
ADAM SMITH COLLEGE
INSPIRING LEARNING

Course Handbook

**NQ Higher Access to Nursing,
Midwifery and Health**

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Welcome to Adam Smith College

This is the Course Handbook for the NQ Higher Access to Nursing, Midwifery and Health. On behalf of the Course Team I would like to warmly welcome you to Adam Smith College. We feel sure that you will enjoy your time spent here.

To help you make the most of your time at College and to familiarise you with your course we have produced this course handbook. In here you will find information about the structure of your course, the teaching and learning styles used and the ways in which your work will be assessed and graded.

There is a considerable amount of information contained in this handbook, some of which will be of greater relevance to you as you work through the course than it is at the start of your studies in the College. However, we recommend that you read this Course Handbook through carefully **now**, then keep it safely - you will need to use it through your course.

We hope you will find the handbook a useful guide to your course and wish you every success in your studies.

Tanya Somerville

Curriculum Head: NQ Higher Access to Nursing, Midwifery and Health

Information about your course

Your course is:

NQ Higher Access to Nursing, Midwifery and Health

Your Curriculum Head is:

Tanya Somerville

His/Her office is:

St Brycedale Campus

His/Her telephone number is:

01592 268591

His/Her email address is:

tanyasomerville@adamsmith.ac.uk

Scheduled guidance time:

TBC

Your Curriculum Head

Each course in the Adam Smith College is assigned a Curriculum Head, whose role is to provide you with advice and support through your course of study. This falls roughly into two categories – guidance related to your studies and pastoral care to help you deal with any difficulties you might encounter of, for example, a personal, financial or health-related nature.

At the beginning of your course you will agree your learning targets with your Curriculum Head. These will be recorded on your Learner Agreement which both of you will sign. Throughout your course, your Curriculum Head will monitor your progress and meet with you regularly during the year to discuss how you are getting on.

Your Curriculum Head will also be available at a set time each week when you can meet if there's something you need to discuss. However, if something comes up which has to be dealt with urgently, you can ask to speak to your Curriculum Head at any time. He/she might not be able to meet you immediately – Curriculum Heads have classes to teach and other students to look after – but he/she will offer you an appointment as soon as possible or refer you to another appropriate member of staff.

Your Curriculum Head may not always be able to personally provide you with the sort of help or support you need, in which case he/she might recommend that you are referred to a member of the College's Guidance or Learning Support staff.

So, if at any time throughout your course, you experience difficulties which are affecting your progress as a student, your Curriculum Head should be your first contact. Please remember that unresolved problems rarely just go away. On the contrary, they tend to get worse the longer they're not dealt with. So, speak to your Curriculum Head sooner rather than later.

Your attendance at college and part-time employment

Your success as a student depends on full and regular attendance at **all** classes. You should inform your Curriculum Head as soon as possible if you have problems with attendance. Our records show that students who do not attend all their classes have a very high risk of failure.¹

We recognise that you may need to undertake part-time work, but we strongly advise you not to take employment of more than 15 hours a week if you are a full time student. Should you need to take employment of more than 15 hours per week we recommend you register as a part time student. A full time student is expected to follow their timetable and negotiate work times around it.

Your learning

Your College course will provide you with constant opportunities to learn new skills and acquire knowledge in your chosen subject areas. In order to make the most of all the opportunities available, you need to organise and plan your learning and also to manage your time effectively.

You must attend **all** your timetabled classes. You also need to study in your own time and you should plan to spend several hours a week to fulfil your commitment as a full-time student. You need to allocate time for this in your diary.

Prepare for lectures and tutorials by doing any reading or exercises in advance. Always make some notes – there is usually a handout provided. Review these after the class and ask your lecturer if there is anything you do not understand.

Note assignment deadlines and exam dates in your diary and remember to begin assignments early. You will enjoy researching and planning your work if you allow yourself plenty of time. Make sure you understand what you need to do and plan how you are going to tackle it. Seek advice from your lecturer or Curriculum Head if there is anything that needs clarification.

For full details of regulations about attendance, see the College Attendance Policy and Procedure.

