Faculty of Health and Social Care

Department of Allied Health and Medicine

Principles and Practices of medical device decontamination: endoscopy

PREPARING FOR SUCCESS:
AN INTERACTIVE PRE-COURSE STUDY GUIDE

3rd Edition

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Principles and Practices of Decontamination of medical devices: endoscopy

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Principles and Practices of Decontamination of medical devices: endoscopy

1.   Introduction

Welcome to the Faculty of Health and Social Care and congratulations on your achievement. If you are reading this guide you have successfully gained a place to study the Principles and Practices of Decontamination of medical devices: endoscopy.

This programme is designed for students who, for a variety of reasons are unable to undertake traditional campus-based courses. It is a work-based, distance-learning programme which is enhanced by your previous experience, the rich resource of your specific working environment and interaction with your colleagues and fellow students.

We recognise that it may have been some time since you have studied and hope that this guide will provide you with a head start on your chosen programme.

Most of you have many years experience in the working environment and all of you will gain a lot more knowledge during the course. However whilst this knowledge and experience is very important, this alone does not guarantee success at this level. You must also demonstrate strong academic skills commensurate with graduate learning and this guide will help you identify what these are and what you need to do to acquire them.

The aim of the guide is to introduce you to the requirements of distance-learning and to enhance your study skills prior to commencement of the programme.

It is not compulsory to study the guide and complete the activities but we can assure you that it will facilitate your learning in the modules to come. During the week prior to commencement of your first semester you will undertake an online induction programme. Many of the activities will build on skills developed and be linked to issues raised in this guide. On completion it will also act as a useful reference guide throughout your programme of study.

We hope that you enjoy the experience of studying with Anglia Ruskin University and would like to take this opportunity to wish you good luck in your studies.

The Programme Team.

2.   How to use this guide

The guide is organised into short sections so it can be developed into your personal reference document. Initially we would recommend that you work through it logically and attempt all the activities. It is presented both as a PDF and as a word document so that you can interact with the links and add your own comments and notes electronically.

The guide is designed to be used online. It is built around a series of activities which are usually links to reliable web resources. We suggest that you explore all the links and make notes. Learning outcomes are specified at the beginning of each section and a space is provided for you to identify your personal learning goals and action plan at the end of each section.

As stated above the **aim of the guide** is

> "to introduce you to the requirements of distance-learning and to enhance your study skills prior to commencement of the programme".

This will be achieved by successfully completing a number of **learning outcomes**:
So, on successful completion of this guide you should be able to**:**

➢ plan and manage your studies on a distance-learning programme
➢ understand the terms graduate skills, level of learning and learning outcomes
➢ appreciate your learning style
➢ access Anglia Ruskin University student information online
➢ access resources in the university digital library and undertake a literature search
➢ enhance your study skills including reading, writing, referencing, plagiarism and reflection
➢ identify sources of support and appreciate the role of feedback

As you work through the guide you may discover many more useful resources. Please forward comments or useful additional information and links to:
vicki.elliott@anglia.ac.uk

3. Managing your studies

> **At the end of this section you should:**
> ➢ understand the concept of distance-learning
> ➢ have considered the issues related to planning and managing your studies

3.1 Distance Learning

The notion of distance-learning may not be familiar to you. It simply means that you will be studying at home, in your work place or in fact any where you choose to. This is made possible on the internet by using a Virtual Learning Environment (VLE). In this electronic forum you will be able to access course documentation and communicate with tutors and fellow students so it is important that you access it frequently to avoid missing important announcements.

All documents can be accessed electronically and downloaded to your own computer. You will work on the course material, contribute to activities online and write assignments. There may also be podcasts, e-presentations and quizzes to support your studies. All the information you require will be contained in the module guides but you will need to look further afield to access all the resources you need to successfully complete the assignments. This will include libraries, the university digital library, the internet and work colleagues.

We are aware that one of the challenges of distance-learning is the feeling of isolation. Although you are not physically attending the campus you will have support from your tutors on a one to one basis and the opportunity to develop supportive networks with your fellow students around the world.

