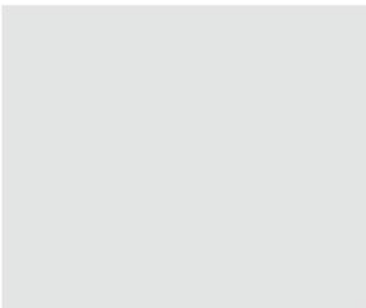Welcome to York

DEPARTMENT OF HEALTH SCIENCES PROGRAMME HANDBOOK

MSc Nursing 2022/23
Cohort Jan 2022

Contents

Section 1   Introduction

1.1   Introduction to the Department

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

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

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

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

Kate Flemming
Head of Department

1.2   The Purpose of this Handbook

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

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

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

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

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

Our Departmental Student Intranet enables you to access electronic learning material such as this programme handbook, your assessment schedule, your module descriptors and information that is pertinent to your programme of study. The Student Intranet also includes general information relevant to

Health Sciences students such as Departmental policies, together with links to relevant pages on the main University website.

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

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

1.3   Disclaimer

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

While we hope to gradually return to normal following the COVID-19 pandemic, it remains possible that changes to the programme 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 staff (teaching and research)** – 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 postgraduate masters programmes, PhD/MPhil programmes and freestanding modules.

The Department aims to promote and 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 321661 dohs-assessments@york.ac.uk
All enquiries relating to **exceptional claims**:		01904 321803 dohs-ex-circs@york.ac.uk
All enquiries relating to **studying with a disability**:		01904 321380 dohs-disability@york.ac.uk

2.3   Staff Contacts

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

2.4   Communicating with the Department

Email

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

> Your University email will be used to send **information** such as:
>
> - any revisions to your teaching rooms or assessment dates
> - information regarding reassessment arrangements
> - exceptional circumstances claim outcomes
> - your progression and result information
> - enrolment information
>
> If you do not receive key information, such as reassessment arrangements, failure to check your University email cannot be used as grounds for exceptional circumstances. For further information, please see Exceptional Circumstances (Section 6.14) 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. MSc Nursing/Jan22.
- 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.

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 or through VLE announcements

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.

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.

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

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 your personal supervisor who is responsible for your pastoral care.

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

Referrals to Occupational Health and monitoring

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

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

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

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

For more information refer to the [Fitness to Practise Committee website](#).

Occupational Health and return from leave of absence

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

Immunisation and vaccination requirements

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

Further information on the Department of Health Sciences Guidelines for immunisation requirements can be found on our [Occupational Health webpages](#).

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

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

Exposure prone procedures

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

Travel abroad

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

Annual enrolment

Students are required to declare any changes to their 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.

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.

If you are an overseas student on a Tier 4 visa, you will need to attend at least **two** individual meetings per term with your supervisor including in the summer vacation term. It is important that these are recorded on e:Vision.

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. This is an important point of academic contact for all students. Meetings will take place online or face-to-face. 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 between you and your supervisor – these may be accessed by other staff if necessary, for example, for continuity purposes if you change supervisor. You can access notes from supervision meetings via your e:Vision record. As a postgraduate student we would encourage you to make notes from the meeting and put these on e:Vision with a plan of agreed actions.

Although supervisory meetings usually happen face to face it is possible for them to take place remotely via telephone or video-conference (e.g. Skype, Zoom, Google Hangouts).

Procedure for changing your supervisor

Ideally, you should have the same personal supervisor throughout in the initial and dissertation supervision stages during 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 Undergraduate Teaching Committee, or if you prefer, contact one of the other support services, such as SASS.

2.8   Module Leader

The module leader co-ordinates module-specific learning activities and provides academic supervision regarding the module specific content. They are responsible (with members of the module team) for marking module assessments. This might be delegated to a member of the module team. Questions should be directed to the module leader via the Assessment Discussion Board on the VLE.

2.9   Programme Leader

Each postgraduate degree has a Programme Leader who oversees all aspects of your course. They should be the first point of contact for any questions, comments or problems relating to the programme.

