

improving health: developing effective practice



Participant handbook

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NHS Health Scotland provides a range of resources, courses and eLearning opportunities. Our learning brochure contains details of our elearning modules and courses which will help stimulate thinking and develop skills to enhance practice and improve knowledge of health inequalities. Many of our resources can be used flexibly and best of all, most of our training is free. www.healthscotland.com/documents/25548.aspx

This handbook provides an overview of the course and its structure, and a 'reference point' that will guide your learning journey on the course, including what to expect next. It also gives points of contact for specific enquiries as appropriate.

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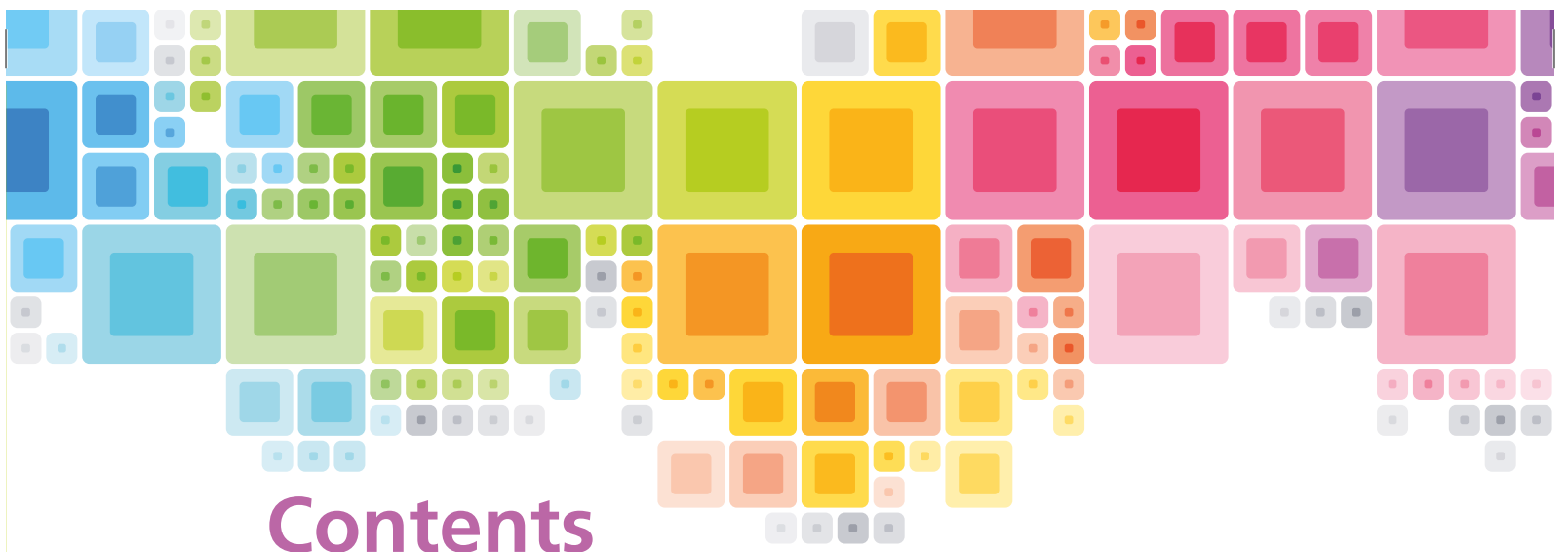
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NHS Health Scotland is a WHO Collaborating Centre for Health Promotion and Public Health Development.



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section 1

Course overview

1.1 Course title

The title of this course is Improving Health: Developing Effective Practice (IH:DEP)

1.2 Course aim

To enable you to increase your confidence in improving health and tackling health inequalities, by providing a framework which will guide and encourage the development of effective and reflective practice.

1.3 Course learning outcomes

On completion of the course you will be able to:

- critically examine concepts and models of health, health improvement and health promotion and their influence on current practice
- explain the mutual influences of social, policy, regulatory and legislative drivers on population health outcomes
- appraise the implications of health improvement principles for reducing health inequalities and improving overall population health.
- critically examine your own practice in relation to achieving continuous improvement in delivery of interventions aimed to improve health and reduce health inequalities
- demonstrate personal use of a reflective process to generate experiential learning.