¹ For full details of regulations about attendance, see the College Attendance Policy and Procedure.

In summary:

- ❖ plan your learning strategy
- ❖ allocate enough time
- ❖ attend **all** of your classes
- ❖ start assignments well in advance
- ❖ seek advice and help
- ❖ use the learning resources offered
- ❖ enjoy the learning experience!

Credit for previous learning

Some students have previous experience or qualifications for which they may receive credit on their present course of study. If you have any qualification that may exempt you from part of your course, for example from school or another college, you may apply for Accreditation of Prior Learning (APL). Similarly, if you have undertaken work, paid or voluntary, that has resulted in learning skills or knowledge that is equivalent to units you will be studying here, you may apply for Accreditation of Prior Experiential Learning (APEL). Together these are known as AP(E)L and it means you do not have to duplicate study you have done previously. It does not necessarily have to be in your chosen subject, but it must be at the same level as your course of studies here.²

If you wish to claim for APL/AP(E)L please speak to your Curriculum Head.

The aims of your course

The aims of your course are:

- ❖ to develop your knowledge of the facts, theories, concepts, applications, development and importance of health related topics to health care provision;
- ❖ to enhance your practical skills in providing care and working with others within the health care sector;
- ❖ to provide a sound basis for those of you who may decide go on to a more advanced course of study;

² For full details of the scheme for crediting previous learning, see the College Credit Transfer and APL/APEL Procedure.

- ❖ to give you experience of the equipment, materials, processes and practices currently used in the health care sector;
- ❖ to encourage your development of effective learning strategies.

The structure of your course

The course consists of 17 units, with a total value of 20 credits.

The course consists of 4 days of formal classes and 1 day practice placement each week along with individual study and coursework.

The units you will study in Semester 1 are:

Semester 1		
Unit Code	Unit Title	Credit
F1RH 11	The Human Body	1
DM5P 11	Prevention of Infection	1
F17W 12	Values and Principles in Care	1
DF6H 12	Understanding Mental Health and Mental Illness	2
F17X 12	Psychology for Care	1
D11A 12	Caring for People with Dementia	1
F1PO 12	Practical Skills for Carers	2
F1NY 12	Working as a Team in A Care Setting	1
D01B 11	Communication	1
F19M 12	<i>First Aid (may be timetabled for semester 2)</i>	1
ZS 4059	Research Methods and Preparing for Higher Education	2
ZS 4005	Personal Development Planning	1

The units you will study in Semester 2 are:

Semester 2		
Unit Code	Unit Title	Credit
F1PO 12	Practical Skills for Carers	Cont
CO1F 12	Care Practice Higher	1
Xo6G 12	Mental Health Care Higher	1
D044 12	The Continuation of Life	1
F17Y 12	Sociology for Care	1
F1NY 12	Working as a team in a Care Setting	cont
D01B 12	Communication	cont
D01C 11	Numeracy	1
F19M 12	<i>First Aid (May be delivered in Semester 1)</i>	<i>1</i>
ZS 4059	Research Methods And Preparing For Higher Education	cont
ZS 4005	Personal Development Planning	cont

The content of your course

Here are brief descriptions of the units which make up your course:

D01B 12 - Communication

This unit is designed to develop communication skills at a level which is valuable for intermediate posts in business, administration and technician occupations, and for entry to certain courses of advanced and higher education.

D01C11 - Numeracy

This Unit seeks to develop skills of interpretation and communication of graphical information and application of a wide range of numerical skills in everyday and straightforward, generalised contexts.

ZS4005 - Personal Development Planning

This unit is devised to ensure students' success on his/her chosen course and contributes to the student's self-awareness and ability to reflect on personal development and practice. It encourages participation and contribution. It also aims to equip the student with knowledge and information relative to progression and career.

ZS4059 - Research Methods and Preparing for Higher Education

This unit is designed to assist students to explore their own learning strategies, experiment with new strategies, improve or acquire skills to increase effective learning and develop a range of research skills suitable for progression to Higher Education

F17W12 - Values and Principles in Care

This Unit is designed to enable candidates to develop an understanding of the caring relationship and the values and principles that underpin professional care practice.