Programme Leader:	Elaine Whitton	elaine.whitton@york.ac.uk
Deputy Programme Leader:	Ted Hewitt	ted.hewitt@york.ac.uk

2.10   Departmental Committees

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

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

Board of Studies

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

Postgraduate Teaching Committee

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

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 6.14) in the Assessment, Progression and Award Section of the Handbook.

Fitness to Practise Committee

The Fitness to Practise Committee have a remit to support students on professional programmes to maintain sufficient health and well-being to practise safely and effectively, and to address any issues of concern in relation to their 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.

2.11   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

2.12   University of York Graduate Students' Association

York benefits from being one of the few universities to have a Graduate Students' Association (GSA) and one of the only dedicated graduate research schools in the UK. The GSA is the primary representative body for all registered postgraduate students at the University of York and works hard to support postgraduates achieve their aim: gaining a postgraduate degree. This is achieved by:

- Raising postgraduate views within departments through Postgraduate Academic Representatives, who act as a channel of communication between the University and fellow postgraduate students. If you would like to become a Postgraduate Academic Representative for your department contact advice@yorkgsa.org
- Providing support services that enhance student wellbeing, including: free sport sessions, trips, events and peer to peer groups. For further details on these services contact info@yorkgsa.org
- In addition, for postgraduates who may find themselves with exceptional circumstances, problems with progression, or suspected of academic misconduct, the GSA can provide support and representation. If you require these services please contact advice@yorkgsa.org

Address: The Graduate Students' Association, 120 Vanbrugh College, University of York, Heslington, YO10 5DD
Opening hours: 10:00- 16:00, Monday to Friday excluding national holidays
Email: info@yorkgsa.org
Telephone: 01904 32 (2718)
Website: yorkgsa.org

2.13   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 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 GSA Course Rep pages .

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

2.14   Equality, Diversity and Inclusion

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

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

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

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

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

Bullying and harassment

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

2.15   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. This process is applicable to UK home students.

Section 3   Your Programme

3.1   Programme Aims and Learning Outcomes

Statement of Purpose

In attending and completing this graduate entry programme, you will become a registered nurse that leads and shapes the quality of nursing care. This programme will build on your graduate skills already gained and focus them on developing the professional capabilities of a registered nurse. You will complete a stimulating programme designed to challenge you to reach your goal through advancing your nursing, research and leadership knowledge and skills.

York's graduate entry nursing programme champions compassionate and effective care for the individual, across a range of specialist health settings, through the development of knowledgeable and professional nurses. By choosing to study at the University of York, you will gain from being a part of a thriving Department of Health Sciences in a Russell Group University, enriched by cutting edge research.

This programme offers opportunities to work alongside experts in nursing and healthcare practice and education. As a result, you will develop key values and high calibre skills and become a registered nurse in your chosen field of practice, equipped to develop a career in the NHS, independent health and social care, nursing research or humanitarian aid settings.

Programme Learning Outcomes

On successful completion of the programme, graduates will be able to:
1. Engage in compassionate and reflective practice, taking accountability for actions and supporting others.
2. Apply nursing and leadership skills when working in partnership with individuals, families, communities and other professionals to promote health and maintain quality of life.
3. Apply enhanced knowledge, skills and expertise to assess individuals with complex needs to diagnose and plan person-centred care in a variety of settings, and across the lifespan.
4. Synthesize evidence to inform and evaluate leadership and high quality nursing practice.
5. Through effective leadership, instil team-working into the work environment in order to 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 quality at an operational, strategic and organisational level.
7. Develop and lead care across a range of organisations and settings.
8. Communicate effectively with patients, families/carers, and professionals within an organisational setting, using a range of techniques and strategies.

3.2   Programme Structure & Progression

The programme spans 104 weeks (two 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.

Year 1			
Module code	**Module title**	**Credits**	**Level**
HEA00130M	Physiology & Pharmacology Applied to Nursing	20	7/M
HEA00135M	Psychosocial Concepts & Theories Applied to Nursing 1	20	7/M
HEA00133M	Practice 1	20	7/M
HEA00136M	Pathophysiology and Pharmacology Applied to Nursing	20	7/M
HEA00134M	Psychosocial Concepts and Theories Applied to Nursing 2	20	7/M

Year 2			
Module code	Module Title	Credits	Level
HEA00132M	Person-Centred Consultation & Shared Decision Making	20	7/M
HEA00131M	Practice 2	20	7/M
	Independent Study Module (Dissertation)	40	7/M

Summative assessment of medicines management

In the second practice module you will be required to sit an online assessment of medicines management. This assessment will have a pass mark of 100% and is a mandatory component of the programme. You will have two attempts to pass this assessment. Failure to pass this assessment will result in programme discontinuation.

