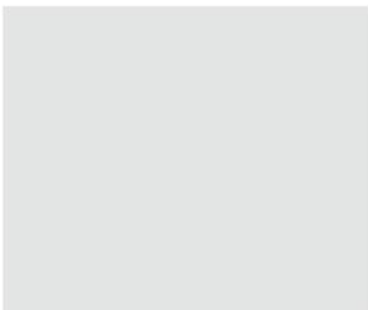UNIVERSITY
of York

Welcome to York

DEPARTMENT OF HEALTH SCIENCES PROGRAMME HANDBOOK

BSc Nursing 2022/23
Cohort Sep20

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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 321803 or 321318 dohs-assessments@york.ac.uk
All enquiries relating to **exceptional claims**:		dohs-ex-circs@york.ac.uk
All enquiries relating to **studying with a disability**:		01904 321318 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. BSc Nursing/Sep20.
- 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.

Social media etiquette

Group communication via media such as WhatsApp must maintain inclusivity and uphold the professionalism expected of a Health Sciences learner and apprentice studying to gain access to the Nursing & Midwifery Council (NMC) register.

Noticeboards

In addition, we communicate to student groups through noticeboards located in the reception area near the Student and Academic Support Service office in the Seebohm Rowntree Building. Noticeboards are organised by programme. General information including flyers for study days and conferences will be disseminated on the relevant noticeboards. Information may also be communicated via to VLE.

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 and online: 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.

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 OHWorks Ltd, so please do not contact University 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 via 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 students and service users. 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 email 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 and droplet 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

It is primarily your responsibility to book and attend appointments with your supervisor, and it is better to arrange these in advance either by telephone or email. These meetings may take place online (via e.g. Zoom or Google hangouts) or in person, in line with University guidance. If you are unable to attend a supervisory meeting you should make reasonable attempts to contact your supervisor and to re-arrange the meeting. Records of your meeting will be kept by your supervisor and shared with you via evision– 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.

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 all postgraduate taught students. The 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 has 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 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 (and other programme level meetings) 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 (MYEPAD). Your Programme Leader will be able to advise whether attendance at a specific meeting can be counted as practice hours.

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

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.

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](#).

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 students 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 Nursing at York

Programme philosophy

The purpose of our philosophy is to highlight our values, the nature of the learning environment and the teaching and learning processes that will support the development of the York Nurse.

Our curriculum is research informed; integrating world-leading departmental and pedagogical research into a bespoke and unique nursing curriculum. Both individual and shared faculty experience underpins our nurturing approach to education where conceptual understanding is developed through active learning strategies. We believe that acquired knowledge is best developed through participation and that students must be supported through transitions as they enter, progress through and graduate from their programme of study. Our pedagogical approach supports the development of exceptional nurses in terms of practice, research, education and leadership.

Our approach to learning and teaching is embedded within the York Approach and the Department of Health Sciences, contributing towards its vision through the innovative use of creative and evidence-based learning and teaching theory. Approaches to learning and teaching are mindfully integrated into the curriculum. We believe that knowledge is constructed rather than transmitted and that knowledge construction occurs best actively and in collaborative groups. There is a strong focus on reflection on practice and simulated learning activities in addition to theoretical and scientific knowledge. Student learning and assessment is designed towards the transferrable conceptual understanding that is fundamental to nursing and the associated ways of knowing. Students will learn in an environment where scholarship, social awareness and research are valued. Our faculty staff act as role models, having the ability and aspiration to support students from undergraduate to postgraduate and doctoral level study. Our aim is to foster independent learning by encouraging an intellectual curiosity which continues beyond graduation and registration.

Our graduates will be highly skilled nurses with the ability to provide and lead excellent care across a person's lifespan. Nursing is a complex profession; our graduates will have scientific knowledge, deep ethical understanding and strong moral compass with patient safety and well-being as their priority. They will be reflective, critically aware, resilient professionals capable of professional growth and the initiation of improvement in practice in the context of economic, social, political and technical change.

3.2   Programme Aims and Learning Outcomes

Statement of Purpose

The programme at York has been specifically designed to champion effective patient care, across a range of specialist areas, through the development of knowledgeable, professional, compassionate nurses. As a student on this stimulating programme, you will develop key values and high calibre clinical skills through learning in theoretical and placement settings. You will also have the benefit of access to cutting edge national and international research. As a result, on completion of your degree you will become a registered nurse, equipped to commence work in the NHS or independent health and social care, as well as in research or humanitarian aid settings.

As a student on the Adult Nursing programme you will develop person-centred approaches to care of adults in hospital, primary care, community and home settings.

As a student on the Mental Health Nursing programme your practice will be based on collaborative, person-centred care and principles of recovery.

As a student on the Children's Nursing programme you will develop your understanding of the needs of children and adolescents and their families encountering a range of health-related problems.