F17Y12 - Sociology for Care

This Unit is designed to provide candidates with a framework to understand some of the wider social influences that can impact on individuals receiving a care service.

F17X12 - Psychology for Care

This Unit is designed to provide candidates with a framework to understand human development and behaviour.

F19M12 - First Aid

The aim of this Unit is to allow the candidate to develop the skills to deal effectively with casualties who are injured or who suffer a sudden illness prior to medical aid being available.

F1RH11 - The Human Body

This Unit is designed to provide an introduction to the structure and function of the human body and support progression onto The Continuation of Life. Candidates will learn the organisation of major systems within the human body and the relationship between structure and function.

D04412 - The Continuation of Life

This unit is a component unit of Higher Human Biology. Candidates will look at reproduction, development, transport mechanisms, delivery of materials to cells, removal of materials from the blood and regulating mechanisms.

DM5P11 - Prevention of Infection

This Unit is designed to develop knowledge and understanding of the causes of infection, the ways in which infection enters the body, the spread of infection and the ways in which the body fights infection.

F1PO12 - Practical Skills for Carers

This Unit includes work placement experience and enables candidates to understand the concept of a positive care environment which ensures service users are safe. It also enables candidates to develop

the qualities and skills required for good care practice by providing evidence of their work in a care environment.

F1NY12 - Working as Team in a Care Setting

This Unit is designed to develop knowledge and understanding of the ways of operating in a team in a care setting and to enable candidates to understand their performance as part of a team in a specified care setting. Candidates must complete this Unit in the context of a care environment.

CO1F12 - Care Practice Higher

This unit is designed to develop skills necessary to produce evidence required for the project based Care Practice Higher.

D11A12 - Caring for People with Dementia

This Unit is designed to develop knowledge and understanding of Dementia and the effects it has on the individual and their Carers. It will also enable candidates to develop awareness of the skills and strategies necessary for the support and care of people with Dementia and their Carers.

DF6H12 - Understanding Mental Health and Mental Illness

This Unit is designed to help the candidate understand issues relating to mental health and mental illness, the difference between the two and current perceptions of them. It looks at the growing awareness of mental health issues and the promotion of preventative measures. Mental health programmes are studied and their success evaluated.

X06G12 - Mental Health Care Higher

This unit is designed to develop skills necessary to produce evidence required for the project based Mental Health Care Higher.

Assessment of your work

Throughout your course, your work will be assessed in a number of different ways, depending on the different criteria in individual units.³

The majority of courses delivered in the College are assessed partly or wholly on a continuous basis – in other words, you will be assessed on parts of your work as you go along rather than all of it at the end of the unit. This assessment is carried out by the lecturer teaching the unit.

³ For full details of the College's regulations about assessment, see the College's Assessment Procedure.

So that assessments can be fair to all students, and whoever teaches them, internal assessments are checked by other lecturers teaching the same, or similar, units. This is a process called 'internal moderation'.

Over and above the internal moderation of assessments of student work, awarding bodies check that colleges are assessing work appropriately by a process called 'external verification'. This process involves the awarding body carrying out checks on College staff's assessments of student work. This is done by sending 'external moderators' to the College, where they check assessments against national standards.

Only after these three stages have been completed can you be sure of your results, the certificates for which will be sent to you directly by the awarding body, not the College.

Internal assessment is not just about judging whether you have passed or failed. It also provides both you and your lecturers with important information about what you're doing well and where you have shortcomings in your knowledge, understanding or skills. Assessment is closely linked to the learning process in the sense that the feedback you will receive from your lecturers will help you improve your work in the future.

Finally, a range of courses delivered in the College are assessed by means of an externally-set and externally-assessed examination. The examining body will inform you directly whether or not you have completed your course successfully. College lecturers are not in a position to tell you whether you have passed or failed, until they have been informed by the examining body (usually at the same time as you will know directly from the examining body). If in doubt, please ask your lecturer about the procedures used.