Progression Point

There is one progression point in this programme at the end of the taught modules before the beginning of the Independent Study Module (Dissertation). You must satisfy the requirements for the progression point of your programme before being able to progress to the next part of the programme.

Modules

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.

If you fail a module this must be successfully reassessed; reassessment is explained in more detail in the Assessment section. Modules are also subject to credit-weighting; more information on this can be found in the 'Credit-weighting' section below.

Each module has its own **Assessment Guideline** that provides information regarding the nature of the module's assessment. Assessment Guidelines can be found on the Student Intranet.

All modules are compulsory within this programme.

The programme comprises 180 credits with modules taught in Autumn, Spring and Summer Terms.

3.3   Dissertation: General tips

The following guidance is provided to help you in your dissertation preparation.

Marking criteria
An essential first step is to look at the criteria that are used to mark dissertations. Examining the criteria for the higher marks will provide an indication of what your dissertation should contain. The descriptions for the lower marks will provide you with indicators of what to avoid. The marking criteria for dissertations can be found on the student intranet.

Word limits
Know your dissertation word limit. Remember anything over 10% greater than this will not be marked.

> The dissertation word limit is **11,500 words** for MSc Nursing
> (10,000 word dissertation + 1,500 word summary)

Everything in the main body of the text **apart from tables and figures** is included in your word limit. Everything before (e.g. Abstract, Acknowledgements, Contents page etc) and after the main text (e.g. References, Appendices etc) is **not** included.
You should provide a word count at the start of the dissertation.

Content guidance
Details on what you need to include in your dissertation can be found on the module assessment guidelines.

Formatting and presentation
Details on how to format and present your dissertation can be found on the module assessment guidelines.

Referencing
For guidance on referencing please refer to Section 4.4

Books on writing dissertations
There are a number of books written to help people with their dissertation and it may be worth having a look at one of these. One useful book written specifically for Masters students is:

Biggam, J. (2018). *Succeeding with your master's dissertation: a step-by-step handbook.* Oxford: Oxford University Press.

Timetable
Another useful first step is to agree with your supervisor a timetable for your dissertation. If you do not allow suitable time for the write up of your work, it will be difficult to do a good job. Working out the time you need for each task is one of the ways to avoid this problem.

Proofreading
It is important to pay attention to spelling and grammar. If you require help with this, your supervisor may be able to provide you with details of proofreading services. (You will need to meet the cost of the services.)

3.4   Professional, Statutory and Regulatory Body (PSRB) Approval

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 approval. To successfully complete a professional programme each student will be required to meet the required programme learning outcomes and the professional (NMC) proficiencies and outcomes.

This programme is compliant with the Nursing & Midwifery Council (NMC) Future Nurse: Standards for proficiency for registered nurses (2018).

Recording your Professional Qualification

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

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

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

Review of Good Health, Conduct and Character status

The Fitness to Practise Committee will review your records throughout your programme and prior to registration with the Nursing and Midwifery Council (NMC). It is your responsibility to notify your supervisor of any changes to your health or character status (e.g. cautions or convictions, pending charges) **at the point they occur** during your

programme of study. You must then indicate that there has been a change to your health or character status or your professional indemnity cover annually whenever you re-enrol.

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

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

For full information visit the Fitness to Practise Committee website.

3.5   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 patients.

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 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   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 the section on Exceptional Circumstances affecting Assessment under Assessment for further information.

3.7   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.

3.8   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.

Transferring to another programme of study

You may wish to transfer to another programme within the University or field of study within the programme, for example from Adult Nursing to Mental Health Nursing or vice versa. 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, including placement capacity. If you are considering transferring, you should speak to your supervisor as soon as possible. Guidance can also be provided by the Department's Student and Academic Support Service Team.

