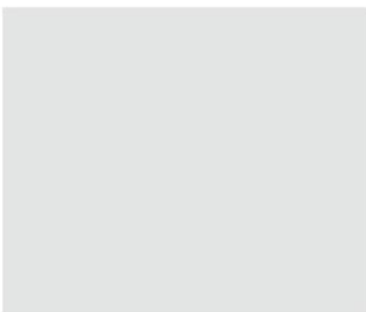**Welcome to York**

DEPARTMENT OF HEALTH SCIENCES PROGRAMME HANDBOOK

BA (Hons) Midwifery Practice 2022/23 Cohort Mid20

Contents

Section 1   Introduction

1.1   Introduction to the Department

Welcome to all of you and congratulations on gaining a place at York. We are delighted you have chosen to study with us and we will work with you in providing a supportive learning environment to enable each of you to fulfil your potential. We have a dedicated group of staff, with years of high-calibre teaching and clinical experience between them, who are here to guide and support you through your studies. We are one of the top UK providers of nursing and midwifery professional educational whose graduates have and will continue to help deliver, shape and innovate health and social care in the modern era. Your time with us will benefit from a blend of high-level education and clinical practice coupled with exposure to our world-leading research. Success is achieved through working hard as an individual and in supportive teams, which is something we foster through our programmes of study and overall approach. Our Student and Academic Support Service teams are also here to help so please do use their expertise.

I hope you enjoy your experience of studying in the Department of Health Sciences at the University of York.

This handbook has been prepared to cover the information you will need for your programme or course and to assist you as a student in the Department. Please read it through and use it as your first point of reference. If you have any concerns, our Student and Academic Support Service team, located on the ground floor of the Seebohm Rowntree Building, stands ready to help.

On behalf of everyone in Health Sciences, I wish you an enjoyable and successful programme of study.

Kate Flemming
Head of Department

1.2   The Purpose of this Handbook

This handbook provides a comprehensive introduction to **the Department of Health Sciences and information on all aspects of your programme of study**.

It outlines what you should expect of your Department and what we can expect from you, and clarifies the policies and procedures relevant to your area of study.

It should be used alongside the University Handbook. You will find a copy of the University Handbook on the welcome pages.

General information can also be found on the student pages of the website.

You should also log in to the Student Homepage for your personalised timetable, information and news. For general information you can search the student pages from this site via the left-hand side navigation.

Our Departmental Student Intranet enables you to access electronic learning material such as this programme handbook, your assessment schedule, your module descriptors and information that is pertinent to your programme of study. The Student Intranet also includes general information relevant to Health Sciences students such as Departmental policies, together with links to relevant pages on the main University website.

Please visit our Preparing to Study website and follow the link for your individual programme to find out more useful information and top tips.

Your first point of call within the Department is the Student and Academic Support Service team in ATB/023a on the Ground Floor of the Seebohm Rowntree Building. A full range of services and information is available to all students, particularly those with specific professional related queries.

1.3   Disclaimer

We have tried to ensure that the information contained in this document is accurate as of September 2022. Please check our website for any changes to this information.

Due to the Covid-19 pandemic, we have already had to make changes to our programme delivery and structure. While we hope to gradually return to normal, it remains possible that more changes will have to be made during the course of the year; these will be communicated to students by email and on our website.

Section 2   Your Department

2.1   Welcome to your Department

You are now a member of an academic department. The Department is made up of teaching staff, researchers, support staff and other students like you.

- **Academic teaching staff** – are there as leaders in their field willing to share their expertise and experience to help you learn, grow and push the boundaries of your capabilities and knowledge.
- Your **supervisor** is there to help guide your studies and to monitor your progress over your programme.
- **Support staff** –make the department run smoothly. They will communicate important information, provide technical assistance and help signpost you to other services and support you might need within the University.

You are now also part of the **student community** belonging to your department. **Course representatives (course reps)** are there to help represent your views to the Department and to the University – so there is always a way to get your views heard.

The Department delivers full-time pre-registration professional programmes, part-time post-registration programmes, a range of taught masters programmes, PhD/MPhil programmes and freestanding modules.

The Department aims to develop the role of scientific evidence in health and healthcare through high quality research, teaching and other forms of dissemination. The Department of Health Sciences is one of the largest departments on campus and supports hundreds of students each year on a broad range of taught and research programmes.

2.2   Departmental Student and Academic Support Service (SASS)

The Departmental Student and Academic Support Service function supports all Health Sciences students and acts as a first point of contact if students need information or assistance. The Student and Academic Support Service team are all experienced in dealing with a diverse range of enquiries and student contact is undertaken in a sensitive and confidential manner. The common aim for the Student and Academic Support Service team is to work towards making the student experience as fulfilling and enjoyable as possible.

The Student and Academic Support Service office is open Monday to Friday from 8.30am to 4.30pm.

All enquiries **not specifically listed below**:	**Student and Academic Support Service**	01904 321321 dohs-sass@york.ac.uk
All enquiries relating to **travel claims**:		01904 321321 dohs-practice-travelclaim@york.ac.uk
All enquiries relating to **assessments**:	**Programmes Office**	01904 321318 dohs-assessments@york.ac.uk
All enquiries relating to **exceptional claims**:		01904 321803 dohs-ex-circs@york.ac.uk
All enquiries relating to **studying with a disability**:		01904 321380 dohs-disability@york.ac.uk

2.3   Staff Contacts

Staff contact information can be found on our Student Intranet and on each VLE module site, including information of staff in key Departmental roles.

2.4   Communicating with the Department

Email

It is **essential** that you use your University email account. This is the sole means of electronic communication and should be accessed regularly. No other email addresses will be used.

> Your University email will be used to send **information** such as:
>
> • any revisions to your teaching rooms or assessment dates
>
> • information regarding reassessment arrangements
>
> • exceptional circumstances claim outcomes
>
> • your progression and result information
>
> • enrolment information
>
> If you do not receive key information, such as reassessment arrangements, failure to check your University email cannot be used as grounds for exceptional circumstances. For further information, please see Exceptional Circumstances (Section 7.13) in the Assessment, Progression and Award Section of the Handbook.

If you experience any problems accessing your University email account you must resolve this quickly with IT Services.

Email etiquette

You should use your University email account when communicating with the Department. To assist email communication we request that you:

- use a concise and specific email subject line; where relevant please include your Name of Programme/Cohort reference e.g. Midwifery/MID 20.
- sign off your email with your **full name** and student ID number (nine digit student number – not your seven digit exam number).

Please note this is regarded as formal communication which will be filed on your student record, so you should try to avoid using unprofessional language such as text abbreviations.

Communicating with your practice assessor

Once you are allocated a practice assessor to work with, there may be occasions where you may need to contact them to discuss your working practices e.g. shifts that you will be working with them. You are encouraged, in the first instance, to liaise with the LEM (Learning Environment Manager) for the practice area regarding practice assessor availability or alternatively contact the location where your practice assessor is working e.g. labour ward. You should not contact a midwife or practice assessor directly unless this has previously been agreed with them individually. This includes contacting practice assessors or supervisors via social media messaging facilities e.g. Facebook.

You are encouraged to access NMC guidance on appropriate use of social media.

Notice boards

In addition, we communicate to student groups through notice boards located in the reception area near the Student and Academic Support Service office in the Seebohm Rowntree Building. Notice boards are organised by

programme. General information including flyers for study days and conferences will be disseminated on the relevant notice boards.

2.5   Departmental Facilities

Seminar rooms and offices

Departmental staff are located within two buildings on campus, Seebohm Rowntree and ARRC, both of which are situated within Alcuin College. Teaching occurs across the University campus: details will be provided through your timetable.

An interactive map of the University is available on the website.

Clinical Simulation Unit (CSU)

The Clinical Simulation Unit (CSU) provides students with a learning environment which is ideal for the development of practical skills or for simulation-based education. The realistic ward, intensive care unit and 'community bedsit' can be integrated with the adjoining rooms which have moveable walls. This space can be adapted to mimic a variety of clinical areas such as private consultation rooms or emergency department cubicles. The sophisticated cameras and AV equipment can be used to live-stream or play back events later for evaluation by both staff and students. When sessions are facilitated in the CSU, it is expected that students will wear uniform for any simulated learning activities.

2.6   Health, Safety and Security

Information about the University's Health, Safety and Security policy is available on the website.

Please check the University's Coronavirus (Covid-19) webpages regularly for information on current Covid-security measures.

As this is a professional programme there are additional requirements in relation to health and safety.

In relation to health and safety whilst on placement please follow Trust policy.

The Covid-19 pandemic has brought additional health and safety considerations for students going out onto placement. Although no placement is completely without risk whilst Covid-19 is still present, the evidence to date indicates that most healthcare students are at a low risk of experiencing severe symptoms from Covid-19 infection (Council of Deans of Health, 2020). However, some students may be at increased risk and a risk assessment approach is adopted. You are therefore encouraged to engage with any Departmental processes that help to support your safety and well-being at any stage of your programme.

Occupational Health

Please note the Department has a contract with OH Works Ltd, so please do not contact University-based or hospital-based Occupational Health services as they do not provide a service to Health Sciences students.

As part of the admissions process, you underwent Occupational Health screening organised by the Department of Health Sciences. This assessed pre-existing conditions which had been declared to determine suitability for the programme and identified any adjustments which may be required in practice. The Fitness to Practise Committee co-ordinates the outcomes of OH screening and makes recommendations for how these adjustments can be supported in practice.

It is your responsibility to inform the Department of any change in relation to your health or disability status to ensure you are adequately supported throughout your period of study and meet the professional requirements of the PSRB. In the first instance this would normally be your personal supervisor who is responsible for your pastoral care.

Likewise, if the Department becomes concerned about a change in your health or disability status, your supervisor will discuss this with you. In either case, your supervisor will provide support and advice and will consider whether the change in your health or disability status requires further discussion with the relevant committee.

Referrals to Occupational Health and monitoring

Any supervisor or student who requests an Occupational Health assessment must do so via the Fitness to Practise Committee. Supervisors, practitioners or students themselves must not refer any student directly to OH.

Following discussion with the student, supervisors will complete the Fitness to Practise supervisor referral form. This information will be incorporated into the Occupational Health referral form by the Chair/Deputy Chair of Fitness to Practise Committee.

Referrals to OH will be made and monitored by the Fitness to Practise Committee, whilst ensuring that confidentiality is maintained. Following an Occupational Health assessment, students must consent to release their assessment report to the Fitness to Practise Committee. Students are expected to liaise with OHWorks Ltd to confirm their consent within an appropriate timeframe. Any delays in consent being given may result in the Committee being unable to determine fitness to practise.

Upon receipt of the Occupational Health report, the Chair and Deputy Chair of the Fitness to Practise Committee will consider any restrictions or adjustments to the programme which may be required.

For more information refer to the Fitness to Practise Committee website.

Occupational Health and return from leave of absence

If you are returning from leave of absence taken on health grounds you must provide medical evidence to confirm your fitness to return to the programme. This medical evidence is screened by the Chair of the Fitness to Practise Committee. This may mean that advice needs to be sought from, or referral made to, OH. In certain circumstances the Department will have set OH assessment as a condition of your return from leave of absence.

Immunisation and vaccination requirements

Department of Health guidelines require that all new healthcare workers (including students) have standard health clearance checks for immunity and have appropriate vaccinations for relevant infectious diseases. This is to protect both student and service user. A range of immunity checks (e.g. blood or skin testing or documented history of previous infection or vaccination) are carried out and individual requirements for vaccination (e.g. full course or boosters) are planned by Occupational Health for each student at commencement of the programme.

Further information on the Department of Health Sciences Guidelines for immunisation requirements can be found on our Occupational Health webpages.

Students therefore must provide information and attend appointments for vaccinations and tests when required. Occupational Health send requests to students University e-mail accounts and students are expected to be vigilant for such requests and to respond promptly.

Non-compliance with vaccination and immunisation requests is monitored by the Fitness to Practise Committee and may result in suspension from practice.

Exposure prone procedures

In response to guidance from the UK Department of Health, the Department has arrangements with OH in place for the support and guidance of any student who may need to avoid exposure prone procedures. All students will receive training early in the programme about the prevention of occupational transmission of blood borne viruses and what steps to take if they have any worries or concerns about infection. Students in any doubt about these issues should contact their supervisor as soon as possible.

Travel abroad

You should be aware that if you have visited an 'at-risk' country (as defined by the Foreign and Commonwealth Office (FCO)) during your programme or prior to commencement, then you must follow national and local healthcare organisations' guidance regarding OH or quarantine, inform your supervisor and seek advice from the Fitness to Practise Committee.

Annual enrolment

You are required to declare any changes to your health status since admission to the programme when re-enrolling online. Any declared changes trigger a notification to the Fitness to Practise Committee and this will be followed up with the student and supervisor.

2.7   Your Supervisor

You will be allocated a supervisor who is a member of staff in the Department. Your supervisor is allocated to you when you arrive and is there to help and advise you on all aspects of life at University. Supervisors have three principle functions:

- to provide advice on and support for your academic progress;
- to support your personal development and acquisition of academic and employability skills;
- to provide general pastoral guidance, assisting you to identify appropriate specialist support should you require it.

Your supervisor will meet with you a minimum of once per term to discuss your academic progress and check all is well with you and your studies. This is an important point of academic contact for all students. Your supervisor will encourage you to develop your academic and personal skills and can also act as a referee for any applications you might make in the future.

They can advise what to do if things go wrong and refer you to the right people in the University for help with more personal matters.

More information on the role of the supervisor is available on the website.

Meeting with your supervisor

A personal supervision appointment will be scheduled on your timetable each term. If you are unable to attend a supervisory meeting you must contact your supervisor to re-arrange the meeting.

If you require an appointment with your supervisor in addition to the scheduled termly one, you will need to make an appointment via email or telephone to organise this. You and your supervisor will then arrange a convenient time for you both to meet.

Records of your meeting will be stored on Evision and accessible by you and your supervisor. On occasion these may be accessed by other staff if necessary, for example for continuity purposes if you change supervisor.

Procedure for changing your supervisor

Ideally, you should have the same supervisor throughout your time here but, if your supervisor is away for an extended period, you will be allocated a different supervisor.

Occasionally, the supportive relationship that we hope will develop fails to do so. You are encouraged to discuss any difficulties with your supervisor to try to resolve these. However, if you find that you cannot communicate well with your supervisor, for whatever reason, then talk to your programme leader, the Chair of the Board of Studies, or if you prefer, contact one of the other support services. Undergraduate students can change supervisor without giving a reason.

