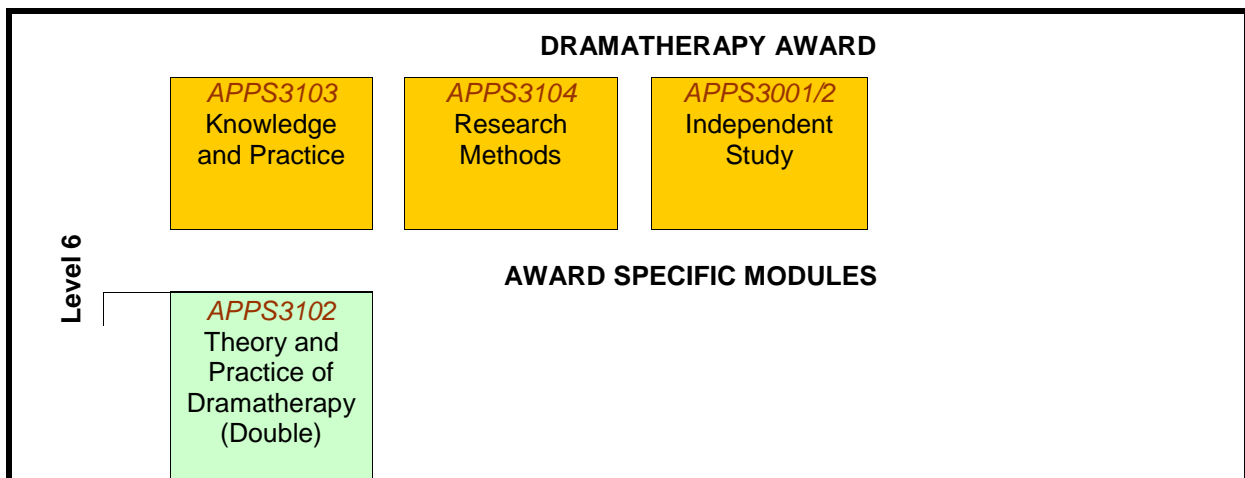
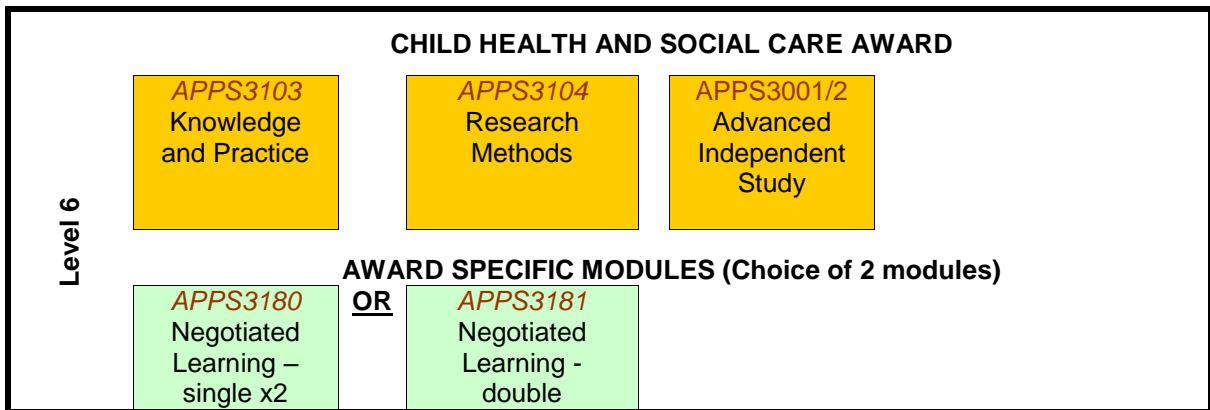
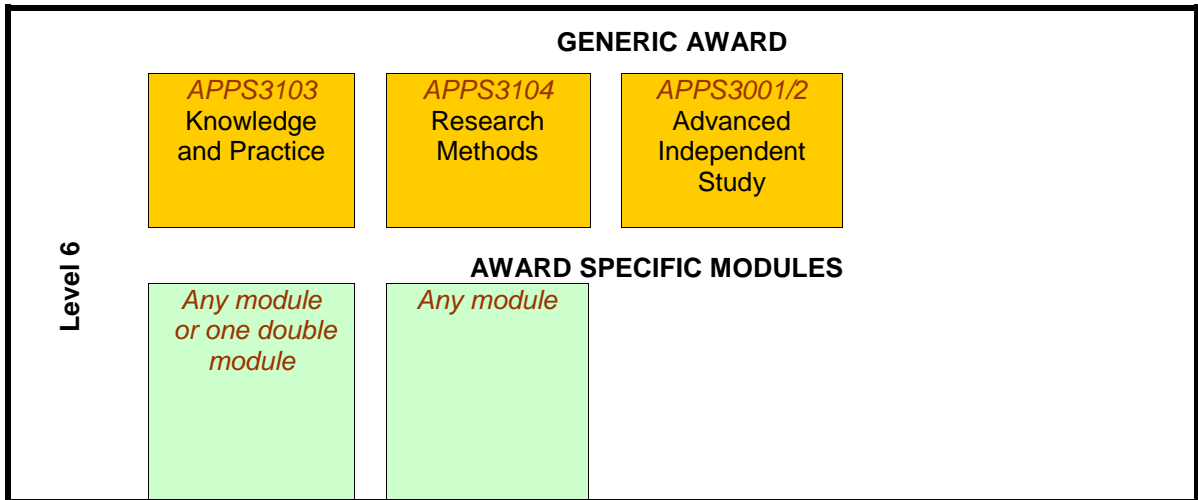
Individual Programme of Study