Leave of absence

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

If approved this would usually necessitate taking a full year's absence and joining the next intake the following year.

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

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

Withdrawal

[Withdrawal](#) is the term used when a student decides to leave the University permanently, prior to completion of the award for which they are registered, whether for personal or academic reasons.

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   Teaching Methods

Teaching in your programme utilises a concept-based approach. A concept-based curriculum (CBC) is **an approach to curriculum design that moves away from subject-specific content** and instead emphasises "big ideas" that span multiple subject areas or disciplines. Teaching is delivered in the Department using a variety of methods, both online and face-to-face. The methods outlined below are not an exhaustive list:

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

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

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

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

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

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

Teaching timetable

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

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

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

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

4.2   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 teaching 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.

Overseas students

The Department has an obligation to monitor attendance of all overseas students who have been issued with a Confirmation of Acceptance for Studies (CAS) for which the University acts a sponsor under the Tier 4 of the Points-Based Immigration System (PBIS).

As such, throughout the course of your study there are a number of engagement points which will be recorded in the University's Student Record System, details of which can be found on the Attendance Requirements website.

Failure to keep to the expected points of contact can jeopardise your academic progress and your visa status.

Assessments are compulsory. You must complete all assessments by the published assessment date unless there are exceptional reasons why you are unable to do so. Please see the University policy on Exceptional Circumstances where the details on acceptable reasons for deferring an assessment are made clear.

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 the Chair of the Postgraduate Teaching Committee. Any longer absence during a term which will be counted towards completion of your Masters programme requires the approval of Special Cases Committee. For further information on taking a Leave of Absence, see the information on taking a leave of absence in Change your Plan (Section 3.10) in the Your Programme Section of the Handbook.

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

If you are unable to attend due to illness please see What If I Cannot Attend Scheduled Teaching Sessions (Section 4.3) on reporting absence in the Teaching and Learning Section of the Handbook. If you are having problems with completing your studies please see the Exceptional Circumstances (Section 6.14) in the Assessment, Progression and Award Section of the Handbook.

PSRB attendance requirements

In accordance with the NMC Standards for pre-registration nursing, to complete the programme successfully, you must complete the requirements of all the taught modules in the programme to gain the award of MSc Nursing, and 2,300 hours (including the hours subject to RPL) of practice across the two stages of the programme. Failure to do so may affect your progression and award.

Recognition of prior learning (RPL) hours

As part of the application process, you will have completed a recognition of prior learning (RPL) claim. This requires you to demonstrate that you have worked a minimum of 780 hours in a care related environment prior to commencing the programme. If you had worked less than 780 hours, but a minimum of 680, you can make up

the deficit through a retrieval placement during the summer holiday. This will enable you to make up the deficit of 100 hours.

Mandatory sessions

Mandatory activity is a mix of face to face sessions and online activity. Your attendance at the face to face sessions and completion of online activity is compulsory. Content includes:

- Basic Life Support
- Moving and Handling
- Fire Safety
- Student and Patient Safety
- Equality, Diversity and Human Rights
- Infection Prevention and Control
- Data Security Awareness
- Child Protection

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).

4.3   What If I Cannot Attend Scheduled Teaching Sessions?

It is your responsibility to ensure you notify those detailed below if you are unable to attend the University for any reason. 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

You may also inform your supervisor or module leader, and you can log your absence on e:Vision via the Self-certification of Illness website

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

Sick leave

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

If the absence occurs in University time, on return to study, the Student and Academic Support Service should be notified.

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 E-OAR (MYEPAD). 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 6.14) in the Assessment, Progression and Award Section of the Handbook.

Adverse weather

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

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

You are advised to stay in close contact with your placement area or Personal Supervisor if you need to re-organise progress reviews, discuss making up hours or for any further advice or support.

4.4   Academic Integrity – Compulsory Exercise

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

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

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

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

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

Referencing

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

The Harvard referencing style is used by this Department.

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

4.5   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.

4.6   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.

4.7   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](#).

4.8   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.

Academic transcripts

An academic transcript is a full record of your academic study at the University of York and includes marks from all years of study. Full information about applying and paying for additional copies can be found on the [Request a Document website](#).

