

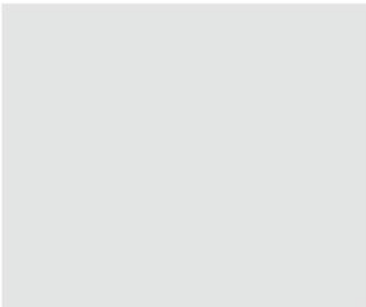


Welcome to York

DEPARTMENT OF HEALTH SCIENCES PROGRAMME HANDBOOK

Foundation Degree in Science in Health
and Social Care: Nursing Associate
(Apprenticeship) 2022/3

Cohort 2 (NA20)



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Section 1 Introduction

1.1 Introduction to the Department

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



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

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

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

Kate Flemming
Head of Department

1.2 The Purpose of this Handbook

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

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

It should be used alongside the University Handbook. You will find a copy of the University Handbook on the [welcome pages](#).

General information and dedicated [welcome pages for apprentices](#) 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.

Your first point of call within the Department is the [Student and Academic Support Service](#) team on the Ground Floor of the Seebohm Rowntree Building (room A/TB/023a). 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.

Please note that the term 'learner' will be applied, rather than 'student', for information specific to those on apprenticeship routes on this programme. Where information applies to both, the term 'student' is used.

Section 2 Your Department

2.1 Welcome to your Department

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

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

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

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

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

2.2 Departmental Student and Academic Support Service (SASS)

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

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

All enquiries not specifically listed below:	Student and Academic Support Service	01904 321321 dohs-sass@york.ac.uk
All enquiries relating to travel claims:		01904321321 dohs-practice-travelclaim@york.ac.uk
All enquiries relating to assessments:	Programmes Office	01904 321803 dohs-assessments@york.ac.uk
All enquiries relating to exceptional claims:		dohs-ex-circs@york.ac.uk
All enquiries relating to studying with a disability:		01904 321318 dohs-disability@york.ac.uk

2.3 Staff Contacts

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

2.4 Communicating with the Department

Email

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

Your University email will be used to send **information** such as:

- any revisions to your teaching rooms or assessment dates
- information regarding reassessment arrangements
- information regarding tripartite review preparation and meetings (for apprenticeship learners)
- exceptional circumstances claim outcomes
- your progression and result information
- enrolment information

If you do not receive key information, such as reassessment arrangements, failure to check your University email cannot be used as grounds for exceptional circumstances. For further information, please see Exceptional Circumstances (Section 7.12) 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. Nursing Associate/Cohort 2.
- Sign off your email with your **full name** and student ID number (nine digit student number – not your seven digit exam number).

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

Social media etiquette

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

Noticeboards

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

2.5 Departmental Facilities

Seminar rooms and offices

Departmental staff are located within two buildings on campus, Seebohm Rowntree and ARRC, both of which are situated within Alcuin College. Teaching occurs across the University campus: 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 also check the University's [Coronavirus \(Covid-19\) webpages](#) regularly for information on current Covid-security measures.

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

In order to maintain safety for students for whom lone working is part of their placement experience the Department provides guidance which is available on the [Student Safety website](#).

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

Occupational Health

For those learners on apprenticeship routes it is a requirement of your application process that the Department receives confirmation from your Occupational Health Department or GP that you have had a satisfactory health clearance in order to undertake this programme of study. As part of the recruitment process you will be required to complete a good health and character reference.

For direct entry students 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.

For all students and learners 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 Professional Statutory and Regulatory Body (PSRB). In the first instance this would normally be via your personal supervisor who is responsible for your pastoral care.

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

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/learner, 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

For those learners on apprenticeship routes it is a requirement that the Department receives confirmation from your employer that you meet all the immunisation requirements deemed necessary to work not only within your current clinical setting but other clinical external placements.

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. You must provide your vaccination/immunisation status prior to the commencement of the programme and provide relevant updates throughout the programme. Failure to provide your vaccination/immunisation status will prevent you from commencing the programme.

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

Exposure prone procedures

In response to guidance from the UK Department of Health, the Department has arrangements with OH in place for the support and guidance of any student who may need to avoid exposure prone procedures. All students will receive training early in the programme about the prevention of occupational transmission of blood borne viruses and what steps to take if they have any worries or concerns about infection. Students in any doubt about these issues should contact their supervisor as soon as possible. For those learners on an apprenticeship route you will be expected to record your mandatory training in relation to this within your NAPAD.

Travel abroad

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

Annual enrolment

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

2.7 Your Supervisor

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

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

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

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

More information on the [role of the supervisor](#) is available on the website.