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Course overview

1.4 About the course

This is a blended learning course offered to multi-disciplinary and multi-agency groups. The blended course combines 15 hours of online learning and 20 hours (or 3.5 days) of face-to-face workshops. There are variations in the way the time can be organised. However, there will be intervals between the face-to-face workshops in order to allow time for: private study (including the eLearning module); reflection; the use of a learning journal; and the linking of personal learning to daily work practice.

Developed specifically for Scotland, the purpose is to provide a single short course that will set a standard for a common set of values and principles for you and others who have a role in health improvement as part of your daily practice.

It is a fundamental principle of the course that you should be able to link your learning directly to your day-to-day work practice and so develop your potential to be a competent and reflective practitioner. The skills that the course seeks to develop are those associated with critical and analytical thinking.

The course offers you the option to seek formal academic credit for your work. This involves the successful completion of an assignment of a maximum of 3000 words (further details on the optional assessment is provided in section 3.6).

The course has its own web page at:

<http://elearning.healthscotland.com/course/view.php?id=278>

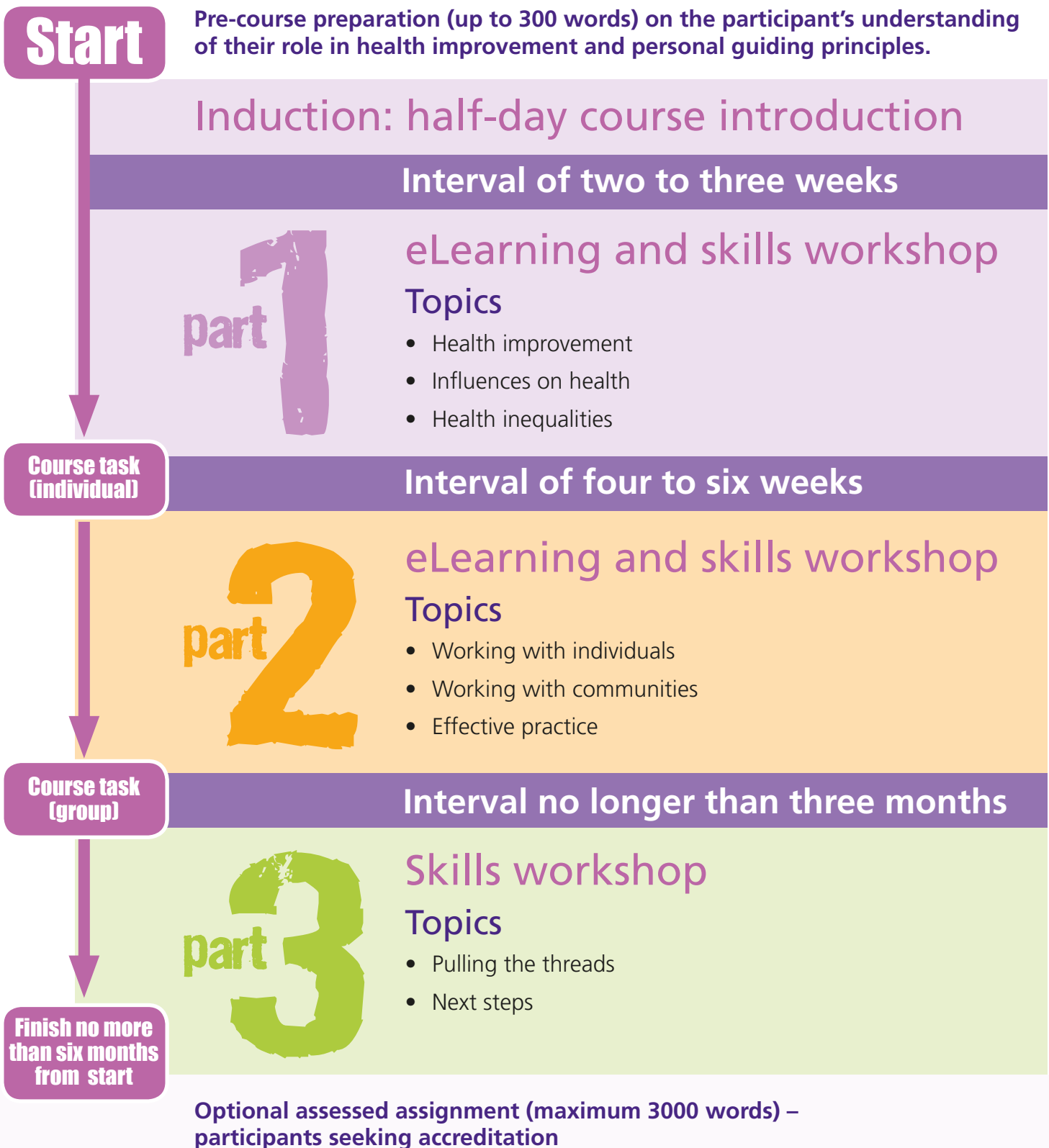
This contains the latest information and additional resources. Please check it regularly – and in particular during your course – to ensure that you stay up to date.