Section 5   Practice Experience

5.1   General

Base and spoke model of practice experience

The Department of Health Sciences uses a Base and Spoke model of practice experience. You will be allocated to a base area in a clinical setting. From there, through allocation and negotiation, you will access other areas (*spokes)* to support and supplement your learning.

Assessment, supervision and support 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.

Academic Assessor
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). Your Academic Assessor will communicate this to the Practice Assessor via the E-OAR (MYEPAD).

Practice Assessor
During each placement, 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 placement to discuss specific learning goals and how these may be achieved over the placement.

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 that university and professional processes have been adhered to

Practice Supervisor
In addition to your Practice Assessor, you will be allocated to 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 and 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 (MYEPAD); 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.

Tripartite meetings

Tripartite meetings provide an opportunity for you, your Practice Assessor and if necessary the Practice Learning Link Associate Lecturer or Academic Assessor to discuss any concerns or clarify aspects of your learning in practice. They provide a forum for problem solving and support.

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 practice allocation team who consider a number of factors, to ensure that 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. More information about the allocation of practice experiences is available on the Practice Education Support webpages.

If you feel that you have exceptional circumstances and would like to request a change of practice allocation then please access the additional information available on the Allocation changes webpage.

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 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 have academic credit, and the assessments must be passed by achieving the identified learning outcomes (NMC proficiencies, professional values, episodes of care, medicines management) by the end of the module. Learning outcomes not met (unless due to lack of opportunity) must be achieved within the first four weeks of the next practice experience. These outcomes are outlined in the Electronic Ongoing Achievement Record.

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.

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 each week 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 contact your Practice Learning Link Team (dohs-pll@york.ac.uk) in the first instance.

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 the start of the shift.
  iii. You must also ring to 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 normally be made up during annual leave.

Should you need to make up missed hours due to absence, you must negotiate with your 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.
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 by your Practice Assessor.

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) requirements. Often it will be possible to make up hours on a current or future placement. If you have a deficit of 100 or more hours, you will be strongly advised to take a period of leave of absence from the programme to allow you to return to make up the deficit in practice hours, to enable you to complete the programme successfully. If leave of absence is not taken when advised it may be difficult for you to complete your programme as a programme extension and/or funding may not be approved.

Attendance at practice-related conferences and events

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 may be considered to be relevant to your practice learning experience and to contribute to your achievement of NMC competencies. It may therefore be possible for you to attend the event and to count the time as practice hours.

If you wish to attend a practice-related conference or other event, and count the time as practice hours, you should negotiate this with your Practice 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).

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

Before the period of assessed practice

a) You should actively consider the learning outcomes for each of the practice modules and tentatively identify learning opportunities through which each outcome could be achieved, including the spoke 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 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.
d) 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.
e) 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 broad 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
   - The spoke areas you intend to visit
   - Review any deficit in hours that needs to be met during the placement
c) You must also make your E-OAR (MYEPAD) available via Pebble-Pad to your Practice Assessor and Practice Learning Link Associate Lecturer to enable them to document your progress.

Midway through your practice experience

a) You and your Practice Assessor should meet to review general progress and 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 Link Associate Lecturer to arrange a meeting. An Action Plan may be agreed between you, your Practice Assessor and the Practice Learning Link Associate Lecturer if this is required. The Academic Assessor should be made aware and may wish to comment or assist.
d) You and your Practice Assessor should arrange a meeting during the final week of your practice experience to ensure that your E-OAR (MYEPAD) 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 required NMC outcomes and performance criteria and verify the number of practice hours you have achieved.
a) If it seems likely that you will achieve learning outcomes and recommended 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 recommended placement hours in full, then your Practice Assessor should contact your Practice Learning Link Associate Lecturer.

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 should also complete the online evaluation of your practice experience.

> It is your responsibility to ensure that you arrange your final placement interview with your Practice Assessor to complete the final documentation by the completion date. The dates for completion of your Electronic Ongoing Achievement Record are published on the Assessment Schedules and **you will fail the practice experience module if you do not complete by the published date without exceptional circumstances.**

5.4   Practice Failure

Practice experience failure

In the event that you fail to achieve the NMC proficiencies, episode of care, professional values or medicine management requirements you, your Practice assessor and Academic assessor will agree an action plan, which must normally be achieved by Week 4 of the subsequent practice assessed period. You must go on to successfully complete this practice placement. Failure to do so may result in a recommendation for discontinuation from the programme.