Other roles

Programme leader

The programme leader is responsible for the management of the three-year programme. The programme is split into three stages equivalent to year one, year two and year three.

Deputy Programme lead

The deputy programme lead supports the programme lead and overall delivery of the programme. In the programme lead's absence, they will deputise as required.

Lead Midwife for Education (LME)

Each educational institution has a Lead Midwife for Education (LME). The LME is the person named to:
- receive correspondence from and liaise with the NMC in relation to midwifery education.
- liaise with students, practice assessors, supervisors, service managers and University officers in situations requiring significant alteration or suspension of education.
- oversee and monitor standards of midwifery education.

Designated Midwife Substitute

The role of the designated midwife substitute is to sign declarations of health and character when the LME is not available to do so

Stage leader

The stage lead oversees the smooth running of the stage during the three-year programme, in relation to all theory and practice issues.

Module leader

The module leader is responsible for co-ordinating module-specific learning activities and the provision of academic support and guidance regarding the module assessments. They are also responsible (along with members of the module team) for marking module assessments.

2.8   Departmental Committees

The work of the Department is overseen by a number of committees. Further information and contacts for each of the Board/Committee chairs is available on the Key Departmental Roles website.

A brief summary of each academic committee can be found below.

Board of Studies

The Board of Studies has overall responsibility for the quality of the teaching and programmes offered by the Department, at both undergraduate and postgraduate levels. The Board is therefore responsible for the monitoring and evaluation of the Department's teaching programmes, via external and internal methods including student feedback, and the performance and progress of individual students within the programmes of study offered by the Department. The Board of Studies is also responsible for research degree provision.

Postgraduate Teaching Committee

The role of the Postgraduate Teaching Committee is to co-ordinate and govern all quality assurance activities related to postgraduate taught programmes in the Department of Health Sciences and to ensure that all professional, statutory, regulatory body and University Teaching Committee requirements are adhered to. In addition, Postgraduate Teaching Committee also monitors and records progress for taught postgraduate students. Postgraduate Teaching Committee meets twice per term.

Undergraduate Teaching Committee

The Undergraduate Teaching Committee has devolved responsibility for the quality of teaching and delivery of particular programmes. They approve changes to existing modules and programmes whilst also developing new modules and programmes.

Board of Examiners

The Board of Examiners is responsible for ensuring assessment processes are operated within the University Ordinances, Regulations and Guidelines. The Board ensures that the principles of equity, clarity, consistency and openness are applied to all assessment practices; recommends progression, awards and failures; and investigates academic misconduct.

Exceptional Circumstances Committee

This Departmental committee considers students' claims for exceptional circumstances in relation to assessment including requests for extensions to submission deadlines. It is bound by the University's Exceptional Circumstances Policy.

If you are having any problems while studying at York which might affect your ability to complete assigned work, you may be eligible to apply for Exceptional Circumstances. If successful, this would allow you an extension or a resit for the assessment affected.

For further information, please see Exceptional Circumstances (Section 7.13) in the Assessment, Progression and Award Section of the Handbook.

Fitness to Practise Committee

The Fitness to Practise Committee have a remit to support you to maintain sufficient health and well-being to practise safely and effectively, and to address any issues of concern in relation to your health, conduct and character.

Departmental Library Committee

This Departmental committee's aim is to influence and determine Departmental policy and priorities relating to libraries and library budgets.

Equality, Diversity and Inclusion Committee

The Equality, Diversity and Inclusion Committee (EDIC) is an overarching Departmental committee. Its remit is to ensure that the Department of Health Sciences supports the University's commitment to equality, diversity and inclusion (as outlined in the University's Policy Statement) in all its activities.

2.9   YUSU Advice and Support (ASC)

The Advice & Support Centre (ASC) at YUSU provides free, confidential and independent advice and guidance to students on a range of different issues, including:
- Academic issues and related processes and procedures, such as Appeals, Complaints, Academic Misconduct, Support to Study and Fitness to Practise
- University policies and processes
- Personal and wellbeing issues

You can contact ASC by email at asc@yusu.org, and their advisers can provide advice and support in a range of formats including by email or via phone or virtual appointment. Information and guidance about the service and the range of issues that it provides advice about can also be found on the YUSU Advice & Support webpage.

Opening hours: 10:00- 16:00, Monday to Friday excluding national holidays.
Email: asc@yusu.org
Telephone: 01904 32 3724
Website: yusu.org/advice-support

2.10   Course Representatives (Course Reps)

Academic representation is a partnership between YUSU, the GSA and University departments. Together, we aim to ensure that students contribute directly to the processes of reviewing, maintaining and enhancing the quality of the academic experience at York.

You can go to academic reps with any feedback about best practice, concerns or suggestions about how the department or aspects of your programme are run.

There are three types of academic reps:

- Course Reps act as the voice of their cohort and work with staff to make improvements to their course. By gathering student opinion, Course Reps become specialists in course-based issues, helping to identify and tackle problems that arise.
- Department Reps take on a leadership role and support Course Reps to make positive change to the department as a whole. Department Reps are also invaluable contacts at YUSU and take part in University-wide projects that improve the student experience.
- Faculty Reps are undergraduate students that work behind the scenes ensuring that the student voice is heard at all levels. By sitting on high-level committees, they influence University-wide decisions as well as pushing forward their own manifesto projects.

Course Reps are also a members of the Board of Studies, which is the main decision-making body within the Department. Reps are invited to attend the Board of Studies meeting each term. Course Reps are also responsible for ensuring that students are properly represented in regular monitoring of quality within the Department, including the 'Annual Programme Review' and 'Periodic Review' every 5-6 years.

For Departmental Course Rep information visit our Student Representation webpages.

Student-Staff Forums are informal meetings which are arranged for all course reps to meet to raise issues with members of staff within the Department whose roles involve supporting the student experience and maintaining the quality of the teaching and learning provision. The Forums have been divided into undergraduate and postgraduate groups to enable issues relevant to different students to be raised. If issues are relevant to all students then they can be brought to Board of Studies meeting for wider discussion. The Student-Staff Forums report to the Board of Studies to ensure that concerns are minuted and responded to appropriately. In response to the University requirements regarding the operation of Student-Staff Forums, minutes from the undergraduate and postgraduate Student-Staff Forums are received by the Departmental Board of Studies and copies of the minutes are forwarded to the Student Unions and the University Academic Support Office at the end of each academic year.

Course Reps are valued by the Department and we therefore aim to support you to perform your role fully. If you are attending a committee meeting as a Course Rep, you can count this time as practice hours provided that you would otherwise have been in practice at the time. You cannot count attending meetings as practice hours if you would otherwise have been in a theory session or undertaking private study at the time. Please note that only the time spent in the meeting should be counted and not time spent travelling. The minutes of the meeting will demonstrate that you were present. You should identify how attendance at a meeting might relate to a practice learning outcome or competency and include evidence of this in your E-OAR. Your programme leader will be able to advise whether attendance at a specific meeting can be counted as practice hours.

A Course Rep notice board is also located in the Student and Academic Support Service resource area.

If you would like to represent the views of your fellow students and have a say in how your course is run, why not apply to be a Course Rep? You can stand for this position at the beginning of your programme. For more information, visit the YUSU Academic Rep webpages.

All student representatives will be given regular departmental support and resources to support their role from a named contact within the Student and Academic Support Service. Please contact the Student & Academic Support Service for more information.

The University also provides Guidelines for Course Reps on University Committees.

2.11   Equality, Diversity and Inclusion

We are committed to the creation of a fair, welcoming and inclusive environment for all, where everyone is treated with dignity and respect.

The Department of Health Sciences has an active and impactful Equality, Diversity & Inclusion Committee as well as several Equality & Diversity Champions who link with the central EDI team. We recognise the importance of ensuring equality and fairness for all our staff and students and work collaboratively across the department to ensure we are at the forefront of EDI matters and that equal opportunities exist in every aspect of departmental working.

We also have an Athena Swan working group which further contributes to promoting a culture of equality in the department through undertaking work to strengthen areas such as recruiting, encouraging and retaining women at all stages of their career.

For further information about the University's equality and diversity policies, visit the Equality, Diversity and Inclusion webpages.

To contact the Equality Champions, visit the Key Departmental Roles website. For more information about the EDI committee or Athena Swan please visit the Department's EDI and Gender Equality webpages.

Bullying and harassment

Harassment Advisers are trained members of the University who act as first point of contact for student experiencing harassment or bullying. Students can contact any Harassment Adviser directly, it does not have to be the staff member within this Department.

2.12   National Insurance Numbers

The purpose for collecting and sharing national insurance information with Health Education England (HEE) is to use it as an accurate denominator to establish a true headcount figure of NHS funded students moving to employment on completion of study. The information that is shared with HEE will not be utilised or shared in any other form than for the purpose for which it is collected and the information will be held in a secure system, in compliance with the General Data Protection Regulation (GDPR). The student to employment process requires national insurance information at an individual level. This information will not be seen or utilised for any other purpose than to follow the student into employment. This information allows HEE to improve the workforce planning process.

Section 3   Your Programme

3.1   Studying Midwifery at York

Programme philosophy

The central tenet of the curriculum is the philosophy of skilled companionship. Student midwives should aspire to the role of skilled companion (Campbell 1984), accompanying women on a journey to parenthood whilst recognising the transient nature of the relationship.

In recognition of the students' transition from lay person to professional, the educational philosophy reflects Carper's (1978) fundamental ways of knowing. The student's learning experience supports the process of knowledge acquisition throughout the programme recognising the influence of personal experience, values and beliefs on the development of the student's professional identity.

The programme provides academic and clinical education, to equip the qualifying student with the skills to work in partnership with women and their families, and to offer safe, contemporary evidence-based practice. The role of skilled companion combines these key elements with the development of effective interpersonal skills to provide sensitive, compassionate, woman-centred care.

For most women, pregnancy, birth and parenthood are normal life events through which they should be able to exercise choice and control. For some, this is a challenging time which might threaten both their own and their babies' health and wellbeing. As advocates for women and the proponents of normal birth, student midwives should act in collaboration with others to ensure the safety and wellbeing of women and new-borns through the provision of responsive and effective midwifery care for women with diverse needs.

In order to be responsive to the evolving, complex nature of contemporary society and meeting individual need, student midwives should understand and respect the unique circumstances of each woman within her social context. As such, the midwife's role in meeting the needs of the public health agenda involves improving the health and wellbeing of women and their families, and reducing health inequalities

Women are central to the planning, provision and evaluation of their maternity care taking into account their diversity, hopes and expectations. The programme philosophy reflects the need for student midwives to develop their role as practitioners, partners and leaders in shaping the future of maternity services (NHS England, 2016). To achieve this, women need access to high quality information about the services that are available to them in a form that is meaningful to them as individuals. Underpinning this process is the need for student midwives to be able to identify and appraise appropriate evidence, to keep abreast of new innovations, and maintain and develop their knowledge and clinical skills through lifelong learning.

Skilled companionship facilitates the development of trusting, respectful, reciprocal relationships between midwives, women and their families. Thus the programme is designed to enable students to achieve the role of skilled companion, be eligible for professional registration as a midwife, equipped for contemporary practice and fit for academic award.

3.2   Programme Aims and Learning Outcomes

Statement of Purpose

The BA (Hons) in Midwifery Practice is not just a degree; it gives entry to a challenging and rewarding professional career. The programme at the University of York is accredited by the Nursing and Midwifery Council (NMC) and on successful completion you will gain entry to the relevant part of the register and be qualified to work as a midwife. The programme will equip you to be a safe, clinically competent, reflective practitioner and leader within contemporary midwifery, maternity, and health care. The programme philosophy focuses on both the 'art' and 'science' of midwifery. Students will develop effective interpersonal skills to work with women, families and colleagues and provide compassionate care in a variety of social and cultural contexts. To underpin this practice the student will also gain a comprehensive understanding of the biological science related to pregnancy and

childbirth. Through a range of academic and practical modules you will gain skills and knowledge to enable you to provide evidence-based holistic, women-centred care. Our smaller cohort size encourages greater peer support, and varied interactive teaching and learning strategies which promotes student engagement. Distinctive elements include an elective placement which affords you the opportunity to gain diverse midwifery experiences nationally and/or internationally, and a variety of practice placements in hospitals, midwifery led units and community settings. The programme is fully accredited by the Baby Friendly Initiative (BFI) which sets standards to facilitate effective parent-baby relationships and choices regarding infant feeding.

Programme Learning Outcomes

On completion of the programme, graduates will be able to:

1. Work as lead professionals, providing competent, evidence-based midwifery care for women and their families across the child-bearing journey from antenatal support, through birth, to post-natal provision.
2. Apply a holistic, compassionate, woman-centred approach to midwifery care.
3. Manage the risks associated with complex pregnancies and work within multi-disciplinary teams to deal appropriately with obstetric emergencies.
4. Develop excellent relationships with women and their families, and with colleagues, through advanced communication and interpersonal skills that respect individual diversity.
5. Promote the safety of women, babies, and their families by working effectively within multi-professional health and social care teams, and as autonomous, accountable practitioners.
6. Critically evaluate the impact of public health policies and agendas on maternity provision locally, nationally and internationally.
7. Apply theories of leadership and change management to lead and innovate midwifery care.
8. Reflect critically on their midwifery practice, in the context of their professional networks, to enable their ongoing professional development.

3.3   Programme Structure & Progression

The BA (Hons) in Midwifery Practice spans 156 weeks (three calendar years) and is divided evenly into theory and practice-based learning. There are seven weeks of annual leave each year, normally timetabled at Christmas, Easter and during the summer.

Stage 1		
Module code	Module Title	Credits
HEA00009C	Foundations for Midwifery Practice 1: Antenatal Care	30
HEA00010C	Foundations for Midwifery Practice 2: Postnatal Care	20
HEA00011C	Foundations for Midwifery Practice 3: Intrapartum Care	20
HEA00022C	The Transition to Professional Self	20
HEA00074C	Midwifery Practice 1 and 2	30

Stage 2		
Module code	Module Title	Credits
HEA00025I	Public Health in Midwifery	20
HEA00023I	Knowledge & Evidence Informing Midwifery Practice	10
HEA00022I	Applied Midwifery Practice	20
HEA00026I	Professional & Legal Frameworks Regulating Midwifery Practice	10
HEA00027I	Complicated Maternities	20
HEA00028I	Professional Relationships	10
HEA00047I	Midwifery Practice 3	20
HEA00048I	Midwifery Practice 4	10

Stage 3		
Module code	**Module Title**	**Credits**
HEA00020H	Empowered Midwifery Practice	10
HEA00139H	Emergency Management in Midwifery Practice	20
HEA00018H	Midwifery Dissertation	40
HEA00140H	Skilled Companionship in Midwifery	10
HEA00019H	Midwifery Practice 5	10
HEA00021H	Midwifery Practice 6v2	30

Stages

An undergraduate programme of study is divided into a specified number of stages. Each stage is equivalent to a year of full-time study at the associated level. You must satisfy the requirements for one stage of your programme before being able to progress to the next stage.