Please refer to sections 5.3 and 6.2 for information on supervision in practice.

Meeting with your supervisor

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

Procedure for changing your supervisor

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

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

2.8 Departmental Committees

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

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

Board of Studies

The Board of Studies has overall responsibility for the quality of the teaching and programmes offered by the Department, at both undergraduate and postgraduate levels including apprenticeships. 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.

Apprenticeship Committee

The Apprenticeship Committee has responsibility for all aspects of those learners on an apprenticeship. The Committee reviews all aspects of apprenticeships within Health Sciences, and provide the independent scrutiny needed. The Committee forms part of the overall governance structure needed for apprenticeships and feeds into the University Monitoring Board.

Postgraduate Teaching Committee

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

Undergraduate Teaching Committee

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

Board of Examiners

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

Exceptional Circumstances Committee

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

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

For further information, please see Exceptional Circumstances (Section 7.12) in the Assessment, Progression and Award Section of the Handbook.

Fitness to Practise Committee

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

Departmental Library Committee

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

Equality, Diversity and Inclusion Committee

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

2.9 Apprenticeship Unit

The Apprenticeship Unit work closely with partner organisations and the programme team to facilitate streamlined recruitment to the programme, and to provide continual support and advice. The Apprenticeship Unit team ensure that standards are upheld in terms of the requirements of an apprenticeship.

The Apprenticeship Unit team are available for support and advice in relation to the apprenticeship. They can be contacted at apprenticeships@york.ac.uk.

Apprenticeship Monitoring Board

The role of the Apprenticeship Monitoring Board is to oversee the development of apprenticeship programmes and ensure clear leadership structures and quality assurance processes. It has a role in scrutinising the quality of apprenticeship programmes by reviewing data and key performance indicators. It also considers the implications of external professional statutory regulatory body (PSRB) or policy guidance related to university apprenticeship provision.

2.10 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

2.11 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.

All academic reps 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.

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.

If you attend Departmental meetings as the Course Rep you will be entitled to claim for your travel expenses. If the meeting clashes with a timetabled session or practice hours, you will not be counted as 'absent'; however you will be required to inform your lecturer after gaining agreement from your line manager to take time out of practice. Representing your peers at Board of Studies is relevant evidence towards transferable competencies containing elements such as communication and interpersonal skills, and leadership, management and team working.

A Course Rep noticeboard is also located in the Student and Academic Support Service resource area. If you would like to represent the views of your fellow students and have a say in how your course is run, why not apply to be a Course Rep? You can stand for this position at the beginning of each year. For more information, visit the [YUSU Academic Rep webpages](#).

The University also provides [Guidelines for Course Reps on University Committees](#)

2.12 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.

The University's [Report & Support tool](#) can be used to report student misconduct and find out about support available for students from the University and other services.

Safeguarding

Safeguarding our learners is our priority. Working with our partner organisations we will ensure that your safety and wellbeing is taken into consideration throughout the programme.

Further information is available on the University's [safeguarding webpages](#).

British values

British values including the 'Prevent' agenda are integrated into the programme through the module content. It is important on the programme that learners are able to embrace diversity, tackle discrimination, understand equality and human rights, and develop understanding of individual choice whilst valuing the rule of law.

Section 3 Your Programme

3.1 Studying Nursing at York

The Nursing Associate apprenticeship comprises a Foundation Degree in Science in Health and Social Care: Nursing Associate programme which has been co-developed with York Teaching Hospital NHS Foundation Trust; Tees, Esk and Wear Valley NHS Foundation Trust and Haxby Group and prompted by the introduction of a new role within the National Health Service – the Nursing Associate. The creation of the new role has originated from the ‘Raising the Bar; Shape of Caring Review’ (Willis 2015) and ‘Five Year Forward View’ (NHS England 2014). It has also been influenced by the Cavendish Review (Department of Health 2013) that looked at the preparation and training of support workers in health and social care. The Nursing Associate is a new member of the nursing team. Nursing Associates will be trained to work with people of all ages and in a variety of settings in health and social care enabling registered nurses to focus on more complex clinical duties. This role is regulated in England and is intended to address a skills gap between healthcare assistants and registered nurses (NMC, 2018).

Department of Health (2013) *The Cavendish Review: An Independent Review into Healthcare Assistants and Support Workers in the NHS and social care settings*, London: DH

NHS England (2014) *Five Year Forward View*, London: NHS England

NMC (2018) *Standards of proficiency for Nursing Associates*. London: NMC.