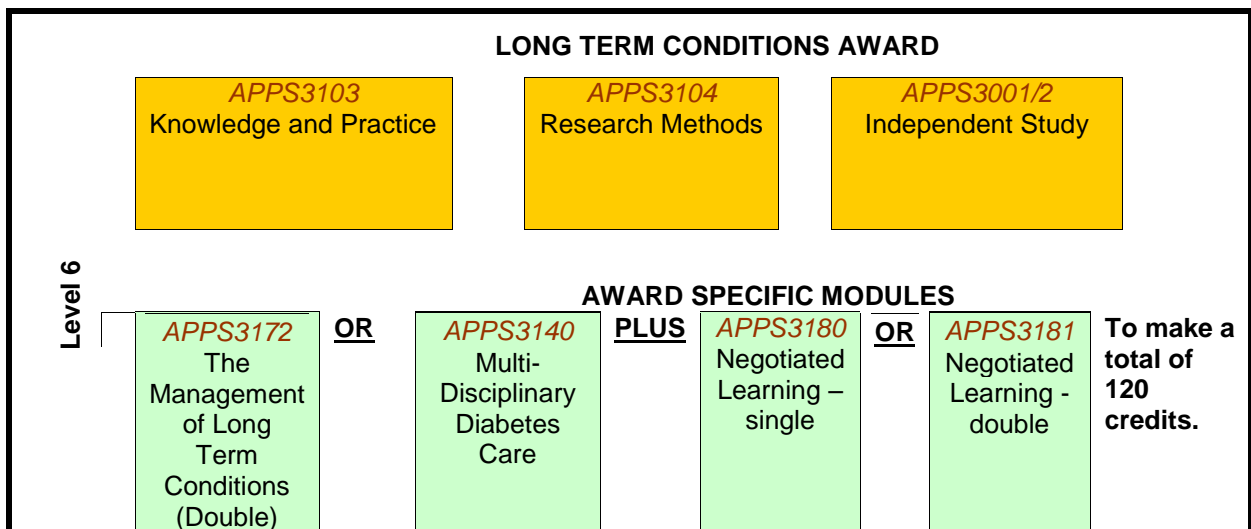
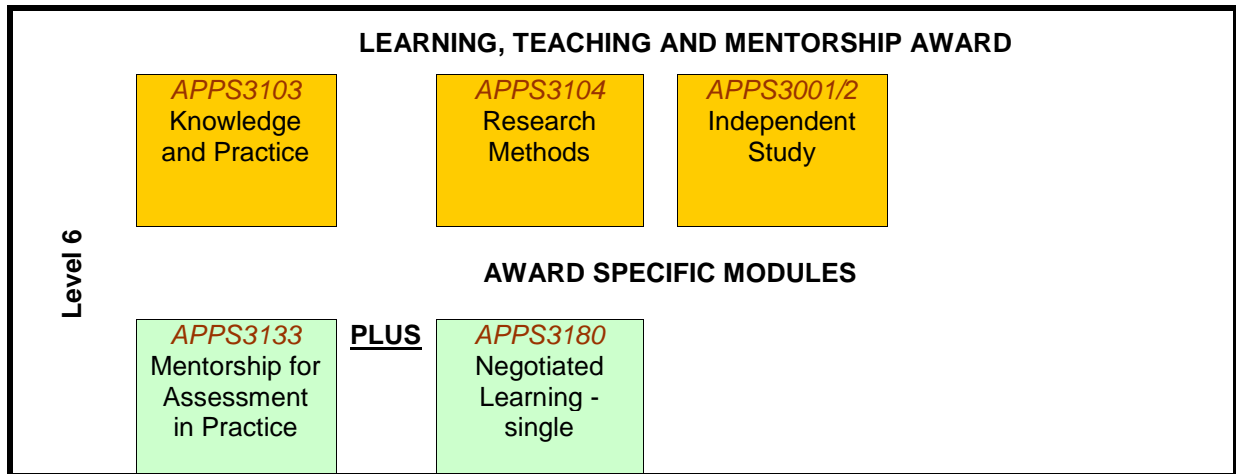
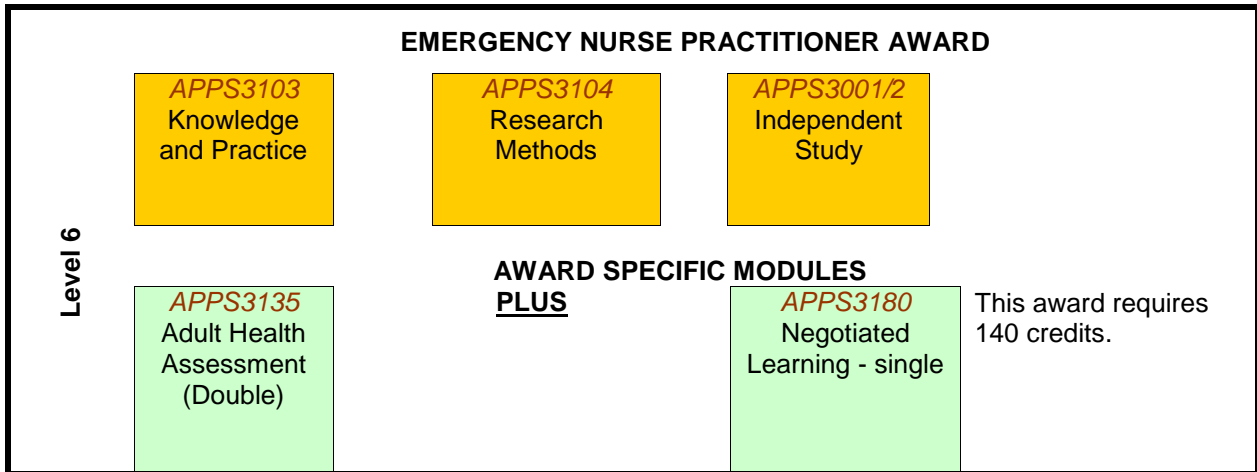
Students are responsible for compiling and obtaining approval for their individual programme of study.