All students will learn about nursing in a range of care settings, across the life span and informed by contemporary research.

Programme Learning Outcomes

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

1. Engage in compassionate and reflective practice, combining knowledge and expertise and taking accountability for your own actions.
2. Work in partnership with individuals, families, communities and other professionals to promote health and maintain their quality of life.
3. Assess individuals with complex needs to plan person-centred care in a variety of settings based upon nursing knowledge, skills and expertise
4. Use evidence to inform decision making when providing and evaluating high quality nursing care across the lifespan.
5. Lead, manage and support staff and teams across a range of care settings.
6. Access, assess and evaluate information and take appropriate action to address risk, ensure safe practice and improve health outcomes.
7. Coordinate and manage care of people across a range of organisations and settings.
8. Communicate effectively in an accessible way with individuals and other professionals using a range of techniques and strategies.

3.3   Programme Structure & Progression

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

Stage 1		
Module code	Module Title	Credits
HEA00059C	Biology & Pharmacology of Health & Well-being	20
HEA00060C	Psychological & Sociological Aspects of Health & Well-being	20
HEA00061C	Professional Development in Nursing: Introduction to Nursing Inquiry	20
HEA00075C	Knowledge Applied to Nursing Practice 1: portfolio-based option	30
HEA00063C	Knowledge Applied to Nursing Practice 2	30

Stage 2		
Module code	Module Title	Credits
HEA00157I	Biological & Pharmacological Aspects of Illness Across the Lifespan	20
HEA00153I	Psychological & Sociological Aspects of Ill-Health Across the Lifespan	20
HEA00150I	Professional Development in Nursing: Evidence-Based Nursing for Practice	20
HEA00151I	Knowledge Applied to Nursing Practice 3	30
HEA00152I	Knowledge Applied to Nursing Practice 4	30

Stage 3		
Module code	Module Title	Credits
HEA00141H	Person-Centred Consultation & Physical Assessment Skills	20
HEA00142H	Applying Psychological & Sociological Aspects to Complex Care	20
HEA00143H	Professional Development in Nursing: Leading & Managing Change	20
HEA00145H	Knowledge Applied to Nursing Practice 5	30
HEA00144H	Knowledge Applied to Nursing Practice 6	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, if you are full time) 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. Theoretical modules are assessed by a range of methods which will result in a numerical module mark out of 100.

If you fail a theoretical 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 of the Handbook.

Modules and stages are also subject to credit-weighting; for further information please see Credit-weighting (Section 3.4) 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 theoretical 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.

Fields of Practice

There are three Fields of Practice (FoP) within the BSc (Hons) and MNursing programmes: Adult, Child and Mental Health nursing. You will have selected a FoP when applying through UCAS. Each FoP has a specific UCAS code. Students in all FoP complete all programme modules (which have the same module codes) and progress towards meeting the same programme learning outcomes.

'Knowledge Applied to Nursing Practice' modules will include FoP base placements and allocated spokes within any field of practice'.

Normally, where possible, opportunities to transfer between FoP are facilitated at the end of Stage 1, at which point students are asked to express an interest in changing FoP. Decisions to grant this will depend upon factors including (but not limited to) student numbers and placement capacity. For further information please refer to Change Your Plan (Section 3.9).

3.4   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.

3.5   Professional, Statutory and Regulatory Body (PSRB) Accreditation

All professional programmes are required to be approved 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 Education and Training](#) (NMC (2018) Realising professionalism: Standards for education and training).

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, on either health or character grounds, about your eligibility to register with the NMC, the Fitness to Practise Committee will seek your consent to disclose information to the NMC and apply the Fitness to Practise policy where appropriate.

For full information visit the Fitness to Practise Committee website.

Working whilst studying

The Department recognises that you may choose to supplement your funding by gaining employment in a variety of work settings. 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). Failure to comply with this requirement will be regarded as a serious disciplinary matter.

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 and clients.

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 nurse or 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 nurse uniform.

3.6   Global Programmes

If you're interested in spending part of your studies abroad, or would like to make the most of your Summer vacation, the University offers exciting opportunities to study, work or volunteer in countries across the world. We offer programmes abroad from two weeks to an academic year's duration and we can advise on bursaries which are available to eligible students. Some application deadlines will be during your first year and places are limited, so start thinking about this early and attend events run by the Global Programmes team throughout the Autumn and Spring terms.

For further information, including the full range of opportunities and how to apply, visit the Centre for Global Programmes webpages and the Health Sciences study abroad opportunities page

Year abroad

At the end of year 2, under normal circumstances, you will have the opportunity to apply for a year abroad. The learning outcome for the year abroad is: *You will develop a global perspective of healthcare through a year abroad.*

This opportunity will provide you with a wider global and cultural element to your study and experience. The Department works closely with the Centre for Global Programmes in order to allocate these experiences and

ensure that they are appropriate and safe. It is possible that issues related to the Covid-19 pandemic may restrict this opportunity.

