



THE DISTANCE LEARNING CENTRE

ACCESS TO HIGHER
EDUCATION

Student Handbook
2009-2010

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GENERAL INFORMATION

This handbook covers all the career/pathway choices shown on the website at <http://www.distancelearningcentre.com/courses.htm>

What is the Distance Learning Centre?

The Distance Learning Centre is a small friendly Company of teachers and lecturers who aim to help people who would like to extend their education, but for some reason cannot, or would rather not, attend formal classes in a traditional college.

What is an Access To Higher Education Diploma?

This is a nationally recognised course which is accredited by the Open College Network North West Region (OCNNWR). Registration number QAA/0176/00180 The Access Course is for people who would like to enter Higher Education to study social sciences, social work, health related courses including nursing degrees, or enter teacher training*. Our Access Diploma is designed to form a number of pathways which are shown on the web site such as Access to Higher Education Nursing, Midwifery and Health Professions. This means that on completion of your study you will receive an Access Diploma with the title *Access to Higher Education Diploma (your pathway)* and you will have studied the modules which fit with your career choice.

* You will need to have GCSEs at grade C or above in English, Maths and a Science, as well as an Access course and a CRB check to gain entry onto a teaching degree. Please see <http://www.crb.gov.uk/> for information on how to gain a CRB check.

What is the OCNNWR?

The Greater Manchester Open College Network was established in 1981 and is a federation of institutions throughout the Greater Manchester, Cheshire and North West Derbyshire regions for the provision of education, training and learning opportunities. It has now merged with the Liverpool OCN to become OCNNWR. OCNNWR is also a member of the National Open College Network that is an authorised validating agency by the QAA. This means that any Access Course it validates must conform to a national quality framework to achieve accreditation. Courses so validated are acceptable to Higher Education institutions throughout the UK.

How are the courses organised?

With the Distance Learning Centre you can work at home at your own pace, whilst still having the benefits of your own personal tutor who has time to deal with your own individual problems and concerns. The course is designed to meet all your needs to study at a level that is comparable to A-Level. However, you will be asked to buy a simple statistics book. You may also find it an advantage to invest in one of the general psychology texts and a biology text that are available at most good book shops. Suggested titles will be given to you in the Modules.

Each student enrolling with the Centre on Level 2 is allocated a personal tutor who can be contacted both by phone, email and letter (times for telephoning are mutually arranged between both you and your tutor, and can be either weekly or at longer intervals depending upon the support you require). Your tutor will make initial e-mail contact once you have **completed** the enrolment processes and **started** the induction process. **You tutor will make personal contact with you when your first payment has been received by the DLC.**

If you have sufficient Level 2 qualifications, you will commence Level 3 after going through the same enrolment and induction process.

Progressing from Level 2 to Level 3

Once you have completed your Level 2 work and your tutor has sent you your final mark sheet, you will be allocated a Level 3 tutor. Your Level 2 tutor will give you the contact details for your Level 3 tutor and the next code.

All tutors working for the Centre have Bachelor degrees and are qualified teachers where appropriate, who have experience both in the specific subject area you have decided to study, and also, in tutoring adults.

The course is studied through Modules and are available via the Website. All you need to do is contact your tutor for the password when you are ready to receive the next Module. Finally, there are tutor-assessed questions that you send to your tutor to be marked and commented upon. These are available on the Website.

THE STUDENT GUIDE TO ACCESS TO HIGHER EDUCATION

Introduction

All the course materials and assessments have been designed by the Distance Learning Centre, though the syllabus is nationwide and was provided by our awarding body OCNWR. On enrolment you will find that all learning materials will be provided by the Distance Learning Centre who will also act as internal moderators for the course. They will provide you with a personal tutor. This means you will be able to study at home at your own pace on modules which will help you gain access to the career path you have chosen. Fees for tutoring are paid monthly by you to cover this. OCNWR are responsible for external verification and the issuing of certificates. An examination/moderation fee is payable by you when the DLC applies for your certificates at the end of the course. A registration and enrolment fee is paid at the start of the course. The fees are reviewed by OCNWR annually, and therefore how much you will pay for certification will depend on the year in which you finish.

Aims of the course

This Access to Higher Education Diploma has been designed for the more mature student to study at home, with personal tutor support via telephone or the internet/email. On enrolment, you will be allocated a personal tutor who will arrange a suitable contact day and time with you (if you want telephone contact). The tutor's responsibility is to help you with any course related problems you might have.

The course is an accredited Access Course, which means that the Access Diploma is a nationally recognised qualification that allows you to apply for a place to take a degree, nursing, or teaching qualification at a large number of Higher Education institutions in the United Kingdom. The standard is similar to A-Level, but unlike A-Level you do not receive specific single grades. Instead you accumulate credits. When you have gained 60 credits, of which at least 48 must be at Level 3 (A-Level standard), then you will be awarded the complete Diploma.

If you do not wish to take, or do not complete, the full course you can still be accredited for the Modules you do complete. The full course has been designed to take you approximately one year to study all of the Modules, although you can take longer if you wish.

This booklet provides complete details of the course and the Modules being offered. As you complete each Module all you need to do is contact your tutor for the password for the next Module.

Included in the pack are the assessment questions you are required to complete as evidence of learning. These are used by the Centre and the External Moderators to test that you have

completed the Module at a level of understanding that is compatible with the criteria laid out for the Open College at Level 2 or Level 3. If your work is of the accepted standard you will be recommended to be awarded the credits for that Module. All recommendations have to be verified by the External Moderator who is employed by OCNNWR.

Institutes of Higher Education like to see that students from access courses have had experience of traditional examinations. Therefore at least one of the assessments at Level 3 will be taken under examination conditions at home and invigilated by your referee. Your tutor will arrange this with you as the course progresses.

Course structure

The course comprises of specific pathways which are relevant to the degree you are aiming for, and depending on the pathway you choose, you will find that some of the Modules offered are compulsory. Each Module is split into a number of Units that all include self-assessment questions and activities. However, the Module is assessed by the completion of Tutor Assessments.

What choice is available?

Which ever pathway you choose there are five compulsory Modules: (1) English, (2) Communications, (3) Mathematics and (4) Research Methods (5) Information Technology. The Communications and Research Methods Units are assessed at Level 3, which is similar to A-Level standard. The English and Mathematics Units are assessed at Level 2, which are at the same level as a grade C at GCSE.

If you already have a GCSE at grade C or above gained less than 10 years ago you can ask to be accredited for prior learning and may not have to complete these Units. You will be able to take extra English and IT units at Level 3 instead of Level 2 if you wish. **However, you will need to send us a copy of your examination certificates to prove to both the Centre and OCNNWR that you have qualifications at this level.**

The difference in assessment and content level for these Modules exists for:

- a. People who have not been part of the educational system for some time and therefore need to brush up on their basic Mathematics and English skills.
- b. Those people who would like to enter Higher Education and do not have any Level 2 qualifications in Maths and English.
- c. Those who would like to raise their skills in English and IT.

The other Modules offered on the course cover a range of topics from the Natural and Social Sciences. To gain the full Access to Higher Education Course Diploma, you must successfully complete 60 credits. Your tutor will advise you on which Modules to take to fit with your chosen career pathway, alternatively you can look on the website for information on particular career routes. There is a diagram page 8 that illustrates the general course structure.

What do the credits mean?

Courses validated by the OCNNWR give you a qualification that is accepted by institutions of Higher Education throughout the country. These courses are designed to meet the requirements of the more mature learner rather than the traditional school leaver. Therefore, instead of taking A-Levels and GCSEs, students can accumulate credits that allow them to apply for a place in Higher Education. This course is accredited, which means that the Modules have met all the criteria necessary to show Higher Education establishments that you followed a course of study to the standard necessary to gain entry. Accreditation is therefore a guarantee that the quality of the product has met with QAA Standards.

What happens if there are changes in my circumstances and I cannot complete the course?

The course is designed to fit around you and is paid for monthly via your bank. If you feel that you need to put your course on hold then please contact your tutor explaining this and we can cancel your fee payments. If for any reason you leave the course, you will need to inform your tutor who will arrange for your payments to be cancelled.

If you do not feel that you will be able to complete the course but would like to be accredited for the work you have completed this can be arranged. In this situation you will have to pay OCNW the cost of Certification just as you would have if you completed the course.