section 1 Course overview



1.5 Course structure and content

Note: This diagram is for guidance only. Further details are on page 14. The trainer may choose to organise each day differently from the way it is shown here.



section 1

Course overview

1.6 Study time required

The blended course combines 15 hours of online learning and 20 hours (3.5 days) of face-to-face workshops. In addition to completion of the eLearning module and attendance at the workshops, you will need to dedicate time to complete the pre-course exercise, individual mid-course task, and associated reading and preparation time (approximately 30–60 hours).

For participants seeking academic credit, the indicative hours required for successful completion are:




 section 1

Course overview

1.7 Who is the course for?

The course is intended to be of benefit to all occupational groups with a role or interest in improving health or tackling health inequalities. More specifically, the course may be:

- of greatest value to those who have experience in health promotion/ improvement and wish to explore the scope of their health improvement role in day-to-day practice
- suitable for use in induction programmes for newly appointed and/or trainee health improvement practitioners and related staff (experience suggests that such courses should be multi-disciplinary and should be run separately from those offered to non-health-improvement practitioners)
- used as a contribution to team development or planning for health improvement activity (e.g. within a partnership or a single organisation).

At times it may be appropriate to bring together participants from a variety of disciplines within a single employing agency, but the course is less likely to be productive if offered to a group whose members are all from the same discipline.

Improving health is increasingly a key part of many jobs and, as an illustration, the course is likely to be of interest to (among others):

- primary healthcare teams
- public health practitioners
- hospital nurses
- staff in private nursing homes
- pharmacists
- dental practitioners/teams
- allied health professions
- health service managers
- social workers and allied professions
- occupational/workplace health promoters
- environmental health officers
- voluntary sector workers
- community workers
- care home workers
- leisure and recreation staff
- housing department staff
- prison officers
- school teachers
- volunteers
- youth workers

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Course overview

1.8 Accreditation and credit rating

NHS Health Scotland has secured academic credit rating for the course under the Scottish Credit and Qualifications Framework (SCQF). These arrangements have been formally approved by the Robert Gordon University (RGU) in Aberdeen.

If you opt for, and successfully complete and pass, the optional assessment you will qualify for 15 SCQF points at Level 9 (third-year degree level).

It is important to note that credit rating will only be made available to you if you pass the assessment. If you do not pass, or choose not to submit evidence for formal assessment, you will nevertheless receive a certificate of attendance issued by NHS Health Scotland.

1.9 Evaluation

Evaluation is an important part of any health improvement initiative and has always been an integral part of training courses run by health improvement teams. The evaluation of this course has been designed to allow the collection of data on a long-term basis to establish how you go on to apply the content of the programme to your work.

The objectives of course evaluation are to:

- identify the extent to which the course learning outcomes are met
- identify the key areas of the course that are most relevant to your area of work
- examine how applicable the learning is to your work
- examine the extent to which the delivery of the course meets your expectations and appropriate standards
- explore whether the administrative procedures for the course are appropriate
- examine the extent to which relevant guidance and feedback have been provided by the course trainers to prepare you for the successful completion of the assignment (as appropriate)
- examine the quality of your experience of the eLearning component of the course.

section 1

Course overview

Information is collected in two ways (quantitative and qualitative):

1. Questionnaire to be completed by each individual participant.
2. Group discussion on the key aspects of the course by participants, recorded by a nominated group member.
3. Online questionnaire to be completed by individual participants.

This information will be used to compile the annual course delivery report for review by the course management and monitoring group (comprises health improvement practitioners and academics). The group's aim is to ensure the maintenance of quality standards in respect of the course. The evaluation report is also submitted to RGU for annual course appraisal as part of the requirements for a credit-rated course.