This is an optional year, not a replacement year. Should you be interested in this experience and accepted for it then your BSc programme will be 4 years in duration.

3.7   Placement Year

At the end of year 2 you will normally have the opportunity to apply for a placement year.

The Department works closely with the Careers and Placements Office in order to offer a range of experiences. More details can be found on the Placement Year webpages.

This is an optional year, not a replacement year. Should you be interested in this experience and accepted for it then your BSc programme will be 4 years in duration.

A Placement Year offers you the chance to gain valuable work experience at a challenging level that will help prepare you for graduate jobs. There is an opportunity for you to pursue a Placement Year as part of your studies, receiving recognition within your degree title. This would be an additional year, which you would take between your second and third year of study and you would be supervised by the Careers and Placements team for the duration of this year.

You will need to find and secure your own placement and the Careers and Placements team can help you through the selection and approval process.

3.8   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.

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 section 7.13, Exceptional Circumstances affecting Assessment, under Assessment for further information.

3.9   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.

3.10   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.

Transferring to another programme of study

You may wish to transfer to another programme or field of study 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.

Transferring to another Field of Practice

You may wish to transfer to another field of practice. If you are considering transferring to another field of practice you should speak with your personal supervisor as soon as possible. Support can also be provided by the Programme Leader and the Department's Student and Academic Support Service team.

However, please be aware that transfers cannot be guaranteed and are dependent upon the availability of places in your preferred field of practice, including placement capacity. Should places be available, students will be informed towards the end of the first year of study and have an opportunity to submit an application to transfer to their preferred field.

Please also be aware that places in a field of practice, particularly smaller fields of practice such as Child, cannot be guaranteed following a return from leave of absence.

Leave of absence

If you are away from the programme for more than four weeks, a period of leave of absence will usually be discussed and may be recommended to you. 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 and sufficient capacity in the chosen field of practice (where appropriate). It is not guaranteed that you will be able to return to your first choice of field of practice.

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 in teaching rooms. 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 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. You will also need to check module VLE sites regularly to ensure that you are aware of scheduled sessions.

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.

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 the 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 3.9) 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 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 Nursing Programmes (2018) to complete the programme successfully you must complete 2,300 hours of theory and 2,300 hours of practice across the three stages of the programme. 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
- Moving and Handling
- Fire Safety
- Conflict Resolution
- Preventing Radicalisation – Basic Prevent Awareness
- Equality, Diversity and Human Rights
- Infection Prevention and Control
- Data Security Awareness
- Safeguarding Children

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. You should note that failure to attend or comply with the requirements to notify the Department of your absence will be monitored and addressed as appropriate.

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.

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 Placement Attendance Record which is in your Pebblepad 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 Supervisor or Practice Assessor and make alternative arrangements. This might involve, for example, rearranging your shift for an alternative time when you are able to travel.

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. Our expectation is that you complete an evaluation of each theoretical module or stage of your programme. Please help us ensure that we produce teaching of the highest standard by completing the module evaluation when requested.

You will have an opportunity to evaluate each module. Evaluations also take place at the end of each stage of the programme and 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 (or Stage) 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 Staff-Student Forum in the first instance.

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 are 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 find information on how to access the Turnitin tutorials 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

Model of practice experience

The Department of Health Sciences will schedule your practice experiences so that you can apply your theoretical learning in appropriate practice settings, using a Base and Spoke model of practice experience. For each module you will be allocated to a base area in a clinical setting. Under normal circumstances, you will also be scheduled to access other areas (*spokes)* to supplement your learning. You would then be expected to return to your base area.

The Base and Spoke model

Please note that due to the Covid-19 Pandemic, it remains possible that the planned practice learning model may be interrupted, and a simplified allocation system may be required for the safety of patients and students. For example, you may be allocated to one base per module. We will ensure you have appropriate learning opportunities and support you to meet your requirements within that setting.

The Knowledge Applied to Nursing Practice (KANP) modules are normally organised using a Base and Spoke model.

Base placements – Your base placement will always be allocated in your respective Field of Practice (FoP). This is also where your practice will be directly overseen by your Practice Assessor. Within Stages One, Two and Three of the programme you will begin and end your practice experiences in your base area. This model allows your Practice Assessor (and Academic Assessor) to monitor your progress and to make decisions related to your summative assessment.

Allocated Spoke placements – During Stages One, Two and Three of the programme you will rotate through allocated spoke placements where your progress will be monitored by named Practice Supervisors. Spoke placements are planned to offer you a range of experiences and develop your knowledge and understanding.