Access to Higher Education Diploma (Nursing, Midwifery and Health Professions)**Course outline:**

Key Skills Modules: Part 1	Specialist Modules: Part 2	
<p><u>Compulsory Core</u></p> <p>A. English 6 credits at Level 2 or 6 credits at Level 3</p> <p>B. Communications 6 credits at Level 3</p> <p>C. Maths and Research Methods 6 credits at Level 2 (Maths) 6 credits at Level 3 (Research)</p> <p>D. Information Technology 3 credit at Level 2 or</p>	<p><u>Compulsory Core</u></p> <p>E. Human Biological Science 1</p>	<p><u>Optional Units</u></p> <p>1. Biological Health and Disease</p> <p>2. Adulthood Adolescence and Old Age</p> <p>3. Child Development and Welfare</p> <p>4. Psychopathology</p> <p>5. Social Conflict</p> <p>6. Social Interaction</p> <p>7. Human Biological Sciences2</p>
<p>Credits available from column 1</p> <p>Max number of credits for this Access Diploma 15 credits at Level 2 18 at Level 3</p>	<p>Credits available from column 2</p> <p>15 credits at Level 3</p>	<p>Credits available from column 3</p> <p>43 at Level 3</p> <p>All students must take 15 credits from this column see the website for more details http://www.distancelearningcentre.com/courses.htm</p>

Access to Higher Education Diploma (Psychology)**Course outline:**

Key Skills Modules Part 1	Specialist Modules Part 2	
<p><u>Compulsory Core</u></p> <p>A . English 6 credits at Level 2 or 6 credits at Level 3</p> <p>B. Communications 6 credits at Level 3</p> <p>C. Maths and Research Methods 6 credits at Level 2 (Maths) 6 credits at Level 3 (Research)</p> <p>D. Information Technology 3 credit at Level 2</p>	<p><u>Compulsory Core</u></p> <p>E. Human Biological Science 1</p>	<p><u>Optional Units</u></p> <p>1. Biological Health and Disease</p> <p>2. Adulthood Adolescence and Old Age</p> <p>3. Child Development and Welfare</p> <p>4. Psychopathology</p> <p>5. Social Conflict</p> <p>6. Social Interaction</p> <p>8. Cognitive Psychology</p> <p>9. Perspectives in Psychology</p>
<p>Credits available from column 1</p>	<p>Credits available from column 2</p> <p>15 credits at Level 3</p>	<p>Credits available from column 3</p> <p>36 at Level 3</p>
<p>Max number of credits for this Access Diploma 15 credits at Level 2 18 at Level 3</p>		<p>All students must take 15 credits from Psychology, see the website for more details http://www.distancelearningcentre.com/a2psychology.htm</p>

Access to Higher Education Diploma (Teaching Biological Science)
you must have English, Maths and a Science at GCSE grade C and above before you commence this course

Course outline:

Key Skills Modules Part 1	Specialist Modules Part 2	
<p><u>Compulsory core</u></p> <p>A . English 6 credits at Level 3</p> <p>B. Communications 6 credits at Level 3</p> <p>C. Research Methods 6 credits at Level 3</p> <p>D. Information Technology 3 credit at Level 2</p> <p>Credits available from column 1</p> <p>Max number of credits this diploma 3credits at Level 2 18 at Level 3</p>	<p><u>Compulsory core</u></p> <p>E. Human biological Science 1</p> <p>Credits available from column 2</p> <p>15 credits at Level 3</p>	<p><u>Optional Units</u></p> <p>10. Educational Theory</p> <p>11. Learning Difficulties</p> <p>12. Practical teaching Skills</p> <p>1. Biological Health and disease</p> <p>3. Child Development and Welfare</p> <p>5. Social Conflict</p> <p>6. Social Interaction</p> <p>7. Human Biological Sciences 2</p> <p>Credits available from column 3</p> <p>51 at Level 3</p> <p>All students must take 15 credits from Education (10,11,12), see the website for more details http://www.distancelearningcentre.com/a2teaching.htm</p>

Access to Higher Education Diploma (Social Work)**Course outline:**

Key Skills Modules Part 1	Specialist Modules Part 2	
<p><u>Compulsory core</u></p> <p>A . English 6 credits at Level 2 or 6 credits at Level 3</p> <p>B. Communications 6 credits at Level 3</p> <p>C. Maths and Research Methods 6 credits at Level 2 (Maths) 6 credits at Level 3 (Research)</p> <p>D. Information Technology 3 credit at Level 2</p>	<p><u>Compulsory core</u></p> <p>13. Issues in Social Work</p> <p>14. Practical Social Work</p>	<p><u>Optional Units</u></p> <p>1. Biological Health and Disease</p> <p>2. Adulthood Adolescence and Old Age</p> <p>3. Child Development and Welfare</p> <p>4. Psychopathology</p> <p>5. Social Conflict</p> <p>6. Social Interaction</p>
<p>Credits available from column 1</p> <p>Max number of credits for this Access Diploma 15 credits at Level 2 18 at Level 3</p>	<p>Credits available from column 2</p> <p>15 credits at Level 3</p>	<p>Credits available from column 3</p> <p>33 at Level 3</p> <p>All students must take 15 credits from this column, see the website for more details http://www.distancelearningcentre.com/a2socialwork.htm</p>

Access to Higher Education Diploma (Social Sciences)**Course outline:**

Key Skills Modules Part 1	Specialist Modules Part 2	
<p><u>Compulsory core</u></p> <p>A . English 6 credits at Level 2 or 6 credits at Level 3</p> <p>B. Communications 6 credits at Level 3</p> <p>C. Maths and Research Methods 6 credits at Level 2 (Maths) 6 credits at Level 3 (Research)</p> <p>D. Information Technology 3 credit at Level 2 or</p>		<p><u>Optional Units</u></p> <p>2. Adulthood Adolescence and Old Age</p> <p>3. Child Development and Welfare</p> <p>4. Psychopathology</p> <p>5. Social Conflict</p> <p>6. Social Interaction</p> <p>9. Perspectives in Psychology</p> <p>13. Issues in Social Work</p>
<p>Credits available from column 1</p> <p>Max number of credits for this Access Diploma 15 credits at Level 2 18 at Level 3</p>		<p>Credits available from column 3</p> <p>36 at Level 3</p> <p>All students must take 15 credits from Psychology, see the Web site for more details http://www.distancelearningcentre.com/a2other.htm</p>

THE MODULES

The course materials are set out in a style that is designed to help you. In the left hand column of each page are:

1. Places to make notes.
2. Activities for you to complete.
3. Self-assessment questions.
4. Things for you to think about.
5. Key words and definitions.
6. Space for you to write your own notes when necessary.

At the end of each Unit there is a bibliography of the references we have used in the Unit and the answers to the self-assessment questions. A more general book list is provided for students who wish to engage in further reading. An example of how the course material looks is shown below:



SAQ 2.

Can you think of any ethical dilemmas you would encounter being horrid to your participants?



SAQ 3.

- a. Which model investigates what is occurring within the person?
- b. Which models origins is from physics?
- c. Which model is interested in the interaction between the person and the environment?

Key words



Transactional theory is based on the idea that the way we see the world is dependent on the interaction between what we expect to happen and our knowledge of whether certain events actually occur.

6. MODELS OF STRESS

Tom Cox (1975) identified 3 models of stress around which much research has revolved.

1. Engineering Model

This model is concerned with the cause of stress, and develops the idea that external stress gives rise to a stress reaction (STRAIN) within the individual. Stress is located in the stimulus (i.e. the environment, it is what happens to the individual). If you studied physics, you may remember Hooke's Law of Elasticity which investigates how loads produce distortion in models. Up to a point stress can be tolerated, and moderate levels can even be beneficial, it helps to keep us alert. However, when stress becomes intolerable (when we are stretched beyond our limits of elasticity, it becomes harmful). In other words it is A Straw-that-broke-the-camel's-back@ syndrome

2. Psychological or Stimulus response Model

This model is concerned with the reaction to stress, i.e. the trigger is happening within the person - the response. It investigates the biological changes that occur in the person. Look later at Selye's General Adaptation Syndrome in Unit 2.

3. The Transactional or Interactional Model

This is concerned with coping with stress and is a combination of models (1) and (2). It sees stress arising from an interaction between people and environment. When an imbalance exists between a person's perception of the demands being exerted by the situation and their ability to meet the demands; stress results.

PART 1. COMPULSORY CORE MODULES

MODULE A: ENGLISH

The English and Communication Module is split into Level 2 and 3 areas.