The first 'stage' of your programme (which is your first year) does not count towards your degree classification, but you do have to pass it to continue with your programme, and it will appear on your transcript.

When we calculate your degree classification, different stages will be weighted differently. More information on this can be found under Your Final Degree Classification in the Assessment, Progression and Award section.

BSc	
Stage 1	Level 4 / Certificate
Stage 2	Level 5 / Intermediate
Stage 3	Level 6 / Honours

Modules

Each stage is made up of modules which you will take. Each of the modules you undertake will have a credit value (e.g. 10 credits – 20 credits – etc.) and a 'level' which indicates the module's level of difficulty. You will achieve the credit for a module by passing the module assessments. Modules are assessed by a range of methods which will result in a numerical module mark out of 100.

If you fail a module you might be able to still pass your year and progress to the next level using reassessment. Reassessment is explained in more detail in the Assessment, Progression and Award (Section 7) Section of the Handbook.

Modules and stages are also subject to credit-weighting; for further information please see Credit-weighting (Section 3.5) in the Your Programme Section of the Handbook.
Each module has its own **Module Descriptor** which includes module learning outcomes and module specific information. The Module Catalogue provides you with information about the modules running in a year of study.

Each module has its own **Assessment Guideline** that provides information regarding the nature of the module's assessment. Assessment Guidelines can be found on the Student Intranet.
All modules are compulsory within this programme.

3.4   Dissertation

In your final year, you will be required to produce an extended piece of written work. This 10,000 word dissertation is a 40 credit module commencing in the first term of your third stage.

3.5   Credit-weighting

Credit-weighting means, in calculating your average stage mark, each module mark will be given more or less weighting according to the volume of credit (i.e. workload) that is associated with it.

For further information on credit-weighting, including how you can use it to calculate your marks, consult the Student Guide to the University's Rules for Progression and Award in Undergraduate programmes.

For further information on calculating your final degree mark, please see Your Final Degree Classification (Section 7.15) in the Assessment, Progression and Award Section of the Handbook.

3.6   Professional, Statutory and Regulatory Body (PSRB) Accreditation

All professional programmes are required to be validated by their governing Professional, Statutory and Regulatory Body (PSRB). Each PSRB has its own standards for professional education that must be met in order for the programme of study to qualify for accreditation. To successfully complete a professional programme each student will be required to meet the required programme standards.

This programme is compliant with the Nursing & Midwifery Council (NMC) Standards for Pre-registration Midwifery Education (2010).

The NMC have now published new Standards for Pre-registration Midwifery Education Programmes (2019). These standards will be fully implemented for new midwifery programmes by September 2022. These changes to the regulation of midwifery education should not negatively influence your experience as a student here at York. For further information please visit the NMC website.

PSRBs and approval periods vary from programme to programme. If you require further information contact your programme leader.

It is a requirement of the NMC (2009) that by the end of the programme students have had a breadth and depth of clinical experience. Students are therefore required to document that they have undertaken the following EEC requirements (European Union Directive 89/594/EEC cited in NMC 2009):
- Advising of pregnant women, involving at least 100 pre-natal examinations
- Supervision and care of at least 40 women in labour
- 40 personal births
- Active participation with breech deliveries (may be simulated)
- Episiotomy and suturing (may be simulated)
- Supervision and care of 40 women at risk in pregnancy, or labour or post-natally
- Supervision and care (including examination) of at least 100 post-natal women and healthy new-born infants
- Observation and care of the new-born requiring special care including those born pre-term, post-term, underweight or ill
- Care of women with pathological conditions in the fields of gynaecology and obstetrics
- Initiation into care in the field of medicine and surgery

Recording your Professional Qualification

It is advisable to register with the Nursing & Midwifery Council (NMC) as soon as you can after finishing your programme.

If you wait more than 6 months to do this, you will be required to provide additional information as part of the registration process.

You should register within 5 years of completing the programme. After this time you may be required to complete additional education or training to be able to register.

Review of Good Health, Conduct and Character status

The Fitness to Practise Committee will review your records throughout your programme and prior to registration with the Nursing and Midwifery Council (NMC). It is your responsibility to notify your supervisor of any changes to your health or character status (e.g. cautions or convictions, pending charges) **at the point they occur** during your programme of study. You must then indicate that there has been a change to your health or character status or your professional indemnity cover annually whenever you re-enrol.

Towards the end of your programme, the department is required to consider any issues that have arisen during your programme relating to your health and character which may influence your eligibility to register with the NMC. A process of declaration regarding good health and good character by you the student and your personal supervisor is therefore reviewed by the Fitness to Practise Committee.

If there are any issues of concern about your eligibility to register on either health or character grounds, with the NMC, the Fitness to Practise Committee will discuss this with you to seek your consent to disclose information to the NMC and apply the Fitness to Practise policy where appropriate.

For more information on this process visit the Fitness to Practise Committee website.

The NMC Standards for Pre-Registration Midwifery Education state that, in accordance with rule 6(1)(a)(ii) of the registration rules, the lead midwife for education shall be responsible, at their discretion, for signing the supporting declarations of good health and good character for all midwifery applications to the register.

If a lead midwife for education cannot be assured of a student's good health and good character they must not sign the supporting declaration required by the NMC. The student therefore cannot be recommended for admission to the midwives' part of the register.

Working whilst studying

The Department recognises that you may choose to supplement your finances by gaining employment. You are reminded that your primary commitment during your programme is to the academic and clinical requirements of the programme. You must not undertake paid employment at times when you are expected either to be on duty in clinical practice or in attendance at theoretical sessions in the Department (this includes timetabled periods of private study).

The Department guideline is that the student's working week should not exceed the EU Working Time Directive of 48 hours when both programme requirements (theory and where relevant practice) plus hours of paid employment are combined. Working in excess of this could result in issues of safety for students, women and babies.

You are also reminded that pursuit of paid employment should not jeopardise your ability to participate fully and safely in all aspects of the programme. For example, working a night shift as an employee immediately prior to going on day duty as a student midwife would be regarded as unsafe practice.

You should notify your supervisor of any employment outside your programme and requests for references from employers will be completed by supervisors following discussion with you. You are reminded that, when you are engaged in such employment, you are employees and, as such, are subject to the rules and regulations of the employer. In such situations you should not represent yourself as a student of the Department of Health Sciences and should not in any circumstance wear your student uniform.

3.7   Problems with your Programme

If you are having problems with your programme you should seek help and advice as soon as possible. In the first instance you may wish to talk to your supervisor or the Student & Academic Support Service team.

You can also find advice on the 'If things go wrong' webpages.

If you are having any problems while studying at York which might affect your ability to complete assigned work, you may be eligible to make a claim of "Exceptional Circumstances affecting Assessment". If successful, this would allow an adjustment to be made, such as an extension or further sit for the affected assessment. See the section on Exceptional Circumstances affecting Assessment under Assessment for further information.

3.8   Making a Complaint

If you are dissatisfied with your experience of a service you have received as a student you should let us know. In the first instance you should speak to someone within the department or service where the issue occurred.

If you are dissatisfied with their response, you can find more information on how to make a complaint on the Appeals and Complaints website.

For information on academic appeals, see Making an Appeal (Section 7.14) in the Assessment, Progression and Award Section of the Handbook.

3.9   Change your Plan – transferring, absence or withdrawal

Most students progress routinely through their programme with no changes. However, if you do wish to or need to make changes to your plan you should discuss any problems or doubts you are experiencing with your supervisor in the first instance. Support can also be provided by the Department's Student and Academic Support Service team. We try to accommodate students who encounter changes or challenges and who may need to change their plan.

For further support, visit the Student Hub.

Transferring to another programme of study

You may wish to transfer to another programme or due to changing academic interests or because you want to change the structure of your degree programme. Transfers cannot be guaranteed, and are dependent on you meeting the academic requirements of the new programme and there being space on your preferred programme. Transfers usually happen during or at the end of the first year of study, but if you are considering transferring, you should speak to your supervisor as soon as possible. Guidance can also be provided by the Department's Student and Academic Support Service Team.

Leave of absence

If you are away from the programme for more than four weeks, a period of leave of absence will usually be recommended. A leave of absence allows you to take an authorised break in your studies for a maximum of one calendar year in the first instance. This can be for a variety of reasons including medical or compassionate grounds.

You can only apply for leave of absence if you are able to meet the entry requirements of the proposed programme to which you will be returning (i.e. if your original programme is no longer running or no longer running in the same format in the future). There must be an appropriate entry point on an appropriate programme for you to return to.

Any application for leave of absence requires you to provide contemporaneous evidence supporting the reasons for the request.

Withdrawal

Withdrawal is the term used when a student decides to leave the University permanently, prior to completion of the award for which they are registered, whether for personal or academic reasons. Students who withdraw any time after the end of their first year are often eligible for recognition of their earlier achievements through the award of a Certificate or Diploma of Higher Education.

Leaving the University is an important decision so we want to make sure that you are aware of all the options available and that you have access to the right advice and support. Therefore once you submit the 'Intention to Withdraw' form, the Department of Health Sciences Trained Leaver Contact (Student Support & Engagement Manager) will contact you within two working days.

If after your conversation with the Department of Health Sciences Trained Leaver Contact (Student Support & Engagement Manager) you still wish to withdraw, you will be asked to complete a 'Confirmation of Withdrawal' form.

For further support, visit the Student Hub.

Section 4   Teaching and Learning

4.1   Studying at University

You are now part of a dynamic academic community that will encourage, challenge and support you to reach your full potential.

At University you are expected to take responsibility for your own learning. This means being self-motivated and independent when it comes to your studies and your personal development.

We offer the support and the facilities to enable you to become an independent learner who is equipped to succeed in a fulfilling career. In return, we expect you to engage with your lectures and seminars, research and study your subject areas, complete your assignments and engage with enthusiasm and desire to excel at your studies and master your subject.

More information on support to study is available on the Study Skills webpages.

4.2   Teaching Methods

Teaching is delivered in the Department using a variety of methods, both online and face to face. The methods outlined below are not an exhaustive list

Lectures: Lectures are presentations by a lecturer to a large group of students. Lectures are effective for conveying information and when used in conjunction with other methods, such as set reading, seminars and tutorials, they can provide a useful overview of a subject and help students to make sense of their other work.

Seminars: Seminars are usually small group sessions facilitated by a lecturer on a specific subject which may have been outlined in an associated lecture. The seminars support the student to apply the information from lectures to practice and/or their other academic work.

Tutorials: Tutorials refer to one to one meetings with your supervisor enabling you to look specifically at your academic progress and pastoral support.

All of the methods are used to deliver knowledge, to interpret and explain difficult concepts and to illustrate their use. In most sessions you will find that you need to consolidate your understanding of the content by undertaking extra reading. An important skill to develop is the ability to write a coherent set of notes covering the essential points of each session.

Electronic information sources will also be provided for you to access through Yorkshare – the 'Virtual Learning Environment' (VLE) which is a web-based portal for the exchange of academic materials. You will need your University username and password to access the VLE.

> Please always try to arrive for sessions in good time. Late arrival prevents a prompt start and disturbs other students as well as the lecturer. You must not make or receive telephone calls or text messages during lectures and you should ensure mobile phones are switched off/silent before entering a teaching room.

Teaching timetable

Your timetable is available via the Student Home Page. You will need your University username and password to log on.

On this page, you are able to view your timetable and, should you wish to do so, link this up with your Google Calendar, smartphone or tablet. Please note that it is your responsibility to configure your smartphone or tablet correctly and that you must have regular internet access.

It is important that you check your personal timetable using a personal computer on a regular basis.

For any queries about your timetable you should contact the Central University IT service in the first instance.

4.3 Attendance (amended Feb 2023)

You should attend all scheduled teaching sessions. Regular attendance is vital to your progression through your degree programme and will help you become a well-rounded learner capable of achieving your full academic potential. If you cannot attend a theory session, you must inform the module leader before the session and the Student and Academic Support Service (SASS).

University Regulations state that you should be present at any time at which teaching or other academic engagements have been arranged for your programme (including Saturdays). This includes teaching that is not compulsory.

Information on reported non-attendance is shared with your personal supervisor and academic assessor. This information will be non-sensitive and will only refer to the dates of the reported non-attendance. This is intended to alert the relevant staff to any concerns about your attendance which may indicate that you require pastoral support.

Absence

If you must be absent you must consult your Supervisor who can permit an absence of no more than three days.

An absence of over three days, but no longer than four weeks, can be approved by your programme leader on behalf of the Chair of the Board of Studies. Any longer absence during a term which will be counted towards completion of your degree programme requires the approval of Special Cases Committee. For further information on taking a Leave of Absence, see the information on taking a leave of absence in Change your Plan (Section 3.10) in the Your Programme Section of the Handbook.

If you stop attending scheduled teaching sessions without saying you are withdrawing and do not respond to our efforts to make contact with you within a specified time-scale, the Board of Studies will assume that you have withdrawn from your studies. This is known as 'assumed withdrawal'.

If you are unable to attend due to illness please see What If I Cannot Attend Scheduled Teaching Sessions (Section 4.4) on reporting absence in the Teaching and Learning Section of the Handbook. If you are having problems with completing your studies please see the Exceptional Circumstances (Section 7.13) in the Assessment, Progression and Award Section of the Handbook.

PSRB attendance requirements

In accordance with the NMC Standards for Pre-registration Midwifery Education to complete the programme successfully you must complete 45 programme weeks per year and a minimum of 4600 hours. Failure to do so may affect your progression and award.