Placement block 1   Placement block 2
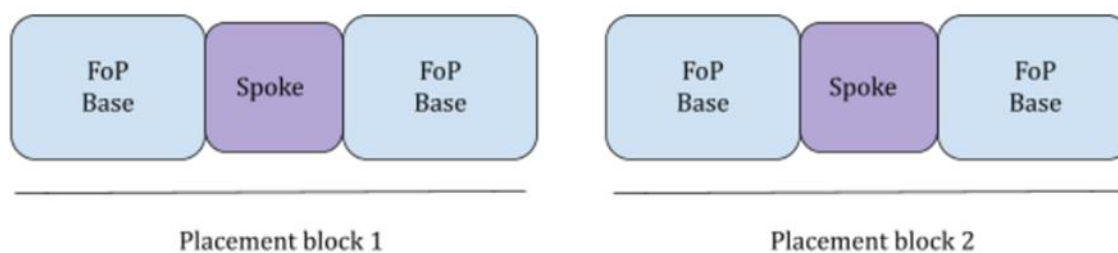
- **Year 1** – Field specific base, allocated spokes within any FoP
- **Year 2** – Field specific base, allocated spokes within any FoP
- **Year 3** – Field specific base, allocated spokes within any FoP

Static spokes – During base and spoke placements you, your Practice Assessor and Practice Supervisors may identify specific areas or experiences which could enhance your learning and understanding of the patient journey. Visits normally last between one and three days and must be negotiated in advance. The learning must be identified in advance, documented in your E-OAR and achieved with the support of the named Practice Supervisor. Achievements related to your learning outcomes must be recorded, as appropriate, in your E-OAR (MYEPAD) and verified by a Practice Assessor or Practice Supervisor. Your Practice hours must be recorded on POW (Placements on the Web) via Timesheets (TMS) and verified by a Practice Assessor or Practice Supervisor.

Assessment and supervision in practice

In accordance with the Standards for Student Supervision and Assessment (NMC 2018), the aim of this practice experience model is to ensure you have support and guidance which empowers you to own and direct your learning as far as possible. We adopt a team approach to practice learning, in which you are the key member. The following structure is in place to support you; this is *your* learning experience, and you will gain the most by engaging and negotiating with all of the people outlined below.

You will undertake planned periods of supervised and assessed practice over the duration of your programme. During each stage, you must complete the formative and summative assessments in order to progress on your programme.

Academic Assessor
A named Academic Assessor will be allocated to you by the Department of Health Sciences for each stage. You will not have the same Academic Assessor for two successive years. This role is essential to ensure the assessment processes are comprehensive and fair. The Academic Assessor will ensure that learning and attainment in practice are clearly relevant to your theoretical learning, to enable you to progress and meet programme requirements.

You will meet with your Academic Assessor prior to commencing your practice experience, to identify how you might apply theoretical learning to your practice areas. This meeting will be documented in your Electronic Ongoing Achievement Record (E-OAR MYEPAD). Your Academic Assessor will communicate this to the Practice Assessor via the E-OAR (MYEPAD) and may also hold telephone and/or face to face discussions. The Academic Assessor will communicate and collaborate with your Practice Assessor, about your achievement of proficiencies and demonstration of professional values, normally at scheduled points during your practice placement.

Practice Assessor
During each stage, you will have a named Practice Assessor, normally a Registered Nurse, who will be appropriately prepared to support you. The Practice Assessor will have undertaken preparation and regular updating to facilitate student learning, supervise practice and assess a student's attainment, related to the stated learning outcomes of the programme.

Normally the practice area will identify your Practice Assessor for you. Your Practice Assessor will meet with you at the start of your base placement to discuss specific learning goals and how these may be achieved over the stage. You will be assessed formally by your Practice Assessor at specific points, which are identified in your E-OAR (MYEPAD).

Your Practice Assessor will also liaise with your Academic Assessor with regard to your academic and clinical progress to:
   a) identify any areas of concern, with which you may require support
   b) ensure a fully informed and balanced judgement is made at the assessment points
   c) ensure that university and professional processes have been adhered to

Practice Supervisor
In addition to your Practice Assessor, you will spend time with a number of nominated Practice Supervisors, normally identified by the practice areas and your Practice Assessor. These Supervisors will be registered practitioners from nursing and allied health professions who will support your learning in relation to agreed outcomes. Practice Supervisors will have undertaken preparation and regular updating in coaching and facilitating learning of others. Practice Supervisors will document specific skills and outcomes you have been exposed to and will provide feedback to the practice assessor vie the E-OAR; these will contribute to your Practice Assessor's summative practice assessment decisions.

Practice Learning Link: Associate Lecturers
The Department also employs a team of Associate Lecturers dedicated to providing you with additional support whist 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 and 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.

Clinical Teaching Fellows
Our Clinical Teaching Fellows hold joint appointments between the university and local practice partners. Their role is to support pre-registration nursing students in both academic and clinical environments.