1.10 Certificate of attendance

Each participant who has completed the blended course will receive a course certificate, regardless of whether or not they have completed the final assignment. For any queries regarding the certificate, contact the Learning and Workforce Development team, NHS Health Scotland by emailing:
nhs.healthscotland-lwdteam@nhs.net

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Using the Virtual Learning Environment (VLE)

2.1 Enrolment

2.1.1. Creating an account

Creating an account on the Virtual Learning Environment can be done using the account creation page, found via the front page of the VLE:

<http://elearning.healthscotland.com/login/signup.php>

Ensure that before clicking **Create account** you complete all areas marked with a red asterisk. An email will be sent to you asking you to confirm your account. If you don't receive this within half an hour, please check your junk mail. If it is still not found, contact us directly at: nhs.healthscotland-lwdteam@nhs.net

2.1.2. Enrolling in the course

Once your account has been created, you can navigate to the **Health Inequalities** tab located along the top of the page. Here you will find the **Improving Health: Developing Effective Practice** page. Click on the title of the course and when prompted, enter the enrolment key provided by your trainer.

2.2 Health check

Think about what you can do to put yourself in a productive state for learning:

- Alert
- Focused
- Open

Make a note of where you are if you need to stop (this eLearning module does not track progress, so you might lose your place).

Spend a reasonable amount of time on the reflective questions. You may want to come back to these if you need more time.

Sit in a comfortable position, in a quiet area away from distractions.

Remember to take regular breaks (around every 45 minutes).


 section 2

Using the Virtual Learning Environment (VLE)

2.3 Key features of the online module

2.3.1 Reflective journal

At various points in the module, you will be asked to note your thoughts on a reflective journal. These points of reflection are to encourage you to consider your learning along the way.

It is important to note that while you are encouraged to take your reflective journal along to the face-to-face workshops, the journal is for your personal use only and you will not be required to show it to others.

Some of the reflective activities may require you to:

- assess where your own values, attitudes and beliefs may be challenged or confirmed
- identify for yourself the key principles for improving health and reducing health inequalities
- consider how your learning would be applied in practice.

The eLearning module is an integral part of the blended course and participants will be required to refer to their reflective journals during the face-to-face workshops. It is therefore recommended that you spend a reasonable amount of time on the reflective activities; you may want to come back to these if you need more time.

This reflective journal can be used as good reflective practice to evidence your learning in your discussions with your line manager during a review or appraisal process.

The reflective journal can be downloaded from the main course landing page on the VLE or from the resources section of the eLearning module.

2.3.2 References/additional resources

At various points throughout the eLearning module, you will be provided with references, resources and links to suggested websites for further reading. In relation to the latter, while every care has been taken to ensure they are suitable, most of them are external and as such NHS Health Scotland has no control or ownership of the content.

Resources identified for further reading are noted in section 3 and can also be accessed from the resources section of the eLearning module.

Please note: Adobe Acrobat Reader is required for some of the recommended resources, which are in PDF format.


 section 2

Using the Virtual Learning Environment (VLE)

2.3.3 Video clips

The majority of the video clips in this resource are displayed using YouTube. If you are accessing the eLearning module from your organisation and are having difficulty accessing the videos on YouTube, contact your IT department and ask them to remove any blocks that may be in place (this is often a local issue). If you are still unable to access them, contact us at:

nhs.healthscotland-lwdteam@nhs.net

2.3.4 Forums/collaboration

At various points in the course you will be advised to participate in online forums. These forums are there to:

- allow participants on the course to collaborate
- discuss key topics.

Please note that the forum will be open only to the small group registered for your course and will not be seen by others. Participation in the forum will enhance your learning and is an essential part of your coursework. For that reason, you are expected to participate in the forum as advised.

The forum will be made available to you by your trainer and will appear in the Forum Area. Click on the title of the forum to open it. Here you will be presented with a list of 'threads', or discussion topics. Each topic could be created by another participant or the trainer. Each thread will have a title; to enter the discussion thread, simply click on this title.

When you click on the title of the thread, you will open it and each reply will be listed below as a series of 'posts'. You can reply to these posts using the reply button located on the bottom right of every message.