Mandatory sessions

Mandatory training is an essential aspect of your programme and is a mix of face-to-face sessions and online activity. Content includes:

• Basic Life Support
• Resuscitation
• Safeguarding Adults
• Safeguarding Children
• Moving and Handling
• Fire Safety

- Conflict Resolution
- Preventing Radicalisation – Basic Prevent Awareness
- Equality, Diversity and Human Rights
- Infection Prevention and Control
- Data Security Awareness

Your attendance at face-to-face sessions and completion of online activity is compulsory. Registers are taken for face to face sessions and evidence is required for completion of online activity. Failure to attend face to face sessions or complete online mandatory activity will be followed up rigorously by the programme team and may result in you being unable to attend practice.

It is the responsibility of the student to log which mandatory training sessions they have attended through POW (Placements on the Web).

4.4   What If I Cannot Attend Scheduled Teaching or Practice Sessions?

It is your responsibility to ensure you notify those detailed below if you are unable to attend the University or practice for any reason. This is a mandatory requirement if you are enrolled on a programme leading to professional registration. You are responsible for meeting learning outcomes for missed sessions. Lesson lecture notes are usually available on the VLE; alternatively you should discuss the missed session(s) with the module leader.

All absences must be reported to:
Student and Academic Support Service Team ATB/023A Area 1, Seebohm Rowntree Building University of York Heslington York YO10 5DD 01904 321321 dohs-sass@york.ac.uk

When a full-time student advises the Department of Health Sciences of absence due to illness, or other reason, then the absence will be recorded for the full period – which means including private study time, not just attendance at timetabled taught sessions or practice.

Sick leave

The Student and Academic Support Service team and practice, where applicable, should be informed of all sickness. For sickness lasting up to seven days, a self-certification form should be sent to the Department's Student and Academic Support Service. From the eighth day of illness, a sick note is required and should be sent to the Student and Academic Support Service.

If the absence occurs in University time, on return to study, the Student and Academic Support Service should be notified. This enables accurate information to be maintained on your end of programme report.

For further information, including self-certification forms, visit the Self-certification of Illness website.

Reporting absence from practice

If you are unable to attend your placement, you must notify the placement area and the Department's Student and Academic Support Service, preferably before the start of duty on the first day of absence. You should record your absence and the reason for it on your timesheet which is in your E-OAR on the practice hours page. If your

absence was due to sickness, you should notify your placement as soon as you are fit to return to duty, even if you are not rostered to attend on that day. You should also inform Student and Academic Support Services that you are fit. Your attendance is monitored by the Student and Academic Support Service. In monitoring attendance and absence, the Department wishes to ensure that, during periods of difficulty, students access the support they need.

Special leave, compassionate leave and carer's leave

If you need special, compassionate or carer's leave, you should request approval for absence from your personal supervisor. If you require additional or more protracted leave for the circumstances, you should contact your programme leader.

Illness and assessment

If your illness interferes with your studies, please see Exceptional Circumstances (Section 7.13) in the Assessment, Progression and Award Section of the Handbook.

Adverse weather

On occasions severe weather conditions may have an impact on your practice and theory attendance. There may be weather warnings issued by the National Severe Weather Warning Service. In these circumstances all students are advised to check the [University adverse weather website](#) for advice on University closures and the local radio and television for up to date travel information.

Although University sites may be closed during adverse weather conditions, your placement is unlikely to be closed. However, **please exercise extreme caution** when travelling and only travel if you feel it is safe to do so. Should you be unable to travel then please notify your practice assessor/supervisor and make alternative arrangements. This might involve, for example, rearranging your shift for an alternative time when you are able to travel.

You are advised to stay in close contact with your personal supervisor and practice assessor if you need to re-organise progress reviews, discuss making up hours or for any further advice or support.

4.5 Module Evaluation Statement

We aim to give you the best learning experiences on all your modules, but we cannot do that without your feedback. Please help us ensure that we produce teaching of the highest standard by completing the module evaluation.

You will have an opportunity to evaluate each module. An evaluation will also take place at the end of the programme.

For module evaluations, the module leader will summarise the student feedback and outline any actions they intend to take in response. Summaries will be published on the module VLE site not later than 4 weeks following the module evaluation. Module evaluations are also considered as part of the module reporting process, which includes scrutiny by the External Examiner.

If you are dissatisfied with any of the responses from module leaders, please inform your course rep that you are dissatisfied and explain why. Course reps can take your concerns forward to the appropriate committee.

4.6 Placement Evaluation

The Department values your feedback in relation to all areas of your experience on the programme. To help the Department and our placement partners ensure that you experience teaching of the highest standard in practice, you will be required to complete an evaluation at the end of each placement.

You will receive an invitation via email to create an account on the PARE (Practice Assessment Record & Evaluation) system. This is where you can find information about your placement areas. At the end of each placement you will be prompted to complete an evaluation of your experience.

Placement evaluation is a vital part of our quality assurance processes. Your feedback will be reviewed by the Department and practice partners, with the aim of developing and enhancing placement learning.

4.7   Academic Integrity – Compulsory Exercise

Academic integrity represents a set of values and behaviours by which members of the academic community abide. To be a trusted member of this academic community you must understand and demonstrate academic integrity in your studies and the work you produce. Such values include honesty, trust, fairness, respect and responsibility.

You are required to successfully complete the University Online Academic Integrity Tutorial (i.e. receive 100% on the three tests included in the tutorial). The tutorial must be completed by the deadline indicated on your assessment schedule.

You will be unable to progress to the dissertation stage and/or award of the programme without having successfully completed the Tutorial.

The module can be found on the VLE. This module will take you through key principles around referencing, and how to avoid plagiarism and collusion.

If you do not uphold the values and conventions of academic integrity, you may be subject to the University's academic misconduct procedures.

Referencing

References are the sources of information that you have referred to in your academic work that are useful and beneficial to presenting your argument. Whilst the marker is interested in your opinion academic writing requires that you provide some evidence for the points you make. Referencing is the way in which you acknowledge the source of that evidence.

The Harvard referencing style is used by this Department.

Please note that incorrect or non-existent referencing can constitute misconduct.

4.8   Academic Misconduct

Academic misconduct means breaking the rules of academic integrity and this is why we regard any form of academic misconduct as a very serious offence.

The University provides guidance on the correct acknowledgement of sources on the Academic Integrity webpages. This includes referencing from the internet.

A list of what the University considers as academic misconduct, and the policy covering misconduct, is included in the University Guide to Assessment, Standards, Marking and Feedback (Section 25).

Students facing academic misconduct issues can contact the YUSU Advice & Support Centre for help.

Turnitin

Turnitin is a text-matching software designed to help students integrate material into assignments correctly. All students can access and use Turnitin themselves if they have completed the required Turnitin training workshop.

You can complete the online Turnitin tutorial on the VLE to learn what the system is and how you can use it. You can access information on how to access the Turnitin tutorial via the Academic Integrity website

The Department of Health Sciences submit all summatively assessed work through Turnitin. It is utilised as a tool alongside academic judgement to identify instances of plagiarism, poor academic referencing and other poor academic practices.

4.9   Fitness to Practise and Study

Fitness to Practise means having the skills, knowledge, character and health to practise your profession safely and effectively. As you are a student on a programme leading to registration with a Professional, Statutory and Regulatory Body (PSRB), you are expected to demonstrate that you will be able to meet the standards expected by your profession.

Developing your skills, knowledge and professional values for safe and effective practise are part of your overall programme of education. You receive feedback and are regularly assessed on these aspects of your Fitness to Practise, both in theory and during your practice experiences. However, your Fitness to Practise is not just about your skills and knowledge.

Fitness to Practise also includes issues relating to your health, conduct and character. This involves anything that you do in your professional or personal life that may impact upon the public – particularly their safety or the trust and confidence that they place in the health professions. Your own health and well-being are another important part of your Fitness to Practise. Therefore the Fitness to Practise Committee have a remit to support you to maintain sufficient health and well-being to practise safely and effectively, and to address any issues of concern in relation to your health, conduct and character.

For full policy details and procedures visit the Fitness to Practise Committee website.

The Fitness to Practise Committee may also be involved in any instances of the University's Support to Study/attend procedure being initiated for a Department of Health Sciences student.

4.10   Ethics

As a student you may come across ethical issues in teaching and practice learning. You will gain a broader understanding of ethical issues throughout your programme of study. If a specific issue arises, you are advised to discuss this with your supervisor.

If concerns arise about care delivery during a practice experience, you should follow the Raising and Escalating Concerns policy.

Breach of Confidentiality

Students of nursing, midwifery, health and social care learn in classroom and clinical settings as well as other appropriate locations. It is inevitable that the assignments that students write will sometimes require them to draw on the experiences they have gained on placements or within work settings.

In drawing on these experiences however, all professionals and students of nursing, midwifery, health and social care have a duty to maintain confidentiality. It is important that details are not disclosed that could lead to the identification of particular individuals, families/significant others or places as this would constitute a breach of confidentiality.

4.11   Work-related References, Academic Transcripts and Confirmation of Study

You must only request references from your personal supervisor. You should not ask other Departmental staff to provide references for you.

For proof of award only, an official academic transcript and/or confirmation of study is required from the University. Information on how to obtain these is available on the [Request a Document website](#).

Section 5 Practice Experience

5.1 General

You will undertake five practice modules as a part of your midwifery programme. The Department is fortunate in having a range of student placement opportunities within three Hospital Trusts. Each of the Trusts offers different learning environments and opportunities for student midwives. An overview of the clinical placements is given below.

Placements

During the programme you will be allocated a 'home trust' and 'away trust' placement. You will be allocated a home trust placement for the duration of the programme which takes into consideration your preferences stated at interview. Your home trust is where you will spend most of your clinical time during the programme.

During the second year, you will have the opportunity to experience clinical practice within another maternity setting, this is known as your 'away trust'. This will enable you to experience a different learning environment and offer you the opportunity to broaden your understanding of midwifery practice and the context of care.

The sequence of clinical placements has been selected to underpin your theoretical progression through the programme. You will be allocated a named practice assessor in each placement. Your practice assessor will be responsible for co-ordinating your clinical experience and be responsible for your clinical assessment. You are expected to contact your practice assessor prior to the commencement of your placement to agree a date, time and place to meet for your orientation to the placement and the negotiation of your learning contract.

It is your responsibility to ensure you can travel either by private or public transport to any of the placement areas. If this is difficult on a daily basis to meet clinical commitments, you may prefer to book yourself temporary accommodation near to the placement.

Whilst in clinical practice, you will be encouraged to experience different shift patterns under the supervision of an appropriately qualified member of staff. This may include early shifts (which might commence at approx. 7am); late shifts (which might finish at approx. 10pm); weekends, bank holidays and night duty. Alternative working patterns can be accommodated by negotiation with your practice assessor.

Your course plan details the programme weeks that you will be in clinical practice. **It is not permissible to work in clinical practice during your annual leave weeks.**

Travel to placement costs

The Student and Academic Support Service team will provide you with full information and guidance on travel to placement costs.

Elective practice placement

At the end of Stage 2, you will normally have the opportunity to undertake a four-week elective placement. Some students choose to undertake two elective placements for two weeks each. It is an opportunity for you to observe an alternative model of maternity care provision, either in this country or abroad. You must arrange and self-fund this placement and are therefore advised to make plans early to ensure all details are in place for a valuable and rewarding experience. If you choose to gain experience in a private capacity or outside the country, you must not provide direct care as you are not insured to do so. However, much can be gained from an observational placement and witnessing care from another perspective. You will agree a set of personal learning outcomes for the elective with your supervisor and provide feedback to the student group and an invited audience of lecturers and clinical colleagues during the next academic term. The programme will comply with the University's Code of Practice on elective placements.

You MUST be aware that any costs incurred in developing and planning an elective experience are taken at your own risk.

Case load

During Stage 3, you will develop your own case load under the guidance of your practice assessor. It is expected that you will have the opportunity to provide total care for a group of women throughout pregnancy, birth and the early postnatal period (as far as is practical). This model of care will encourage you to build a dedicated relationship with the mother and her family. The module leader will discuss guidelines for case load holding at the beginning of Midwifery Practice 5.

Continuity of Carer (CoC)

Better Births, the report of the National Maternity Review set out a vision for maternity services in England. This included the idea that women should have continuity of the person (midwife) looking after them during their maternity journey, before, during and after birth. This model of care is being implemented across the clinical areas you will access during your programme. Although the implementation of the CoC model is occurring at different rates in different areas, it is likely you will experience working with a practice assessor or practice supervisor delivering this model of care.

Professional Indemnity Insurance

For pre-registration programmes it is a condition of re-enrolment that the student agrees to maintain Professional Indemnity Insurance. When working on placement for a healthcare organisation, arranged through a University, students will generally be covered by the organisation's indemnity arrangements. However, in some of the smaller placement providers any elective experience further cover may be required. This cover can be obtained either through membership of a professional union or from a personal broker. If you choose to join a professional union, please ensure that cover is provided. Examples of professional unions our students have joined are RCM and Unison. Please note exclusions may apply.

If you indicate at re-enrolment that you do not have professional indemnity insurance your supervisor will discuss this with you.

5.2   Practice Hours

Practice learning accounts for 50% of nursing and midwifery programme hours. The practice hours and outcomes required for registration are achieved through practice placements. Also, as an academic assessment, all practice experience module assessments must be passed in order for an award to be conferred. To achieve a pass, you must complete the required outcomes for each placement experience.

It is a statutory requirement that you achieve a specified number of practice hours in order to register with the NMC. The number of hours you are required to undertake during each placement experience is identified in your Electronic Ongoing Achievement Record (E-OAR). Your practice assessor/supervisor will verify the number of placement hours you have undertaken on your timesheets and your achievement of the placement outcomes in your E-OAR. Your academic assessor and the Department, through the Board of Examiners, will also monitor the exact number of hours you achieve during each practice experience. If you have accrued a deficit of hours and/or outcomes, you will be required to develop an action plan with your academic assessor to make-up the hours and/or outcomes normally on your next placement experience. If you have 100 or more hours in deficit, you will be strongly advised to take a period of leave of absence from the programme in order for you to return to make up the deficit in practice hours to enable you to complete the programme successfully. If leave of absence is not taken when advised, it may be difficult for you to complete your programme as a programme extension and/or funding may not be approved depending on the circumstances.

Although it is recognised that some flexibility in practice hours each week can aid learning opportunities, students should not be 'front-loading' or 'back-loading' practice hours in order to condense the number of weeks over which the placement has been organised. To comply with The Working Time Directive (2003/88/EC), you should not exceed 48 hours work per week (averaged over 17 weeks) in relation to University practice and theory. This

will ensure some dedicated study time (either timetabled or independent) is available during the course of the allocation.