> It is your responsibility to ensure that the necessary Practice Assessment Documentation is completed in a timely way by the supervisors and others, as this provides the required evidence to enable you to progress. The dates for completion of your Electronic Ongoing Achievement Record are published on the Assessment Schedules. Practice modules are non-reassessable. You are required to pass all summatively assessed elements of the practice module. Where summatively assessed elements of the practice module are incomplete/failed, you will be required to complete a 4-week action plan in either the first 4 weeks of the subsequent placement or during a 4-week 'retrieval placement' at the end of each Stage, depending on the specific practice module concerned.

Travel to placement costs

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

Practice allocations

All practice learning areas are subject to educational audit to ensure they provide an environment that supports your achievement of the programme learning outcomes.

The Department has a team of staff dedicated to practice allocation. For each experience they consider a number of complex factors, of which the most important is to ensure you will meet the programme learning outcomes. The equity of travel for all students is also taken into account. Please note that no changes will be possible unless there are **exceptional** circumstances If there are health related reasons why you should/should not be allocated to a placement area then you should raise this with your Personal Supervisor with a view to OH referral and guidance. If you believe that there are exceptional reasons why you should not be allocated to a specific practice area (and where OH guidance is not already in place) you will be invited to complete a placement change request form before the start of that placement. There are limitations in practice capacity we will endeavor to offer you alternative allocations for reasons of health or exceptional circumstances. On occasion, where there are no other reasonable placement options, it might be necessary to recommend leave of absence.

More information about the allocation of practice experiences is available on the Practice Education Support webpages.

Elective practice experience

Normally students will undertake an elective practice experience during Stage 3. This must be within the placement circuit of the University.

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 or in 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 RCN 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 programme hours. Practice experience modules are accredited, and the assessments must be passed by achieving the identified summative outcomes by the end of the module. Practice modules are non-reassessable. Outcomes not met (unless due to lack of opportunity) by the published completion date **must** be achieved during the automatic extension period (within the first four weeks of the next practice experience or during a 'retrieval placement'). These outcomes are outlined in the Electronic Ongoing Achievement Record (MYEPAD). Where sickness or other circumstances lead to a 'lack of opportunity' students can apply for extension as they would for a theory module.

It is very important that you keep up to date with your practice hours. Deficits in practice hours risk your opportunities to pass practice modules and ultimately to meet the 2,300 practice hours required for NMC registration. Where deficits arise, it is vital that you work with your Academic Assessor to develop a plan to retrieve the necessary practice hours. Where significant deficits have accumulated your Academic Assessor is likely to recommend use of the retrieval weeks during the summer. Arrangements to use retrieval time for practice hours must be negotiated with your Academic Assessor and Practice Assessorand agreed with the practice allocations team. Use of the retrieval period for hours would cover a maximum of 4 weeks within the retrieval period only.

Expectation of attendance

This is a professional programme with professional, statutory and regulatory requirements. You are expected to attend placements and complete the required hours as specified on the allocation document. The allocation document can be found on the VLE site for your programme.

You are responsible for ensuring you undertake a varied shift pattern, which includes all of the 24 hour cycle of care. We recognise that some flexibility in practice hours can aid learning opportunities, however, please try to plan your attendance in discussion with Practice Assessors and Supervisors, to access the most appropriate learning opportunities. You may be exempt from some shift working if reasonable adjustments are in place due to disability or occupational health needs. If you have concerns about your shift pattern, you should discuss with your practice assessor in the first instance and if this remains unresolved contact your Practice Learning Link Team (dohs-pll@york.ac.uk).

We appreciate you may occasionally be unable to attend placement. If you are unable to attend you must:
   i.   Inform your practice area
   ii.   Inform Student and Academic Support Services prior to start of the shift.
   iii.   Inform both when you are ready to return, even if this is on a day off for you. You will be recorded as absent until you do this.

Students who have time off sick will not be able to make up any additional hours during the same week. Deficit hours cannot be made up during annual leave (unless this has been negotiated within 'retrieval weeks').

Should you need to make up missed hours due to absence, you must negotiate with your Academic Assessor, Practice Assessor or Practice Supervisor how you plan to make up the deficit. 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.

Completion of attendance records

1. You must record all practice hours and absence clearly on your Timesheets (TMS) through POW (Placements on the Web). This should be completed at the end of each week and it is good practice for your Practice

Assessor or Supervisor to check this. Only complete this record once you have completed the shift for which you are claiming. Only note the hours that you have worked, excluding breaks.

2. At the end of your practice experience, ensure your attendance record has been checked for accuracy and verified by your Practice Assessor.

3. If you commence a period of leave of absence whilst on placement, you should ensure your attendance record has been verified and signed off by your Practice Assessor. If the hours are not verified they cannot be counted towards the total of 2300 NMC hours required for registration.