One of the advantages of Distance Learning or Flexible and Distributed Learning (FDL), as it is sometimes known, is that it allows a student to be flexible in terms of the place and time of study. This can be a double-edged sword so it is important that you plan and manage your studies.

3.2 Anglia Ruskin Distance-Learning Micro Site

Anglia Ruskin University is committed to enhancing access and flexibility for students by increasing the number of distance-learning courses available. This micro site provides information for students who are in the process of selecting an appropriate course and

university. In addition there are many useful tips and links to help you get started and gain some understanding of distance learning; how you will manage your studies and how to make the best use of university resources.

Access the site here: http://distancelearning.anglia.ac.uk/

Explore the menu on the left side and pay particular attention to the information within the 'Preparing to Learn at a distance' section. You will also have an opportunity to 'meet' the Vice Chancellor Professor Michael Thorne on this site.

3.3   Issues to consider

Studying with Anglia Ruskin University will be part of your life for the next few months or years and if you are going to get the most out of it you must integrate it into your life. Here are some questions you may be asking yourself and issues you need to consider:

3.3.1 *Managing your environment*
Where will I study?

What resources will I need?

How will I enlist the support of family and friends?

3.3.2 *Managing your time*
How much study time will I need?

How will I manage deadlines?

How will I keep on track?

3.3.3 *Managing your assignments*
How will I manage the tasks?

How will I record and organise the information?

How will I safeguard my work?

How will I deal with distractions?

Do I need a contingency plan?

Do the dates conflict with important family or work occasions?

3.4   Activities

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Here are some activities to assist you to plan and organise your studies. Consider the questions above and make notes and decisions based on your own circumstances. Access and explore the following websites:

3.4.1 Skills4study

Stella Cottrell has developed a very good website with a range of freely available resources.

For the purposes of this section you should access www.skills4study.com and within the 'Skills4study' box select the link 'Start Exploring'.

Explore the following sections:

a) Independent study
b) Time management
c) Organisational skills
d) Motivation

3.4.2 Study Guides and Strategies

Since 1996 this web site has been researched, authored, maintained and supported by Joe Landsberger as an international, learner-centric, educational public service.

http://www.studygs.net/index.htm

Explore the sections under the heading 'Time Management'

3.4.3 Anglia Ruskin University Online Study Skills Guides

The Anglia Ruskin University site contains numerous documents which can be downloaded from this link.

http://web.anglia.ac.uk/anet/student_services/lsdrt/skills_guides.phtml

In this activity we suggest that you explore the following documents:

'Developing skills for successful study' and 'Time management'

3.4.4 How to study

This is a Mangrum-Strichart Learning Resource aimed at school pupils but offers very good advice in note form.

http://www.how-to-study.com/study-skills/en/studying/35/preparing-to-study-a-good-study-place/

Explore the following sections:

a) preparing to study

b) managing time

c) procrastination

d) setting goals

e) study habits

f) Study motivation

3.4.5 Others

There are many more websites available and numerous good texts so you may wish to explore further.

Access the Anglia Ruskin University site (as in 3.4.3 above) and explore the following section:

'Useful study skills books and websites'

http://web.anglia.ac.uk/anet/student_services/lsdrt/skills_guides.phtml

3.4.6 Tips for studying at a distance

Access the sites below and consider the strategies for making the most of your distance-learning experience:

http://www.worldwidelearn.com/education-articles/distance-learning-success.htm

http://it.monster.ie/1391_en-IE_p1.asp

3.5   Notional hours

One of the questions which is difficult to answer at this stage is "How much time do I need to allow for personal study?" The answer depends on how effectively you study and to what depth you study each topic. However, as a rough guide you should take note of the number of credits for each module you will be studying.

The credit rating of a module is an indication of the amount of learning, or hours of activity, you will be expected to undertake to complete the module. One Anglia Ruskin

credit indicates approximately ten hours of learning. Therefore a 15 credit module will equate to around 150 hours of study (notional hours).

