

Higher Education **STUDENT HANDBOOK**

2020-21



Foundation Degree Healthcare Play Specialism

Higher Education

Programme Handbook for Students

September 2020

Contents

STUDENT HANDBOOK	1
Foundation Degree Healthcare Play Specialism	2
Welcome to NESCOT from the Principal	5
Welcome from your Course Team	6
Term dates and important dates to remember 2020/2021	7
College contact numbers	7
Safeguarding	8
Contextual background	10
YOUR COURSE	11
Course aims	11
Learning outcomes	11
NESCOT HE Terms and Condition (HE Students)	16
Important information about assessment	16
Missed assessment	17
Extensions and Mitigating circumstances	17
Mitigating Circumstances for exams/tests	17
Reassessment	17
Force Majeure	18
Academic misconduct	18
Your responsibility to avoid plagiarism and academic misconduct	18
FAIRNESS IN ASSESSMENT	19
Marking and moderation	19
The role of the external examiner	19
Your Degree	20
Higher Education Achievement Report (HEAR)	21
Resources	22
Advice and Guidance	23
Student Finance	23
Looked After Students and Carers	24
Medical Centre	24
The Specialist Support Tutors	24
Security Staff	24
Useful Contact Names and Numbers	24
Health & Safety	24
Pregnancy	25
Fire Safety	Error! Bookmark not defined.
Personal and academic tutorial support	25

The Specialist Support Tutors	26
Induction	26
Tutorials	26
Personal.....	26
Getting Involved.....	28
Course representatives.....	28
Early Module Feedback	28
How can we work together?	29
How do I raise an issue?	29
How to contact us:	29
Programme Leader.....	29
Module leaders	29
Personal Tutor	30
Your responsibility to stay in touch.....	30
Changes that might affect your course.....	30
Core Module Availability	30
Module and Course changes	30
Students interrupting courses.....	31
Parking at NESCOL.....	32
Campus Map	33

Welcome to NESCOL from the Principal

On behalf of the staff at the college I hope you enjoy your studies at Nescot. We are delighted to be working in partnership with University of West London on this and other higher education programmes at NESCOL. I hope the information contained in this Handbook will help you settle into the college quickly and will be a useful guide during your stay. Our mission is to ensure that all who join the College experience a quality learning programme that ensures success but is also fun.

We aim to provide a friendly and supportive environment in which to study and work, and a wide range of courses and support services to meet the individual needs of students and staff.

Good Luck with your studies!



Frances Rutter
Chief Executive & Principal

Welcome from your Course Team

We are looking forward to supporting you in your academic studies and practice placement experiences. The concepts, theory and discourses involved in achieving registration as a Health Play Specialist will be fully explored together.

Norma Jun-Tai and Julie McLarnon

Welcome from the University of West London

It gives me great pleasure to welcome you to this course of study.

The purpose of this Foundation Degree and Apprenticeship, is to raise the profile and enhance the professional skills and status of the Play Specialist, in whatever setting. The profession sees this as being of paramount importance to ensure that your chosen field of practice remains recognised by health professionals in the current changing structure of the National Health Service. This course was designed together with experienced staff and HPSET, to develop an innovative course.

I hope you will find the course both stimulating and appropriate as you prepare to embark on the first part of your journey in your career as a health play specialist.

Laila Paulsen
Academic Partnership Link Tutor
University of West London

Term dates and important dates to remember 2020/2021

Friday 4th September 2020	HE Induction starts
Monday 7th September 2020	Start of Autumn Term
Monday 26 th October – 30 th October 2020	Reading Week
Monday 2nd November 2020	Return to college
Thursday 10 th December 2020	Finish for Christmas Break
Monday 4 th January 2021	Start of Spring Term
Monday 15 th February – 19 th February 2021	Reading Week
Monday 22 nd February 2021	Return to college
Thursday 1 st April 2021	Students' Spring Term ends
Friday 2 nd April 2021 – Friday 16 th April 2021	Easter Break
Monday 19 th April 2021	Start of Summer Term
Monday 3 rd May 2021	Bank Holiday
Friday 7 th May 2021	HE Teaching & Assessment Ends
Monday 31 st May 2021	Bank Holiday
Friday 18 th June 2021	Last day of term for students

College contact numbers

- Main Number 020 8394 1731
- LRC Help Desk 020 8394 3055

Course Team		Module/Unit responsibilities
Norma Jun-Tai	njuntai@nescot.ac.uk	All
Julie McLarnon	jmclarnon@nescot.ac.uk	All

Safeguarding

Safeguarding and the welfare of all our students is taken very seriously. If you have any concerns about yourself or a member of your group can raise these with any member of staff or you can speak to a member of the safeguarding team, the phone number of the duty safeguarding officer is always prominently displayed in reception. In addition, you can also email safeguarding@nescot.ac.uk where your concerns will be noted and responded to by the safeguarding team. The Safeguarding Team will still be contactable in the event of a college closure. Details of telephone numbers and external agencies you can contact, can be found on the college website.

The Safeguarding Designated Lead is Cliff Shaw

Safeguarding staff can be found in N20 (North Corridor ground floor)

Career Support

Reflective practice is an important aspect in the role of the Health Play Specialist (HPS). Evaluating the provision of the services that you offer is seen as a key performance indicator and part of the quality assurance process (National Patient Safety Agency 2010). This needs to be done at both an individual and organisational level. The development of reflective skills plays an integral part of the course and promoted within every module. However, at both levels, the double module focuses specifically on the reflection process and how this can be used to review, monitor and evaluate service delivery to enhance your practice.

•Level 4: Reflective skills and practice assessment

At this level, you will be looking at the role of personal reflection. Awareness of your role as a practitioner can be enhanced through the use of reflection by setting up and monitoring your own personal learning objectives as part of the continual reflective cycle. This is done through the completion of three learning contracts that you set up at the start of the academic year in collaboration with your mentor. You will also complete a weekly reflective account that provides an opportunity to reflect on some aspect of practice that has been of interest during the week.