Making up deficits in practice hours due to sickness/absence on action plans

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 (2018) registration requirements. Often it will be possible to make up hours on a current or future placement. There might also be facility for the use of 'retrieval placements' situated at the end of each stage of the programme to make up practice hours. These are not guaranteed and are allocated on a need's basis and in the context of placement capacity. 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. This may be to allow you to return to make up the deficit in practice hours and 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.

The contribution of simulation to "Clinical Training" (practice) hours

"The training of nurses responsible for general care shall comprise at least three years of study or 4,600 hours of theoretical and clinical training, the duration of the theoretical training representing at least one-third and the duration of the clinical training at least one half of the minimum duration of the training."
(DIRECTIVE 2005/36/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 7 September 2005 on the recognition of professional qualifications).

We the value the use of simulation in supporting learning in both "theoretical training" (theoretical education) and in "clinical training" (clinical/practice placement education). Students on our nursing programmes will engage in a broad range of simulated learning experiences during theoretical and Knowledge Applied to Nursing Practice modules.

We have adopted the regional definition of clinical skills and simulation [Yorkshire and Humber] as:
"….any action performed by staff involved in direct care of patients which impacts on clinical outcomes in a measurable way and includes:
- *Cognitive or 'thinking' skills such as clinical reasoning and decision making*
- *Non-technical skills such as team working and communication*
- *Technical skills such as clinical examination and invasive procedures"*

Simulation can be defined as: "a person, device or set of conditions that tries to present problems authentically. The student or trainee is required to respond to the problems as he or she would, under natural circumstances." (Yorkshire and Humber clinical skills and simulation strategy (2010)).

Learning in simulated practice can support valuable formative feedback for students and can be used to assess theoretical competence or psychomotor competence. Clinical simulation and associated sessions that directly prepare students for practice will be used to contribute to the "Clinical Training" (and the hours students are required to achieve by the EU directive). Summative assessment of clinical competence must be done in a more holistic way contextualised within clinical practice and recorded in a student's Electronic Ongoing Achievement Record.

Attendance at practice-related conferences and events

The NMC (2018) Standards for pre-registration nursing programmes require student nurses to undertake direct contact with patients to achieve the required NMC proficiencies 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 Supervisor or Practice Assessor, attending such events 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 Supervisor or Practice 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 (MYEPAD).

Practice-related Learning

It is recognised that under certain circumstances (for example when retrieving deficit hours or when a student is required to self-isolate) it may be appropriate for a student to engage in 'practice-related learning activities', examples of such activities might include reflections on experiences in practice or distance learning activities that relate directly to practice. Practice hours may be awarded for these activities on the understanding that:
- They are negotiated, in advance, with your current Practice Assessor, including the number of hours to be awarded
- That they relate directly to the summative outcomes identified in the MYEPAD for that placement
- Your work is clearly evidenced within your E-OAR (MYEPAD) and hours signed off by your Practice assessor in your practice attendance record
- They might also be used to achieve EU hour requirements (adult field students only) although this is only if no other, direct contact opportunity is available.

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

Before the period of assessed practice

a) You should actively consider the summative outcomes (and recommended hours) for each of the practice modules and tentatively identify learning opportunities through which each outcome could be achieved, including the areas you wish to visit.
b) You must arrange a meeting with your Academic Assessor, to discuss your goals for this placement, if necessary they will provide clarification and guidance.
c) You must review your practice hours with your Academic Assessor and make a formal plan for retrieval of any accumulated deficit.
d) You and your Academic Assessor will also discuss any other information that may be required to effectively support your learning in practice. This might include areas of difficulty or adjustments required related to a declared disability etc.
e) You should contact your practice experience area to identify who your Practice Assessor will be and where and when you should arrive on your first day.
f) It is good practice to arrange an informal visit prior to beginning a practice experience wherever possible.

At the start of your practice experience

a) On the first day, you and your Practice Assessor (or another member of staff) will meet and complete the initial orientation to placement.
b) Normally, after a week, you should meet with your Practice Assessor for your initial interview, where you will review your Academic Assessor's comments and agree learning goals. With the support of the Practice Assessor, you will identify:
- What you are going to do to gain this knowledge or skill
- How you will demonstrate achievement of your learning outcomes and performance criteria
- Where (in which practice areas) specific aspects will be met

c) You must make your E-OAR available via MYEPAD to your Practice Assessor, Academic Assessor and Practice Supervisors to enable them to document your progress.

Midway through your practice experience

a) You and your Practice Assessor should meet to review general progress, formatively review your professional values, proficiencies and medicines management (as appropriate) and consider any actions required to achieve competence and meet the required hours.

b) You have a responsibility to identify areas of difficulty and seek appropriate support from either your Practice Assessor or other staff members.

c) If any areas of concern are raised regarding your ability to meet the NMC outcomes, then your Practice Assessor should contact your Practice Learning Links (PLLs) for support. If a formative action plan is required, this should be put in place at the earliest opportunity. This supportive, formative, Action Plan will be developed by you, your Practice Assessor and Academic Assessor and should be reviewed frequently.

d) You and your Practice Assessor should arrange a meeting during the final week of your practice experience to ensure that your E-OAR will be completed by the submission date.