A practice fail in **Year One** of the programme must be redeemed in **Year Two**.

5.5   Practice Experience Suspension/Exclusion

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

5.6   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.

5.7   Religious Observance in Practice

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

5.8   Uniform and Personal Appearance Guidance

General Guidelines

On University-based days, you can wear personal clothing. Uniforms are provided for placement areas ONLY. You will order your uniforms online for 2022/23 academic year. Please follow the instructions given by the Student & Academic Support Service prior to your programme commencement date. Uniforms can be adapted to take account of cultural and/or religious requirements. If you would like your uniform adapted for this purpose please inform the Student and Academic Services Manager 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. Non-adherence to a placement policy may result in removal from practice and disciplinary action. If you are not sure what dress is appropriate, please discuss it with your placement provider.

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

Travelling in uniform

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

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

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

Laundering of uniforms

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

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

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

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

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

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

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

Uniform Return

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

Section 6   Study Skills and Support

The module leader co-ordinates module-specific learning activities and provides academic supervision regarding the module specific content. They are responsible (with members of the module team) for marking module assessments. In addition, the module leader will be responsible for providing support for the assessment. This might be delegated to a member of the module team.

See also Feedback on Assessment (Section 6.7) in the Assessment, Progression and Award Section of the Handbook.

Assessment

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

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

i.   Assessment guidelines which outline the assessment task.

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

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

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

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

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

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

Feedback

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

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

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

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

Following the receipt of formative feedback students can contact the marker for clarification within two weeks. Following summative assessment if you have failed the assessment you should attend the module resubmission session timetabled. Do not contact the marker at this point, however you may discuss your overall progress with your personal supervisor.

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.

6.1 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 6.6) in the Study Skills and Support Section of the Handbook.

Planning your independent 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 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.

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 or journal papers 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.

6.2   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.

6.3   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.

6.4   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.

Assessment and module results are released to you through your e:Vision account, and supervision records are also held here.

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.

6.5   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.

6.6   Study Skills

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

6.7   Languages for All (LFA)

During your time 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.

6.8   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 in the first instance 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

6.9   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.

6.10   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 & 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 parts 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 50%, 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 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 book exam

An open book exam is a closed exam in which students are allowed to bring certain specified papers or books into the exam to refer to during the exam. The aim is to reduce the reliance on memorising information that is often very accessible eg formulae. This allows more time in the exam for higher level tasks. If you are taking an open book exam your module leader will confirm prior to your exam what can and cannot be brought into the exam

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 ongoing record of achievement. The electronic Ongoing Achievement Record for each practice experience module must be completed by the assessment deadline.

OSCE

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

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

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

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

Posters and presentations

On this programme, there are assessments that require you to undertake an oral presentation to your student peer group. These presentations will be assessed by two examiners using published criteria and will be audio and video recorded for moderation purposes. The External Examiner is invited to attend all presentations.

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.

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:

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

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

Use of your exam candidate number

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

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

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

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

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

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

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

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

7.4   Penalties

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

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

All work submitted late (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.

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

Failure to submit

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

For further information, please see Resits, Repeats and Readmission (Section 7.12) 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 7.14) in the Assessment, Progression and Award Section of the Handbook.

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.

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 6.15) in the Assessment, Progression and Award Section of the Handbook and Making a Complaint (Section 3.9) in the Your Programme Section of the Handbook.

There are ways of engaging with the process through which the University considers and responds to External Examiners.

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. 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 **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 (MYEPAD) and is completed by the Practice Assessor (see section further up practice meetings).

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

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

In addition, your feedback may be provided verbally. Verbal feedback can be on a one-to-one basis with an academic member of staff or delivered to you on a group basis.

The Department does not consider requests from individual students or groups of students for the early marking and/or early release of marks.

Results for modules with multiple assessments

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

Access to marked exam scripts

You may request to view your marked examination script. You can initiate this request through your supervisor or module leader 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.

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.

Some types of summative assessments such as presentations cannot be conducted anonymously. Therefore, all related documentation contains your name rather than your exam candidate number.