Willis (2015) *Raising the Bar. Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants*. London HEE/NMC

3.2 Programme Learning Outcomes

This programme is a two year work-based apprenticeship programme. It is intended to prepare students for Nursing Associate roles within the NHS and wider healthcare. The role is a higher level than the current healthcare assistant or healthcare support worker and carries greater responsibility and autonomy.

As an apprentice, you will combine working with studying and you will be expected to actively engage in all aspects of your education, maximising opportunities to further your knowledge and skills and share that learning to facilitate the development of peers. On completion of the programme within the new Nursing Associate role, you will work alongside the registered nurse, but will not require direct supervision, delivering care independently, in line with local employer policy and NMC Standards of Proficiency for Nursing Associates (NMC, 2018) and The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018). As a nursing associate you will be able to apply the knowledge and skills developed during your education and practice experience to a broad range of clinical and care situations and health and social care settings. Your role will include working in teams and with other agencies to provide preventative care, management of long term physical and mental health conditions and disability, across the lifespan.

Teaching and learning strategy on the programme

All students attend theory sessions one day per week across each of 3 terms over the 2 years of the programme. This will be Fridays for Cohort 2. Attendance may be online should Covid-19 restrictions apply.

A structured approach, which combines key reading to support seminars and in addition activities based upon problem based learning, simulated practice, and clinical case studies, will enhance the development of the knowledge and skills required to meet the needs of patients and client groups across the life span and settings. Students/learners are expected to undertake self-directed study within each module and take a proactive approach and use the teaching and learning opportunities provided to develop and progress their own literacy, numeracy, and digital and technological skills development over the course of the programme.

Assessment strategy for the programme

Stage 1 modules	Formative	Summative	Requisite learning skills
Essential Skills for NA Practice	500 word draft	1500 word reflective essay	Reflection Literature search Writing skills
Fundamental Concepts of Health	Presentation practice	10 minute oral presentation	Literature search Presentation skills
Biosciences underpinning NA Practice	Practice MCQ's and short answer questions	24 hour open examination online	Reading, numeracy skills
Evidenced Based Practice and Quality Improvement	500 word draft	2000 word report	Search skills IT skills Prioritisation, decision making
Meeting Care Needs	500 word draft	2000 word report	Search skills, writing skills
Professional Values	500 word draft, plan, outline	2000 word essay	Reflection and writing skills

Stage 2 modules	Formative	Summative	Requisite skills
Medicines Optimisation	500 word draft, outline, plan Safe medicate question practice	2000 word essay Open book numeracy exam	Numeracy skills, organisation, decision making, reading skills
Assessing Safety and Risk	500 word draft, outline, plan	2000 word essay	Decision making, negotiation skills, writing skills,
Working in Inclusive Partnerships	500 word draft, outline, plan	2000 word essay	Negotiation, reflection, writing skills.
Public Health and Health Promotion	Outline plan of poster Presentation Practice	15 minute Poster Presentation	Presenting skills, search skills, numeracy skills, IT skills, design skills, reading skills, writing skills.
Supporting Integrated Care	10 minute formative viva	20 minute viva	Organisation skills, prioritisation skills, discussion skills, decision making skills.
Supporting, supervising and collaborating with others	500 word draft, outline, plan	2000 word essay	Critical appraisal, reading skills, search skills, IT skills, writing skills.

The assessment strategy for the programme reflects the York Pedagogy in which assessments are:

- effective in supporting and measuring learners progress toward the achievement of programme learning outcomes;
- ambitious enough to challenge and stretch our learners to the highest standards at every stage;
- efficient in terms of workload for both learners and staff

Assessment within this programme has specifically been structured to build from one level to the next to support progression both in theory and practice, to balance formative and summative work effectively, to offer an appropriate range and choice of assessments. Each module has theoretical outcomes to be achieved and is assessed through either a summative essay, presentation, viva or exam depending upon the module. Each module builds skills in essay and report writing, presentation or examinations progressively from Year 1 to Year 2 and builds progressively upon requisite skills over the 2 years. There is clear process of support and feedback from the module team lead and a robust moderation process

Practice will be assessed both formatively and summatively within NAPAD 1 &2 throughout the year with both formative and summative points of submission which are detailed on the assessment schedule. The criteria the learners must achieve in practice links to theoretical module content.

Programme Learning Outcomes

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

1. Consider all aspects of their professional practice within the Nursing Associate role with accountability and responsibility.
2. Promote health and wellbeing, the maintenance of it, and the prevention of ill-health.
3. Assess and monitor an individual's care, and identify and escalate concerns where necessary.
4. Communicate effectively within teams, to support the delivery of high quality care for all individuals.
5. Identify and respond to risk, as to inform improvements in the quality and safety of person-centred care and compassionate practice.
6. Collaborate in partnership with stakeholders across a range of organisations, settings and fields of practice to deliver integrated individual care.