You should make yourself available to work the same shifts as your practice assessor/supervisor unless negotiated with and agreed by them.

There are two elements to the assessment of practice modules, as can be seen from the assessment guidelines.
Midwifery Practice 1 & 2
Midwifery Practice 3
Midwifery Practice 4
Midwifery Practice 5
Midwifery Practice 6v2

Making up deficits in practice hours due to sickness/absence

It is important that you avoid accruing a deficit in practice hours because you must achieve 2,300 hours of practice experience to meet the NMC (2009) registration requirements. Often it will be possible to make up hours on a current or future placement. If you have a deficit of 100 or more hours, under normal circumstances, you will be strongly advised to take a period of leave of absence from the programme to allow you to return to make up the deficit in practice hours, to enable you to complete the programme successfully. If leave of absence is not taken when advised it may be difficult for you to complete your programme as a programme extension and/or funding may not be approved.

Your academic assessor will help you formulate an action plan for achieving the hours in deficit and make arrangements with the practice area to extend your practice module. If you have a deficit with no valid evidence for exceptional circumstances this will be classed as a first attempt fail of the practice module.

Attendance at practice-related conferences and events

The NMC (2009) Standards for pre-registration midwifery education require student midwives to undertake direct contact with either clients or women and babies to achieve the required NMC competencies for practice.

However, on occasion, students may have the opportunity to attend a practice-related conference or event. The Department recognises the value of these events and how they can contribute to your learning.

In discussion with your practice assessor mentors and/or academic assessor, attending such events may be considered to be relevant to your practice learning experience and to contribute to your achievement of NMC competencies. It may therefore be possible for you to attend the event and to count the time as practice hours.

If you wish to attend a practice-related conference or other event, and count the time as practice hours, you should negotiate this with your practice assessor or academic assessor. You will need to identify the practice learning outcome or competency to which the event is linked, and include evidence of this in your E-OAR.

5.3   Electronic Ongoing Achievement Record in Practice (E-OAR)

The Electronic Ongoing Achievement Record (E-OAR) in practice is intended to guide you and your practice assessor through the process of practice assessment. Its format is designed to help you (and your practice assessor) to focus on the learning opportunities available within your practice experience area within each period of assessed practice that will facilitate achievement of the required module outcomes and your personal learning outcomes. Supporting the documentation of this Ongoing Achievement Record is an e-learning system called PebblePad.

It is **your** responsibility to complete the E-OAR **by the completion date** shown on your Assessment Schedule. You should also complete the online evaluation of your practice experience.

Submission of EU Requirements Folder

A continuous record of your EU Requirements (e.g. personal birth numbers) will be recorded in your A5 folder. This folder **must** be submitted to Student & Academic Support Services (SASS) for the relevant practice module by the deadline published on your Assessment Schedule.

5.4   Practice Failure

Practice experience failure

In the event that you fail to demonstrate consistent competency in the learning outcomes in practice you will be required to agree an action plan with your practice assessor and academic assessor, which must normally be achieved by Week 4 of the subsequent practice assessed period. You must go on to successfully complete this practice placement. Failure to do so may result in a recommendation for discontinuation from the programme.

There are two elements to your practice assessment, grading of practice and a written reflective piece. You are required to pass both elements to pass the practice assessment. If either of these two elements are not completed/submitted by the assessment deadline, and you do not have exceptional circumstances to explain why these are being completed/submitted late, the assessment will be graded as a fail.

A flowchart illustrating the practice experience assessment process can be found on the next page.

The Practice Assessment Process

Prior to commencing practice experience
Student informed of practice assessor by the Allocations Office. Student makes contact with practice assessor for off duty.

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First day of the experience
Student and practice assessor discuss learning outcomes and complete the orientation to setting.

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By end of the second week – preliminary review
Student and practice assessor complete preliminary review and identify specific learning outcomes.

↓

Intermediate review + formative grading of practice
Student and practice assessor review progress towards meeting the agreed learning outcomes and placement hours. This usually takes place at the intermediate review and identifies strengths and areas for development. However, where lack of progress gives a cause for concern (at any point in the practice experience) this should be identified with the student and opportunities identified to facilitate achievement of the required learning outcomes and/or hours. Discussion will normally involve the student and practice assessor. If required, an academic assessor will attend. All discussions must be recorded in the E-OAR.

↓

End of practice experience – final review and grading of practice
Student and practice assessor complete the final review with academic assessor. Achievements and any unmet outcomes are identified. Your practice assessor is responsible for the summative assessment of outcomes and verification of placement hours and indicates grade in the E-OAR.

Areas requiring significant improvement

These must be raised with the student as early as possible. The academic assessor must be notified, and a support plan agreed and recorded in the E-OAR.

5.5   Practice Experience Suspension/Exclusion

The Chair/Deputy Chair of Fitness to Practise Committee or Chief Nurse, Head of Midwifery, or nominated deputy have the authority to suspend a student from practice without notice in any case in which they consider it appropriate to do so (e.g. as a result of a concern about health, conduct or character). The Fitness to Practise Committee will proceed with the relevant course of action to investigate the circumstances of the suspension according to the Fitness to Practise Policy.

The Suspension and/or Exclusion from practice procedure can be found in the Fitness to Practise policy.

5.6   Support in Practice

The following staff are available to support your learning in clinical practice:

Practice Assessors

This refers to a named midwife who has been prepared for and accepted the responsibility of formally planning, assessing and documenting a named student's clinical achievement in accordance with the validated assessment strategy for the BA Midwifery Practice programme.

Expectations:
- Midwifery students are assigned to practice assessors who are registered midwives.
- All students on an NMC approved programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements, in line with local and national policies.

Roles/responsibilities:
- Practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning
- Assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors
- Practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources
- There are sufficient opportunities for the practice assessor to periodically observe the student across environments in order to inform decisions for assessment and progression
- There are sufficient opportunities for the practice assessor to gather and coordinate feedback from practice supervisors, any other practice assessors, and relevant people, in order to be assured about their decisions for assessment and progression
- A nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies
- Practice assessors have an understanding of the student's learning and achievement in theory
- Practice assessors are not simultaneously the practice supervisor for the same student

Practice Supervisors

Expectations:
- All students on an NMC approved programme are supervised in practice by NMC registered nurses, midwives, nursing associates, and other registered health and social care professionals.
- There is sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences
- The level of supervision provided to students reflects their learning needs and stage of learning and facilitates independent learning

Roles/Responsibilities:
- Serve as role models for safe and effective practice in line with their code of conduct
- Support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills
- Receive ongoing support to participate in the practice learning of students (envisaged as an online training)

Academic Assessors

Expectations:
- Are working towards or hold relevant qualifications as required by their academic institution and local and national policies
- Academic assessors have an understanding of the student's learning and achievement in practice

Roles/Responsibilities:
- Communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression
- The nominated academic assessor works in partnership with a nominated practice assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies

Learning Environment Manager (LEM)

The Learning Environment Manager (LEM) is a midwife working in the clinical area who is responsible for allocating students to specific practice assessors. Your learning environment manager's key responsibilities are to:
- Monitor the appropriateness of the learning environment by participating in practice audits with the allocated academic assessor and PLFs.
- Allocate practice assessors to students for each practice placement.
- Ensure the PPQA is up to date and includes relevant practice information for students.
- Liaise with the academic assessor to ensure the allocation of students to practice assessors is timely, and where possible responds to students individual learning needs (e.g. personal birth numbers).
- Enhance the overall student experience in practice by bridging the gap for students between theory and practice. This may include attending regular meetings with the academic assessors, circulating emails to all practice assessors regarding any student/practice assessor issues etc.
- Attend student surgeries or any other related student support meetings to improve the overall experiences of the student in practice.
- Attend midwifery course monitoring programme (CMT) meetings to stay abreast with midwifery programme issues.
- Act as a named individual in practice for a student to raise practice issues/concerns with or seek support with personal or professional issues.

Support in practice: senior staff

In addition to practice assessors and academic assessors, there are senior members of practice staff (either a nurse or a midwife) based in NHS Trusts and large care providers, who have a key role in promoting the quality of the learning environment for students.

These individuals have different titles depending on their employing organisation, for example Practice Education Facilitators, Practice Placement Facilitators or Clinical Lead for Education. They work closely with the practice assessors and managers within placement areas and provide a valuable link with the Department of Health Sciences. They also lead initiatives to support student learning and can be contacted for information and advice. They may also be involved in the educational audit of placements with service staff and academic assessors.

In addition, you may also find it helpful to support your learning in practice by contacting/discussing issues with a Professional Midwifery Advocate (PMA). PMAs are experienced and specialist midwives: often many have been a

Supervisor of Midwives (SoM) who have undertaken additional training and are able to offer restorative clinical supervision to staff and students in the clinical environment.

Practice Learning Link: Associate Lecturers

The Department also employs a team of Associate Lecturers dedicated to providing you with additional support whilst you are in practice. These lecturers are available through a group email (dohs-pll@york.ac.uk) and are able to respond to student requests at short notice. They hold regular drop in sessions in clinical areas remotely and on campus. They are also available to visit all clinical areas and can offer advice on a wide range of practice programme related issues. Please contact them in the first instance with any queries; if they are unable to resolve immediately they will refer you accordingly.

5.7   Religious Observance in Practice

Should you wish to request certain shifts or days off for religious observance, this request should be made to your practice assessor or appropriate person in your placement area. Requests will be considered on a case by case basis. Placement providers are not obliged to agree to student requests but will give due consideration where those requests are reasonable.

5.8   Uniform and Personal Appearance Guidance

General Guidelines

On University-based days, you can wear personal clothing. Uniforms are provided for placement areas ONLY. You will order your uniforms online for 2022/23 academic year. Please follow the instructions given by the Student & Academic Support Service prior to your programme commencement date.

Uniforms can be adapted to take account of cultural and/or religious requirements. If you would like your uniform adapted for this purpose please inform the Head of Student and Academic Services and/or the Student Support & Engagement Manager. Any adaptations must conform to the best infection control practices.

You are expected to familiarise yourself with the dress code or uniform policy for your placement area and comply **fully** with those requirements. If you do not adhere to the dress code or uniform policy your practice assessor may consider this as evidence that you are failing to meet professional expectations. If you are not sure what dress is appropriate, please discuss it with your practice assessor.

Should you have any queries regarding your uniform (fitting, fit for wear etc.), please contact Student and Academic Support Services.

Travelling in uniform

The wearing of uniform outside of your practice placement setting is **not permitted** unless on specific practice related activity and permission has been granted by your practice assessor. This recommendation is made for the safety and security of all staff and to minimise the risk of cross infection.

If you are required to escort a patient for on-going care and are required to return by public transport, suitable arrangements prior to departure should be made to enable you to return in appropriate clothing.

Requests to wear uniform outside of practice placements for formal occasions, or where promoting the University, must be authorised by the relevant programme leader.

Laundering of uniforms

Most of the NHS Trusts do not have their own laundries but use external companies to launder uniforms. Students can use this service but should be aware that it may take some time for their uniform to be returned to the Trust.

Should you choose not to send your uniforms to the external laundry services and choose to launder uniforms at home then you should take note of the following advice:

Segregation
- Used uniform should be kept separate at all times from clean uniform.
- Ensure all items such as pens, coins, tissues and make-up are removed from pockets.
- Apply good hand hygiene practice utilising soap and warm water before handling clean uniform and after handing soiled uniform.

Temperature
- All uniform should be laundered at the highest temperature suitable for the fabric as per the care label and guidance below.

Detergents
- Use a detergent that is suitable for your skin type.
- Do not add bleaches to the wash process or use for a 'whitening' effect.

Tumble Drying/Ironing
- Uniform may be ironed or tumble dried as per the care label and guidance below.

Storage and Transportation
- Ensure laundered uniform is stored separately from used uniform.
- Ensure all storage and transportation facilities are clean and washed regularly.

Uniform Return

Students are expected to return all required uniform items to the Student and Academic Support Service in a laundered condition when they leave their programme.

Section 6   Study Skills and Support

6.1   Assessment supervision

The module leader will be responsible for organising, through the module team, the provision of academic support regarding theoretical content and the assessment. Modules will include a timetabled assessment support lecture or seminar and an exemplar of a previous summative assessment will normally be available.

There will also be formative assessment opportunities scheduled throughout the academic year should students wish to submit a formative assessment and receive formative feedback to support preparation for the summative assessment.

Students also have the opportunity to submit questions about theoretical content or assessment details to the module leader via the Assessment Discussion Board on the VLE.

Prior to any academic support, you are advised to prepare questions and points to discuss in order to gain maximum benefit from the academic support.

Assessment

Each module you undertake on the programme has a formative assessment and a summative assessment. Formative assessments have a developmental purpose designed to help you learn more effectively by providing feedback on your performance and how it can be improved and/or maintained. Summative assessments are designed to evaluate the extent of your learning at the end of a module against the module learning outcomes.

Opportunities for assessment support, guidance and feedback will be provided throughout a module through the following:

   i.   Assessment guidelines which outline the assessment task.

  ii.   Posting questions about the module assessment on the module VLE discussion board.

 iii.   Academic supervision session facilitated by the module leader or module team to discuss type of assessment, assessment guidelines and criteria for success.

  iv.   Submission of a formative piece of work (appropriate to the assessment type) at a date specified on the programme assessment schedule and to receive feedback from a member of the module team.

   v.   If, following submission of your summative assignment, resubmission is required, a timetabled academic supervision session facilitated by the module leader will be available. This session will provide guidance on understanding feedback and preparing for resubmission.

  vi.   Additional sources of academic support to develop academic skills are also available throughout your programme, including:

        a)   Departmental academic support workshops
        b)   Academic librarian sources of evidence sessions
        c)   Central University facilities for academic support (writing and maths centres)

Feedback

Feedback is part of the Department's overall model of academic support for UG students. The purpose of providing feedback to you on your progress in relation to formative and summative assessments is to facilitate improvement through reflection and promote learning. Feedback can also be a means of helping you to understand why you have been awarded a particular grade, especially in relation to summative assessment.

Feedback is the provision of either constructive comments or a model solution and is communicated through both verbally (via tutorials) and in writing (via written feedback comments and annotations). Where possible and appropriate, feedback will link explicitly with the Assessment Guideline and the Marking Criteria.

Both lecturers and students have certain responsibilities concerning learning and feedback.