•Level 5: Investigating resources and practice assessment

Investigation of one specific element of service provision is undertaken through the completion of a small scale investigation into a resource that you use within your practice. This provides a working model of how specific aspects of work based practice can be explored, and the skills developed when undertaking this module can then be transferred to virtually any aspect of service provision. You will also continue to complete a weekly reflective account that provides an opportunity to analyse and evaluate some element of practice, making links to the academic literature to support the reflective process.

On the successful completion of all academic modules and practice assessment competencies, you will be awarded a Foundation Degree in Healthcare Play Specialism and achieve HPSET registration as a Health Play Specialist.

Contextual background

The Hospital Play Specialist role originated in the 1970's and was used to describe a group of practitioners who lead play activities and used play as a therapeutic tool with children and young people within a hospital environment (NAHPS 2016). In the past 40 years, the role has expanded and developed to include community and home-based settings and during this time "the profession has earned respect from the medical and nursing staff and is now recognised by government and professional bodies as an essential part of paediatric care" (NAHPS 2016).

This Foundation Degree in Healthcare Play Specialism was developed in collaboration with the Healthcare Play Specialist Education Trust (HPSET) and the National Association of Health Play Specialists (NAHPS), reflecting the changing roles, responsibilities and expectations that play specialists now face. As a result of these changes, the professional name for the HPS was changed in 2012 to reflect the broadening of the role and HPS are now registered as Health Play Specialists. The Code of Conduct (HPSET and NAHPS 2019) and the Standards of Proficiency, Professional Standards (HPSET and NAHPS 2019) underpin and govern the professional narrative of the health play specialist. Further collaboration between HPSET and NAHPS was in response to the increased delivery of apprenticeship training routes within the NHS and the call for more registered health play specialists in healthcare settings. The successful development of the Health Play Specialist apprentice standard was confirmed by the Institute for Apprenticeships and Technical Education in October 2019

The future for the Play Specialist profession is routed within its role as part of the multi-disciplinary team. In a report (Truman 2009) commissioned by Skills for Health in collaboration with the Children's Workforce Development Council (CWDC), both the Royal College of Nursing and the Society and College of Radiographers specifically mentioned the need for play specialist input as part of the multi-disciplinary team and the report identified the need for increased numbers of play specialists as part of the health care workforce for children and young people. This was identified again by the Care Quality Commission (CQC) (2015) following publication of the results of the first National Inpatient Survey for Children and Young People. The report states that "Dr Sheila Shribman's report, Getting it right for children & young people, sets out a view of what 'good' looks like for caring children's services. It also recommends that child inpatients should have access to play specialists and services seven days a week" (CQC 2015, p.20). With 42% of children aged 8-11 years of age stating they want more play input, it would seem the HPS is in a good position to fulfil this wish (CQC 2015).

The introduction of the Special Educational Needs and Disability (SEND) reforms that were legislated through the Children and Families Act 2014 (Department for Education and Department of Health 2015), necessitated the need to generate a single point of reference that addresses a child or young person's holistic needs through the integration of services. This is documented through development of an individualised Education, Health and Care (EHC) Plan, which clearly identifies the need for effective, collaborative links across all areas of service provision, and this further strengthens the role of the Health Play Specialist as a member of the wider multidisciplinary team.

YOUR COURSE

Course aims

This course encourages participation in higher-level study by completing a foundation degree/apprenticeship that will help develop the skills necessary to be a reflective practitioner, in a supportive learning environment that develops interpersonal skills, enhances self-awareness, encourages personal and career growth and establishes a foundation for lifelong learning.

It will:

1. Encourage learners to use reflection to question their own practice and seek solutions to potential problems and the identification of best practice.
2. Enable learners to access, analyse and evaluate evidence, in order to decide the extent to which it should inform or influence professional practice.
3. Facilitate learners in assessing and fulfilling their learning needs in relation to the development of key skills required within their job role.
4. Empower learners to have confidence in their ability to study at higher level.

Learning outcomes

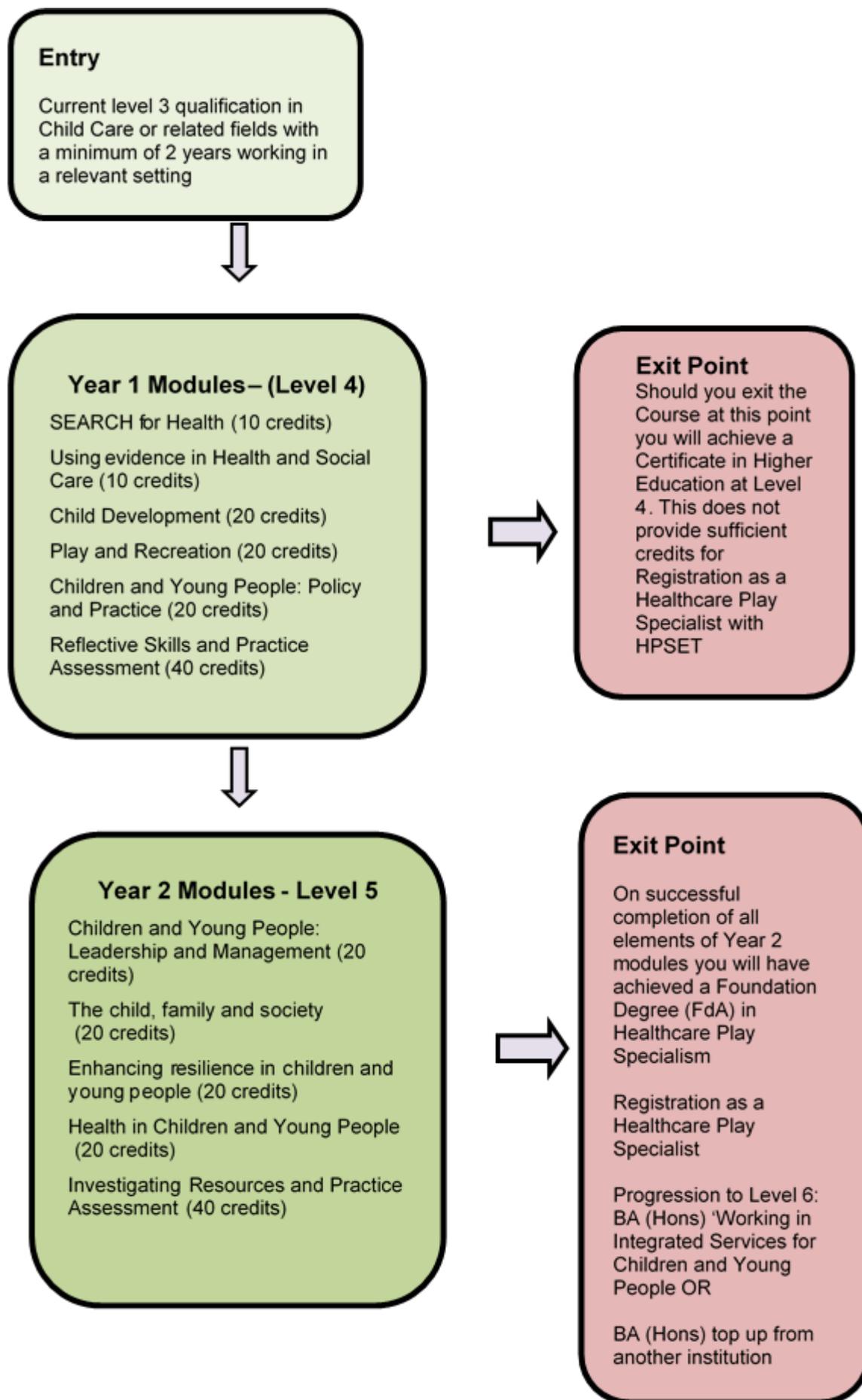
At the end of Year 1 (level 4) you will be able to demonstrate the following learning outcomes:

- Recognise the established principles for working with sick children, young people and their families and the way those principles have developed
- Develop knowledge and understanding of child development theory and research related to specialised play and recreation.
- Explore opportunities to develop practice based on current theoretical, legal and ethical perspectives.
- Appraise your own professional practice through the development of personal, professional and strategic goals.

At the end of Year 2 (level 5) you will be able to demonstrate the following learning outcomes:

- Analyse and demonstrate knowledge and critical understanding of the well-established principles for working with sick children and young people and the way those principles have developed.
- Evaluate and apply underlying concepts and principles of working with sick children and young people and the application of those principles in a work context to inform planning.
- Demonstrate the importance of reflection in implementing policy in practice
- Critically evaluate the different approaches to solving problems and applying these in a work context.
- Assess, review and evaluate theoretical perspectives relevant to Children and Young People: Leadership and Management roles in working with sick children and young people.

In achieving these outcomes, you will have gained qualities and transferable skills necessary for employment and progression to other qualifications and the ability to utilise opportunities for lifelong learning.



Principles of Teaching, Learning and Assessment

The teaching and learning strategies to be adopted will be determined by the context of the subject and the needs of the students.

The teaching and learning strategies within this Foundation Degree/Apprenticeship have been based on the concept of Constructive Alignment, which is an “outcomes-based methodology for designing, promoting and assessing deep student learning. It is predicated on the belief that the student constructs his or her own learning through engaging in relevant learning activities (hence constructive). Alignment refers to what the teacher does, which is to create appropriate learning environments” (Tepper 2013). Emphasis is placed on your attainment of the learning outcomes at each level, for each module and for the course. This is reflected in the formative and summative assessment for each module, and through the setting of personal goals and targets within your Personal Development Plans.

In addition to subject specific skills and knowledge the teaching and learning strategies of the programme are designed to promote;

- a flexible approach to the learning experience
- an independent and investigative approach to learning
- the development of higher level and transferable skills
- emphasis on enhancing employability skills such as presentation and communication
- a supportive environment in complementary to Nescot's strategy of widening participation and lifelong learning

A range of learning strategies are employed throughout the programme. Methods used may include; formal teacher centred delivery including lectures, tutorials, seminars, practical, workshop, case studies, self-directed, group-based discussion and interaction, individual research and study.

Lectures

Tutor-led presentations are used to introduce new topics, convey content or give overview of subject matter to be developed further through individual student work.

Practical

Practical sessions are designed to contextualise theoretical concepts and facilitate the development of practical skills. Practical sessions may involve individual or group work and may include following a series of instructions or using a problem-solving approach in response to an assignment brief.

Seminars and Presentations

These sessions are likely to be learner-led and chaired by either a member of staff or a learner. Taking the form of a short talk followed by informal discussion the opportunity for exchange of thoughts on topics under investigation is valuable in developing subject knowledge. This method is also valuable in developing critical, analytical and investigative skills and in building communication skills and confident presentation skills.

Case Studies

Case studies may form the basis of seminars, group discussions or written assignments and may be used to consolidate aspects of learning. The development of analytical skills together with the requirement to apply subject knowledge to unfamiliar scenarios is valuable in developing confidence in the application of theoretical concepts.

Group Discussion

These sessions may involve review of assignment work produced, a problem solving scenario, or ideas generation related to a specified task. Group discussion is valuable in the development of critical thinking, facilitating interactive group working, interpersonal skills and team work.

Tutorials

Learners will have one-to-one and group sessions which provide opportunity for reflection, target setting and action planning of study and career targets. Group tutorials may also be organised to increase understanding of previously covered practical or theoretical concepts.

On-line learning materials

Where appropriate materials will be available on-line to support learning, in some cases these may be interactive and involve assessment opportunities. Access to such materials provides flexibility enabling students to learn at any time they choose.

Individual Research/Self-directed Study

All learners will be expected to undertake self-directed study as this is an essential part of their learning process. Learners will be expected to undertake all the necessary background study from the reading lists and references provided for each unit.