All modules at Anglia Ruskin University are a multiple of 15 credits i.e. 15, 30, 45 or 60 credits. So each module has 150, 300, 450 or 600 notional hours. Each trimester or semester is 15 weeks long so a 30 credit module studied in one trimester or semester will equate to around 20 hours per week.

Learning encompasses a number of activities including observing practice, reflection and discussion with work colleagues as well as studying texts and compiling assessments.

Use the section below to summarise the key points of your learning from this chapter for future reference. You may also wish to formulate an action plan and note any resources you may require or questions you need to ask.

NOTES AND ACTION PLAN (PLANNING & MANAGING).

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4   Learning and Teaching

> **At the end of this section you should:**
> ➢ Understand the terms graduate skills, level of learning and learning outcomes
> ➢ Have explored your learning style

The way in which education is delivered around the world varies significantly. In addition within each country the way in which students are taught also varies and research yields information about the effectiveness of a variety of methods.

You may have experience of a system in which you were given information to learn and then required to re-present it in an examination. You may have been expected to accept the information at face value without questioning it.

You will find that the programmes at Anglia Ruskin University are taught differently. Teaching is based on experiential learning (learning by experience) that relies on your ability to research information, evaluate it and question its validity. One of the aims of this guide is to help you to develop the skills to do just that and these skills should improve throughout the programme.

This teaching style is used to create a very different learning dynamic. The emphasis is on the application of theory to practice and this leads to an improved learning situation and prepares you for the achievement of your chosen award.

Your tutors will adopt a facilitative stance, enabling you to become a more independent learner. This emphasis on developing the skills to learn is particularly applicable to a constantly changing working environment as information rapidly becomes obsolete.

In addition to specific skills all modules in the programmes are designed to develop generic skills. These are skills that any employer would expect a graduate to have irrespective of the specific subject they have studied.

The activities in this section are designed to give you an insight into Learning outcomes, learning styles and levels of learning.

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4.1   Learning Outcomes

4.1.1 Overview of Graduate Skills and Learning Outcomes

Click on the link below to read an overview of generic skills on pages 56-58 of the undergraduate student handbook. Note that there are no page numbers visible on the document. You should navigate by using the tool bar which appears when the cursor hovers over the document; selecting next/previous or clicking on an entry in the contents page.

http://web.anglia.ac.uk/anet/students/documents/2010/undergraduate-student-handbook.pdf

4.1.2 Learning Outcomes

All modules you study at Anglia Ruskin University are designed around learning outcomes. You will have to demonstrate achievement of these to pass each module so it is very important that you familiarise yourself with the learning outcomes when you begin to study each module.

The learning outcomes are listed in the Course Handbook and in each of the module guides. In addition they are listed in the module definition forms (MDFs) which are also included in these documents. You will be able to download the Course Handbook from the VLE in week 1 of your studies. The module guide(s) for the modules you are studying in Semester 1 will also be available on the VLE.

More specific details can be found in the academic regulations handbook in section 2.7; 2.15; 2.19; 2.22; 2.28.

http://web.anglia.ac.uk/anet/academic/public/academic_regs_3ed_(july10).pdf

You will now be able to see that there are learning outcomes attached to each section of this guide. When you have completed a section try to assess your achievement against the learning outcomes.

4.2 Levels of Learning

We have already mentioned the credit rating of a module in terms of notional hours. In addition to this, the module will also have an academic level rating. This is indicated by the numbers 1, 2, 3 and 4.

These levels are defined by specific skill groups and are also used to measure the performance of student assessment,

Example: Principles and Practices of Decontamination of medical devices: endoscopy is a 15 credit, level 1 and level 2 module.

4.2.1 Compare levels of learning

More specific details can be found in the academic regulations handbook in sections 2.16; 2.42 to 2.49.

http://web.anglia.ac.uk/anet/academic/public/academic_regs_3ed_(july10).pdf

Read this carefully and note the skills groups and how they are defined at different levels. This explains what is expected of you.