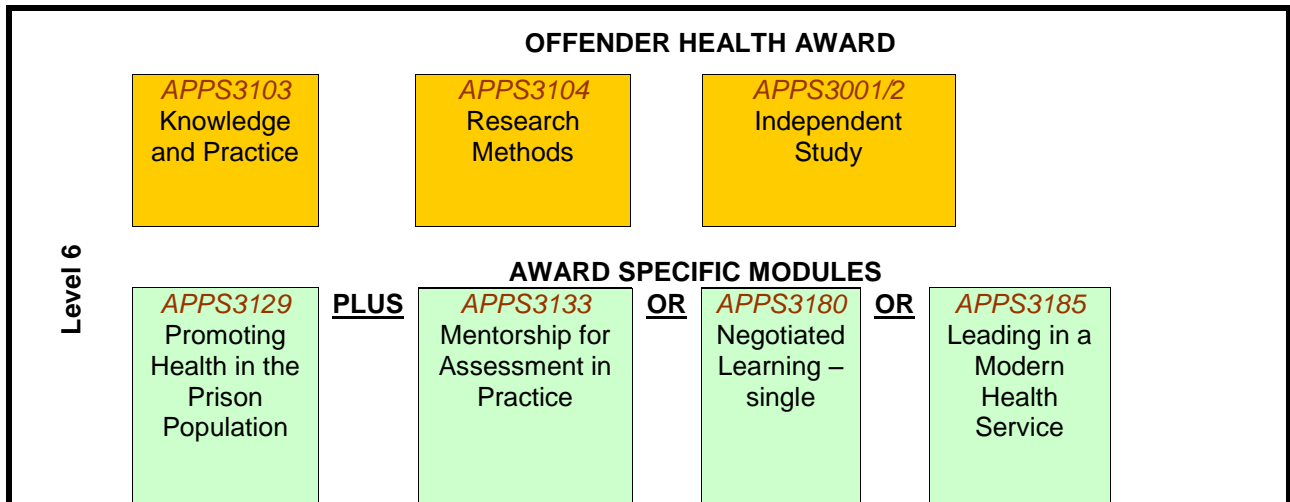
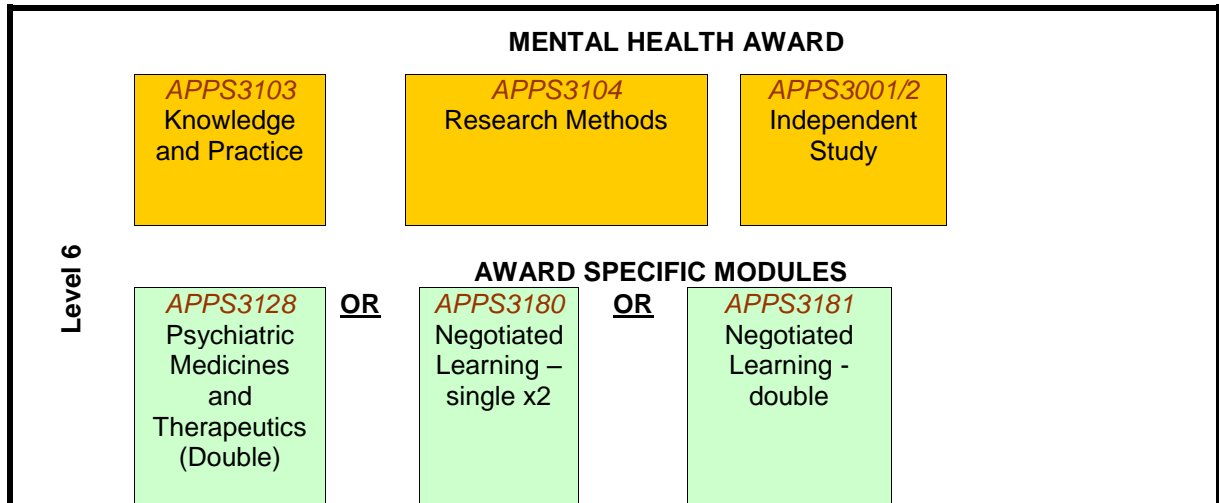
Responsibility for approval lies with the Programme Leader and course team. Students who register for the whole degree will normally complete APPS 3103 before undertaking any other modules or in the case of full time students at the same time as other modules.

Award Map









PALLIATIVE CARE END OF LIFE CARE AWARD

APPS3103
Knowledge
and Practice

APPS3104
Research
Methods

APPS3001/2
Independent
Study

AWARD SPECIFIC MODULES

Level 6

APPS3210
Palliative and
End Of Life
Care for
People With
Non-
Malignant
Illnesses
(Run by St.
Michaels
Hospice)

APPS3211
Clinical Issues
in Palliative
and End of
Life Care
(Run by St.
Michael's
Hospice)

St. Michael's
Hospice

APPS3212
Principles of
Evidence
Based
Palliative and
End of Life
Care

APPS3213
Holistic
Assessment
and Skills:
Practice in
Palliative Care

St. Richard's
Hospice

APPS3214
Clinical
Competence in
Palliative Care

APPS3218
Death, dying
and
bereavement:
supporting
across the
lifespan

St. Richard's
Hospice

To achieve the palliative care award at St. Michaels Hospice and/or St. Richards Hospice, students must choose any two of the following modules: APPS3210, APPS3211, APPS3212, APPS3213, APPS3214 or APPS3218.