Marking criteria

All work is marked against 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 Postgraduate Programmes clarifies what we mean by 'academic progress'. It explains what you need to do to progress through your programme and how you can calculate your current classification marks along the way.

Annotation of submitted assignments

During your programme submitted summative work (with the exception of 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 students to identify the chief strengths and weaknesses in the work and to better understand why you received the mark you got and how you might develop your work. You should read the annotations carefully and consider how these can be used to improve future work.

7.10   What Happens if I Fail a Module?

If you fail a module, don't panic! In many cases there will still be an opportunity to achieve the credit required for award through reassessment (see below).

> **Please note** that different rules apply to reassessment for your **dissertation**. If you fail your dissertation you may only be reassessed if you are awarded a 'marginal fail' mark of between 40-49%. If you are awarded a mark of 39% or lower you are not eligible for reassessment. Refer to section 6.11 below for more details.

Reassessment

The pass mark for level 7 theoretical academic modules is 50%. Professional practice modules are pass/fail and awarded a pass/fail mark. There is no compensation applied to modules in this programme. If you get a theoretical module mark below 50%, you will be reassessed.

For further information, please see Practice Failure (Section 5.6) in the Practice Experience Section of the Handbook.

Most but not all modules can be reassessed. If you fail a module that has been defined to be non-reassessable, you will not be able to progress and will fail the programme.

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 50%. Under these circumstances your credit-weighted stage average would be recalculated using your reassessment marks. If this new calculation is above 50%, you will pass the stage but the stage mark will be capped at 50%.

You can only be reassessed in a module once, without valid exceptional circumstances being upheld. If you also fail the reassessment and the failure cannot be compensated, you will not be able to progress and will fail the programme.

There is also a limit on the number of credits you can fail at first attempt.

> You are not eligible for any reassessment attempts if you fail more than **60 credits** at first attempt (without valid exceptional circumstances) and/or have more than **40 credits of outright fail** marks.

If you are required to retake a credit-bearing non-compensatable pass/fail assessment component this will count towards the number of credits you have been reassessed in, even if you pass an accompanying academic assessment at first attempt.

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

7.11   What Happens if I Fail my Dissertation?

The rules given above apply only to taught (non-dissertation) modules. Different rules about reassessment apply to the dissertation (or Independent Study Module) of a Masters programme.

Compensation is **not permitted** in dissertations. However, if you are given a 'marginal fail' mark of between 40-49%, then you will have the chance to make amendments which will enable a minimum threshold to be reached, with the mark after resubmission capped at 50%. Details of the sort of revisions that would be expected are given in the Guide to Assessment, Standards Marking and Feedback.

When you resubmit, you will be required to include a cover sheet detailing the changes you have made. You will be given up to two months in which to resubmit, even though it is expected that no more than two weeks full time effort will be required. You will be informed of your resubmission date when you receive your feedback. If you fail a Masters dissertation with a mark below 40%, then no reassessment is permitted.

7.12   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 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.

If you have to leave your programme because you have failed 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 6.14) in the Assessment, Progression and Award Section of the Handbook.

7.13   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 6.14) in the Assessment, Progression and Award Section of the Handbook for any other circumstances which may affect you undertaking any assessments

7.14   Exceptional Circumstances

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

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

While the Department appreciates that student life can often be challenging, successful claims will be in relation to evidence of **exceptional** events only.

Claims can be made for short extensions to the submission date of written assessments or for performance in written assessments and/or examinations. Please note that you cannot normally claim for both an extension and performance for the same assessment.

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

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

It is essential that an **accurate** and **comprehensively completed** claim form is submitted as near to the time of the exceptional event as possible. Supporting **evidence** that demonstrates **how the exceptional circumstances have impacted on your ability to study** should be provided at the same time, or as soon as it is available.

For exceptional circumstances to be considered, the exceptional event will **normally** need to have occurred within the 6 week period prior to the submission date (for open assessments) or examination date. You are advised to consult the deadlines for exceptional circumstances displayed on the assessment schedule and read the policy.

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

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

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

Self-certification

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

7.15 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 6.14) 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 3.9) in the Your Programme Section of the Handbook.