Level 2 English

UNIT OVERVIEW

The contents of these Units are designed to meet the needs of those students who have not gained an initial qualification in English, covering such skills as writing, comprehension and précis.

English Level 2 consists of the following Units:

1. The use of English grammar in writing.
2. Précis, what they are and how to use them.
3. Comprehension, and the understanding of differing literary styles.
4. Writing, paragraphs and vocabulary.
5. Creative Writing.

English at Level 3 consists of the following Units:

1. Essay Writing
2. Report Writing

ASSESSMENTS

The English Units are examined by tutor-assessed assignments on each section of the Module.

MODULE B: LEVEL 3 COMMUNICATIONS

UNIT OVERVIEW

The Communications Units are designed to help the student learn to communicate by writing in various ways including scientific reports, essays, CVs and application forms.

Communications Level 3 consists of the following Units:

1. Letters of application, CV and application forms.
2. UCAS forms, how to apply to Higher Education.
3. How to complete the form and where to gain further guidance.

ASSESSMENTS

The communication skills are assessed through the production of a CV and letter of application, and an essay.

MODULE C: MATHEMATICS AND RESEARCH METHODS

Level 2 Mathematics

UNIT OVERVIEW

The Mathematics Units contains various aspects of the use of number including fractions, decimals and percentages. It also is designed to give the student an introduction to algebra, graphs and tables, and simple statistics.

These Units are designed to help people who have not used mathematics for a number of years and thus may have forgotten the basic methods for dealing with numbers.

Mathematics Level 2 consists of the following Units:

1. Dealing with numbers.
2. Fractions.
3. Decimals and Percentages.
4. Graphs and Tables.
5. Statistics.
6. Algebra and Volume.

You are also able to take extra maths modules should your HEI request them.

Level 3 Research Methods

UNIT OVERVIEW

The main body of the work at Level 3 deals in depth with both quantitative and qualitative methods and their alternatives, plus an evaluation of the different methods.

Below is a detailed list of the content of the Unit on quantitative and qualitative methods of investigation.

This Unit does not contain descriptions of the calculation of the statistical tests, but is designed to explain why and when they are used. Students will be advised to buy a simple statistics book to help them complete any necessary calculations.

LIST OF TOPICS IN STATISTICS AND RESEARCH METHODS

1. Why do social scientists do research?
2. Methods used in social and psychological research.
3. Analysis of data.
4. Statistical tests.

MODULE D: INFORMATION TECHNOLOGY

UNIT OVERVIEW

This Unit covers the basic Information Technology skills required by the prospective HE student including communicating via email. It is aimed at the increasing number of students who contact their tutor via email and its purpose is to give students the background knowledge and skills required to prepare, input, process and present data using a personal computer and to understand the benefits of working in this way.

PART 2. SPECIALIST MODULES

MODULE E: HUMAN BIOLOGICAL SYSTEMS

UNIT OVERVIEW

This Unit provides an introduction to the principles of human biological systems. It will allow students to identify the relevance of genetics to the theories of natural and artificial selection. It will also develop the student's understanding of the structure and function of human systems. The Unit also covers the principles of classification that includes organisms other than humans.

1. Biological Fundamentals.
2. Coordination and Control.
3. The Senses.
4. The Kidneys, Homeostasis and the Endocrine system.
5. Diet and Digestion.
6. Identification and classification of organisms to kingdom level and down to order level in animals and plants.
7. Gas Exchange and Transport.
8. The Organisation of the Body.
9. Pathogens and Disease.

MODULE 1: BIOLOGICAL HEALTH AND DISEASE

UNIT OVERVIEW

The Units in this Module look at the causes, development, and consequences psychologically related to illnesses in both industry and everyday life. They look at some of the ways that stress may be reduced and strategies for coping with stressful situations.

The Module on stress and management consists of the following Units:

- a. Bodily mechanisms underlying stress and distress.
- b. Interactions of individuals with stress.
- c. The role of learning in the stress response.
- d. Sources of stress in the environment especially at work.
- e. Long term effects of stress. Stress related illnesses.
- f. The biological origins of stress.
- g. Coping with stress - stress reduction.
- h. Discussion and evaluation of different approaches to stress.

MODULE 2: ADULTHOOD/ADOLESCENCE AND OLD AGE

UNIT OVERVIEW

The Units in this Module are based on the individuals status passages (e.g. no longer being a child, getting married, having children etc.) the individual experiences during adolescence, adulthood and old age. It concentrates on the physical, social and psychological consequences of the continuation of human development throughout life.

The Module on adulthood, adolescence and old age consists of the following Units:

- a. Emotional and social development in adolescence.
- b. Physical and psychological changes, for example the ageing process and adjustments to be made.
- c. Self concept development.

- d. Problems of adolescence e.g. anorexia and bulimia.
- e. Delinquency.
- f. Critical life events such as marriage, parenting, bereavement.

MODULE 3: CHILD DEVELOPMENT AND WELFARE

UNIT OVERVIEW

The Units in this Module look at both normal and abnormal relationships within the family, how and why bonding occurs, plus the problems and therapies used when things go wrong.

The Module on human development consists of the following Units:

- a. Early socialisation: parent-child interaction.
- b. Development of attachments.
- c. Effects of early experience - enrichment, deprivation and separation - case studies.
- d. Evaluation of Bowlby's theory of attachment.
- e. Child abuse and psychological theories.
- f. Child care practices.
- g. Helping child abuse victims.
- h. Treatment of the abuser.

MODULE 4: PSYCHOPATHOLOGY

UNIT OVERVIEW

The Units in this Module are concerned with the symptoms, diagnosis, treatment and therapies centred round psychopathological problems, such as depression, schizophrenia and anxiety. The psychopathology Module consists of the following information:

- a. What is abnormality?
- b. Problems of diagnosing abnormal behaviour.
- c. Classification of abnormality.
- d. Diagnosis of schizophrenia.
- e. Possible causes and therapies for schizophrenia, depression and anxiety.
- f. Description and evaluation of different types of treatment:
Medical approach - psychiatric model, behaviourist approach, psychoanalytic approach, humanist approach, and psychotherapeutic approaches.

MODULE 5: SOCIAL CONFLICT

UNIT OVERVIEW

The Units in this Module concentrate on the breakdown of social situations within society and how these problems are dealt with.

The Module on social conflict consists of the following information:

- a. The breakdown of relationships and helping strategies.
- b. Aggression and violence (biological and social perspectives).
- c. Compliance in societies.
- d. Prejudice and discrimination.
- e. Improving communication skills.

MODULE 6: THE SOCIAL INTERACTION

UNIT OVERVIEW

The purpose of this Module is to develop an understanding of the process and consequences of interacting with others. The themes of this Module are social relationships, nonverbal communication and the development of social skills.

The Module on the self and social skills consists of the following information:

- a. Self and body concept.
- b. Processes of social interaction.
- c. Social relationships - how individuals are attracted to others and form friendships/relationships with them.
- d. Theories of attraction including Exchange Theory.
- e. How relationships are maintained - role of similarity, proximity and complementarity.
- f. Romantic love.
- g. Role of nonverbal communication in social interaction.
- h. Social skills training.
- i. Impression management.

MODULE 7: HUMAN BIOLOGICAL SCIENCE 2

UNIT OVERVIEW

This module builds on Human Biological Sciences 1 and looks at:

- a. The Human life cycle.
- b. Heredity Genetics and Protein Synthesis.

MODULE 8: COGNITIVE PSYCHOLOGY

UNIT OVERVIEW

This module looks at what goes on in the brain from a psychological point of view, therefore it concentrates on:

- a. Attention
- b. Perception
- c. Memory
- d. Problems solving

MODULE 9: PERSPECTIVES IN PSYCHOLOGY

UNIT OVERVIEW

This module gives you an overview of all the concepts that make up the study of Psychology. It looks at things like:

- a. Bio Psychology
- b. Cognitive Psychology
- c. Social Psychology
- d. Behavioural Psychology
- e. Psychoanalytical Psychology
- f. Abnormal Psychology

MODULE 10: EDUCATIONAL THEORY

UNIT OVERVIEW

This Module provides an introduction to some psychological factors which need to be considered when learning about education. It looks at the mind of the learner and find out how they process information, how they learn and what motivates them to learn.