4.2.2 Assessment of Learning Outcomes

These generic outcomes and levels of learning are also applied to assessment. During the programme you will be given detailed marking schemes for each module. However, if you wish to compare the standards of assessment click on the link below to view the marking standards:

http://web.anglia.ac.uk/anet/academic/public/generic_markings_asses.doc

4.3 Learning styles

The way we learn is affected by our learning styles. Whilst it is not always possible to marry our learning styles with activities it is useful to know what your learning style is and understand what activities suit you best to help you gain the most from your activities and encourage you to learn.

4.3.1 Discovering your learning style

If you are unfamiliar with this concept explore the links below to determine your style. If you are familiar with your learning style why not do it for fun anyway.

http://www.newlifenetwork.co.uk/whats-my-learning-style-c75.html

http://www.ldpride.net/learningstyles.MI.htm#Learning%20Styles%20Explained

http://www.nwlink.com/~donclark/hrd/styles.html and explore the themes on the left hand side of the page

http://www.studyskills.soton.ac.uk/studytips/learn_styles.htm

http://www.open2.net/survey/learningstyles/

http://www.mftrou.com/honey-mumford.html gives a brief summary of the Honey and Mumford learning styles.

Use the section below to summarise the key points of your learning from this chapter for future reference. You may also wish to formulate an action plan and note any resources you may require or questions you need to ask.

NOTES AND ACTION PLAN (TEACHING & LEARNING).

5   Explore the university website

At the end of this section you should:
➤   know more about Anglia Ruskin University ➤   be able to access useful student information online

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As a distance-learning student it is important to feel a sense of belonging to the institution. In this section you will explore the University website to learn more about the organisation and internal and external communications.

5.1   Access the university home page:

http://www.anglia.ac.uk/ruskin/en/home.html

From the homepage click on the following TABS: News and Events; Your University; Student Essentials; Student's Union and 'Find us'.
Select options from the lists below the TABS to learn more about the Anglia Ruskin University.
N.B. if you wish to return to the homepage at any time click on the Anglia Ruskin logo.

5.2   Faculty of Health and Social Care.

From the home page click on the TAB 'your University' and explore the Faculty of Health and Social Care which is where the Principles and Practices of Decontamination of medical devices: endoscopy module is located.

5.3   Introduction to My.Anglia.

My.Anglia is Anglia Ruskin's University's Intranet giving you access to university data and information.
Clearly to gain full access you require a login. This will be available when you are a registered student but you can read more about My.Anglia here:

http://web.anglia.ac.uk/anet/about.phtml

5.4   Student e-mail accounts

When you become a registered student you will be given a University e-mail account. This is the method of choice for Anglia Ruskin University when communicating with students. Accessing your student e-mail account should be one of the first items on your to do list when you are registered as a student. During your programme of study it should be checked regularly and as a minimum weekly.
Explore the activities below to learn more about Anglia Ruskin student e-mail.

5.4.1 Access to Webmail and E-vision
Access the link below to learn about the university accounts you will have as a student.

http://libweb.anglia.ac.uk/ithelppages/youraccounts.html

Explore the links to student e-mail and e-vision on the left side of page.

5.4.2 E-mail Policy

If you would like to read more about the university policy on e-mail accounts click on the link below:

http://web.anglia.ac.uk/anet/isms/standards/email/index.phtml

5.5 The University Virtual Learning Environment (VLE)

As a distance-learning student the VLE is your classroom. In this environment you will access your module information in a variety of forms and communicate with your fellow students. Read more about the VLE here:
http://libweb.anglia.ac.uk/ithelppages/vle.html

Use the section below to summarise the key points of your learning from this chapter for future reference. You may also wish to formulate an action plan and note any resources you may require or questions you need to ask.

NOTES AND ACTION PLAN (ANGLIA RUSKIN UNIVERSITY & FHSC).