3.3 Programme Structure & Progression

The programme is two years duration, consists of 2400 programme hours and contains an equal balance of theory and practice in accordance with the NMC Standards for Pre-Registration Nursing Associate Programmes (2018).

There are 1200 practice hours and 1200 theory hours allocated to the programme. You are required to undertake 720 hours of protected learning time within their clinical base placement and 480 hours of protected learning time in a range of external placements over 2 years.

	Y1 Term 1	Y1 Term 2	Y1 Term 3	Y2 Term 1	Y2 Term 2	Y2 Term 3	Total
Module Hrs	100	100	100	100	100	100	600
Module Hrs	100	100	100	100	100	100	600
Base Hrs	120	120	120	120	120	120	720
External Hrs- Blocks 4 Weeks	120	120	120	120			480
							2400

Theoretical sessions during each 11 week term are on Fridays if you are in Cohort 2. There are 6 terms in total, with two theoretical 10 credit modules in each term, as shown on the course plan. Your 60 credit practice module runs throughout the year with two formative and one summative submission point each year. For those on an apprenticeship route your annual leave is determined by the employer and the Department of Health Sciences and is not open to negotiation except during the summer period (as shown on the [course plan](#) and within the [assessment schedule](#)). For those on a direct entry route you will not be permitted to take annual leave when in theoretical modules as designated on the direct entry course plan.

The majority of face-to-face taught sessions will take place at the University, though some may be delivered on Trust premises. These will be shown in advance on your published timetable.

In order to consolidate theoretical learning you will undertake a professional placement based in a broad range of practice settings.

Each practice-based module is 60 credits and will run alongside theoretical teaching throughout the year. The placement element will run the entirety of the programme and will be assessed both formatively and summatively, at set points throughout the year using the practice documentation (NAPAD1, NAPAD2 and the ongoing achievement record (OAR)) to evidence that learning outcomes have been successfully achieved. At all stages of the programme, links are made between theory and practice learning through the assessments the students undertake. The criteria the student must achieve within practice links to the theoretical content of the modules. The two PADs incorporate the range of NMC (2018) Standards of proficiency for Nursing Associates, which link to the knowledge, skills and behaviours set out in the Trainee Nursing Associate Apprenticeship Standards. PAD1 equates to Level 4 (Year 1) and PAD2 equates to Level 5 (Year 2). There is flexibility within your NAPAD if you achieve skills or proficiencies earlier to log these in NAPAD 1.

Stage 1		
Module code	Module Title	Credits
HEA00069C	Essential Skills for Nursing Associate Practice	10
HEA00070C	Fundamental Concepts of Health	10
HEA00067C	Evidence Based Practice & Quality Improvement	10
HEA00068C	Biosciences Underpinning Nursing Associate Practice	10
HEA00065C	Meeting Care Needs	10
HEA00066C	Professional Values	10
HEA00064C	Nursing Associate Practice 1	60

Stage 2		
Module code	Module Title	Credits
HEA00158I	Assessing Safety & Risk	10
HEA00156I	Medicines Optimisation	10
HEA00160I	Working in Inclusive Partnerships	10
HEA00159I	Public Health & Health Promotion	10
HEA00161I	Supporting, Supervising & Collaborating with Others	10
HEA00155I	Supporting Integrated Care	10
HEA00154I	Nursing Associate Practice 2	60

If you successfully complete 100% of the requirements for the Foundation Degree in Science in Health and Social Care: Nursing Associate you may be able to use that credit for entry to further study subject to recognition of prior learning (RPL) processes within the University of York or another university.

Successful completion of the Foundation Degree in Science in Health and Social Care: Nursing Associate would enable you to directly enter the University of York BSc Nursing programme at the start of Stage 2.

Modules

Each stage is made up of modules which you will take. Each of the modules you undertake will have a credit value (e.g. 10 credits or 60 credits) and a 'level' which indicates the module's level of difficulty. You will achieve the

credit for a module by passing the module assessment(s). Modules are assessed by a range of methods which will normally result in a numerical module mark out of 100. Some modules are marked on a pass/fail basis so will not receive a numerical mark.

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

Modules and stages are also subject to credit-weighting. More information on this can be found in the 'Credit-weighting' section below.

Each module has its own **Module Descriptor** which includes module learning outcomes and module specific information. The [Module Catalogue](#) provides you with information about the modules running in a year of study.

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

All modules are compulsory within this programme.