A student's responsibilities related to learning and feedback include:
- being a fully active participant in the learning dialogue between lecturer and student;
- planning their own learning, consciously reflecting on their needs as a learner and actively
- accessing the assistance they need to improve, as necessary;
- being aware that it is their responsibility to take full advantage of all the learning and feedback opportunities provided to them.

A lecturer's responsibilities related to learning and feedback include:
- providing a challenging, active learning environment;
- planning their teaching such that it is clear what is expected of students and what assistance is available to students to address student needs and support their learning;
- providing the best quality, most timely feedback possible on students' work.

Acceptable Support

The University defines academic support which is acceptable as:

The identification and correction of errors related to:
- Word usage (excluding specific terminology)
- Spelling, punctuation, capitalisation, italics, abbreviations, headings, quotations, metrification, numbering, citations, referencing, tables, illustrations, footnotes and appendices

The identification (but not correction) of issues related to:
- Grammar and syntax
- Clarity of expression
- Voice and tone
- Issues with logical sequencing and linkage between sentences and paragraphs
- Ambiguity
- Repetition

For summative work, undertaking the following tasks for a student is **inappropriate**:
- Adding or re-writing any of the student's sentences or sections of work
- Rearranging passages of text, sequences of code or sections of other material for the student
- Reformatting the material for the student
- Contributing additional material to the original
- Checking calculations or formulae
- Rewriting formulae, equations or computer code
- Re-labelling figures or diagrams

Further information can be found in the Guide to Assessment, Standards, Marking & Feedback.

6.2   Managing your Workload Through Independent Study

Teaching at York is delivered by academic experts who will introduce you to academic subject areas, key concepts and outline your learning objectives. You are responsible for researching, studying and managing your own learning.

You will need to plan your time carefully and be aware of timescales and deadlines for assessments, projects and exams.

We know that adjusting to new ways of working and having to produce work at this level in accordance with the many academic rules and regulations can be daunting. However, your lecturers and your supervisors are there to assist and we have the support in place through the Skills Hub to help you gain any additional skills you might

need with your maths, academic writing and referencing, IT or languages. For further information, please see Study Skills (Section 6.8) in the Study Skills and Support Section of the Handbook.

Planning your private study

Your own private thought and study time is where you can gain deeper insights into the subject you are studying. Most lecturers would agree that the main steps in learning occur during further reading and through private study.

Your responsibilities for learning go much further than the simple attendance requirements. In planning your work you should bear in mind that each 10-credit module involves 100 hours of work, and each 20-credit module involves 200 hours of work, and so on. This is made up of contact time in lectures but also includes a large amount of private study.

For pre-registration students engaging with clinical practice focused modules, the hours in each practice module reflect NMC requirements and do not follow this framework.

We would recommend that your study plan includes a number of hours to be spent preparing tutorial work, going through lecture notes, reading a text book to enhance understanding, etc. It is important for such a weekly plan to be realistic, and that you do not leave all your work until the last minute. Remember that a 'normal working week' in theory is not restricted to the hours 09.00 till 17.00 on five days: you may need to commit some evenings and weekends to study.

Whatever you decide is best for you, try to adhere to your programme, both during term time and vacations. If you are struggling with your studies, you should discuss this with your personal supervisor.

Occasionally, it may be necessary for students to complete reassessments or deferred assessments during vacation periods. You should check the Assessment Schedules in advance so you are aware of when the scheduled reassessment dates are. You should take these dates into consideration when booking holidays to avoid clashing with reassessment dates. Holidays are not valid grounds for missing a reassessment.

For support with your studies visit the Study Skills website.

6.3   Reading Lists

Reading lists and resources are provided in each module VLE site via the 'Reading Lists' button and are regularly updated by the module leader.

Your online reading lists are designed to help you get started with reading for your module. Your lecturer might have structured your lists by topic or by week to help you navigate them more easily, and you'll find that items are tagged as essential, recommended or background so that you know which to read first.

The online system provides information about where items are in the Library and it also tells you if books are out on loan. If we have electronic resources they will link directly to the reading so it is really easy for you to access it.

6.4   Library

For general information, visit the Library webpages.

For an introduction to using the University Library and its resources, visit the Library's Information for new students website. This includes information on using the library catalogue, your library account, online induction resources and opening hours.

For general help, contact the Library Help Desk.

Your Academic Liaison Librarian is David Brown. David can help you to search effectively for resources, understand how to use and evaluate these and how to reference your work correctly. David can be contacted at lib-healthsci@york.ac.uk/+44 (0)1904 323846. Further details can be found in the Health Sciences Subject Guide.

Digital literacy

Your Academic Liaison Librarian can help you search effectively for resources; understand how to use and evaluate these and how to reference your work correctly. Contact details of your academic liaison librarian are provided in the box above.

Further details can be found in the Health Sciences Subject Guide. The Subject Guide contains links to useful resources, as well lots of online materials to develop your literature searching and study skills and a set of literature searching FAQs.

Electronic resources

The University Library also provides access to a wide range of e-resources via its web pages. These resources include over 10,000 electronic journals. Access is also provided to bibliographic databases such as Medline, CINAHL Complete, The Cochrane Library, British Nursing Database, Embase, and PsycINFO which help you search the literature. You can access these e-resources both on and off-campus.

6.5   Online Resources – IT Services, VLE and Others

For information on the facilities and services IT Services provides, consult your University handbook or visit the IT Services webpages.

VLE

The VLE enables you to access electronic learning materials such as lecture notes, presentations and reading lists (including links to e-journal articles and websites). The Department uses electronic submission through the VLE as standard for written assessments. Specific assessment submission guidance will be provided in Module Assessment Guidelines and on the Student Intranet which are both also accessible through the VLE

The VLE is available using your University of York username and password (via a PC with web access) from home, campus and your workplace in the UK or overseas.

e:Vision

The e:Vision web portal system provides you with electronic access to data held about you in the University's student record system, and also allows you to maintain your own address and contact details. If you change address or telephone number, you can use your e:Vision account to update your contact details on the University's records system. You have an obligation to ensure that your personal data is up to date and accurate and you should notify the appropriate person within the University where data held on the system is not correct. In addition, assessment and module results are released to you through your e:Vision account.

You will require your University username and password to access your records.

IT Facilities for students

The University Library & IT Help Desk is located within the JB Morrell Library, West Campus, and can be contacted via Tel: 01904 323838 or https://twitter.com/UoYITServices

University of York campus	IT Services maintains a number of PC classroom and study areas across the University's campuses. They are open to all Health Sciences students. • Full details of the rooms, including opening times • Check where PCs are available in IT rooms on campus
Wireless access to the University of York network	Eduroam is a secure wireless network. It can be accessed across the University's campuses and the campuses of partner universities. CityConnect is a free wifi network maintained by City of York Council and Pinacl Networks for visitors to the University who do not have a University Account.
Software available to students	You can purchase software available to students via IT services. Microsoft Office 365 is also available to students.
Working off campus	Students can access many services off campus including email and filestore.
Virus & malware protection	The University provides free anti-virus protection to all students.
York Print Plus	Printing facilities are available in IT classrooms, study areas and the Library.

Some NHS Trusts and large placement providers run 'laptop libraries'. Students should ask their practice assessor if the practice area to which they are allocated has this facility.

6.6   Departmental Study Support

The Department offers additional support to all its students with academic writing, calculation skills, referencing and other skills needed for studying successfully. This support is available throughout the academic year and can be accessed in a number of different ways.

VLE resources

In addition to the resources provided by the University, all Health Sciences students also have access to the VLE Community web site called "Academic Support for Undergraduate Health Sciences Students".

Here you will find a wide range of information, advice and tools to help you develop your study skills.

To access this web site, log on to the VLE with your University username and password and look for the Community box where you will find a link to "Academic Support for Undergraduate Health Sciences Students"

Academic Writing Support

Throughout your programme, seminars on how to develop your academic writing skills will be offered aligned to your modules. These seminars complement the general support offered by the University and are a good way to improve your academic writing standard within a healthcare context.

6.7   Support Services

Most of our students have a happy and trouble free time whilst at York, but sometimes you might need some specific advice and guidance and our network of support services is on hand to help. Your College and Supervisor and our Department's Student and Academic Support Service team are at the heart of the support network here

at York. They will help and advise you or call on other appropriate support services within the wider university (Student Hub, Student Financial Support Unit, Open Door Team, Disability Services, Careers Service, College Team, Students Union, Graduate Students' Association and Chaplaincy). For further information please visit the student support webpages.

6.8   Study Skills

The Study skills webpages outline the helpful Centres and resources which are available to the whole university community.
- The Academic Skills Community – for online resources, workshops and guides on a wide range of skills development
- The Writing Centre – for planning academic work and discussing academic writing
- The Maths Skills Centre – for discussing issues with mathematics, statistics and numeracy skills
- The Library – for addressing information skills and accessing research materials
- IT skills – for solving IT issues and developing more advanced IT capabilities
- Online Skills Guides
- Language skills – for further developing academic English language and engaging with other languages
- Transferable skills – for working in teams, presenting to audiences and other employability skills

6.9   Languages for All (LFA)

During your time as an undergraduate at York, you'll have an exciting opportunity to learn a foreign language.

If you want to brush up on your language skills or take up a new language, Languages for All (LFA) runs classes every term to help you do just that.

Visit the website for further details, including how to register.

6.10   Accessibility and Disability Support

The University Disability Services can provide support, advice and guidance for those with a diagnosed disability, Specific Learning Difficulty (SpLD) or long term physical or mental health condition that has an impact on your ability to study. All students with disabilities are encouraged to contact them to discuss meeting your individual needs. In order to provide you with support Disability Services will require you to provide evidence of your condition.

What evidence do I need?
If you need academic adjustments or extra support because of your disability or long term health condition, you will need to provide medical evidence. In most cases this is a letter from your doctor (General Practitioner), or other appropriate healthcare professional.

The medical evidence must include:
- details of the diagnosis and the way in which it is likely to have a profound effect on your ability to study at University
- confirmation that your condition has lasted, or is likely to last, twelve months or more
- information about any treatment you are receiving.

If you have a diagnosis of a Specific Learning Difficulty you will need to provide evidence of this (such as an Educational Psychologists report) before reasonable adjustments and individual arrangements for formal examinations can be arranged.

It is essential that you contact Disability Services as soon as possible to arrange for a Student Support Plan to put in place as this enables reasonable academic adjustments to be organised. Please note that at least 6 weeks is required for adjustments to be put in place.

Support is flexible and based on needs. You will need to discuss your case with one of the Disability Advisers to determine reasonable adjustments for your course and explore what other support options may be available to you. Your Disability Advisor can also provide guidance about applying for Disabled Students Allowance (DSA), which are grants that can contribute towards some of the additional costs of studying at university with a disability, SpLD or long-term health condition.

Your Student Support Plan will be shared with your Personal Supervisor and Academic Assessor to enable them to offer support and opportunities to review whether your learning needs are being met and that you are accessing and receiving appropriate support to meet those learning needs.

As you are enrolled on a professional programme, you are required to complete an annual self-declaration, disclosing any change in health (including disability) and character status. As this is a requirement of the professional regulator (NMC), please ensure that you declare your health or disability as part of this process.

Within the Department, there is also a Departmental Disability Lead whose role is to act as a point of contact for students and staff within the Department. The Departmental Disability Lead can be contacted by email on dohs-disability@york.ac.uk

6.11 Prizes

Every year the Department of Health Sciences awards prizes to outstanding students in recognition of excellence in both theory and practice. For full details of the prize criteria and nomination processes visit the Board of studies Prizes website.

6.12 York Award

The York Award has been designed in order for students to gain recognition for the skills developed at University. The Award consists of three levels of progression and encourages students to get involved in all aspects of University life from the first term of their first year.

- York Award – for first years, aimed at getting students involved in building transferable skills
- York Award Gold – will ask second and third year students to reflect on their experiences
- York Award Leaders – will be a selective programme aimed at senior students with the ambition and skills to take advantage of a specialist leadership programme.

6.13 Activities and Societies

There are many opportunities at York to get involved with societies and extra-curricular activities both related and unrelated to your course. Visit the website for a full list of societies and activities provided by YUSU.

MidSoc

MidSoc is an official University of York Students' Union society that is run by midwifery students for midwifery students. The society aims to represent the Department of Health Sciences' midwifery students to ensure they have the best experience possible during their time at the University of York.

MidSoc coordinates social events, addresses issues and concerns that affect midwifery students, and connects students to the campus community. MidSoc also provides a means of contact with other organisations and groups and helps midwifery students at York communicate with professional midwifery groups throughout the UK.

You can contact MidSoc on: midwifery@yusu.org

Section 7   Assessment, Progression and Award

7.1   Guide to Assessment

The University's Guide to Assessment Standards, Marking and Feedback contains the University's formal procedures relating to the conduct of assessment. It provides clear and detailed information on each aspect of student assessment and is a useful resource if you want to know more about how your work is assessed.

However, your programme is **exempt** from some of the University assessment rules, in particular the compensation rules, and therefore a summary of assessment for the rules for your award are provided in the following sections.

In all Stages of your programme you must pass each assessment on the programme at either first or second attempt. Any failure at second attempt, without valid exceptional circumstances and with a mark below 40%, would constitute a programme failure and consequently you would be discontinued from your programme.

7.2   Assessment Methods

You will encounter two types of assessment during your time at University: formative and summative.

Formative assessment has a developmental purpose and is designed to help you learn more effectively by giving you feedback on your performance and on how it can be improved and/or maintained. You will not receive a mark/grade and it does not contribute to your final degree mark.

Summative assessment takes into account the extent of your success in meeting the assessment criteria and how well you have fulfilled the learning outcomes of a particular module or programme. This type of assessment will contribute to your final degree mark and/or towards progression decisions.

For Open Assessments, e.g. the writing of an essay, report, dissertation etc., the marker of the formative assessment is normally the same person who marks the summative assessment.

Methods of assessment

Definitions of some assessment methods frequently used by the Department of Health Sciences are given below. Some or all of these may be used in your programme of study.

Closed exam
A closed examination is a timed, invigilated examination conducted under traditional examination conditions.

Open exam
An assessment task that is completed in a limited time (e.g. 3.5 hours) that is not completed under exam conditions in an exam room. You will be told when and where to attend to collect the exam paper, and when and where to return your completed script.