Visiting Speakers

Guest lecturers may be invited to complement the expertise of the established programme team and may provide current views of industry or subject specialist knowledge.

NESCOT HE Terms and Condition (HE Students)

The HE Terms and Conditions Policy is a document for any student who wishes to apply or enrolls onto a HE programme at NESCOT, the policy can be viewed at:

<https://www.nescot.ac.uk/policies> .

Students will have signed and agreed to the T&Cs at the point of enrolment. The policy provides information of the obligations of students and the college in relation to registration and their programme of study, protecting students' consumer rights and liability of fees. Should a student wish to interrupt or withdraw from a programme of study relevant information can be found here.

Important information about assessment

You will be required to submit all your text-based assignment work – e.g. essays, case studies and reports – electronically. Such work will also be marked online, and your grades and feedback made available to you electronically. Details of the submission mechanism and assessment dates are available in this Handbook and will be provided via individual Module Study Guides. Work submitted late, but within a week of the deadline will be capped at a maximum mark of 40%, and work submitted after this time will not receive a mark. Where students have accepted mitigating circumstances an extension (without cap) may be granted.

Dates for all your assignments on the course have been provided. In the exceptional case where a date must be changed, you will be notified in advance. The University standard is for assignments to be handed back to you **fifteen working days after the hand-in**. This gives time for your work to be marked and checked before returning.

When the marks have been presented and subsequently ratified by the Assessment Board, the marks turn from 'provisional results' to ratified results and this appears within the student's profile available through 'My Registry'. You can access 'My Registry' through the Current Students link on the UWL website <http://www.uwl.ac.uk/students/current-students>

Progression onto Year 2 is dependent upon successful completion of all elements of the Year 1 Course, including the 200 hours in placement. However, University of West London regulations allow you to carry 20 credits (linked to outstanding second attempts) over to Year 2 of your studies. If you have not passed a minimum of 100 credits in year 1, or you have outstanding second attempts for more than 20 credits, then you will be required to step off the Course until all elements have been successfully completed. You will then be eligible to re-join the Course with a later cohort.

Should you need to take a career break you may be able to continue your foundation degree studies by re-joining the program with a later cohort, so that you can access the modules in the required order. This would need to be negotiated with the course leader.

Missed assessment

Extensions and Mitigating circumstances

Extensions: A student may apply to the Course or Module Leader for an extension in relation to any element of assessment, with the exception of an examination. The Course/Module Leader may grant an extension or vary the date of presentation up to a maximum of ten working days to the original published deadline. The application must be made prior to the original deadline and must be made in writing using Form E (Extension request pro-forma).

Mitigation: Should an extension not be enough time for the student to complete their work they have the option to make a mitigation claim. However, the student must remember that according to the University Academic Regulations:

'Mitigating circumstances are circumstances that are outside a student's control which may have a negative impact on a student's ability to undertake or complete any assessment so as to cast doubt on the validity of the assessment as a measure of the student's achievement.'

Any claim that does not fulfil these criteria will not be classed as mitigation and rejected.

Your completed claim along with the evidence must be emailed to:

mitigationapplications@uwl.ac.uk

You will need to provide evidence of the circumstances and the effect on you e.g. a completed medical form and/ or official third party information. A letter from a friend or family member will **not** be adequate evidence. You are unlikely to get an extension for computer/printer problems, uncertified illness, or holidays.

Mitigating Circumstances for exams/tests

If you have experienced a sudden or unforeseen event and as a result are unable to attend a test/exam you need to inform the programme leader immediately njuntai@nescot.ac.uk. You must supply evidence of your situation e.g. a completed medical form and/or official third party information. A letter from a friend or family member will **not** be adequate evidence. **Please note: by attending an exam/test you are deemed to be declaring yourself fit and able and assessment boards will not normally consider mitigating circumstances for exams and tests you have attended.**

Reassessment

In the event of failure, students may be set additional assessments, including resitting examinations in order to recover the failure. Such assessments will be completed as soon as possible after the Programme Assessment Board Meeting. **Students must make themselves available at resit times and are strongly advised not to book holidays in this period. Special arrangements cannot be made for students who do not attend resit examinations.**

Force Majeure

Nescot will endeavour to provide the onsite teaching delivery to students set out in the prospectus and course handbook. However, in the event of national or localised Coronavirus (or other virus) that results in Government guidance or an instruction for colleges to lockdown teaching delivery will convert to virtual and online methods. These circumstances may also require the college to teach you using a blended learning approach which can mean reduced onsite teaching delivery combined with more virtual and online teaching. Teachers and tutors will keep you fully informed of teaching arrangements. Nescot has excellent online resources for you to use and will fully support you. The quality of your education will not be negatively impacted. Your health, safety and wellbeing will be our priority.

Academic misconduct

Plagiarism, collusion and cheating (academic misconduct) are taken very seriously by Nescot and the University. Plagiarism is presenting the work of another as your own without proper acknowledgement. This applies to written material, music, art and design works, images, drawings, diagrams, data, computer programmes, ideas and inventions. This can also include unpublished work, including the work of other students and group work; irrespective of whether this was intended

Your responsibility to avoid plagiarism and academic misconduct

It is very important to avoid plagiarism in University level work so the University has written a guide to help you understand what it is and give advice on how to avoid it. Plagiarism is dealt with strictly at University so you should make yourself aware of the issues surrounding it and avoid it.

Learn more about plagiarism at:

<https://www.uwl.ac.uk/students/current-students/advice-students-plagiarism>

FAIRNESS IN ASSESSMENT

Marking and moderation

Each module is led by the module leader who is responsible for ensuring that the validated module study guide is updated and reviewed on a regular basis, to ensure currency in terms of academic and practice-based changes. This includes the updating of reading lists and core texts.

Learner's work is marked by academic staff. A second member of staff will also independently moderate the marking to ensure that it is fair and that marks accurately reflect the marking criteria and expected standard. A final moderation takes place by the external examiners at the end of the academic year, prior to the exam board.