The Units consists of:

- a. How do we learn
- b. The composition and function of groups
- c. How to promote independence and autonomy in learners
- d. Assessment strategies
- e. Teaching styles

MODULE 11: LEARNING DIFFICULTIES

UNIT OVERVIEW

This Module gives you an understanding of the causes and implications of what it means to have and to teach students with learning difficulties and/or physical disabilities

The Units consist of:

- a. Current research on the causes and implications of learning disabilities.
- b. Analysis of the services in place to support children with learning difficulties and/or physical disabilities.
- c. Support mechanisms.

MODULE 12: PRACTICAL TEACHING SKILLS

UNIT OVERVIEW

Practical teaching skills gives you the skills and knowledge to actually work in the classroom on placement through studying:

- a. Lesson planning.
- b. Learning aids.
- c. Preparing teaching sessions.
- d. Evaluating your teaching.
- e. Understanding the needs of the child.
- f. Classroom management.

MODULE 13: ISSUES IN SOCIAL WORK

UNIT OVERVIEW

This module is designed for students who want to take a career in social work. It gives a brief overview of child protection in the UK, explains modern legislation, and gives you an understanding of the term 'child in need'. It also looks at poverty in contemporary Britain and race in British society.

The Units are:

- a. Child protection.
- b. Legislation.
- c. Children in need.
- d. Care provision.
- e. Absolute and relative poverty.
- f. Ethnicity and race.
- g. Discrimination and prejudice.

MODULE 14: PRACTICAL SOCIAL WORK

UNIT OVERVIEW

Social Work Practice identifies the range of provision in the UK and examines the different intervention methods used in social work. It also allows you to study anti-discriminatory and anti-oppressive practice in work experience.

The Units consist of:

- a. The role of the social work professional.
- b. The main methods of social work.
- c. Definition of key terms.
- d. Discrimination and prejudice.

MODULE 15: ASPECTS OF CARE

UNIT OVERVIEW

This is a sociological module which looks at sociological theories and methods, multi agency working and care in the community.

- a. Qualitative and quantitative methods.
- b. Primary and secondary research.
- c. Ethics.
- d. Social Welfare.
- e. Community care.

MODULE 16: GENDER ISSUES

UNIT OVERVIEW

This final module again looks at the world from a sociological perspective specialising in learning and gender, and Women and gender.

The Units consist of

- a. The hidden curriculum.
- b. Feminism and feminist perspectives

ASSESSMENT OF THE COURSE

Each optional Module will be assessed by means of pieces of written work and practical reports. You will receive the credit(s) for each Module when the written work has met the predefined criteria. The criterion is listed in the examples of the assessment sheets on pages 9 and 10. The module is not complete until you have submitted and passed your coursework and you can not be moved on to a new subject tutor until you have submitted your work. You and your tutor will individually negotiate the length of time allocated to each Module with reference to your Individual learning plan.

At least one of the Modules at Level 3 will be assessed through examination type questions in which you will take a 2 hour examination where you will write two essays and answer some short questions on the Module you are studying. In order to achieve this you will be given the examination by your tutor via your telephone/internet link, and then be given a specific time limit within which you will have to complete the essays and post it to the Centre. In this situation, you will be asked to provide yourself with an invigilator who will be asked to sign that the work was completed under examination conditions. **Your invigilator cannot be a family member.**

Grading Criteria

On completion of each assessment you MUST send your completed, signed assessment sheet with your work. No work will be accepted for final marking without this.

Assignments for marking must be sent by post to your tutor in a loose leaf folder. Each sheet must not be put into separate plastic pockets.

<p>Maths and English and IT at level 2</p>	<p>It is expected that at this stage of the course, students may need a considerable amount of help from their tutor. It is therefore acceptable that each assessment may need to be worked on with tutorial help. Each assessment is therefore allowed two draft copies before final marking.</p> <p>Maths and English will be assessed at a pass mark only. Pass will be awarded as long as students have fulfilled all of the marking criteria, as shown in the tick sheet which accompanies the assessment.</p>
<p>All Level 3 work</p>	<p>When a student sends in an assignment it will be marked according to the assessment criteria for a pass. If it does, it will also be graded. The Grades are Pass Merit and Distinction</p> <p>If the work does not meet all the criteria, it will be given a referral. The work will not be graded at this point.</p> <p>Students will then have one chance to resubmit to achieve a pass. At this point the work will also be graded.</p> <p>Once the work has been graded students can not resubmit the work in order to achieve a higher grade.</p> <p>If the second submission still does not meet the criterion for a pass, then the work will be failed and another piece of work on a different topic which fits within the rules of combination can be submitted.</p> <p style="text-align: center;">For a pass mark all criteria as identified in the assessment sheet must be met.</p>

Remember the grading criteria for Merit or Distinction expects you to show independent learning. If your tutor has had to give you lots of help to achieve the pass criterion the work will be unlikely to be graded at more than a pass.

Grades have a role and a value; both in giving feedback to students about their performance and progress during the course, and providing information to others at the end of the course; as an indicator of students' standard of performance. However, grading is only one aspect of the assessment process, and grades are just part of the feedback given to students in response to assessed work. More detailed feedback provides comments on individual strengths and particular progress shown in assessed work, as well as indicating specific areas for improvement.

In order to meet the purposes of a common grading system, grades awarded on all Access to H.E. Courses are:

- Fair and equitable
- Clear and transparent
- Reliable and valid
- Consistent

More information on grading is to be found on the Access to H.E. web site www.accesstohe.ac.uk.

The unit grades have no numerical equivalents. They are not converted from, or translated into, numerical marks.

Not all of the grade descriptors are used for every unit. An appropriate selection of descriptors as assigned to the unit when it is validated. The Distance Learning Centre has not therefore decided which descriptor to attach to each unit. The decision about which descriptors should be assigned to the unit takes into account the aspects of performance which are relevant to the individual unit. In this way, the rules of combination that identify the particular set of units, which comprises each Diploma, will also through the overall balance of descriptors assigned to the specific units, reflect the broad types of performance that may be particularly valued or emphasised in the subject which is the focus of the diploma.

Grade descriptors

There are seven grade descriptors that are the basis of grading decisions made on Access to H.E. Courses.

1) Understanding of the subject

About this descriptor

This descriptor provides the opportunity to recognise the extent to which a student has acquired the knowledge relevant to the given unit. Knowledge includes: fact, theories, models, perspectives, practices and conventions.

Indicative content for Merit	Indicative content for Distinction
Using this descriptor Any choice of items (one or more) from the list a to c	Using this descriptor Any choice of items (one or more) from the list a to c
The student, student's work or performance: a. demonstrates a very good grasp of the relevant knowledge base b. is generally informed by the major conventions and practices of the area of study	The student, student's work or performance: a. demonstrates an excellent grasp of the relevant knowledge base b. is consistently informed by the major conventions and practices of the area of study

c. demonstrates **very good** understanding of the different perspectives or approaches associated with the area of study.

c. demonstrates **excellent** understanding of the different perspectives or approaches associated with the area of study.

2) Application of knowledge

About this descriptor

This descriptor provides the opportunity to recognise a student's ability to apply the knowledge that they have acquired. This may be in a wide variety of ways, such as: essays, projects, experiments or case studies. This ability is distinct from the student's demonstration of the acquisition of knowledge, and the actual structure and presentation of the work.

Indicative content for Merit	Indicative content for Distinction
<p>Using this descriptor Any choice of items (one or more) from the list a to c</p>	<p>Using this descriptor Any choice of items (one or more) from the list a to c</p>
<p>The student, student's work or performance: a. makes use of relevant:</p> <ul style="list-style-type: none"> • ideas • facts • theories • perspectives • models <p>with either</p> <p>b. breadth or depth that goes beyond the minimum required to Pass and/or</p> <p>c. very good levels of</p> <ul style="list-style-type: none"> • consistency • precision • accuracy • insight • analysis • synthesis • creativity 	<p>The student, student's work or performance: a. makes use of relevant</p> <ul style="list-style-type: none"> • ideas • facts • theories • perspectives • models <p>with both</p> <p>b. breadth and depth and/or</p> <p>c. excellent levels of</p> <ul style="list-style-type: none"> • consistency • precision • accuracy • insight • analysis • synthesis • creativity

3) Application of skills

About this descriptor

This descriptor provides the opportunity to recognise a student's ability to apply the skills that they have acquired. The term 'skills' can be defined in relation to the content of the unit. It can refer to: the intellectual, technical or practical skills students need in their work; such as editing skills in media, laboratory techniques in science, vocal techniques in drama.