Online 24-hour open exam
A type of open exam with a recommended completion time (e.g. 2.5 hours) to be completed and submitted to the VLE within 24 hours of release of the examination paper. Question papers for 24-hour open exams will usually be issued at 09.30am *the day before* the date stipulated on the assessment schedule. You then have 24 hours to complete the exam and are expected to submit your answers by 09.30am on the date published on the assessment schedule. Further information relating to each individual assessment will be communicated to students on the module VLE site.

Open assessment
An assessment other than a closed examination, e.g. the writing of an essay, report, dissertation etc.

Assessment in practice

Practice learning accounts for 50% of midwifery programmes. The hours and outcomes required are captured through practice placements. As an academic assessment, all placement assessments need to be passed in order for an award to be conferred. To achieve a pass, you must complete the required number of hours <u>AND</u> the required outcomes for a placement, as well as completing a reflective piece of work relating to clinical practice.

Practice placement modules are summatively assessed by the achievement of pre-specified competence in practice outcomes, contained in an Electronic Ongoing Achievement Record (E-OAR) that demonstrates successful integration of theory and practice. The specific criteria for each placement are incorporated into the ongoing record of achievement. The electronic Ongoing Achievement Record for each practice experience module must be completed by the assessment deadline.

OSCE

OSCE stands for Objective Structured Clinical Examination. It is a practical assessment that is held under exam conditions. The purpose of an OSCE is to assess your ability to demonstrate knowledge and skills relevant to clinical practice whilst being observed by an examiner.

During the OSCE you would perform an assessment, or range of assessments, to demonstrate specified skills. Some OSCE examinations involve the use of a simulated patient (a simulated patient is an actor who has taken on the role of a person with the particular clinical condition being examined). OSCE stations can vary in length and number depending on the knowledge and skills being tested.

The key themes tested in an OSCE have specific marking criteria against which an examiner assesses student performance. The criteria denote safe and competent practice and these must be observed and/or heard by the examiner during the assessment. You will receive specific information from your module leader if a module involves an OSCE.

> OSCE examinations are taken under examination conditions and the University rules regarding access to phones, electronic equipment, toilet visits, academic misconduct etc. all apply. Whilst you wait for your OCSE you will be located in a chaperoned area and will not be permitted to communicate with students who have completed their OSCEs. You may, whilst waiting, read notes and talk to other students in the room who are waiting to take their OSCE. You may not access the internet, a laptop, tablet or other electronic equipment. You are advised to bring a drink and/or snack with you to the chaperone room as you may not leave the room to access these.

Poster presentation

This assessment method involves creating a poster and presenting this to your student peer group. The poster and presentation are assessed by two examiners using published criteria. The External Examiner is invited to attend all presentations.

Whilst COVID rules remain in place you may be required to prerecord your poster presentation and submit to the student Dropoff Facility by the deadline stipulated on the assessment schedule. Information as to how to do this will be provided by the module leader during the module. In this instance recordings may be sent to the External Examiner as opposed to them being invited in person.

Viva

The viva assessments are based on a midwifery practice scenario and examine areas of theory covered by the module. They are conducted by two examiners and assessed using published marking criteria. The viva will be recorded, stored and destroyed in the same manner as an assessment script. The External Examiner is invited to attend all presentations.

You may be required to prerecord your viva and submit to the student Dropoff Facility by the deadline stipulated on the assessment schedule. Information as to how to do this will be provided by the module leader during the module. In this instance recordings may be sent to the External Examiner as opposed to them being invited in person.

Oral Presentation

The oral presentations assessments are based on a midwifery practice scenario and examine areas of theory covered by the module. They are assessed using published marking criteria. You may be required to pre-record your oral presentation and submit to the student Drop Off Facility by the deadline stipulated on the assessment schedule. Information as to how to do this will be provided by the module leader during the module. In this instance recordings may be sent to the External Examiner as opposed to them being invited in person.

7.3   Assessment Format and Submission of Work

Assessment deadlines

The submission dates for all assessments are published on the Assessment Schedules which are available on the student intranet.

Assessment formatting

Refer to the formatting guidance on the student intranet for information on how to format a written assessment.

How to submit

Summative work is usually submitted electronically via the VLE. This is a simple process of uploading your assignment and full details of how to submit are on the student intranet.

Some larger audio/video submissions may be submitted via the University Deposit Service. Where this is the case, it will be communicated in the assessment guidelines and submission instructions on the module VLE site.

The Electronic Ongoing Achievement Record is supported by the PebblePad system. This system pauses at the published submission date and time and the E-OARs must be completed by that time. This means there is no 'submission' but students should be clear that 'completion' of this assessment is governed by the same rules as 'submission'. Please make sure that the appropriate workbook is submitted in your asset store. This process occurs when you save the workbook from the resource store. The clipboard symbol indicates that the workbook is submitted:

Alongside the electronic portfolio (EOAR) midwifery students are required to complete an Ongoing Record of Achievement to collect required EU numbers. This is an A5 paper portfolio and should be submitted to the Student Academic Support Service office by 4.30pm on the published submission date.

The deadline for submission/completion is usually 4.30pm on the published date. A small number of exceptions to this are published on the Assessment Schedules. This deadline is strictly enforced and submission after this point will incur a late penalty in line with University policy.

You are reminded to keep back-up copies of all work as the Student Assessment Office is unable to provide copies of your work post-submission should you lose access to your assessments e.g. through computer failure or theft.

Use of your exam candidate number

You are allocated a random exam candidate number when you enrol with the University. The number is shown next to the word 'Exam' on the back of your University card. You can also access your exam candidate number through your e:Vision student record.

You should use your exam candidate number instead of your name on all summative assessments that are marked anonymously. Your exam candidate number is used for both exams and other forms of assessment.

However, there are a small number of occasions when it is appropriate to use your name to identify your assessment rather than your exam candidate number e.g. video recordings or commentaries on presentation/ interviews etc. You will be advised if this applies to your assessment. The 'Assessment Guideline' for the module will also state when it is necessary to use your name rather than your exam candidate number. Assume that unless you are notified to the contrary that you should always identify your assessment or examination script with your exam candidate number and not your name.

It is **your responsibility** to correctly submit your assessment scripts anonymously using your exam candidate number. If you fail to identify your assessment correctly you will jeopardise your anonymity during the marking process and throughout your programme of study.

> On **no occasion** should you include your exam candidate number on **your formative assessments**. Only add your exam candidate number as a header on the document prior to submitting the final script for assessment.

Please note that if you have previously studied with the University your examination candidate number may have changed since you last studied. It is very important that you use your current examination candidate number when submitting your assessments.

Exam candidate numbers are not given out over the phone or by email. You are advised not to divulge your examination number to anyone else.

> There is a significant difference between your University '**student number**' (nine digit number) and your University '**exam candidate number**' (seven digit number preceded with a Y). Your 'student number' can identify you as this is available to all staff; however your 'exam candidate number' is confidential and is only available to staff in the Student Assessment Office.

7.4   Penalties

Knowing how to manage your time, write succinctly and provide a complete and comprehensive piece of work to a strict deadline are skills you will develop at University.

In the interests of equity, fairness, and transparency we have strict rules around deadlines and the quality or quantity of work submitted and have clear penalties for any student where these rules are not followed.

All work submitted late, without an approved claim of Exceptional Circumstances affecting Assessment, will have marks deducted for each day (or part of each day) that the work is late, up to a total of five days, including weekends and bank holidays, e.g. if work is awarded a mark of 70 out of 100, and the work is up to one day late, the final mark is 60.

After five days, the work is marked at zero. Note, however, that the penalty cannot result in a mark less than zero.

Submitted	Penalty
Up to one hour late	5% deducted from mark

1 day	10% deducted from mark
2 days	20% deducted from mark
3 days	30% deducted from mark
4 days	40% deducted from mark
5 days	Work marked at zero

The penalty for submitting late for a module marked on a pass/fail basis is a fail.

For **24-hour online open exams**, submissions received up to 30 minutes after the deadline will be accepted but will incur a 5% mark penalty. This penalty may be waived in the event of a successful exceptional circumstances claim. Submissions received more than 30 minutes after the deadline will be treated as non-submissions and will normally receive a mark of zero. In this case, a successful exceptional circumstances claim would result in a further assessment attempt 'as if for the first time'.

Guidance on late penalties for the late submission of presentation documentation is available on the student intranet.

For pre-registration practice experience modules only: If you are late completing your Electronic Ongoing Achievement Record without exceptional circumstances you will fail the module. This failure will not overturn a practice assessor decision but it will reduce your reassessment opportunities by the number of credits awarded to the particular practice experience.

What should I do if there has been an unforeseen event on the day of submission?

In the event of an emergency arising when an assignment is due for submission or you are travelling to attend an examination (e.g. delayed in traffic), students should contact the Department's Student and Academic Support Service team by telephone immediately who will advise of the most appropriate action to be taken (01904 321321).

You can apply through the Exceptional Circumstances Policy for the late penalty to be waived but you would need to provide supporting evidence for this to be considered.

Failure to submit

If you fail to submit an assessment by the deadline after five days or fail to attend an examination, with no approved claim of Exceptional Circumstances affecting Assessment, a mark of zero will be awarded. You may be given the opportunity for reassessment. However, if the examination or assessment missed is already a re-sit or reassessment to redeem an initial failure, no further reassessment opportunities will be available without proof of exceptional circumstances.

For further information, please see Resits, Repeats and Readmission (Section 7.11) in the Assessment, Progression and Award Section of the Handbook.

If you are struggling to meet deadlines, submit a piece of work or will miss an exam due to personal circumstances you will need to inform the University as soon as possible and apply for Exceptional Circumstances. For further information, please see Exceptional Circumstances (Section 7.13) in the Assessment, Progression and Award Section of the Handbook.

Assessment word limits

Word limits are prescribed for each specific assessment and are published on the module's Assignment Guideline.

Assignments will be marked up to the word limit (plus 10%) and marking will cease once the word limit is exceeded.
Everything in the main body of the text (i.e. Introduction, Method, Results, Discussion and Conclusion) apart from appropriate tables and figures is included in the word limit.

Everything before the main body of the text (i.e. Abstract, Acknowledgements, and Contents etc.) and after the main text (i.e. References, Appendices etc.) is not included in the word limit.

Examination scripts that deviate from the rubric

In the event that you attempt more than the requested number of questions in an open or closed exam paper, all questions attempted will be marked and the set of questions with the highest marks that conform to the instructions on the front of the exam paper will be used to calculate your final examination mark.

7.5   Formal Examination Requirements

For information on the University's formal examination requirements, consult your University handbook or visit the Assessment and Examination webpages.

Individual examination arrangements may be approved for students who are unable to sit exams under formal University examination conditions as a result of a disability or other condition. It is important to note that such arrangements must be in place at least six weeks prior to the exam in question, so it is essential that students requiring individual arrangements contact Disability Services as soon as possible in order to ensure that adjustments can be made.

Refer to the Step by step guide to requesting individual arrangements for full details of the process.

If you have any queries relating to alternative examination or assessment arrangements please do not hesitate to contact the Student Assessment Office within the Department (dohs-disability@york.ac.uk) who will be happy to discuss these with you.

7.6   External Examiners

External Examiners comment and give advice to the Department on programme content, balance and structure. External Examiners provide specific and general advice to the Departmental Board of Studies via Board of Examiners meetings and their External Examiner Annual Report. The Department provides a list of current External Examiners for information.

It is inappropriate to make direct contact with external examiners. If you have any issues or concerns, you can register these through appeal or complaint.

For further information, please see Making an Appeal (Section 7.14) in the Assessment, Progression and Award Section of the Handbook and Making a Complaint (Section 3.9) in the Your Programme Section of the Handbook.

There are ways of engaging with the process through which the University considers and responds to External Examiners. Your Course Rep will have the opportunity to attend the relevant Programme Committee where feedback from External Examiners will be shared and discussed.

7.7   Feedback on Assessment

'Feedback' at a University level can be understood as any part of the learning process which is designed to guide your progress through your degree programme by providing commentary on your work to date. We aim to help you reflect on your own learning and help you feel clearer about your progress through clarifying what is expected of you in both formative and summative assessments.
A comprehensive guide to feedback and to forms of feedback is available in the Guide to Assessment, Standards, Marking and Feedback.

The Departmental Statement of Feedback

The purpose of providing feedback to you on your progress in relation to formative and summative assessments is to facilitate improvement through reflection and promote learning. Feedback can also be a means of helping you to understand why you have been awarded a particular grade, especially in relation to summative assessment.

Feedback could be the provision of either constructive comments or a model solution. Feedback, where possible and appropriate, should link explicitly with the Assessment Guideline and the Marking Criteria.

Feedback should demonstrate the following characteristics:
- be clear and unambiguous.
- strike a balance between being constructive, encouraging and motivating, and providing explicit comment on where there are failings and how improvements can be made.
- be specific and focussed to the content and context in which it is given.
- be actionable – feedback that you can act upon.
- be tailored to the needs of the individual student.
- reflect/support the mark/grade awarded.

Communication of marks and feedback

Marks and written feedback will be released to you within twenty working days of the date of submission or examination. Full details of dates are found on your programme Assessment Schedule.

Assessment marks are released to you through your e:Vision account. In addition to the marks, individual written feedback will be provided to you for every piece of summatively assessed work, with the exception of examinations and practice modules. Written feedback sheets will normally be uploaded to your e:Vision account. To provide a consistent approach, the Department has a standard feedback form.

For written pieces of work the opportunity to submit a formative submission for feedback may be given. Upon receipt of your formative feedback, you will have a **2 week** window to make contact with your formative marker to seek clarity with regards to the feedback given, prior to submission of your summative work. Clarity can be achieved through face-to-face contact, telephone contact or via email.

In such cases, it may be unavoidable that your anonymity is not maintained in order to identify your formative submission feedback.

For **examinations** you will be provided with general cohort feedback, giving details of how the cohort performed as a whole in the exam.

For **practice-focused modules** the feedback is contained within the Electronic Ongoing Achievement Record and completed by the practice assessor. You will also be given feedback on your practice modules via a practice marksheet that confirms your grade, your clinical hours achieved and gives feedback (including a pass/fail grade) on your reflective piece of work.

If there was an unavoidable delay in releasing your marks by the date indicated on the Assessment Schedule you will be notified, by email to your University email account, regarding the delay and when the marks will be available.

All marks are provisional until after ratification by the Board of Examiners. This may either be at a meeting or they may be approved on Chair's Action.