Re-assessment of your work

If you are unsuccessful in an internal assessment, you will be offered the opportunity to be re-assessed. Depending on the arrangements for re-assessment laid down for a particular unit, this may involve retaking either the whole assessment or just part of it.

You will normally only be allowed one (or, in exceptional circumstances, two) re-assessment opportunities.

Submission of your coursework

You should hand all coursework in to your subject lecturer.

All coursework for assessment will have a specified deadline for submission. It is essential that you meet the submission deadline to ensure fairness amongst all students and to enable staff to mark efficiently.

Your subject lecturer may allow you an extension to a submission date if there are valid circumstances affecting your ability to meet the deadline.

Any coursework (for which there are no mitigating circumstances or an agreed extension) handed in after the submission deadline will normally receive a mark of 0.

If you are unwell when completing assessed coursework or sitting examinations, or have any other specific difficulties that may affect your performance in assessed coursework or examinations, you should notify your Curriculum Head in writing of the circumstances as soon as possible, and make immediate arrangements for medical certificates or other letters of support to be submitted.

Cheating and plagiarism

There are various forms of academic dishonesty but in the student's context it means cheating in examinations or presenting work for assessment which is not your own.

Plagiarism as a form of cheating takes place when the student 'borrows' or copies information, data or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

If carried out knowingly, cheating and plagiarism have the objective of deceiving examiners and this threatens the integrity of the assessment procedures and the value of your award.

Work produced by someone else may be summarised or repeated providing it is referenced to the original author. As well as text, work such as diagrams, maps and charts must also be acknowledged. In addition to the use of quotation marks when quoting from original sources and secondary material, full reference for both quotes and

paraphrases or summaries of published material must be given. All references should then be included in a bibliography at the end of the piece of work. Appropriate references for web-based material must also be given, including the relevant URL.

Any student found to have used unfair means in any examination or assessment procedure will be penalised.⁴

Support for your learning

The College has a positive policy of supporting students with learning difficulties or disabilities and their interests are represented by the Diversity Committee which reports directly to the Principals Group. The College has a Learning Support team, which can provide help and advice on all aspects of learning support and coping with learning difficulties.

The College offers support in making alternative arrangements for exams and assessment, support with study skills and advice with applications for the Disabled Students Allowance. Support and advice can also be provided in the specification and purchase of specialist equipment and the use of Information Technology.

In order to ensure that you are provided with the appropriate advice and support from the start of your studies it is important that you discuss any difficulties and special requirements with the Learning Support Manager, or with your Curriculum Head, as early as possible.

Your representation

Each course in the College is required to have a Course Team. This meets at least twice a year to review the course and consists of the Curriculum Head, all member of staff who teach units on the course and two representatives from the students on the course.

Prior to each meeting, your course representatives will be given a copy of the agenda and will be asked to consult their fellow students about the items listed and be prepared to report to the meeting on any issues raised.

⁴ For full details of the College's regulations on cheating and plagiarism, see the College Academic Deceit Procedure.

Following the meeting, the class representatives will receive a copy of the Course Review report to share with their fellow students on the course.

The existence of the formal system of student representation doesn't mean that you should feel this is the only channel open to you. You may of course raise issues directly with a lecturer or your Curriculum Head. Individual problems are often likely to be more easily and quickly resolved in this way.

Your comments, complaints or compliments

Naturally, we hope that your experience at the Adam Smith College will be an enjoyable and rewarding one. However, we do recognise that sometimes things can go wrong and encourage you to make your comments or complaints known to us so that we have the opportunity to resolve the problem and improve our services to you.

Problems are often most quickly and easily sorted by being dealt with informally. So we would ask that, in the first instance, you raise the matter with the appropriate member of staff. If you're not satisfied with the outcome, you can discuss the matter with your Curriculum Head.

Comments or complaints can also be put forward through your course representatives.

Where informal methods have failed to resolve the problem, you can make a formal complaint through the College's Complaint Form, which is available at Reception on all College campuses and in outreach centres or through the Students' Association.

It's always good to hear about what you think we do well and we encourage you to use the Compliments Form available at Reception. Every compliment received will be passed on to the person or department it's about.