3.4 Credit-weighting

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

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

3.5 Professional, Statutory and Regulatory Body (PSRB) Accreditation

Students on the Foundation Degree in Science in Health and Social Care: Nursing Associate are bound by the NMC Standards of proficiency for Nursing Associates (2018), The Standards for student supervision and assessment (2018) and The Code: Professional standards of practice and behaviour for nurses, midwives and Nursing Associates. (NMC, 2018). On completion of the programme the Nursing Associate role is new and those students who have completed all elements of their programme are eligible to join a new part of the Nursing and Midwifery Register. Please see the [How we regulate the Nursing Associate profession](#) section on the NMC website.

Students who have accessed the programme through the Apprenticeship route will also need to meet the requirements of the [Apprenticeship Standards for Nursing Associates](#) (Institute for Apprenticeships, 2019).

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](#).

Working whilst studying

Students/learners on this programme will either be employees and learners on an apprenticeship programme or full-time students on a direct entry programme.

There are 1200 theoretical hours allocated to the programme. You are required to attend university one day per week as allocated on the course plan. For the remainder of the theoretical programme hours you are required to participate in private study, directed reading or distance learning in order that you meet the module learning outcomes. There are also 1200 practice hours allocated to the programme. Of these total hours you are required to undertake 480 hours of protected learning time within a variety of external settings to offer a breadth of experience. For the rest of the practice hours (720) you will be allocated to a base placement to meet the practice module learning outcomes. The responsibilities of Trust and PIVO partners and Department of Health Sciences are identified within the contractual arrangements. Practice placements outside of the YTHNHSFT will be covered by specific agreements between the Trust and each outside provider organisations.

If you are on an apprenticeship route and an employee of the Trust or PIVO organisation you will be on a Trainee Nursing Associate contract for all of your contracted hours. In order to undertake this apprenticeship programme you are required to be working a minimum of 30 hours per week in order to ensure sufficient, regular training, sufficient off-the-job activity and to document all hours carefully within your e-portfolio (Education and Skills Funding Agency, 2018). The off-the-job training element is a minimum of 60% and takes place during the apprentice's paid hours and is for the purpose of achieving their apprenticeship. Examples include being taught in a classroom, private study, being mentored in practice or shadowing or reading whilst in placement.

For all students you may wish to undertake paid work outside of the programme hours, but this should not interfere with your ability to meet the course requirements in theory or practice. Where the Department feels this is having a detrimental impact on your studies you will be asked to discuss this with your personal supervisor and/or Practice Assessor.

Please note that any work commitments should avoid timetabled University study days and the Working Time Regulations (1998) stipulate a person 'shall not exceed an average of 48 hours for each seven days.' This refers to your total hours in practice (and includes those within practice placement).

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 7.13) 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, along with your Practice Assessor/line manager. Support can also be provided by the Department's Student and Academic Support Service team. We try to accommodate students who encounter changes or challenges and who may need to change their plan.

Transferring to another programme of study

You may wish to transfer to another programme due to changing academic interests or because you want to change the structure of your degree programme.

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

If you are on an apprenticeship then this will need to be discussed directly with your employer and programme lead as it may affect the contractual arrangements surrounding your apprenticeship.

Temporary Withdrawals (Break in Learning/Leave of Absence) and Extensions

Apprenticeship Routes

The learner may take a break in learning where they plan to return to the same apprenticeship programme and this is agreed with the employer. This could include medical treatment, parental leave or leave for other personal reasons. Annual leave, public holidays and short-term absences (up to 4 weeks) must not be recorded as breaks in learning. Any breaks in learning must be recorded on the Individual Learning Record (ILR) and include re-planning of the delivery of any remaining training and/or assessment following a break, if required. This may result in changes to the apprenticeship agreement agreed between the university and employer.

If you are enrolled on a course of study, but are unable to undertake any academic work for a significant period of time you may be able to temporarily withdraw from your course for up to a year. The University refers to this as a [leave of absence](#). All requests for temporary withdrawal must be made to the University through your workplace line manager and personal supervisor as soon as it becomes apparent that you will be/are unable to continue with your academic work. Your case for temporary withdrawal should be supported by evidence indicating why this is necessary, e.g. medical certificates. If your temporary withdrawal is granted on medical grounds, you will be asked to provide the University with adequate medical certification of your fitness to return to your course of study six weeks before you are due to restart. This will be forwarded confidentially for approval of certification by the University's Occupational Health Physician.

If you expect to reach the end of your enrolment period without having completed the course, you may be able to request an extension of up to six months. All extension requests must be made to the University via your personal supervisor following discussions with your line manager and should be supported by evidence indicating why you are unable to complete on time. Where reasons include medical problems, a doctor's certificate is normally required.