During the final week of your practice

You and your Practice Assessor should meet to evaluate your achievement of the summative requirements, and verify the number of practice hours that you have achieved.

a) If it seems likely that you will achieve learning outcomes and placement hours in full, then it is not necessary to involve your Practice Learning Link Associate Lecturer at this point.

b) If, however, it seems likely that you will not achieve the outcomes and/or placement hours in full, then your Practice Assessor should contact your Practice Learning Link Associate Lecturer and Academic Assessor.

It is your responsibility to complete the E-OAR (MYEPAD), including the Practice Attendance Record, by the completion date shown on your Assessment Schedule. You must also complete the online evaluation of your practice experience.

Progress Reviews

There are specific assessment points in your practice experiences.
a) Formative episodes of care may be agreed and assessed by Practice Supervisors
b) You, your Practice Supervisor and your Practice Assessor should liaise to review general progress and any actions required to achieve outcomes and meet the required hours. Liaison with your Academic Assessor will take place via email, telephone or in person.
    You have a responsibility to identify areas of difficulty and seek appropriate support from either your Practice Assessor, Practice Supervisor, Academic Assessor, or the Practice Learning Link Team.
c) If any areas of concern are raised regarding your ability to meet the NMC proficiencies, then your Practice Assessor should contact your Academic Assessor. A formative action plan may be agreed between you, your Practice Assessor and your Academic Assessor.

Summative Points in your practice

You and your Practice Assessor should meet to evaluate your achievement of the required summative outcomes, and verify that you have achieved the required placement hours.
a) You will undertake the summatively assessed Episode of Care with your Practice Assessor at the scheduled point.
b) You will be assessed against the specified Professional Values.
c) At the end of the second placement in each Stage (2, 4 and 6) you will have a summative assessment of Medicines Management and must have met all of the required Stage Proficiencies.

d) You are responsible for ensuring the E-OAR (MYEPAD) documentation is completed by your Practice Assessor at that time, to ensure that your E-OAR will be completed by the submission date.

e) Your Academic Assessor and Practice Assessor will liaise to discuss your progress, agree the outcome of the assessment and complete documentation.

f) If it seems likely that you will not achieve the outcomes and/or placement hours in full, then your Practice and Academic Assessors will liaise and advise you on how this will be addressed in the next practice period (the automatic extension period).

g) It is **your** responsibility to complete the E-OAR (MYEPAD), including the Practice Attendance Record and all summative requirements, **by the completion and summative assessment** dates shown on your **Assessment Schedule**. You should also complete the online evaluation of your practice experience.

5.4   Practice Failure

If you fail to meet the summative requirements in practice, you will be awarded an automatic extension of four weeks and be required to agree a summative Action Plan with your Academic Assessor and Practice Assessor. The four-week automatic extension will be assessed during the subsequent practice assessed period or during a retrieval placement. You must also go on to successfully complete this practice experience period. Failure to do so may result in a recommendation for discontinuation from the programme.

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. because 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   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, Practice Supervisor 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.

5.7   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 or Practice Supervisor 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 or Practice Supervisor.

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 your practice placement setting is **not permitted** unless on specific practice related activity and permission has been granted by your Practice Assessor/Practice Supervisor/or Nurse-in-Charge. This 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 for Theory Modules

The module leader will be responsible, through the module team, for organising 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 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, 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) Academic librarian sources of evidence sessions
    b) 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 may be communicated 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.

6.2   Assessment Supervision for Practice Modules

The roles of Practice Supervisor, Practice Assessor and Academic Assessor are defined by the Nursing & Midwifery Council and are responsible for supporting and supervising your learning in all practice placement settings. You will have named persons for each of these roles allocated to you.

Practice Supervisor
Practice Supervisors are responsible for contributing to students' education through monitoring and recording of students' achievement of learning outcomes and professional values. Their feedback on the students conduct, proficiency and learning will inform decisions about a student's progression made by the Practice Assessor. Students will work alongside a range of Practice Supervisors throughout their placement experiences.

Practice Assessor
Each student will be assigned a Practice Assessor during their base placement. The Practice Assessor has an overview of the student's placement progression and works in partnership with Practice Supervisors and other relevant individuals to confirm placement achievement. The Practice Assessor is responsible for assessing the students' achievement of proficiencies across a Part (Stage or Year) of the programme.

Academic Assessor
The Academic Assessor is a member of academic staff from the Department who collates and confirms student achievement of proficiencies and programme outcomes. They work in partnership with the Practice Assessor liaises with the Practice Assessors and Practice Supervisors.