In addition, your feedback may be provided verbally. Verbal feedback can be on a one-to-one basis with an academic member of staff or delivered to you on a group basis.
The Department does not consider requests from individual students or groups of students for the early marking and/or early release of marks.

Results for modules with multiple assessments

For modules with more than one assessed component you need to check your mark for **each part of the assessment** via your e:Vision account. You may have failed one component but the overall mark may still show as a pass mark. It is therefore vital that you check you have passed **each part** of the assessment, where this is a requirement.

Access to marked exam scripts

You may request to view your marked examination script. You can initiate this request through your supervisor who would negotiate a time for you and a member of the module team to review this together.

The script may not be copied or taken away with you, and can only be viewed with a member of academic staff present.

Further information can be found on the Exams webpages.

Annotation of submitted assignments

During your programme submitted summative work (with the exception of closed examination scripts) will normally be electronically annotated. Annotation refers to the marker adding notes and comments on electronically submitted assignments. The purpose of annotating work is to support you to identify the chief strengths and weaknesses in the work and to better understand why you received the mark you got and how you might develop their work. You should read the annotations carefully and consider how these can be used to improve future work.

7.8   How is My Work Marked?

Anonymous marking

Anonymous marking is the practice of marking a piece of work without knowledge of the identity of the student concerned.

You are provided with a confidential exam candidate number on the back of your University card. This number is used to identify you for all anonymously marked summative assessment of theoretical work that contributes to final award. Only the staff in the Student Assessment Office can identify you from your exam candidate number.

Confidentiality is maintained throughout the assessment process, including external moderation. Candidate number and student name never appear together on student work or in any documentation such as results lists or minutes of Board of Examiners meetings.

Summative assessments in practice placement, audio/video recordings and presentations that are carried out by practice-based assessors cannot be conducted anonymously. Therefore, all related documentation contains the student's name rather than their exam candidate number.

Marking criteria

All work is marked against each module's published criteria and a whole integer percentage mark awarded, except where a module or assessment has approval to be marked on a pass/fail basis (i.e. no academic mark given).

General Marking Criteria relating to each mark banding are published on the Student Intranet and are provided to markers to inform the marking process.
Detailed Assessment Guidelines are also produced for students and markers for each module's assessment.

7.9   How Can I Tell if I am Making Progress?

The [Student Guide to Rules for Progression and Award in Undergraduate Programmes](#) clarifies what we mean by 'academic progress'. They explain what you need to do to progress through your degree programme and how you can calculate your current classification marks along the way.

Nursing & Midwifery Council (NMC) '12 Week Rule' & progression

Following the removal of the '12 week rule' from the NMC Emergency Standards the Department is required, in line with University Progression rules, to ensure students have successfully achieved all summative assessment for the stage they are on before formally progressing to the next. Formal progression is signed off to align with the NMC 12 week rule and therefore you are still required to have successfully completed all summative assessment and obtained all credit for the previous stage by this point.

Where exceptional circumstances prevent all outcomes being achieved by assessment dates stipulated on the assessment schedules, students will be permitted to continue with the teaching in the next stage during the period between Week 1 of the Autumn Term and the 12 weeks that follow this. Any outstanding summative assessment for modules of the previous stage must be successfully completed by the end of the 12th week after the start of the Autumn Term in order to continue with your current cohort past this point.

Students failing to achieve all summative assessments for modules on the previous stage within this timeframe may be required to take a Leave of Absence in order to address outstanding summative module assessment on the previous Stage of the programme, before returning to the following cohort to pick up teaching from the point of programme suspension.

7.10   What Happens if I Fail a Module?

Reassessment

All modules must be passed to remain on the programme; module failure **cannot** be compensated by performance in other modules. If you fail a module at first attempt, you will be offered a reassessment. The mark obtained for the reassessment will appear on your transcript; however, the mark will only be used in progression/award calculations if your credit-weighted stage mark is below 40%. Under these circumstances your credit-weighted stage average would be recalculated using your reassessment marks. If this new calculation is above 40%, you will pass the stage but the stage mark will be capped at 40%.

You can only be reassessed in a module once, without valid exceptional circumstances being upheld. There is also a limit on the number of credits you can fail at first attempt in each stage.

> You are not eligible for any reassessment attempts if you fail **more than the maximum credits** at first attempt (without valid exceptional circumstances) in a single stage, and consequently you would be discontinued from your programme.
>
> You are only permitted to fail:
> Stage 1 – 90 credits with a mark under 40% (and only 50 credits with a mark under 30%)
>
> Stage 2 – 90 credits with a mark under 40% (and only 50 credits with a mark under 30%)
>
> Stage 3 – 40 credits with a mark under 40% (and only 40 credits with a mark under 30%)

You must satisfy the requirements for one stage of your programme before being able to progress to the next stage. You need to get a credit-weighted average mark of 40% for each stage (stage mark) in order to progress.
If, after your marks have been calculated and any necessary reassessment procedures have been applied, you still do not reach the mark necessary for progression to the next stage, there are no other opportunities for

continuing your studies. There are no opportunities for taking modules again and consequently this will result in discontinuation from the programme.

For further information on reassessment, see the Student Guide to Rules for Progression and Award in Undergraduate Programmes.

7.11 Resits, Repeats and Readmission

If you make a successful claim that an assessment is affected by medical or compassionate circumstances, you may be permitted to sit the assessment again 'as if for the first time'. This means that the original attempt will not be considered for progression decisions or your degree classification. Please note that in order for an assessment attempt to be 'voided' via an exceptional circumstances claim for performance, you must submit something into the original marking process. An exceptional circumstances claim for performance cannot be upheld against non-submission, and the assessment will therefore be processed as a fail at first attempt. Should you be unable to submit by the agreed deadline you will need to apply for an extension through the Exceptional Circumstances process.

Students who fail the first year may be allowed to repeat the year. Students in other years are not normally allowed to repeat any part of the teaching on their programme. Repeat study will only be considered in cases where a student can show that they had truly exceptional circumstances which did not allow them to benefit from the teaching on their first attempt, and that there was good reason why the student could not have informed the University of the circumstances at the time.

You may be permitted to take a Leave of Absence (LOA) in anticipation of failure in your first year if you have completed at least one term and do not feel you are likely gain the credits required to progress into second year. Please speak with your supervisor if you feel this may be appropriate to you.

If you have to leave your programme because you have failed the second or third year, then you will not be permitted to restart the same programme at the start of the next academic year. You may be able to return later if the Department is willing to offer you a place and the University Special Cases Committee agrees. If you withdraw from your programme, then you do not have a right to return to it if you change your mind.

For further information, visit refer to the Resits, Repeats and Readmission website.

You will need to submit evidence of exceptional circumstances to qualify for resits and repeats, for further information, please see Exceptional Circumstances (Section 7.13) in the Assessment, Progression and Award Section of the Handbook.

7.12 Programme Extensions and Termination

A programme extension can be recommended where a student cannot complete the programme within a normal timescale because of exceptional circumstances. If you find yourself in this situation, talk to your supervisor.

If you are academically unsatisfactory the Board of Studies can recommend that your programme is ended before its normal end date. This may be due to reasons such as poor attendance (without good reason) or through having failed so much of the programme that it is no longer possible to graduate.

The University website provides further information on programme extensions and termination.

Also, see 'Exceptional Circumstances' (Section 7.13) in the Assessment, Progression and Award Section of the Handbook for any other circumstances which may affect you undertaking any assessments.

7.13 Exceptional Circumstances

If exceptional events in your life significantly impact on your ability to study and work towards the completion of assessments (including examinations) then you can submit a claim to the Department for exceptional circumstances to be taken into consideration.

Any claim should be made as near as possible to the time that the exceptional circumstances have occurred and should normally be supported by evidence supplied by an independent third party professional. Claims will be considered on the basis of the evidence received.

While the Department appreciates that student life can often be challenging, successful claims will be in relation to evidence of **exceptional** events only.
Claims can be made for short extensions to the submission date of written assessments or for performance in written assessments and/or examinations. Please note that you cannot normally claim for both an extension and performance for the same assessment.

If your claim is successful and the Committee accepts that your assessment was significantly affected by your circumstances, you will normally be given a new submission deadline (for an extension request) or an opportunity to take the assessment again as a first/reassessment attempt with the original first/reassessment attempt being voided (for performance requests). This does not apply to practice placements. Grades will never be altered without a further attempt at the assessment.

If you wish to apply for an extension, you must do so by 4.30pm on the scheduled submission date for the assessment for which you are claiming. For claims for performance, your claim must be submitted within seven calendar days of the assessment submission date. Claims must be submitted by 4.30pm. Claims should be submitted electronically using the online claim form.

It is essential that an **accurate** and **comprehensively completed** claim form is submitted as near to the time of the exceptional event as possible. Supporting **evidence** that demonstrates **how the exceptional circumstances have impacted on your ability to study** should be provided at the same time, or as soon as it is available.
For exceptional circumstances to be considered, the exceptional event will **normally** need to have occurred within the 6 week period prior to the submission date (for open assessments) or examination date. You are advised to consult the deadlines for exceptional circumstances displayed on the assessment schedule and read the policy.

For further information refer to the Departmental Exceptional Circumstances website. The Exceptional Circumstances Policy can be found in the Guide to Assessment, Standards, Marking and Feedback (Section 23).

For extensions related to existing disability arrangements (Student Support Plans) please use the form found on the Department's Disability website. These claims are considered by the Departmental Disability Lead and not by the Exceptional Circumstances Committee.

If you are experiencing difficulties you are encouraged to contact your personal supervisor or the Department's Student & Academic Support Service in the first instance.

Self-certification

If you encounter a short-term problem that will prevent you from submitting your assignment or from attending your assessment, you may be eligible to self-certify this anticipated delay or absence using the self-certification process to request an automatic 4 day extension or deferral to the next attempt as it falls in the academic calendar. Evidence is not required to self-certify, but you must complete the Self-certification task on your e:Vision record for each of the assessments affected. You are only permitted to self-certify for a maximum of 3 assessments per year.

7.14   Making an Appeal

You can appeal against a procedural error in arriving at an academic decision or on the basis of Exceptional Circumstances Affecting Assessment that, for good reason, you did not declare at the time of the assessment (see Section 7.13) or a procedural irregularity in the assessment. However, you cannot appeal against an academic judgement of your work (this is the marker's opinion under the Academic Appeals procedure).

For further details the Appeals and Complaints website or see Making a Complaint (Section 3.9) in the Your Programme Section of the Handbook.

Assistance with appeals and representation at hearings is also available through the Students' Union Advice and Support Centre. All communication is confidential and free.

7.15   Your Final Degree Classification

The University applies the following mark scale to undergraduate work:

Class	Mark Range
First-class Honours:	70-100
Upper second-class Honours:	60-69
Lower second-class Honours:	50-59
Third-class Honours:	40-49
Fail:	0-39

The pass mark for undergraduate modules is 40.

For information on calculating your award calculation, see the Student Guide to the University's Rules for Progression and Award.

Departmental criteria for a 'first with distinction' or a 'starred first':

The criteria for full-time students are:
- A minimum final award mark of 80%
- No first attempt module marks lower than 70% in all Stages contributing to the final award mark

7.16   Award requirements: How many credits do I need for my award?

A degree is awarded on the basis of credit acquired during your programme of study. In some circumstances, you may be eligible for an early exit award if you do not achieve the full requirements for the award for which you registered. The type of award you receive will be dependent on the number of credits you have achieved and at what level.

Award	Number of credits	Including……
Bachelors Honours degree*	360	120 Honours-level credits
Ordinary Degree	300	60 credits at Honours level (Stage 3)
Diploma of Higher Education	240	120 credits at Intermediate level (Stage 2)
Certificate of Higher Education	120	120 credits at Certificate level (Stage 1)

* Note only the Bachelors Honours degree is a professional midwifery award. You will only be permitted to register with the NMC upon successful completion of the full Bachelors Honours Degree **and** verification of declaration of good health and good character. The other lower exit awards are academic awards that recognise your academic achievements.

Section 8   Personal Development and Employability

8.1   Careers

We're committed to supporting our students' career development. York Futures, our employability initiative, will enable you to build a portfolio of valuable experience and skills during your time at York that could help you secure that dream job. Starting in your first year, our unique York Strengths Programme will help you make sense of what you can offer to employers.

We'll support you to identify your personal qualities, understand your options, and make plans for moving towards a career in which you'll thrive. We also organise activities from careers fairs to leadership-building exercises to ensure you progress with a competitive edge.

For more information visit the Careers webpages.

Careers Support

During your programme, there will be careers support opportunities, facilitated in partnership with the University's Careers Service and practice partners. Students will have the opportunity to meet with practice partners and prospective employers throughout the programme.

The Careers Service delivers midwifery-related sessions to develop the skills of students. These include *how to make your application form/c.v. stand out, interview skills*, and *how to approach assessment centres*.

The Department is contacted by employers seeking to publicise Careers' Fairs throughout the year and this information is disseminated to students on a regular and timely basis.

Careers-related information and web-links are all brought together in one section of the VLE site for each cohort, to make this information easy to find.

APPENDIX: LIST OF ACRONYMS AND ABBREVIATIONS

AHR	Applied Health Research
BoS	Board of Studies
CSU	Clinical Simulation Unit
DH	Department of Heath
DoHS	Department of Health Sciences
ECSG	Epidemiology and Cancer Statistics Group
E-OAR	Electronic Ongoing Achievement Record
ESRC	Economic and Social Research Council
FTP	Fitness to Practise
GPhC	General Pharmaceutical Council
GSA	Graduate Students Association
HCPC	Health & Care Professions Council
LFA	Languages for All
LOA	Leave of absence
MHARG	Mental Health and Addiction Research Group
MPH	Master of Public Health
NMC	Nursing and Midwifery Council
OSCE	Objective Structured Clinical Examination
PG Cert	Postgraduate Certificate
PG Dip	Postgraduate Diploma
PGTC	Postgraduate Teaching Committee
PSRB	Professional Statutory Regulatory Body
RCM	Royal College of Midwives
RCN	Royal College of Nursing
RPL	Recognition of Prior Learning
SAO	Student Assessment Office
SCC	Special Cases Committee
SASS	Student and Academic Support Service
SRB	Seebohm Rowntree Building
SSPRD	Specialist Skills and Post Registration Development
UGTC	Undergraduate Teaching Committee
UoY	University of York
VLE	Virtual Learning Environment
YTU	York Trials Unit and Statistics
YUSU	York University Students Union

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