The role of the external examiner

An External Examiner has been appointed by the University. This appointment ensures that an independent, expert review of the assessment process across all three academic levels can occur and will provide valuable feedback for the on-going development of the course. All submissions will be available to the external examiner and it is probable that a sample of work comprising scripts below 40% and one script from each of the subsequent 10% mark bands will also be sampled, including the highest marked script. External Examiners are invited to attend all assessment boards and are expected to attend at least one per year. If they are unable to attend, they send in a report and have the agreed results sent to them for signing off. External Examiners are asked to comment on the comparability of standards to other higher education institutions, the range and type of assessments on the course, the quality of feedback to students and on the fairness of marking. If an external examiner raises an issue, an internal marker will reconsider the students' work. They are also invited to consider changes to modules as part of a revalidation process.

Assessment Boards

The schedule of Assessment Boards will be organised by the Academic Partnership Link Tutor. Module Assessment Boards ensure that all assessments have been marked according to University requirements and that appropriate procedures have been followed. Module external examiners oral and written reports comment on all issues relating to maintenance of standards, relevant benchmarks and compliance with procedures. Module external examiners are an essential quality mechanism in this higher education process which establishes the final grades for students on individual modules. The module leaders incorporate recommendations made by the external examiner, in the action plan for the following academic year.

The Student Progression and Award Board considers the progress and credit position of each student in terms of each award. This provides an opportunity for students to be identified who are making poor or limited progress towards the achievement of their chosen qualification. Appropriate advice and guidance can then be put in place. The Progression and Award Board also confirms the final award and, when appropriate, any interim award.

Module Evaluation

Towards the end of each module, you will be asked to complete an evaluation. This is a very important activity as it helps your module and course leaders develop and enhance your course. Time should be given in a taught session for you to complete this quickly and easily. Please make sure you complete all the evaluations as requested and take advantage of the opportunity to feedback constructively on your experience of the modules. The academic health of the course is assured through module and course review mechanisms. Module leaders and the course leader report annually on the delivery of the modules and the course.

Your Degree

The tables below show the order of the modules in Year 1 and Year 2.

There is only one pathway through the course. The Year 1 course modules must be successfully completed before entry to Year 2. All modules are core. You must be currently working or on placement in a healthcare setting to enable completion of the work-based learning modules.

Year 1 Level 4				
Semester 1			Semester 2	
SEARCH for Health (10 credits)	Using Evidence in Health and Social Care (10 credits)	Child Development (20 credits)	Children and Young People: Policy and Practice (20 credits)	Play and Recreation (20 credits)
Reflective Skills and Practice Assessment (40 credits)				

Year 2 Level 5			
Semester 1		Semester 2	
The Child, Family and Society (20 credits)	Health in Children and Young People (20 credits)	Enhancing Resilience in Children and Young People (20 credits)	Children and Young People: Leadership and Management (20 credits)
Investigating Resources and Practice Assessment (40 credits)			

Teaching and Learning Data		
Percentage of students' study time:	Level 4	Level 5
Scheduled teaching & learning time	21 %	21 %
Guided independent study time	79%	79%
Time on placement	0%	0%

Assessment		
Percentage of final marks assessed by:	Level 4	Level 5
Exam	4%	0%
Coursework	80%	84%
Practical	16%	16%

Higher Education Achievement Report (HEAR)

The Higher Education Achievement Report (HEAR) is an electronic record of a learner's achievement verified by the University. In addition to including information about your academic achievements, the HEAR also documents other non-academic achievements and activities completed during your course which you can update yourself. For example, you might want to record that you have been a course representative, or any prizes that you have been awarded by the University. These reports can be made available to potential employers and future academic institutions to support employability and further study.

Resources

Each Module Study Guide provides you with information on the resources required for each module.

Learning Resources Centre (LRC)

The LRC is an excellent place to study, work on assignments and carry out research. During term-time the LRC is open Monday to Thursday from 08:30 to 19:00 every day and on a Friday from 08:30 to 17:00. During college vacations the LRC is open Monday to Friday from 09:00 to 16:00.

The LRC offers a comprehensive collection of print and e-books, online journal collections and databases and other resources including video streaming. Links to subject specific online resources can be found on the LRC Online Portal – <https://ipac.nescot.ac.uk>. You will be able to access online resources 24/7 by using OpenAthens accounts which will set-up when you start your course.

The LRC has a collection of 16,000 printed books covering all taught subjects. There also a collection of DVDs. You may borrow up to ten items at any one time. Books can be borrowed for up to three weeks. Copies of titles in high demand are available in shorter loan lengths either for 7 days or 24 hours. Most items may be renewed or reserved. If an item that you need is not in stock you may request it to be purchased or borrowed from another library.

The LRC features both a Welcome desk and a Help Desk. LRC staff based at either desk will assist with enquiries and will support you to use computers and printers.

The Academic Librarian and Head of Learning Resources work closely with your lecturers and will understand the research requirements for your projects and are there to assist you.

When you start at College, you will attend an Information Literacy Skills Programme in the LRC. This programme has been created to provide you with the skills that you need to search for information in the LRC Online Portal, including the library catalogue and journal databases. The programme covers how to avoid plagiarism and how to reference correctly.

Study Skills Workshops will be delivered throughout the academic year. In addition you can book one-to-one support with the Academic Librarian or Higher Education Learning Support Tutor

There are 220 study spaces in the LRC, and these are separated into areas for group, individual and silent study. There is also an Adult and HE Study Room that offers PCs and study spaces.

There are 100 PCs and 10 laptops available. All PCs and laptops are equipped with Windows 10, Microsoft Office 2016 and Adobe CC, which includes Photoshop 2015 and are connected to printers, with colour and black and white printing and photocopying available. Wi-Fi is available across the entire campus so you can use your own laptops and mobile devices.

The LRC is fully accessible. There are 2 adjustable desks for use with wheelchairs, a disabled toilet, document magnifiers. Read and Write Gold and other software to assist with dyslexia is available throughout the college. Many e-books come with accessibility settings and some e-journal articles have audio accompaniment.