However, skills associated with the general researching, finding and use of new information, and general literacy skills, are most appropriately dealt with through grade descriptors 4 and 5. These address these essential skills for Access to HE students in more detail.

Indicative content for Merit	Indicative content for Distinction
<p>Using this descriptor a and/or b with any choice (one or more) of the listed items</p> <p>Where a and b are both used, the skills, techniques or methods applied in b must be those selected in a</p>	<p>Using this descriptor a and/or b with any choice (one or more) of the listed items</p> <p>Where a and b are both used, the skills, techniques or methods applied in b must be those selected in a</p>
<p>The student, student's work or performance:</p> <p>a. generally selects appropriate</p> <ul style="list-style-type: none"> • skills • techniques • methods <p>b. applies appropriate (selected or given)</p> <ul style="list-style-type: none"> • skills • techniques • methods <p>with very good levels of</p> <ul style="list-style-type: none"> • confidence • consistency • creativity • innovation • precision • accuracy • efficiency 	<p>The student, student's work or performance:</p> <p>a. consistently selects appropriate</p> <ul style="list-style-type: none"> • skills • techniques • methods <p>b. applies appropriate (selected or given)</p> <ul style="list-style-type: none"> • skills • techniques • methods <p>with excellent levels of</p> <ul style="list-style-type: none"> • confidence • consistency • creativity • innovation • precision • accuracy • efficiency

4) Use of information

About this descriptor

This descriptor provides the opportunity to recognise a student's ability to work with new information. They may search for and identify this information for themselves, or it may be provided for them by others at any stage in the course of a piece of work. It describes a number of the skills associated with research and the effective use of information, and is therefore a more appropriate and detailed descriptor for this activity than the less defined coverage of grade descriptor 3, 'Application of Skills'.

Research skills of this nature are regarded as particularly important for students aspiring to progress to HE in certain disciplines (for example, social science) but may not be appropriate to all disciplines.

Indicative content for Merit	Indicative content for Distinction
<p>Using this descriptor Any choice of items (one or more) from the list a to f</p>	<p>Using this descriptor Any choice of items (one or more) from the list a to f</p>
The student, student's work or	The student, student's work or performance:

<p>performance:</p> <p>a. identifies new information from sources which are generally appropriate</p> <p>b. makes some use of additional information</p> <p>c. generally appraises the relevance and value of new information accurately</p> <p>d. shows a very good grasp of the meaning and significance of new information</p> <p>e. generally combines or synthesises information with outcomes that are:</p> <ul style="list-style-type: none"> • accurate • appropriate <p>In practice-based/practical work:</p> <p>f. is informed by research that draws on a range of sources and resources that goes beyond the minimum required for the work</p>	<p>a. identifies new information from sources which are consistently appropriate</p> <p>b. makes extensive use of additional information</p> <p>c. consistently appraises the relevance and value of new information accurately</p> <p>d. shows an excellent grasp of the meaning and significance of new information</p> <p>e. consistently combines or synthesises information with outcomes that are:</p> <ul style="list-style-type: none"> • accurate • succinct • innovative • creative <p>In practice-based/practical work:</p> <p>f. is informed by research that draws on an extensive range of sources and resources</p>
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5) Communication and presentation

About this descriptor

This descriptor provides the opportunity to recognise a student's ability to structure and present their work in ways that aid the effective communication of their thinking and the reader's and viewer's ability to understand it. It includes all forms of presentation: written, visual, and oral.

Indicative content for Merit	Indicative content for Distinction
<p>Using this descriptor Any choice (one or more) of items from the list</p>	<p>Using this descriptor Any choice (one or more) of items from the list</p>
<p>The student, student's work or performance: shows very good command of</p> <ul style="list-style-type: none"> • format • structure • use of images • language (including technical or specialist language) • syntax • register • spelling • punctuation • referencing 	<p>The student, student's work or performance: shows excellent command of</p> <ul style="list-style-type: none"> • format • structure • use of images • language (including technical or specialist language) • syntax • register • spelling • punctuation • referencing

6) Autonomy/Independence

About this descriptor

This descriptor provides the opportunity to recognise a student's ability to take responsibility for how they carry out their work.

Indicative content for Merit	Indicative content for Distinction
Using this descriptor Any choice of items (one or more) from the list a to e	Using this descriptor Any choice of items (one or more) from the list a to e
The student, student's work or performance: a. makes generally sound judgements about how to complete work b. in most cases takes opportunities to initiate appropriate actions c. specifies problems for completing work and promptly seeks clarification and/or guidance d. responds promptly and effectively to guidance e. demonstrates very good time-management	The student, student's work or performance: a. makes consistently sound judgements about how to complete work b. nearly always takes opportunities to initiate appropriate actions c. specifies problems for completing work and independently generates and pursues solutions d. works effectively with a high level of independence e. demonstrates excellent time-management

7) Quality**About this descriptor**

This descriptor is used in all units. It is deliberately of a different nature and character compared with other descriptors, as it allows for a tutor to make a holistic judgement about a student's work, reflecting the quality of the totality of that work in a way that the grades awarded against individual descriptors may not entirely achieve.

Indicative content for Merit	Indicative content for Distinction
Using this descriptor Any choice of items (one or more) from the list a to c	Using this descriptor Any choice of items (one or more) from the list a to c
The student, student's work or performance: a. is structured in a way that is generally logical and fluent b. contains some ambiguities or limitations in the expression of arguments or ideas c. taken as a whole, demonstrates a very good response to the demands of the brief/assignment	The student, student's work or performance: a. is structured in a way that is consistently logical and fluent b. arguments and ideas are unambiguous and cogent c. taken as a whole, demonstrates an excellent response to the demands of the brief/assignment

Moderation and Standardisation

- Grading decisions are subject to a process of internal verification and external moderation.
- There are common moderation procedures and assessment regulations, and a standard definition of the moderator's role which apply to all Access to H.E. Courses.
- Access Validating Agencies (AVAs) operate procedures for the standardisation of the award of grades.
- Requirements relating to the selection, appointment and training of Moderators are included in the AVA licensing criteria.

The Award of Grades

- The final grades for units which are recommended by the AVA are confirmed at the final award board conducted for each course.
- The grades achieved by a student are formally reported in grade profiles.
- The total number of grades reported in a student's grade profile depends on the number of units that make up a particular diploma.
- The individual grades awarded to a student indicate the standard performance on a range of units of different sizes, involving different types of learning achieved at different stages, as appropriate to the particular course. No overall or aggregate grade is awarded.
- Grade profiles are awarded by the AVAs at the same time as the Diploma and credit transcripts are awarded.
- Grades are not awarded for achievement that does not contribute to the Diploma. Any such additional achievement and its assessment does not form part of the qualification specifications for the Diploma, detailed in the QAA Recognition Scheme for Access to H.E.

This is important if your University requests more credits than is awarded via a Diploma, although these credits are available they cannot be graded.

Further information

Full details of the Access to H.E. grading scheme, and all associated guidance documents for AVAs, course providers and HE admissions staff, are available on the Access to H.E. website (www.accesstohe.ac.uk).

This information has been taken from the QAA Grading the Access to H.E. Diploma Implementation handbook (November 2008) part B.

Each Unit of assessment at level 3 is graded as a Distinction, Merit, pass or a referral.

If your work is referred you will be asked to re submit after you have received help from your tutor.

To give you more idea of how things are assessed, every assessment you complete will include the criterion your tutor and OCNNWR will use to assess you. This is in the form of a tick sheet so that you can mark off when you have covered the criterion. All your work is internally standardised and cross marked before going to the external verifier. The external verifier is employed by OCNNWR.

**Please make sure that you return your tick sheet with your assignment and mark on where you have achieved the criteria you are going to be assessed on.
This is used by both the internal and external verifier.**

EXAMPLES OF ASSESSMENT CRITERIA FOR ESSAY SUBMISSION AT LEVEL 3

This essay should be between 1500 and 2000 words long.

CRITERIA

1. The essay is clearly structured with a recognizable introduction, main body and summary.
2. The essay contains adequate detail.
3. There is evidence of background reading.
4. An adequate attempt is made at analysis and evaluation.
5. The essay contains relevant theory and recent research findings.
6. The work is of the correct length.
7. A bibliography is included.
8. The work acknowledges quotes and material taken from other sources.

ASSESSMENT CRITERIA FOR PRACTICAL REPORT AT LEVEL 3

The practical report should be between 2000 and 2500 words long.