 Assistance with appeals and representation at hearings is also available through the Students' Union Advice and Support Centre or the Graduate Student's Association Advice Service. All communication is confidential and free.

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

Each programme is made up of modules that you will take. Each of the modules you undertake will have a credit value (eg 10 credits, 20 credits etc) and a credit level (eg Level 7).

One credit involves a notional workload of 10 hours. So a 10 credit module involves a notional workload of 100 hours, a 20 credit module a total of 200 hours etc. By workload, we mean all work associated with the module taken, including teaching (ie lectures, seminars, tutorials, workshops etc), private study, work required during vacations, the preparation for assessment and assessment task(s). The module credit level indicates the module's relative intellectual demand, complexity and depth of learning and of learner autonomy.
You will achieve the credit for a module by passing the module assessments. Modules are assessed by a range of methods which will usually result in a numerical module mark out of 100. However, some modules which are marked on a Pass/Fail basis, in which case they do not contribute to the award mark, although you must pass them to get the credit.

An award 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 of MSc Nursing. The type of award you receive will be dependent on the number of credits you have achieved and at what academic level.

Only completion of the MSc Nursing qualification leads to professional registration with the Nursing and Midwifery Council.

Award	Number of credits required	Module requirements
MSc Nursing (with professional registration)	180	All modules plus dissertation
Postgraduate Diploma in Nursing (without professional registration)	120	All taught modules
Postgraduate Certificate in Nursing (without professional registration)	60	60-credits of taught modules

7.17   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 Postgraduate Programmes.

7.18   Your Final Degree Classification

Unlike undergraduate degrees, postgraduate awards are not classified ie you do not receive a 1st, 2:1, 2:2 or 3rd classification. Some postgraduate degrees may be awarded with Distinction, or with Merit. The exact criteria are given below. They involve the credit-weighted mean over all modules, the mark for a dissertation (for Masters programmes) and a requirement that all modules should be passed at the first attempt (see below for details of reassessment).

	Masters award criteria
Distinction	To be recommended for a <u>Masters with distinction</u> you must achieve the following <u>at first attempt</u> (ie without compensation or reassessment): • A rounded credit-weighted mean of at least 70% over all modules • A rounded credit-weighted mean of at least 70% in your dissertation • No failed modules
Merit	To be recommended for a <u>Masters with merit</u> you must achieve the following <u>at first attempt</u> (ie without compensation or reassessment): • A rounded credit-weighted mean of at least 60% over all modules • A rounded credit-weighted mean of at least 60% in your dissertation • No more than 20 credits of failed modules, with no module marks below 40
Pass	To be recommended for a <u>Masters pass</u> you must achieve the following: • No more than 40 credits-worth of reassessed modules (excluding the dissertation module) • No marks lower than 40% after reassessment • No more than 40 credits-worth of marks (ie between 40-49%) after reassessment (excluding the dissertation module) • A rounded-credit weighted mean over all non-dissertation modules after reassessment of at least 50% • A mark of at least 50% in your dissertation; either at first attempt or following successfully redeeming a marginal fail (ie mark of 40-49%) for this module

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

Graduation ceremony

If you are eligible to graduate you will receive an online invitation to graduate from the University Graduation Office. It is important that you ensure that you have recorded a current non-university email address on your e:Vision account, prior to completing the programme, for this purpose.

Detailed information about the full graduation process, including how to register for graduation or how to graduate in absentia is available on the Graduation webpages.

You should respond to the graduation invitation even if you do not wish to attend to ensure that the Graduation Office sends your certificate and academic transcript to the correct address.

Section 8   Personal Development and Employability

Careers and Placements at the University of York offers information and advice to support postgraduate researchers with skills development and career planning in conjunction with RETT. You can expect:

- impartial and confidential careers guidance from our team of careers consultants to help you consider your future career options;
- access to events and dedicated workshops on campus, offering you the opportunity to meet employers and build on your skills;
- online resources, and reference materials available in Careers and Placements building.

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
GSA	Graduate Students Association
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
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
UGTC	Undergraduate Teaching Committee
UoY	University of York
VLE	Virtual Learning Environment
YUSU	York University Students Union

Section 9   Index