Student/Apprentice Responsibilities

Attendance and punctuality

Students/apprentices are required to attend all classes on time and to take responsibility for their own learning. Attendance at classes is known to be a contributing factor to achievement and exemplary attendance is one of the professional behaviours which the College expects of all students in order to demonstrate their readiness for employment. In addition, as learning is a shared group experience all students are expected to play their part in the group in promoting a collective understanding and developing interpersonal and team skills. **Nescot expects 90% attendance rate from all students**

Notification of absence

If you are planning to be absent, please contact the programme coordinator or other agreed member of staff prior to the time of your absence. If you are unexpectedly absent, please notify the agreed member of staff as soon as possible.

Support

At Nescot we welcome students from a wide range of backgrounds, with a wide range of skills, experience and abilities. We encourage you to let us know about your disability and/or support needs.

There are different ways Learning Support Staff can support students/apprentices: one-to-one support, group sessions, workshops and personal care. Please discuss any support you need with your programme coordinator or contact the Student Support Services directly. This team comprises of friendly specialist staff who are here to help you get the most possible from your time at Nescot.

The following services are provided:

Advice and Guidance

- For information, advice and guidance about courses and progression routes including careers or apprenticeships
- The College has a designated specialist HE support tutor who is able to support applications for DSA as well as provide study assistance whilst you are at Nescot.

Student Finance

- If you need help towards your college costs, please come and talk to us about the schemes available to you. We can also support you in dealing with financial or welfare emergencies and with immigration or visa issues. You can find us in LRC (L13a)

Looked After Students and Carers

- If you are in care or are a carer and are having trouble managing, we work with Social Services and other agencies to help support you while you study. Special funds and bursaries may be available.

Medical Centre

- The College Nurse, Counsellor are all based in the Medical Centre. First Aid, and Family Planning services are available.

The Specialist Support Tutors

- These tutors help with exam access arrangements and some 1:1 learning support are based in L109 in the Skills ~Zone adjacent to the English and Maths teams.

Security Staff

- Security Staff are on site to keep you safe. They will get to know you and are here to help. If you are concerned about something or someone, just let them know. They also make sure that only valid people can access our site, so please remember to bring your student ID with you each day. Security staff can be located in RS3/4

Useful Contact Names and Numbers

Sharon Greenwood	Student Finance Manager	020 8394 3033	sgreenwood@nescot.ac.uk
Jacqui Kavanagh	Student Finance Advisor	020 8394 3186	jkavanagh@nescot.ac.uk

Health & Safety

(updated for 20-21)

You have a duty of care to ensure that whilst on the premises you conduct yourself in a manner which is safe to yourself, other students and to staff. If you see something which you consider to be a hazard to health you have a duty of care to report the matter to your Programme Coordinator/Leader. Risk assessments will be in place for all activities that you will be undertaking as part of your course.

If you have an accident whilst on College premises please ensure you report this to your tutor so that an accident report can be completed. The College Nurse or a first aider will be able to provide treatment if required.

During the Covid-19 Pandemic it is especially important that you ensure that you comply with all the health and safety measures that are implemented. Continue to maintain good hygiene procedures and social distancing while on College premises.

Fire Safety (updated for 20-21)

If you hear the fire alarm, which is a continuous sounding alarm, immediately leave the building by the nearest exit and go to the nearest assembly point.

If you discover a fire sound the alarm by activating the nearest red call point and then leave the building by the nearest exit. During the Covid-19 Pandemic there will not be a practice fire evacuation, however, you will receive instruction during induction of action to take and the location of your Assembly Point.

Please note that the alarms will be tested on Friday afternoons.

Pregnancy

You must inform your Course Director or Personal Tutor immediately so that a risk assessment can be carried out if you are pregnant, have given birth within the previous six months or are breast-feeding.

Lockdown – Run, Hide, Tell

If you hear an intermittent sounding alarm you must follow the principles of RUN, HIDE, TELL. Get to a safe place and stay there until you are given the all clear by a member of staff or the Emergency Services.

Please note that the alarms will be tested on Friday afternoons from 1600 hours onwards.

Personal and academic tutorial support

Nescot is committed to providing tutorial support for all learners. The aim of the tutorial is to support you to pass your programme, to provide an opportunity for you to comment on how things are going at College and help you progress to the next step in your education or career. You will be entitled to a one-to-one tutorial each term where your progress will be discussed. If you feel you need more support, please ask your programme coordinator or contact Student Support Services directly.

At Nescot we welcome students from a wide range of backgrounds, with a wide range of skills, experience and abilities. We encourage you to let us know about your disability and/or support needs.

There are different ways Learning Support Staff can support students: one-to-one support, group sessions, workshops and personal care. Please discuss any support you need with your programme coordinator or contact the Student Support Services directly. This team

comprises of friendly specialist staff who are here to help you get the most possible from your time at Nescot.

The Specialist Support Tutors

- These tutors help with exam access arrangements and some 1:1 learning support are based in L109 in the Skills ~Zone adjacent to the English and Maths teams.

Induction

The course commences with an induction programme that aims to familiarise students with each other, the course requirements, the college environment, policies and practices and academic writing conventions. Within induction there will be opportunities for students to meet the course team, their tutor and college support staff. This will enable early identification of support needs.

Tutorials

Nescot is committed to providing tutorial support for all learners. The aim of the tutorial is to support students to pass the programme, to provide an opportunity for comment on how things are going at College and help progress to the next step in education or a career. Students will be entitled to a one-to-one tutorial each semester where progress will be discussed, in addition, weekly tutorials are available. If students feel the need for more support, they can ask the programme coordinator or contact Student Support Services directly.