CRITERIA

1. The report is presented in the traditional format for a piece of research. (see 'How to write a laboratory report or case study').
2. The investigation is well planned and the necessary controls are implemented.
3. The aim and hypotheses (where appropriate) are well formulated.
4. The investigation is carried out systematically with adherence to the ethical guidelines for social scientific research.
5. Data is recorded and presented clearly.
6. The appropriate statistical analysis where necessary is chosen, justified and used correctly.
7. The outcome of the investigation is discussed with reference to the hypothesis.
8. The student shows awareness of the limitations of the investigation.
9. The implications of the findings are discussed.
10. The references and sources are set out in the correct manner.
11. The work acknowledges quotes and material taken from other sources.

Don't forget, more detail of all assessment criteria relating to a particular piece of assessed course work is available when you receive each assessment.

IMPORTANT NOTE ON PLAGIARISM

All work must be your own work; this means that although you are allowed to directly quote other authors, quotes must be acknowledged. You must not take large chunks from books or the Internet and pass them off as your own words. If the Centre has reason to believe that the work you are submitting is not your own, then the Centre maintains the right to ask you to sit extra written examinations on all the work you have studied on the course. Failure to take the examinations or to pass them will result in you being withdrawn from the programme and no credits for any previous modules taken will be awarded.

See referencing advice at the end of the Handbook.

QUALITY PROGRAMME

The Distance Learning Centre aims to provide a quality service, which promotes equal access for all groups of students throughout their contact with the Centre. Students should therefore expect a quality service from both their tutor and the administration staff. In return the Centre expects that all students will abide by the conditions set down by the Centre.

STUDENT ENTITLEMENT POLICY

This policy aims to establish a framework which provides a caring and supportive learning environment in which individual students can achieve their potential within their chosen course. To this end, and in line with its commitment to equality of opportunity,

In widening participation to include a greater diversity of students, The Centre will provide an effective learning framework and a range of learning support services that underpin and enhance every student's experience at all stages of the learning process:

- on entry
- on programme
- on achievement and progression

On Entry

The Central Admissions services provide unbiased information, and initial applicant screening enabling the recruitment of suitable students with integrity. Central Admissions offer the following services and facilities:

- Comprehensive down loadable course information
- A quick response to course enquiries via the internet.

On programme

To encourage students to take responsibility for their own learning and to support the learning process, The Centre will:

- Provide all students with an induction programme that introduces the students to their courses and the facilities available to them.
- Discuss with all students The Centre's Student Agreement and obtain the student's adherence to the principles of this Agreement.
- Provide all students with tutorial support appropriate to their needs and the demands of their course.
- Offer a range of teaching and learning strategies to address individual learning needs.
- Address students' individual needs through the regular evaluation of progress, target setting and action planning.
- Ensure all assessed work is marked within agreed timescales and that work contains tutor feedback which allows student improvement and progression...
- Provide information for students applying to higher education institutions.

On Achievement and Progression

Students completing a programme of study at The Centre are entitled to expect:

- That they will have had access to relevant internally and externally validated assessments and that their attainments and achievements, will have been systematically recorded.
- That their views, opinions and experiences of The Centre and of their programmes of study have been sought, recorded and acted upon.

WHAT TO DO IF YOU HAVE ANY PROBLEMS

1. The Marking of material

If you have any problems understanding the way your assignment has been marked, you should in the first instance contact your tutor who will be pleased to explain the marking scheme to you (within one week of receiving the assessed work). All the tutors work from a common marking scheme so that the standard of marking will be consistent across markers and tutors. However, if an administrative error has been made (for example, in the completion or calculation of the unit grade profile), the error will be corrected.

If after discussions you are not satisfied with your negotiations then you should ask the Internal Verifier (IV) from the Centre to arbitrate for you. S/he will look at the work to decide whether the material meets the criteria set down for that Level. If the internal consideration concludes there is no case for regrading (that is, the tutor's original decision is confirmed), the grade indicators are included in the unit grade profile, and the decision will be recorded. If the internal consideration concludes that there may be a case for regrading, the work is referred to the external moderator. In these circumstances, the external moderator will need to consider the assessed work directly and satisfy her/himself that an error of judgement has been made in order to approve a change to the grade indicators. The making of any such changes will be formally recorded. No adjustment to tutor grades can be made without the written agreement of the external moderator. The external moderator's judgement is final.

.2. Concerns, complaints and comments

Please see the student's area on our website for information on how to access these procedures.

REFERENCING ADVICE

Adapted from: University of West England, Health and Social Care Department
http://www.uwe.ac.uk/library/resources/general/info_study_skills/harvard2.htm

While the accepted method for referencing for the DLC is Harvard, it is recognised that there are some variations of presentation within this method. The main thing is to present consistency of referencing within a piece of work.

Academic writing follows certain conventions. Learning about these conventions is like learning any new skill and requires practice. Writing an academic assignment is not like writing a casual letter to a friend or a diary entry; although in some of your assignments you will be required to blend a range of different writing styles.

When you write an assignment or an essay, any facts, ideas and theories that are not your own need to be credited to their original author. The person who marks your assignment will wish to know the sources of your knowledge.

Clear referencing is required to enable the reader to distinguish between those ideas which are yours and those which originated from others. Without this clear distinction there is a risk of committing plagiarism or literary theft through using someone else's work without clear acknowledgement of ownership.

You **MUST NOT** directly copy information from published sources e.g. books, journals, the internet etc. or cite other people's ideas without clear citation of source as this would result in the **assessment offence of plagiarism.**

There is a formal way of acknowledging someone else's ideas/work in your piece of writing, and the guidelines below will help you understand how to do this.

1.1 PLAGIARISM

Plagiarism means using the work of others without acknowledging your source of information or ideas.

Failure to acknowledge the source of an idea and/ or extensive copying from a source without direct quotation (by retaining, with only slight adjustment the original terms, phrases, style and organisation of ideas) are types of plagiarism.

1.2 WHY DO WE REFERENCE?

- To demonstrate evidence of reading from a range of sources.
- To acknowledge the debt to other authors.
- To show that a depth of knowledge supports your writing based on the writing of others.
- So that people reading your work can easily follow up your sources.
- To validate claims and arguments.

1.3 REFERENCING SYSTEMS

You **MUST** use the **HARVARD REFERENCE SYSTEM**

In the Harvard System, the name of the author and the year of publication of the work appear in the text, and the work is cited in full in the reference list/bibliography at the end of the essay or practical (examples of this will appear later in this section).

2 WHAT IS A REFERENCE?

A reference involves naming, or citing, the author of a published work in your text and including full details of that work in your reference list/bibliography. The following three headings outline the main ways in which you may use the ideas, arguments and view of others in your writing and include examples to help you.

- a. Paraphrasing
- b. How to reference information/evidence that you have paraphrased
- c. How to use quotations

a. PARAPHRASING

In paraphrasing another's ideas you aim to convey the essential aspects of those ideas **in your own words and style**. Paraphrasing enables you to demonstrate your understanding and interpretation of a subject and is therefore preferable to the use of quotations. While it is a standard part of academic work, the paraphrase is often where plagiarism occurs. An inability to paraphrase properly, that is, without undue reliance on the form and language of the original, suggests that you have not really understood the original.

For example

The following illustrations of incorrect and correct paraphrase are taken from Turabian's book, pp 54-56.

ORIGINAL VERSION:

'Among the novel objects that attracted my attention during my stay in the United States, nothing struck me more forcibly than the general equality of condition among the people. I readily

discovered the prodigious influence that this primary fact exercises on the whole of society; it gives a peculiar direction to public opinion and a peculiar tenor to the laws; it imparts new maxims to the govern authorities and peculiar habits to the governed.’
(De Tocqueville, 1959, p.55).

PLAGIARISED VERSION:

Among the new things that attracted De Tocqueville during his visit to the United States, nothing impressed him more than the equality of the people. He easily discovered the stupendous influence that this equality had on the whole course of society; lending a peculiar direction to public opinion, special leaning to the laws, new principles to those who governed, and distinctive habits to the governed.

As Turabian points out, the plagiarised version is marked by an awkwardness of presentation, due in part to the attempt to disguise the original through minor word and phrase changes, and a misrepresentation of ideas in the original; for example, “equality of condition” in the original becomes “equality of the people” in the plagiarised version, although the two phrases are by no means synonymous. Finally, though De Tocqueville is mentioned, no proper credit is given for the ideas through explicit citation of sources.