To create a discussion thread click on the **Add a new discussion topic** button at the main thread page on the forum. Here you will be asked to include the title of your discussion and an initial post.

2.3.5 Evaluation/certificate of attendance

On completion of the final face-to-face workshop, you will be asked to complete an evaluation survey on the VLE. On completion of this survey, you will be directed to your personalised certificate, which you can download.

2.4 VLE enquiries

If you have any issues or particular needs, please contact NHS Health Scotland's Learning and Workforce Development team by emailing:

nhs.healthscotland-lwdteam@nhs.net


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Course structure

This section will provide a 'reference point' or act as a 'companion' to you throughout the duration of the course.

Please note that local delivery of the course may vary between organisations. However, it is expected that this will not affect issues relating to the content of the blended course, which is the key focus of this handbook.

Therefore, if in doubt regarding any aspect of this handbook, always seek clarification from your local trainer.

3.1 Pre-course activity

After enrolling on the course, you will be asked to undertake a pre-course exercise that allows you to begin the processes of reflection and critical analysis. The exercise is a 300-word written reflection on your understanding of 'being a health improvement practitioner' and of personal guiding principles. Please complete this prior to attending the induction.

Please note that this exercise is for your own use and may be drawn on in discussion during the induction. However, disclosure is at your own choice.

3.2 Induction (2–3 hours)

Each blended course is expected to run for up to a period of six months with only 3.5 days of face-to-face contact during this period. However, certain online activities such as knowledge exchange and forums or collaboration opportunities which require virtual interaction between you and other participants, have been built into the online module, with a couple prior to the first full-day workshop.

Based on the above, one of the main aims of the induction is to allow participants within each group to get to know each other and their trainers with the hope of facilitating 'richer' quality interactions online.

Inductions are therefore recommended to be face to face. However, it is recognised that a half-day face-to-face option may not be practical for all participants, especially those within rural and remote areas. In such cases, video conferencing (including skype, movi, Lync) may also be considered by your local trainer as appropriate.

In addition to briefly exploring the underlying health improvement principles, the induction will also provide an opportunity for participants to:

- seek further clarification on questions which they may have
- have a private discussion on any specific individual needs/reasonable adjustments which may be required (as appropriate).

Following your induction session, you will then start the core course which is divided into three main parts, covering various topics. For each part, you are


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Course structure

required to complete specified sections of the eLearning module prior to attending the face-to-face workshops.

It is compulsory that you complete the specified eLearning sections. These will provide you with the theoretical knowledge that the skills workshops will build on through practice-based activities on the same topics.

The following sections will provide details on what you are required to do or complete at each point.

3.3 Part 1

The aim of this part of the course is to provide rich background knowledge and opportunities for reflection on: health and health promotion; the historical context and their influences; how the latter have determined the current state of health and subsequently driven the types of health improvement responses which we see today.

You are required to complete sections 1–3 of the eLearning module (including some of the suggested additional reading) prior to attending Day 1.

3.3.1 Health improvement (eLearning module – section 1)

This section on the eLearning module explores the meaning of health and the various interpretations and perceptions of the concept. This acts as the basis for considering the overarching public health agenda with specific reference to health promotion.

Suggested additional reading:

1. Naidoo J and Wills J. *Foundations for health promotion*. (3rd Edition) Oxford: Elsevier Health Sciences; 2009. **(Read chapters 1 and 2.)**
2. Abbott S. The meaning of 'health improvement'. *Health Education Journal* 2002; vol:61 issue:4 p:299–308.
3. Health 2020: the European policy for health and well-being
www.euro.who.int/en/health-topics/health-policy/health-2020-the-european-policy-for-health-and-well-being
4. *Improving Health in Scotland: The Challenge*
www.gov.scot/Publications/2003/03/16747/19929


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section 3

Course structure

3.3.2 Health inequalities (eLearning module – section 2)

Having considered the concept of health and what it constitutes, this section will examine what determines health and some of the reasons why health equity for all remains a key challenge within the public health agenda. This section will also introduce you to the principles and evidence-based good practice examples for tackling inequalities in health.