6 Anglia Ruskin University Library

At the end of this section you should:
- ➢ be able to access resources in the university digital library
- ➢ have an understanding of how to evaluate and manage information

The library is an invaluable resource to both on campus students and those studying at a distance. Now is the time to become familiar with the online library environment. You can access many of the resources without a Login so follow the activities below to familiarise yourself with it.

The Anglia Ruskin Library website: http://libweb.anglia.ac.uk

6.1 Library Guides

6.1.1 Downloading a subject specific guide

In the 'general information' section select 'getting started' then 'online resources'.
Under 'where do I find resources for my subject' click on 'guides'.
Under 'subject based guides' select a number of subjects from the drop down box and download the guides. You may not find a specific guide for your subject but all the guides contain useful links. I recommend accessing the leadership guide as this is presented in PowerPoint format with commentary.

6.1.2 Downloading a database guide

In the 'general information' section select 'getting started' then 'online resources'.
Under 'where do I find resources for my subject' click on 'guides'.
Under 'database guides' select a number of subjects from the drop down box and download the guides. You may not find a specific guide for your subject but all the guides contain useful links.
You will see that there are a number of databases listed in the guide that you will find particularly useful in your studies.

6.2 The Digital Library

This is a resource which you will be using frequently. You will find that time spent on becoming familiar with it now will help you immensely in the future.

6.2.1 The Digital Library Guide

From the library homepage in the 'General Information' section select 'Getting started' then 'Online Resources' to discover more about the resources available to you as a distance-learning student.

6.2.2 Accessing the Digital Library

When you are registered as a student you will have a barcode and pin number to access the library. These can be found on your e-vision account.

Without a Login you will have access to a limited number of resources. Nevertheless you may wish to choose a topic you are interested in and perform a search

If you are looking for some ideas try performing searches on the following areas; leadership; management; finance or marketing.

6.3   PILOT

I would highly recommend this online information literacy tutorial which provides students with the skills and tools to find, evaluate and manage information effectively. It consists of 6 interactive modules which you can work through at your own pace.

http://libweb.anglia.ac.uk/pilot/

6.4   Extras

You will see by the extensive list on the left of the library page that there is a wealth of information on this site. Why not explore some of the links further?

Use the section below to summarise the key points of your learning from this chapter for future reference. You may also wish to formulate an action plan and note any resources you may require or questions you need to ask.

NOTES AND ACTION PLAN (THE UNIVERSITY LIBRARY).

7   Study Skills

At the end of this section you should: ➢ have enhanced your study skills ➢ considered the issues of reading, writing, referencing, plagiarism and reflection

7.1   Introduction

We recognise that our students are adult, independent learners. Nevertheless all students can benefit from instruction in using various study skills to achieve success. Study skills involve locating and using sources of information; flexibility in reading; the ability to select and evaluate ideas and the ability to organise ideas by determining relationships among them.

You will find that there is a great deal of information on study skills both on the internet and in print. In this section you will find a number of useful resources and activities.

7.1.1 Activity

There are a number of excellent short study skills guides provided by the Learning Support and Disability service:

http://web.anglia.ac.uk/anet/student_services/lsdrt/skills_guides.phtml

Select 'Developing Skills for successful study' and make notes on:

a) Note-taking

b) Mind-mapping

c) Useful study skills books and websites

7.2   Study Skills: Reading

Well developed reading skills are a feature of successful independent learners. Use the activities in this section to assess and refine your reading skills.

7.2.1 Activity 1 – the University site

From the home page select 'your university' then select 'support services'. On the menu on the left hand side select 'online study skills guides' alternatively click this link:
http://web.anglia.ac.uk/anet/student_services/lsdrt/skills_guides.phtml

Select and make notes on the following:

       a) Effective reading

       b) Critical and analytical thinking

       c) Evaluating an argument

7.2.2 Activity 2 – Study Skills and Strategies

Access the Study Guides and Strategies website and explore the 'Reading' section (1&2):

http://www.studygs.net/index.htm

Select and make notes on the following:

       a) Reading Critically

       b) Pre-reading strategies

       c) SQ3R reading method

       d) KWL reading method

       e) Marking & underlining

       f) Reading difficult material

       g) Interpretive reading

       h) Reading essays

       i) Reading fiction

       j) Fiction: Narrator and character types

       k) Speed & comprehension

7.2.3 Activity 3 – MP3 Downloads

Stella Cottrell has developed a number of MP3 downloads on study skills. Clearly these can be downloaded to your computer and MP3 player but they are also available to download as a PDF transcript.