AN ACCEPTABLE VERSION:

Nothing of the new that he saw in the United States more impressed De Tocqueville than the ‘general equality of condition’ of its people. This he saw reflected in every aspect of their life, giving a distinctive set to public opinion, laws and habits and determining new principles of government (De Tocqueville, 1959, p.55).

In this version the source is acknowledged, the ideas are expressed in a clear, consistent way and the author chooses to quote directly the key phrase rather than run the risk of a misleading paraphrase.

b. HOW TO REFERENCE PARAPHRASED INFORMATION/EVIDENCE

In the text, give the author’s name and the year of publication only, using the format **Author (Year)** or **(Author, Year)**.

EXAMPLE

Nutbeam (1998) identifies optimal contact with the defined target group as a key element of success and therefore considers determination of the extent and level of exposure as essential to the evaluation of a health promotion intervention.

Perceptions of usefulness, relevance and feasibility are integral to programme acceptability (Nutbeam, 1998).

REFERENCE: (As it would appear in the reference list at the end of the essay).

EXAMPLE

Nutbeam, D. (1998) Evaluating health promotion – progress, problems and solutions. *Health Promotion International*, 13(1), 27-44

If there are two authors, give both names. When there are three or more authors, use the abbreviation ‘**et al**’ meaning “and others” in the text (but list all authors in full in your reference list).

EXAMPLE

Lewis and Bor (1994) found that 64.8% of nurses rarely, or never, included questions about sexuality when admitting a patient to the ward.

Smith *et al* (1996) report that nicotine replacement therapy is safe and well tolerated by adolescents when provided in the form of patches.

REFERENCE: (as it would appear in the reference list at the end of the essay).

EXAMPLE

Lewis, S. and Bor, R. (1994) Nurses' knowledge of and attitudes towards sexuality and the relationship of these with nursing practice. *Journal of Advanced Nursing*, 20, 251-259

Smith, T.A., House, R.F., Croghan, I.T., Gauvin, T.R., Colligan, R.C., Offord, K.P., Gomez- Dahl, L.C. and Hurt, R.D. (1996) Nicotine patch therapy in adolescent smokers. *Pediatrics*, 98(4), 659-667

c. HOW TO USE QUOTATIONS

A quotation is a direct copy of part of the original; it may be a single word, phrase, part of a sentence, whole sentence, or a short paragraph. You should be consistent in the ways in which you arrange quotations in the text of your assignment.

Quotation should not be used excessively, but mainly when no other words could adequately express the meaning.

Any direct quotation should be accurate to the original, even if the original includes errors of spelling, punctuation, etc. If this is the case, you should mark [*sic*] after the misspelt word or [*sic*] after the sentence if it is grammatically incorrect. This way the reader can tell that it is a mistake on the original.

HOW TO REFERENCE A DIRECT QUOTATION

All quotations need to include reference to the **author, year of publication and page number** (in the text) so that the reader can locate the source should they wish to do so:

For short quotations (less than one sentence), the quoted passage is located within quotation marks ('...') and use the formats: **Author (Year, Page No.)** or **(Author, Year, Page No.)**, depending on where the reference is situated within the sentence.

EXAMPLE

Examples cited by Ovretviet *et al* (1997, p.2) to illustrate the nature of interprofessional working include reference to a polarity with 'referral to another professional' at one end and 'working together as co-therapists at the other'

Or

The nature of interprofessional working has been referred to as a polarity with 'referral to another professional' at one end and 'working together as co-therapists' at the other (Ovretviet *et al*, 1997, p.2).

REFERENCE: (as it would appear in the reference list at the end of the essay).

Ovretveit, J., Mathias, P. and Thompson, T. (1997) Introduction. In: Ovretveit, J., Mathias, P. and Thompson, T. (eds) *Interprofessional working for health and social care*. Basingstoke: Macmillan,

pp1-8

For long quotations (one sentence or more) the quote is indented and quotation marks are not required.

EXAMPLE

Russell and Hymans (1999) draw on the work of Harbaugh (1994) and Carlton (1984) to define interprofessional collaboration as an:

[]Interaction between or among the members of two or more disciplines involving professionals who work together, with intention, mutual respect, and commitment for the sake of a more adequate response to a human problem (Russell & Hymans, 1999, p.255).

If part of the original text is omitted from the quotation, this should be indicated by the use of three full stops (...). For example:

[]Interaction between or among the members of two or more disciplines involving professionals who work together, with intention, (...) and commitment for the sake of a more adequate response to a human problem (Russell & Hymans, 1999, p.255).

If the omission falls at the end of the sentence, use four full stops, thus:

[]Interaction between or among the members of two or more disciplines involving professionals who work together, with intention, mutual respect, and commitment (...) (Russell & Hymans, 1999, p.255).

REFERENCE: (as it would appear in the reference list at the end of the essay)
Russel, K.M. and Hymans, D. (1999) Interprofessional Education for Undergraduate Students. *Public Health Nursing* 16(4) 254-262

TOP TIP

When making notes from a source use a different coloured pen to distinguish between the author's words and your own.

TOP TIP

Keep a full record of all sources used, as you go along, to enable you to construct a reference list.

3. HOW TO REFERENCE SECONDARY SOURCES IN THE TEXT

The examples given so far assume that you have read the work you are referring to. In some cases you may wish to quote a piece of work that has been referred to in something you have read. This is classified as a secondary source.

Secondary sources should only be used in exceptional circumstances, for example, when the original source is not available.

In the text you should cite the **primary source** and **the source you have read** (the

secondary source). Here are examples of how this can be done:

EXAMPLE

Ghaziuddin (2005) refers to Aman's (1995) evidence that...
Aman (1995, cited by Ghaziuddin 2005) reports that.....
Ghaziuddin (2005, citing Aman 1995) reports that.....
There is evidence to support that(Ghaziuddin, 2005, citing Aman 1995)

NOTE

The 2005 (in the example above) refers to the year of publication.

REFERENCE: (as it would appear in the reference list at the end of the essay)
Ghaziuddin, M. (2005) *Mental health aspects of autism and Asperger syndrome*. London:Jessica Knightley Publishers

NOTE

In the reference list use **only** the source that you have read.

USING ET AL

When you cite a reference that has more than two authors, within the text, you should refer to the first named author followed by *et al*. (see the Smith *et al* example under Paraphrasing, section 5).

Remember that the full list of authors will appear in your reference list/bibliography at the end of your essay/report.

4. REFERENCING AUTHORS WITH MANY PUBLICATIONS IN ONE YEAR

When an author has written more than one publication within the same year and reference needs to be made to several works published in that year the letters a, b, c are used after the year to differentiate each publication.

You need to reference do that a source can be followed up by someone reading your work. If you cannot state the author and year of publication this follow-up becomes difficult.

Some reputable websites, for example, The Department of Health (DoH) produce reports with no named author. If you wish to cite such documents you can identify the corporate author, for example, DoH as both author and publisher.

EXAMPLE

The DoH (2005) has proposed a plan for making healthier choices.
REFERENCE: (as it would appear in the reference list at the end of the essay).

Department of Health (2005) *Delivering choosing health: making healthier choices easier*,[online]. London: DoH. Available from: <http://www.dh.gov.uk/publications> [Accessed 22 June 2005]

Most documents will contain a year of publication which is often located at the end of the document. If, however, you cannot find a year of publication look for a date the website was last updated and use this as a publication date. See last example under **Journal articles** section 12.2

5. HOW TO WRITE THE REFERENCE LIST

At the end of each piece of written work you should list the references which you have cited directly in the text in **alphabetical order** by author in the styles given below. If there is more than one reference by the same author, list them in year order, and by letter (1993a), (1993b) if more than one item has been published in the same year. These same letters should appear with the

year in brackets in the body of the text.

Each reference needs to contain enough information for the original work to be easily tracked down.

The main elements of any reference are:

Author surname/s Initial/s

Year of publication (in brackets)

Title

Source/ journal title or place and

Name of publisher

Although for 3 or more authors the first named author and *et al* are used in the text, all authors should be listed in the reference list.

Other information is added as necessary – see examples below

Always give the reference to the format that you have used, print or electronic.

5.1 FOR ELECTRONIC ARTICLES / BOOKS:

The reader needs to know:

Author surname/s Initial/s

Year of publication (in brackets).