Suggested additional reading:

1. Naidoo J and Wills J. *Foundations for health promotion*. 3rd Edition, Oxford: Elsevier Health Sciences; 2009. **(Read chapter 3.)**

2. *Health Inequalities Policy Review for the Scottish Ministerial Task Force on Health Inequalities*: www.healthscotland.com/documents/23047.aspx

3. What would it take to eradicate health inequalities: www.healthscotland.com/documents/22292.aspx

4. *Health inequalities action framework*: www.healthscotland.com/documents/22627.aspx

5. *Fair Society: Healthy lives*. The Marmot Review: www.instituteofhealthequity.org/projects/fair-society-healthy-lives-the-marmot-review/fair-society-healthy-lives-full-report

3.3.3 Socio-political influences on health (eLearning module – section 3)

The main causes of health inequalities within population and population groups are not only limited to economic and social institutions or the individual's behaviour and their environment. Politics also plays a critical role in influencing population health. This section will introduce you to the main socio-political influences on health policy and implementation.

Suggested additional reading:

1. Naidoo J and Wills J. *Foundations for health promotion*. 3rd Edition, Oxford: Elsevier Health Sciences; 2009 **(Read Chapters 7 and 12.)**

2. Petticrew M, Whitehead M, Macintyre S, Graham H, Egan M. Evidence for public health policy on inequalities: The reality according to policymakers. *Journal of Epidemiology & Community Health* 2004 58:811–816. Available from: <http://jech.bmj.com/content/58/10/811.full>

3. Bambra, C. The primacy of politics: the rise and fall of evidence-based public health policy? *Journal of Public Health* 2013 35:4:486–487. Available from: <http://jpubhealth.oxfordjournals.org/content/35/4/486.full>


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Course structure

3.3.4 Workshop prep/checklist

Prior to attending **Day 1** you are expected to have:

- completed sections 1–3 of the eLearning module
- completed the reflective activities (1–8) in your reflective journal which you are required to take along to the workshop
- considered and made a decision about whether or not you plan to complete the optional assessment.

3.4 Part 2

This part of the course will enable you to reflect on your own practice and the decisions you make within your role, and introduce you to specific approaches/ models known to be effective when working with individuals and population groups. You will be able to identify that similar core values underpin the different models, regardless of whether you are working with individuals, groups or communities.

During **Day 2** you will begin to work on a group task. Your trainer will assign you to a small group to explore and plan a health improvement programme to present to the rest of the group during **Day 3**. This will be an opportunity to put your learning into practice through the application of the frameworks, concepts and models covered in the blended course. Your trainer will set up small group forums on the VLE for your groups to discuss, plan and prepare for their presentation at **Day 3**.

You are required to complete sections 4–6 of the eLearning module (including some of the suggested additional reading) prior to attending Day 2.

3.4.1 Working with individuals (eLearning module, section 4)

The health of an individual is also influenced by risky behaviours and lifestyle factors such as substance use, smoking, diet, hygiene, unprotected sexual intercourse, etc. In principle, all of these risky behaviours are under the individual's control. This section will introduce you to health behaviour change models which you could use to motivate individuals and encourage them to adopt healthier behaviours, using person-centred approaches.

This section includes NHS Health Scotland Health Behaviour Change (HBC) Level 2 stand-alone eLearning module. A link from the eLearning module will direct you to the course page. Reflective activities from the HBC Level 2 eLearning modules have been incorporated within your reflective journal. You are therefore required to record notes in this journal as usual.


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 section 3

Course structure

Suggested additional reading:

Naidoo J and Wills J. *Foundations for health promotion*. (3rd edition) Oxford: Elsevier Health Sciences; 2009 **(Read chapter 8.)**

3.4.2 Working with communities (eLearning module – section 5)

On completion of this section, you will have had the opportunity to explore the principles and values that drive good practice and effective interventions at group and community levels.

Suggested additional reading:

1. Naidoo J and Wills J. *Foundations for health promotion*. (3rd edition) Oxford: Elsevier Health Sciences; 2009. **(Read chapters 9, 10, 13–17.)**

2. Meeting the shared challenge:
www.scdc.org.uk/what/community-ledhealth/resources/

3. National standards for community engagement:
www.scotland.gov.uk/Resource/Doc/94257/0084550.pdf

4. Participation case studies:
www.scottishhealthcouncil.org/evolving_practice/evolving_practice.aspx

5. Community and mutual ownership: a historical review:
www.jrf.org.uk/sites/files/jrf/community-mutual-ownership-summary.pdf

6. Asset-based approaches for health improvement: redressing the balance:
www.assetbasedconsulting.co.uk/Resources.aspx

3.4.3 Effective practice (eLearning module – section 6)

This section is divided into two sections with focus on good practice in relation to the planning, delivering and evaluating health improvement projects and; increasing your personal effectiveness. It does not only inspire you to take a continuous approach to delivering your health improvement projects, it also encourages you to reflect on, and engage in, continuing professional development activities.