6.3   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.

6.4   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 6.10) 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.

6.5   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.

6.6   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.

6.7   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 on Twitter.

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 Supervisor if the practice area to which they are allocated has this facility.

6.8   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 provided both as integrated within module

teaching and learning activity and as additional support through VLE resources which are available throughout the academic year.

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, module teaching teams will support you to develop your academic writing skills. Support will be aligned to develop the skills required for the type of assessment for each module (essay, presentation, examination). This support is complemented by the general writing support offered by the University and is a good way to improve your academic writing standard.

6.9 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.

6.10 Study Skills

The Study Skills webpages outlines 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

6.11 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.

6.12   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

6.13   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.

6.14   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.

Having been mapped to your practice learning outcomes, hours spent directly engaging in activities associated with the York Award can, in negotiation with your Academic and Practice Assessor, be used to count towards practice hours.

6.15   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.

NurSoc

NurSoc is a student run society for the Department of Health Sciences' nursing students to help them have the best experience while at university. NurSoc coordinates social events and connects students to the wider campus community. NurSoc also provides a means of contact with other organisations and groups and helps nursing students at York communicate with professional nursing groups throughout the UK.

Want to get involved? We need as many enthusiastic nursing students involved in NurSoc as possible! Email: NurSoc@YUSU.org

We'd love to hear from you!

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 nursing programmes. The hours and outcomes required are captured through practice placements and simulated learning opportunities. 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 outcomes for a placement.

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 Electronic Ongoing Achievement Record. 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 face-to-face or as a recorded presentation. The poster presentation is assessed by one or more examiners using published criteria. The External Examiner is invited to attend all presentations if they are face-to-face.

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

During a viva assessment you are normally examined by examiners on an individual basis. Viva assessments are normally conducted by two examiners and assessed using published marking criteria.

Summative numeracy assessment

The Nursing & Midwifery Council Standards for pre-registration nursing programmes (2018) (R4.6) and pre-registration midwifery programmes (2019) (R4.5) state that "all programmes [nursing and midwifery] include a

health numeracy assessment related to [nursing and midwifery] proficiencies and calculation of medicines which must be passed with a score of 100%."

In line with the University's Standing Committee on Assessment regulations, you will be permitted two attempts to achieve a pass mark of 100% at this assessment.

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.
In relation to your practice documentation:
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:

Deadlines for submission/completion are 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 Guidelines 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 (including supporting documents for live assessments), 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.

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), you 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 evidence 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 3.8) 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 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 or Practice Supervisor.

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 personal supervisor who would negotiate a time for you both 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 it received the mark it did and how you might develop your 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'. It explains what you need to do to progress through your degree programme and how you can calculate your current classification marks along the way.

7.10   What Happens if I Fail a Module?

Reassessment for theory modules

All modules (theory and practice) must be passed to remain on the programme. Module failure **cannot** be compensated by performance in other modules.

If you fail a **theoretical** 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 theoretical 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 – 60 credits with a mark under 40% (and only 40 credits with a mark under 30%)
>
> Stage 2 – 60 credits with a mark under 40% (and only 40 credits with a mark under 30%)
>
> Stage 3 – 40 credits with a mark under 40%

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 the University's Rules for Progression and Award in Undergraduate Programmes](#).

Reassessment for practice modules

Practice modules are non-reassessable. Failure to achieve all summative requirements of a practice module will result in an automatic extension of 4 weeks. If summative elements of the practice placement are not met by the assessment date this will result in programme failure.

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, 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.

Assessments sat during resit period as a result of exceptional circumstances

Nursing and midwifery students are not eligible to compensate modules and must therefore successfully complete stipulated module requirements to pass ALL modules prior to progressing onto the next stage.

If you have not met the progression requirements due to a module fail at first attempt in the August resit period, you will be required to take a leave of absence to resit any modules affected 'out of residence' at the next opportunity in the subsequent academic year.

Students that successfully complete under these circumstances will be permitted to return at the start of the following academic 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, visit the [Appeals and Complaints website](#) or see Making a Complaint (Section 3.7) 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.

A different mark scale is used for masters-level modules, including any taken as part of an undergraduate programme. The pass mark for masters-level modules is 50. If you are on an Integrated Masters programme, you will have to undertake some masters-level modules in the later stages of your programme. Some modules at this level may also be available as options in some Bachelor's programmes. You should be aware of the higher level and pass mark for such modules when deciding whether to take them as options.

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 achieving a first with distinction 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

Practice modules are marked on a pass/fail basis and therefore do not contribute to your 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 credits at Honours level
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 nursing 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 nursing-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

BoS	Board of Studies
CSU	Clinical Simulation Unit
DH	Department of Health
DoHS	Department of Health Sciences
E-OAR	Electronic Ongoing Achievement Record
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
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
YUSU	York University Students Union

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