Access www.skills4study.com and click on MP3 box.

"The secret to writing a great sentence is keeping it simple. Many people imagine that good writers use words in a complicated way, but the tricks of the trade are all about making your writing easy to read……"

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Download and listen to 'The tricks of the Trade'.

Use the section below to summarise the key points of your learning from this section for future reference. You may also wish to formulate an action plan and note any resources you may require or questions you need to ask.

NOTES AND ACTION PLAN (READING).

7.3   Study Skills: Writing

Well developed writing skills are essential to be able to communicate your ideas and opinions. Use the activities in this section to assess and refine your writing skills.

7.3.1 Activity 1 – the University site

From the home page select 'your university' then select 'support services'. On the menu on the left hand side select 'online study skills guides' alternatively click this link:

http://web.anglia.ac.uk/anet/student_services/lsdrt/skills_guides.phtml

Select and make notes on the following:

       a) Essay writing (1) Structure and organisation

       b) Essay writing (2) Style and clarity

       c) Punctuation

       d) Spelling tips

       e) Report writing

       f) Writing a critique

       g) Literature reviews

7.3.2 Activity 2 – Study Skills and Strategies

Access the Study Guides and Strategies website and explore 'Writing basics' section:

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http://www.studygs.net/index.htm

Select and make notes on the following:

       a) Seven stages of writing assignments

       b) Develop your topic

       c) Identify your audience

       d) Research

       e) Organize and pre-write

       f) Draft/write

       g) Revise

       h) Proofread

       i) Writing under deadline

7.3.3 Activity 3 – MP3 Downloads

Access www.skills4study.com and click on MP3 box.

"Ever seen the comment 'be more critical' or, 'more analysis needed' on your work, but do not know what your tutor actually means by it?"

To find out how you can improve your critical analysis and thinking in your written work, and why it is just so important:

Download and listen to 'Critical analysis'.

Use the section below to summarise the key points of your learning from this section for future reference. You may also wish to formulate an action plan and note any resources you may require or questions you need to ask.

NOTES AND ACTION PLAN (WRITING).

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7.4   Study Skills: Harvard referencing system

<div>

At the end of this section you should:
➢   understand the use of references, plagiarism and paraphrasing
➢   accurately reference a range of sources using the Harvard system

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7.4.1 Introduction to citation and referencing

When you register for your programme you are joining an academic community in which it is expected that you will show your reader when you have used ideas from another source. If you do not do this your reader may believe that you are cheating by trying to claim the ideas as your own. This is plagiarism. The main purpose of a reference is to enable other readers to locate the sources you have used if they should want to.

Accuracy and attention to detail is essential when citing and recording references. If one of your references is wrong, it may cast suspicion on the accuracy of the others, and thus the reliability of your work. Many cultures do not insist on documenting sources of ideas but it is a very important part of British academic culture. In this section you will explore the use of referencing and the rules governing the 'Harvard Style' which is used at this University.

7.4.2 Activity – Harvard Referencing

This is the link to the Anglia Ruskin library guide to Harvard referencing which can be downloaded as a PDF document:
http://libweb.anglia.ac.uk/referencing/harvard.htm

7.4.3 Activity – Plagiarism

This is an excellent site which defines plagiarism and offers advice on how to avoid it including tips on paraphrasing:
http://www.plagiarism.org/index.html

Explore the **University regulations** and familiarise yourself with the university definition of plagiarism in section 10:

http://web.anglia.ac.uk/anet/academic/public/academic_regs_3ed_(july10).pdf

You will find many more resources on plagiarism and how to avoid it. Try a search and identify further resources and activities.