Direct Entry Routes

If you are enrolled on a course of study, but are unable to undertake any academic work for a significant period of time you may be able to temporarily withdraw from your course for up to a year. The University refers to this as a [leave of absence](#). All requests for temporary withdrawal must be made to the University through your personal supervisor as soon as it becomes apparent that you will be/are unable to continue with your academic work. Your case for temporary withdrawal should be supported by evidence indicating why this is necessary, e.g. medical certificates. If your temporary withdrawal is granted on medical grounds, you will be asked to provide the University with adequate medical certification of your fitness to return to your course of study six weeks before you are due to restart. This will be forwarded confidentially for approval of certification by the University's Occupational Health Physician.

If you expect to reach the end of your enrolment period without having completed the course, you may be able to request an extension of up to six months. All extension requests must be made to the University via your personal supervisor and should be supported by evidence indicating why you are unable to complete on time. Where reasons include medical problems, a doctor's certificate is normally required.

Changing provider

If you are on an apprenticeship route and wish to [change provider](#), you may be able to do so but you must discuss this with your employer and programme lead. In terms of the apprenticeship programme your new provider will need to ensure that an initial assessment is undertaken, any recognition of prior learning is considered and that no parts of your current programme are repeated. The new provider must be assessed and meet the placement requirements to support you on the apprenticeship.

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. Please note that if you are on an apprenticeship route this would have additional implications for you as an employee, so you must notify your employer.

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

If after your conversation with the Department of Health Sciences Trained Leaver Contact (Student Support & Engagement Manager) you still wish to withdraw, you will be asked to complete a Confirmation of Withdrawal form. For further support, visit the [Student Hub](#)

Section 4 Teaching and Learning

4.1 Studying at University

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

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

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

More information on support to study is available on the [Study Skills webpages](#).

4.2 Teaching Methods

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

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

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

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

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

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

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

Teaching timetable

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

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

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

For any queries about your timetable you should contact the [Central University IT service](#) in the first instance.

4.3 Code of Conduct

All students working in a healthcare setting are expected to conduct themselves in a professional manner and are expected to comply with the NMC (2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates.

The Department of Health Sciences will either work in collaboration with Trust partners if on an apprenticeship route or select students directly at the recruitment stage whom it believes will demonstrate appropriate attitudes and behaviour. Those students are also expected to comply with their employers policies and procedures regarding behaviour and conduct at work. The Department's curricula also have specific objectives for professional attitudes and behaviour, together with opportunities to facilitate student achievement. Students who fail to meet these standards will be offered advice and guidance. Students who persistently display inappropriate professional attitudes and behaviour will not be allowed to continue on their programme. You should read the requirements laid down for Nursing and Midwifery Practitioners within the NMC Code (2018). Conduct that is seen to contravene the Code may give rise to concerns regarding your fitness to practise and ultimately have implications for your progression on the programme.

Where the Code refers to 'Patients' this is inclusive of patients, service users, carers, family members, significant others and members of the public whom students come into contact with as part of their course of education.

4.4 Attendance

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

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

Absence

If you are unable to attend due to illness please see What If I Cannot Attend Scheduled online and face to face Teaching Sessions (Section 4.5) on reporting absence in the Teaching and Learning Section of the Handbook. If you are having problems with completing your studies please contact your personal supervisor.

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](#)'. Your employer would be consulted of any absence from the programme within the following days of that absence.

Record of attendance

All taught sessions have registers of attendance. These records are held in the Student & Academic Support Services office in the Department of Health Sciences. If you are on an apprenticeship route then your attendance record will be made available to your employer on a regular basis. An electronic register is

completed at the start of each session. If you are absent then an email will be sent directly to your employer advising them of this absence

It is also a requirement for those students on an apprenticeship programme that evidence of the programme hours is logged within the practice documentation. If you are absent from your external practice placement then you are expected to call the Student hub and report this absence and notify your supervisor. This absence should also be documented within your e-portfolio.

Annual leave

You should refer to the course plan for dates on which you can take annual leave. This must be agreed with your employer as per your workplace policy on annual leave. You are not permitted to take annual leave on University theory days, unless there are exceptional circumstances which have been agreed with your line manager and the Programme Leader.

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

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

All absences must be reported to:	
Student and Academic Support Service Team ATB/023a Area 1, Seebohm Rowntree Building University of York Heslington York YO10 5DD 01904 321321 dohs-sass@york.ac.uk	Your personal supervisor Your base placement manager The Practice Education Team Your Practice Assessor

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. The Department of Health Sciences has a statutory requirement to record accumulated or certificated absence. You should note that failure to attend or comply with the requirements to notify the Department of your absence will be monitored and addressed as appropriate. If you are on an employer-led route then reports of attendance at University will be forwarded to your employer at regular intervals.