Title

Source/ journal title or place and name of publisher

Plus for electronic resources:

[online] after the title Available from. (URL) Accessed date [in square brackets]

Always include [online] after the title. You also need to include the date you accessed the resource in square brackets at the end of the reference. Be as specific as possible in the URL that you use.

URLs can be copied from the address bar on the Internet page and pasted into the reference in your list.

Examples below follow current common practice.

5.2 JOURNAL ARTICLES:

The reader needs to know:

Author surname/s

Initial/s

Year of publication (in brackets)

Title of article

Title of Journal in italics

Volume number

Part number (in brackets)

Page number/s of article

Plus for electronic resources:

[online] after the title Available from. (URL) Accessed date [in square brackets] Jones, P. (1978)

The use of computer systems in patient care. *Journal of Advanced Nursing*, 5(1), 17-19

In the above example the volume number is 5, the part or issue number is 1 and the page numbers are 17-19

Dimond, B. (2004a) Legal forum: good character and good health. *British Journal of Midwifery*, 12(11), 710

Dimond, B. (2004b) Legal aspects of death. The coroner's jurisdiction 1: the current law in the UK. *British Journal of Nursing*, 13(19), 1151-1152

In the above two examples, the two articles written by the same author in the same year are distinguished by the addition of a and b after the year in the brackets. These same letters should appear with the date in brackets in the body of the text.

5.3 FOR ELECTRONIC ARTICLES / BOOKS:

The reader needs to know:

Author	surname/s	Initial/s	Year of	Publication	(in brackets).
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Plus for electronic resources:

[online] after the title	Available from. (URL)	Accessed date [in square brackets]
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Always include [online] after the title. You also need to include the date you accessed the resource in square brackets at the end of the reference. Be as specific as possible in the URL that you use. URLs can be copied from the address bar on the internet page and pasted into the reference in your list.

Examples below follow current common practice.

5.4 JOURNAL ARTICLES:

The reader needs to know: (starting in the left hand box below and working from left to right).

Author surname/s	Initial/s	Year of publication (in brackets)	Title of article	<i>Title of Journal in italics</i>
Volume number	Part number (in brackets)	Page	number/s of article	

Plus for electronic resources:

[online] after the title	Available from. (URL)	Accessed date [in square brackets]
--------------------------	------------------------	------------------------------------

Always include [online] after the title. You also need to include the date you accessed the resource in square brackets at the end of the reference. Be as specific as possible in the URL that you use. URLs can be copied from the address bar on the Internet page and pasted into the reference in your list.

Examples below follow current common practice.

Jones, P. (1978) The use of computer systems in patient care. *Journal of Advanced Nursing*,5(1), 17-19

In the above example the volume number is 5, the part or issue number is 1 and the page numbers are 17-19

Dimond, B. (2004a) Legal forum: good character and good health. *British Journal of Midwifery*, 12(11), 710

Dimond, B. (2004b) Legal aspects of death. The coroner's jurisdiction 1: the current law in the UK. *British Journal of Nursing*, 13(19), 1151-1152

In the above two examples, the two articles written by the same author in the same year are distinguished by the addition of a and b after the year in the brackets. These same letters should appear with the date in brackets in the body of the text.

Christensen, P. (2004) The health-promoting family: a conceptual framework for future research. *Social Science and Medicine* [online], 59(2), 223-243. Available from: <http://www.sciencedirect.com/science/journal/02779536> [Accessed 5 May 2004]

Baldwin, C.M, *et al.* (2004) Complementary and alternative medicine: a concept map. *BMCComplementary and Alternative Medicine* [online], 4:2 (13 February 2004). Available from: <http://www.biomedcentral.com/content/pdf/1472-6882-4-2.pdf> [Accessed 5 May 2004]

The above journal is only published in digital format. There are no page numbers. Follow any on screen guidance for referencing that they supply. In this instance the date of 13 February 2004 is the date of publication

5.5 BOOKS AND PAMPHLETS:

Author surname/s Initial/s

Year of publication (in brackets)

Title of book in italics

Source/ place and name of publisher

Plus for electronic resources:

[online] after the title Available from. (URL) Accessed date [in square brackets]

Smith, R. (1994) *Midwifery in community settings*. 2nd ed. London: Sage

Shuttleworth, J. and Crowther, S. (eds) (1990) *Future directions in therapeutic approaches*. Cambridge: Cambridge University Press

Hek, G., Judd, M. and Moule, P. (2002) *Making sense of research: an introduction for health and social care practitioners*. 2nd ed. London: Continuum

Douglas, T. (2000) *Basic groupwork*. 2nd ed. [online]. London: Routledge. Available from: <http://www.netlibrary.com/Details.aspx> [Accessed 13 April 2005]

5.6 CHAPTERS IN EDITED BOOKS:

Author surname/s Initial/s

Year of publication (in brackets)

Title of chapter.

In: Editor/s of publication with initials and surname followed by (ed or eds in brackets)

Title of book in italics

Edition. (if not the first)

Volume number (if part of a series)

Place of publication

Publisher

Year of publication of Book

Page numbers of chapter

Plus for electronic resources:

[online] after the title Available from. (URL) Accessed date [in square brackets]

Brown, S. (1990) Physiotherapy - quo vadis? In: J. Shuttleworth and S. Crowther (eds) *Future directions in therapeutic approaches*. Cambridge: Cambridge University Press, pp 25- 30

Westmorland, L. (2000) Taking the flak: operational policing, fear and violence. In: G. Lee-Treweek and S. Linkogle (eds) *Danger in the field: risk and ethics in social research* [online]. London: Routledge, pp 26-42. Available from: <http://www.netlibrary.com> [Accessed 25 May 2004]

5.7 NEWSPAPER ARTICLES:

Ward, D. (2005) UK's first centre for abused children. *Guardian* [online] 7 April. Available from: <http://www.guardian.co.uk/child/story/0,7369,1453690,00.html> [Accessed 12 April 2005]

5.8 CONFERENCE PAPERS:

Silver, K. (1989) Electronic mail: the new way to communicate. In: D.I Raitt (ed) *9th International Information Meeting, London 3-5 December 1998*. Oxford: Learned Information, pp 323-330

This is the same as referencing a book chapter, but includes the date of the conference as well as the publication date

OFFICIAL PUBLICATIONS:

Acts:

Great Britain (1975) *Social Security Act*. London: HMSO Command papers:

Department of Health (1997) *The new NHS modern dependable*. (Cm 3807). London: The Stationery Office.

In the above example Cm 3807 is the number of the command paper

Departmental reports:

Department of Health (2002) *National service framework for diabetes: delivery strategy* [online].

London: Department of Health. Available from:

<http://www.dh.gov.uk/assetRoot/04/03/28/23/04032823.pdf> [Accessed 5 May 2004]

5.9 PRESS RELEASES:

Department of Health (2005) *Green paper on adult social care* [online] Press release 2005/0127, 21 March 2005. London: Department of Health. Available from:

http://www.dh.gov.uk/PublicationsAndStatistics/PressReleases/PressReleasesNotices/fs/en?CONTENT_ID=4106702&chk=gZEiK5 [Accessed 7th April 2005]



Induction Activity Questions (answers to be given as part of induction activities)

1. What is the qualification/specific Diploma you are enrolling on with the DLC?
2. Who are OCNNWR?
3. On your tour of the Website find out the role of QAA.
4. How many credits make up a full Access to HE Diploma?
5. How many credits can be at Level 2?
6. What Level 2 qualifications should you achieve to commence Level 3?
7. How many examinations are you required to take? Who can be your invigilator?
8. Who issues the certificates for your Diploma?
9. Produce a flow chart of the modules you are choosing.
10. Looking at the module structure what is an SAQ?
11. Where will you find your Module, Units and Assessment activities on the DLC Website?
How will you access these?
12. What books are recommended that you should purchase for your course?
13. How should your Assessment work be presented and what documentation do you need to send to your tutor?
14. Which Level of the Diploma work is graded?
15. What does the term 'grading criteria' mean?
16. What is the standard system of academic referencing used by the DLC?
17. Give examples of referencing from:
 - a) An academic text book
 - b) A website (Wikipedia is not acceptable)
 - c) Journals and newspapers
 - d) Audio visual material (do not use the examples from the Handbook – you will need to find your own)
18. What is plagiarism and what consequences will you face if you plagiarise?
19. How is contact made between you and your tutor?
20. What is the procedure for continuing to Level 3?
21. What are you looking forward to most about your learning?