7.4.4 MP3 Downloads

Access www.skills4study.com and click on MP3 box.

"Plagiarism is seen as a serious form of academic dishonesty, but it is all too easy to plagiarise material with knowing it…….."

Download and listen to 'Referencing and plagiarism'.

7.4.5. Turnitin

Turnitin®UK is an electronic, "text-matching" service used by most Universities and Colleges in the UK. It is a piece of software that can help to develop academic writing skills, most particularly in terms of referencing and citing the work of others.

At Anglia Ruskin we use Turnitin®UK with students principally as a formative learning tool. Turnitin offers you the opportunity to submit draft written work so that you can:

- check that you have referenced and cited sources appropriately;
- check that the work you are preparing to submit is your own;
- seek tutorial advice on how to improve your work.

Further information can be found at the following link:

http://web.anglia.ac.uk/anet/students/turnitin/index.phtml

Turnitin®UK should be used as part of your development of good academic practice. Anglia Ruskin has produced the following document to assist you: 'Guidance to being honest in your work' can be accessed via the link below:

http://web.anglia.ac.uk/anet/students/pdfs/300310_academic_honesty.pdf

Use the section below to summarise the key points of your learning from this section for future reference. You may also wish to formulate an action plan and note any resources you may require or questions you need to ask.

NOTES AND ACTION PLAN (REFERENCING & PLAGIARISM).

7.5   Study Skills: Reflection

An increasing number of programmes make use of reflective writing to improve the quality of experiential learning. This concept may be unfamiliar to you so it is worth exploring and indeed practising.

7.5.1 Activity – The University site

Access the university learning support site and download and study the document entitled 'Reflective writing':

http://web.anglia.ac.uk/anet/student_services/lsdrt/skills_guides.phtml

7.5.2 Activity – London Metropolitan University

The RLO-CETL is the Centre for Excellence for the design, development and use of learning objects. The partner institutions are London Metropolitan University, the University of Cambridge and the University of Nottingham.
This is a very helpful audio tutorial on reflective writing:

http://intralibrary.rlo-cetl.ac.uk:8080/intralibrary/open_virtual_file_path/i1026n24186t/reflective_writing/reflective_writing.html

7.5.3 Activity – Oxford Brookes tutorial

This site offers useful advice on using a reflective framework:
http://www.brookes.ac.uk/services/upgrade/a-z/reflective_using.html

7.5.4 Activity – University of New South Wales

This is a useful document to download and study. It includes some examples of reflective writing:

http://www.lc.unsw.edu.au/onlib/pdf/reflective.pdf

Use the section below to summarise the key points of your learning from this section for future reference. You may also wish to formulate an action plan and note any resources you may require or questions you need to ask.

NOTES AND ACTION PLAN (REFLECTION).

8   Support

> **At the end of this section you should:**
> ➢ identify sources of support
> ➢ appreciate the role of feedback

The Faculty of Health and Social Care recognises and welcomes the diversity of experience that students bring to their studies at Anglia Ruskin University. We understand that each student is unique with individual aspirations and needs. Student support within the faculty is focused on engaging students in more active approaches to learning in order to enable each individual to achieve their full potential.

During the day you will be supported by many people in the working environment to develop your skills and understanding. They are a wonderful source of information as they share their practice and experience with you but it is the academic tutor who can assist and advise you on your studies and submissions.

As an adult, independent learner it is expected that you will have well-developed communication skills. It is important that you develop good communication skills online also. Regular communication with the academic tutors is vital to your success. In addition participation in online activities, discussion groups and sharing practice will enhance your student experience.

8.1   Activity – The university site

Explore the university website to find out about student advisors and study the student Charter which outlines expectations of students and staff. Although this is written with on campus students as the focus many of the statements apply equally to all students.