Personal development planning (PDP)

Personal Development Planning (PDP) is a process that enhances and supports you in reviewing, building and reflecting on your personal and educational development. The PDP is undertaken during tutorials or may form part of an accredited unit. The process encourages structured reflection of achievement to date, clear identification of future goals and planning the steps along the way. By planning, developing and reviewing your personal and academic goals, the PDP process will help you to:

- be clear about what you have learnt, what you can do and how you can communicate this effectively to others.
- identify areas for development (anything from academic referencing to giving a presentation).
- identify resources and support needed to develop specific skills.
- increase your effectiveness and confidence as a student and a graduate.
- improve your general transferable skills for study and career management.
- bring together your academic and non academic experience and achievements (jobs, sport, leisure, volunteering, representative roles etc).
- prepare CVs and applications.

- get more from your course.

The process aims to enhance the general relevance and application of the skills, knowledge and achievements gained at Nescot. By recognising your personal development and through consciously setting out specific targets and goals, you will enhance your educational and career prospects.

Getting Involved

Course representatives

Learners are encouraged to take an active role in the course and there are several opportunities for students/apprentices to provide their feedback on the running of the course. One or more student Course Representatives will be required for each year group, and these students provide a means through which the student body can communicate with staff. Course representatives undertake a range of activities including attendance at various School and Faculty meetings and participation in the Early Module Feedback process. All CRs must complete a training programme to equip themselves with the skills to successfully participate in these activities, and it is useful experience which can be added to your CV.

Early Module Feedback

Early Module Feedback is used to identify any issues students are experiencing in the classroom. Course representatives are expected to participate in the collection of the Early Module Feedback by collecting student feedback in designated modules. This information will then be passed on to the module leader.

Nescot Surveys: Learner feedback

Survey results are used to improve the quality of provision, these usually occur twice each year, generally early in the academic year and again towards the middle of the academic year. Your feedback is important to us and helps us continually improve the student experience. In addition to online surveys, we will also meet with you throughout the year as set out below to discuss your course face to face.

National student survey (NSS)

The National Student Survey (NSS) is a census of students in their final year of a course leading to undergraduate credits or qualifications across the UK. The survey is managed externally by a market research company and learners are selected for inclusion in the survey by the market research company. Student feedback from this is used to compile year on year comparative data that is Published on <http://www.Unistats.com> where prospective students and their advisors can use the results to help make informed choices of where and what to study. The information is also used by the College to enhance the student learning experience at Nescot.

Destination survey

Completed at the end of your programme and shows graduate intended progression routes to employment or education.

Staff Student Consultative Committee (SSCC)

The responsibility for the day-to-day monitoring and evaluation of the course rests with the programme co-ordinator under the guidance and direction of the Head of Department. The programme coordinator will arrange formal meetings (one per semester) which will provide a forum for regular review and assessment of the quality of a programme. Each SSCC meeting will include a student representative whose role is to present the views of their **peers on the programme and feedback to their peers after the meeting.**

HE Student Council

Nominated student representative from each programme meet formally as a group with senior management to discuss matters related to higher education. This structured forum enables students to propose and debate developments on their course and the wider College, identify and discuss matters that relate to the support for learning, share ideas and inform decision making

How can we work together?

We welcome feedback about your experience whilst on the course and you can approach your tutor informally at any time. You will be expected to provide formal feedback in the form of induction and on-programme surveys, mid-module reviews as well as end of module reviews. In addition, we will gather feedback via Staff Student Consultative Committees, Boards of Study and the HE Student Council.

How do I raise an issue?

If you have an issue with your course or a particular module, you should speak to your personal tutor, Module Leader or Course Leader in the first instance. You could also speak to your Course Representative who will be able to raise it at a Course Committee which takes place twice a year. It is important that you raise matters as soon as possible so that they can be resolved.

If you are unable to resolve an issue informally you should use the Complaints Procedure which is outlined in the Student Handbook

<http://www.uwl.ac.uk/students/current-students/student-handbook>.

You are also encouraged to contact the Student's Union. The University aims to ensure that most issues are resolved informally but the Complaints Procedure is there to help you resolve issues if this is not the case.

How to contact us:

Programme Leader

The Programme Leader, Norma Jun-Tai has overall responsibility for the organisation and administration of the course. The programme leader and the rest of the course team are based in N213 in the North wing building.

Module leaders

Every module has a Module Leader, who is responsible for the overall management and operation of the module. He/she/they will be a member of the academic staff and will normally be a member of the teaching team for that module. All academic matters relating to a particular module should be referred to the Module Leader or another member of staff teaching on that module. The Module Leader's details can be found in the module information on Weblearn.

Personal Tutor

Your Personal Tutor is responsible for monitoring your academic progress through your course. He/she will provide advice and counselling on academic and personal matters and will write references for you when necessary, provided your self-reflection log is provided and up to date. Your Personal Tutor will normally remain with you throughout your degree and will get to know you very well. You should ensure that you see your Personal Tutor on a regular basis.

Your responsibility to stay in touch

1. You need to regularly check your Nescot College emails and the Nescot Weblearn Site.
2. Ensure that you frequently visit Weblearn to see all your modules. Any announcements/room change for modules will normally be displayed within Weblearn or via email.

Changes that might affect your course

Core Module Availability

The College will always endeavour to ensure that all core course modules are delivered as advertised. In very exceptional circumstances core modules may not be able to be offered, when this does occur it is usually for the following reasons:

- staff availability (a member of staff with the appropriate expertise is suddenly unavailable because of sickness);
- the unforeseen unavailability of specialist resources or equipment required for the delivery of the module;
- other events outside the control of the College that cannot be predicted (e.g. fire, flood etc.).

Where this is the case a replacement module will be produced that continues to meet the programme learning outcomes.

Module and Course changes

The University encourages a culture of continuous enhancement which means that changes are made to the curriculum content, learning, teaching and assessment of courses and modules every year in order to improve the course and the student experience. These changes are usually as a result of:

- staff and student feedback;
- feedback from external examiners;
- professional, statutory and regulatory body requirements;
- contemporary research and practice in the field;
- feedback from employers or in response to industry requirements.

These changes will usually be discussed at the Staff Student Consultative Committee and the Board of Study for your course. Both these committees have student membership to ensure student consultation. The changes are then considered and approved by the faculty Quality Assurance Committee and published in the module and course guides for the following academic year.