Suggested additional reading:

1. Naidoo J and Wills J. *Foundations for health promotion*. (3rd edition) Oxford: Elsevier Health Sciences; 2009 **(Read chapters 18–20.)**

2. *Engaging communities for health improvement*:
www.health.org.uk/publication/engaging-communities-health-improvement


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Course structure

3.4.4. Workshop prep/checklist

Prior to attending **Day 2** you are expected to have completed:

- sections 4, 5 and 6 of the eLearning module
- reflective activities 9 to 20 on the reflective journal
- course task (individual).

3.4.5. Course task (individual)

You will be expected to attempt a course task (Individual) following **Day 1**. The task is a written exercise linking practice and theory (up to 1000 words in length). This task is vital preparation if you opt in for the final assignment.

Please submit your written task to your trainer for review and feedback.

3.5 Part 3

This part of the course consolidates your learning from the entire course by providing the opportunity for practical application within your work context. It will also enhance your practice within your health improvement role.

3.5.1 Workshop prep/checklist

If you have not opted for the accredited assessment, the end of **Day 3** marks your completion of the course.

Prior to attending **Day 3** you are expected to have contributed to the online small group forum to plan and prepare for your group task.

3.5.2 Post-workshop activity

You have now completed the course. Well done! You will be issued with a certificate. However, there is one more task to complete before printing the certificate.

Your feedback is valuable to NHS Health Scotland and the course management and monitoring group to enable continuous improvement of both content and delivery of the course. Please take a moment to complete our evaluation survey on the VLE. Once you have completed the evaluation survey, you will be able to print your certificate. If you have any issues with the survey, please email:

nhs.healthscotland-lwdteam@nhs.net

We thank you in advance.


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Course structure

3.6 Optional assessment

The assignment is a useful exercise for you to consolidate and reflect on your learning. Students often find that it is this piece of work that allows them to gain an overview of the course and to apply fresh understanding and insight to their daily work.

3.6.1 Undertaking the assignment

To undertake the assignment, you should register with RGU by completing the **short course registration form** which can be accessed on the VLE. www4.rgu.ac.uk/general/info/page.cfm?pge=99950 You must register at least eight weeks prior to your assignment submission date. As a registered student, you will have the benefits of belonging to the University; for example, you will have online access to library materials. You will be given a student number and login so that you can access the assessment area.

3.6.2 Completing the assessment

You must have attended at least 80% of the course workshops and completed all online tasks before attempting the assignment. You will have an additional few weeks after the final workshop of your course to prepare your assignment for submission. Your trainers will be available to support you during this time, and will usually arrange a tutorial/workshop session, when you can discuss your plans for the assignment and what is expected of you. Support materials and guidance on the assignment will be available to you as well, so that you can be confident about the task you are working on. You can expect to spend perhaps 30 hours on the assignment preparation, over and above the time allocated for online and workshop activities, and private study over the duration of the course.

The fee for assessment will be due on submission of the assignment. **(£250 per participant and £200 if there is a cohort of 10 participants.)** Arrangements for paying fees are through the organisation providing your course.

3.6.3 After your submission

This will be marked by one of your course trainers and, separately, by a tutor at RGU. You will be told (20 working days after submission) about the mark that has been agreed, and it will go to the next available assessment board for ratification. In the event that you do not achieve a pass first time, there is normally an opportunity to resubmit six weeks after the board.

When you have successfully passed the assessment, you will be credited with 15 ScotCAT points at SCQF Level 9 (third-year degree level). You will receive a written transcript of your achievement. This will be useful to show accreditation of your level of knowledge and skills, and you may be able to use this to contribute towards other qualifications at this level.

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Course structure

3.6.4 Questions?

If you have any questions about the assignment, raise these as soon as possible with one of your course trainers. There is usually some time set aside during one of the workshop days for questions and discussion within your course group.