Student advisors website:

http://www.anglia.ac.uk/ruskin/en/home/student_essentials/support_whilst_studying/faculty_student_advisers.html

Student Charter link:
http://web.anglia.ac.uk/anet/students/documents.phtml

8.2   Personal tutors

A personal tutor will be appointed for you when you begin your programme of study. The role of the personal tutor is to support you and help you to get the most out of your experience with the university. It is not their responsibility to help you with module specific issues, as this is the role of the module tutor, but will help with general issues such as study skills and any other difficulties you may have.

 The personal tutor provides a point of contact between you and the University to help you to understand your rights responsibilities and obligations as a member of the University. You will learn about the personal tutoring scheme in the induction week.

8.3   Feedback and how to use it

Feedback from tutors is given on draft work you submit during the trimester or semester and on final submissions. A draft is an attempt at an assessment. It is an early version of an assessment which needs to be refined, added to, reorganised or even rewritten. It is unlikely that you will be able to sit down and write the final version immediately. For most students it will be a work in progress throughout the trimester or semester.

Regular contact with and support from the tutors through the draft work process is vital to your success and will help to dispel the feelings of isolation sometimes felt by students studying at a distance.

The feedback you receive on your work is the best guide to how your work is progressing. The comments give you information on how far you achieve the learning outcomes for the assignment and also provide suggestions for improving aspects of your academic writing.

You may be asked to offer critical comment on your work when sending it to your tutors. This form of self-assessment has a number of advantages. Not only does it help to develop a conversation between you and the tutors centred around your own progress but it also helps to develop the important professional skill of self-assessment. In addition it is our experience that students who do not take the opportunity to send draft work or act on advice given tend to perform poorly in assessments.

8.3.1 Activity – Using feedback

Access the study guides and strategies website and study 'Using feedback working with tutors' in the 'Learning with Others' section:

http://www.studygs.net/feedback.htm

NOTES AND ACTION PLAN (SUPPORT & FEEDBACK).

9 Self test

In this section you may wish to take the opportunity to apply the skills you have been researching and developing.

1 Managing your studies:
   - Review your action plans and notes from section 3. Compile a strategy for study and think about organising your environment.

2 Identify resources:
   - Compile a list of useful resources including websites and texts.
   - Investigate your access to Libraries, expert colleagues and consider if you need to purchase anything e.g wall planner, memory sticks etc

3 Teaching and Learning:
   - In your own words write down your understanding of the following:
     a) Learning outcomes
     b) Generic level descriptors.

4 Anglia Ruskin University:
   - Write a 500 word summary for a prospective student identifying the main features of the university and the range of facilities and support available.

5 Reflection
   - Think about 2 situations and write a 500 word reflection for each topic:
     a) A critical incident in your working environment
     b) Your last birthday

6 Study Skills:

Use your study skills in terms of sourcing and evaluating information to write an essay that conforms to academic conventions including application of the Harvard system of referencing. Select your own topics of interest or use the following:
     a) What is the difference between a leader and a manager?
     b) What factors make an efficient and effective team?

7 Write a 500 word summary (referenced) of your understanding of plagiarism and how to avoid it.

8 Assess your work against the generic learning outcomes

Student feedback to tutors is invaluable to improve the quality and delivery of the programmes.

Please take the opportunity to e-mail vicki.elliott@anglia.ac.uk with comments on your experience of using this guide.

All comments and suggestions will be appreciated and used to inform and improve this guide for future students.

Thank you

10 Top Tips

And finally......to get the most out of the programme of study and achieve the best results we suggest that you:

1 Use this guide to develop study skills to give you a head start
2 Take steps to organise your study plans
3 Set realistic goals
4 Get to know and communicate with tutors regularly
5 Identify a range of resources and research widely
6 Understand what is expected of you at the beginning of the programme and each module
7 Participate in all online activities
8 Ask questions
9 Take the opportunity to submit draft work and use feedback
10 Find a mentor and a critical friend i.e. a willing volunteer to proof-read your work.

Good Luck!