Students/Apprentices interrupting courses

If you decide to interrupt your study and take a temporary break with the intention of returning to your course at a later date, you should be aware that the course on which you were originally registered, may be subject to change. This may include changes to:

- the curriculum content
- teaching, learning and assessment methods
- the staff who teach on the course
- the availability of option modules
- the title
- learning resources

Please also review [NESCOT's Withdrawal and Interruption of Study Procedure for HE Students](#) on the College's website.

Students wishing to take a break from their studies should seek guidance before doing so to ensure that they continue to be within their maximum registration period and that there are no Professional, Regulatory or Statutory Body regulations that prohibit interruptions.

Parking at NESCOT

If you are going to drive your car or motor bike / moped to college, you must register your vehicle with our security staff. They will require you to display a Nescot Student Sticker in your car. You will be given the following terms and conditions to follow:

- a) Have a valid tax, insurance and MOT certificate for your vehicle and be authorised to drive it.
- b) Display your Vehicle Sticker in your windscreen at all times (motorbikes must have their details registered but are not required to display a sticker).
- c) Drive carefully and considerately, observing all directional signage and speed limits at all times.
- d) Do not park your vehicle anywhere that could cause obstruction to other car park users whether this be by blocking the entrance/exit or by causing an obstruction inside the car park.
- e) Do not park in any bays marked up for specific use, for example visitor parking.
- f) Do not park in the disabled bays unless you have permission to do so.
- g) Only park in the student car park. You are not permitted to park in any other area of the Campus.
- h) Only have permission to park in the student car park when attending the College.
- i) Vehicles and their contents are left entirely at the owner's risk. NESCOT do not accept responsibility whatsoever for any loss or damage to vehicles or their contents.

Failure to display a Nescot car park sticker will result in your vehicle being ticketed.

Level 4 FdA Healthcare Play Specialism Delivery Plan September 2020 - 2021

Module Code	Module Title	Module Assessor	Module Delivery/Date	Formative Assessment & Date	Summative Assessment & Date	Weighting	Internal Moderation	Provisional feedback to students
	Induction		8/9/20					
CH4FD360 40 credits	Reflective Skills and Practice Assessment	Norma Jun-Tai	15/9/20 22/9/20 29/9/20 6/10/20 2/2/21* 18/5/21 25/5/21	Learning Contracts Mid-point review 2/2/21	Evaluative report 1/6/21 (23.59) PAH 25/5/21	100%	Julie McLarnon	23/6/21
CH4FD310 10 credits	SEARCH for Health	Norma Jun-Tai	13/10/20 20/10/20 3/11/20 10/11/20 17/11/20	Online course	Multiple choice exam 17/11/20 Database Evaluation and Bibliography 17/11/20	50% 50%	Julie McLarnon	9/12/20
CH4FD320 10 credits	Using Evidence in Health and Social Care	Norma Jun-Tai	13/10/20 20/10/20 3/11/20 10/11/20 17/11/20 24/11/20	Critical Incident Report	Reflective Report 30/11/20 (23.59)	100%	Julie McLarnon	12/1/21
CH4FD340 20 credits	Child Development	Julie McLarnon	1/12/20 8/12/20 5/1/21 12/1/21 19/1/21 26/1/21	Portfolio of observations	Essay 1/2/21 (23.59)	100%	Norma Jun-Tai	2/3/21
CH4FD350 20 credits	Play and Recreation	Julie McLarnon	2/2/21 9/2/21 23/2/21 2/3/21 9/3/21 16/3/21	Portfolio of play plans	Report 22/3/21 (23.59)	100%	Norma Jun-Tai	27/4/21

CH4FD330 20 credits	Children and Young People: Policy and Practice	Julie McLarnon	23/3/21 30/3/21 20/4/21 27/4/21 4/5/21 11/5/21		Essay 17/5/21 (23.59)	100%	Norma Jun-Tai	8/6/21
------------------------	---------------------------------------------------	----------------	---------------------------------------------------------------	--	---------------------------------	------	---------------	--------

Level 5 FdA Healthcare Play Specialism Delivery Plan Sept 2020-21

Module Code	Module Title	Module Assessor	Module Delivery/Date	Formative Assessment & Date	Summative Assessment & Date	Weighting	Internal Moderation	Provisional feedback to students
	Induction		17/9/20					
CH5FD300	Investigating Resources and PAH	Norma Jun-Tai	17/9/20 24/9/20 1/10/20 8/10/20 15/10/20 22/10/20 20/5/21 27/5/21	Report plan sign off 28/1/21 mid-point review	4/11/20 (23.59) Summative Report 27/5/21 Completed PAH	100%	Julie McLarnon	26/11/20 23/6/21
CH5FD260	Child, Family and Society	Norma Jun-Tai	5/11/20 12/11/20 19/11/20 26/11/20 3/12/20 10/12/20		6/1/21 (23.59) Essay	100%	Julie McLarnon	28/1/21
CH5FD270	Health in Children and Young People	Norma Jun-Tai	7/1/21 14/1/21 21/1/21 28/1/21 4/2/21 11/2/21	Formative review of literature	24/2/21 (23.59) Report	100%	Julie McLarnon	17/3/21
CH5FD290	Children and Young People: Leadership and Management	Julie McLarnon	25/2/21 4/3/21 11/3/21 18/3/21 25/3/21 1/4/21	Formative presentation	21/4/21 (23.59) Report	100%	Norma Jun-Tai	11/5/21

CH5FD280	Enhancing Resilience in Children and Young People	Julie McLarnon	22/4/21 29/4/21 6/5/21 13/5/21 20/5/21 27/5/21	Formative review of article	2/6/21 (23.59) Article for publication	100%	Norma Jun-Tai	23/6/21
----------	---------------------------------------------------	----------------	-----------------------------------------------------------------------------	-----------------------------	-------------------------------------------	------	---------------	---------