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: if you are on an apprenticeship route you should also send the form to your employer. From the eighth day of illness, a fit note is required and should be sent to the Student and Academic Support Service with a copy to your employer.

Please record any absence within your NAPAD. On return to practice, it is important that Student and Academic Support Services and (if on an apprenticeship route) your employer are informed immediately. 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

On apprenticeship programmes as a learner you should notify your employer in the usual way if you are absent. You will need to provide your employer a doctor's 'fit note' (sometimes referred to as a 'sick note') if you have been unwell for more than 7 days in a row and have taken sick leave. This includes non-working days, such as weekends and bank holidays. A copy of the 'fit note' should be sent to the Department's Student and Academic Support Services team. You should notify your employer 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 and your personal supervisor that you are fit to return. 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.

If you are on a direct entry route then please inform your Practice Assessor and ensure a copy of the certificate is sent to the Department's Student and Academic Support Services team. You should also inform Student and Academic Support Services that you are fit. Your attendance is monitored by the Student and Academic Support Service. In monitoring attendance and absence, the Department wishes to ensure that, during periods of difficulty, students access the support they need.

Special leave, compassionate leave and carer's leave

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

Illness and assessment

If your illness interferes with your studies, please see Exceptional Circumstances (Section 7.12) 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.

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 personal supervisor.

4.6 Module Evaluation Statement

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

You will have an opportunity to evaluate each module. Evaluations also take place at the end of each stage of the programme and at the end of the programme.

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

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

4.7 Academic Integrity – Compulsory Exercise

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

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

You will be unable able to progress to the second year of your programme without having successfully completed the Tutorial.

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

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

Referencing

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

The [Harvard referencing style](#) is used by this Department.

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

4.8 Academic Misconduct

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

The University provides guidance on the correct acknowledgement of sources on the [Academic Integrity webpages](#). This includes referencing from the internet.

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

Students facing academic misconduct issues can contact the [YUSU Advice & Support Centre](#) for help.

Turnitin

[Turnitin](#) is a text-matching software designed to help students integrate material into assignments correctly. All students can access and use Turnitin themselves if they have completed the required Turnitin training workshop. You can complete the online Turnitin tutorial on the VLE to learn what the system is and how you can use it. You can find information on how to access the Turnitin tutorials via the [Academic Integrity website](#).

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

4.9 Fitness to Practise and Study

Tripartite Reviews

Tripartite reviews will be conducted every 12 weeks as per ESFA guidelines. The purpose of tripartite reviews is to monitor and review clear goals that have been set by yourself, your practice assessor and your academic assessor. It is extremely important for you and your practice assessor to diarise these tripartite reviews in advance and plan for them. Any issues regarding availability for those scheduled tripartite review dates must be raised immediately with the academic assessor. If your practice assessor is unavailable then an alternative cover arrangement must be made to comply with the 12 week rule. You must set clear goals for your tripartite in advance of the meeting in Section A or Part B of your e-portfolio. All tripartite documentation meeting notes must be recorded in Part B of your e-portfolio. Your supervisor must also complete section C or Part B of the e-portfolio.

If your Practice Assessor or Practice Supervisor has concerns regarding your conduct, competence or achievement they will in the first instance meet with you to discuss this. An additional tripartite review meeting can then be arranged which will also involve your Academic Assessor, your Practice Assessor, and if necessary the Practice Placement Facilitator (PPF) or Practice Education Facilitators (PEF). The PPF and PEFs will be your nominated person to address concerns raised. It may be decided at that point that an action plan is required with clear timescales for improvement given. This will then be documented within your e-OAR and signed by all parties. It may be necessary for your personal supervisor to make a referral to the Fitness to Practise Committee.

A flow chart is provided within the NAPAD which details this process.

Being fit to practise requires you as a Nursing Associate to have 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 practice 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 wellbeing 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 wellbeing 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 Policy](#) being initiated for a Department of Health Sciences student.

Disclosure and Barring Service (DBS) checks

As a learner and employee on an apprenticeship route or a student on a direct entry route you will be required to have a current, enhanced DBS disclosure check.

Apprenticeship routes

The Department will arrange for you to have an enhanced DBS check on application if your employer DBS is older than 3 months.

You will also be required by your employer and the Department of Health Sciences to make an online declaration of your [Good Health and Good Character](#) as part of the admissions process, consistent with the Nursing and Midwifery Council (NMC) Guidance. You will be required to make a further declaration at the start of Year 2. Information will be shared between your employer and the Department of Health Sciences.

Any positive disclosures or changes to your DBS status must be reported to the Head of Student & Academic Services (Department of Health Sciences) in the first instance. Following this disclosure, the Head of Student & Academic Services (Department of Health Sciences) may liaise with the learner's employer (where necessary) and will copy in the Departmental Fitness to Practise committee. This may affect your place on the programme.

Direct entry routes

As part of the admission process you will be required to make a declaration of good health and good character. An online occupational health questionnaire will be undertaken and OH assessment may need to be undertaken if you have declared a disability or health condition at the application stage. For further information visit the [Fitness to Practise Committee website](#). You will also be required to make a further declaration at the start of Year 2.

You will also be required to have a DBS enhanced disclosure check during your application process to the University.

Any positive disclosures or changes to your DBS status must be reported the Head of Student and Academic Services who will refer this to the Fitness to Practise committee. This may affect your place on the programme.

4.10 Ethics

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

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

Breach of Confidentiality

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

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

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

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

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

Section 5 Practice Experience

5.1 Practice Allocation

Apprenticeship routes

Learners on the Foundation Degree in Science in Health and Social Care: Nursing Associate programme who are also paid employees remain in their current clinical base whilst on the programme. However, in line with the NMC (2018) Standards for Pre-Registration Nursing Associate Programmes and as a learner, you are required to undertake work-based learning opportunities that allow you to develop and meet the Standards of proficiency for Nursing Associates to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings and experience a variety of practice expected of Nursing Associates to meet the holistic needs of people of all ages.

You are also required to complete a minimum of 6 hours a week of off the job training. This 'off the job' training includes any theoretical teaching or simulation, any learning support and time spent writing assignments, any shadowing or learning within the workplace in which you are acquiring new knowledge, skills and behaviours that are directly relevant to your Nursing Associate Apprenticeship.

For further information see section 5.3 below.

In order to achieve this the Department of Health Sciences is responsible for the allocation of your practice experiences in collaboration with partners. Their role is to identify and allocate learners to the appropriate practice experiences at each stage of the programme to ensure learners have the right opportunities to meet the Standards of proficiency for Nursing Associates (NMC, 2018). The individual learner allocation will be discussed and shared with the Clinical Undergraduate & WBL Development Lead (CUWBLDL); the programme lead; the practice education teams at York Teaching Hospitals NHS Foundation Trust and Tees, Esk and Wear Valley NHS Foundation Trust; Advanced Training Practices (ATPs) and Private and Voluntary Organisations (PIVO) involved in the partnership; Foundation Programme Lead; Deputy Programme Lead; and e-portfolio team.

Individual Learning Plan & Tripartite Reviews

Learners on the employer-led route into the programme will be required to meet the requirements of the Apprenticeship Standards for Nursing Associates (2019). As part of the requirements for the apprenticeship you will have an individual learning plan which is a live document detailing how the apprenticeship framework will be achieved and will be updated throughout your programme. Alongside the individual learning plans, you will be expected to attend tripartite reviews between yourself, your employer and key university staff. These reviews have to take place at a minimum every 12 weeks. If you do not attend, you are at risk of losing funding and therefore putting your place on the course at risk.

Direct entry routes

For students who access the programme directly through the University, the Department of Health Sciences allocation team will have the responsibility for allocating a student to suitable practice areas for work-based learning across the lifespan and across a range of settings. A suitable breadth of placement experience will be identified shared with the appropriate practice education team in order to ensure that the students have the right opportunities to meet the NMC Standards of proficiency for Nursing Associates (2018).

5.2 Support in Practice

In line with the Standards framework for nursing and midwifery (2018), the practice organisations have key support teams in place. These may be Practice Education Facilitators or Practice Placement Facilitators who are on site as part of the practice education support team, and who report to the Clinical Undergraduate and Work Based Learning Development Lead. They have responsibility to support Practice Assessors and Practice Supervisors in the provision of practice learning opportunities for students/learners to meet the proficiencies required within the

NMC (2018) Standards of proficiency for Nursing Associates. The practice education teams in the partner organisations work closely with the programme team to ensure quality learning experiences. The Academic Lead for Practice Learning has overview of Quality Assurance (QA), with the Academic Assessors ensuring process is adhered to in supporting students' learning.

5.3 Practice Learning

The Nursing Associate Electronic Practice Assessment Document (NAPAD) and Electronic Ongoing Achievement Record (e-OAR) are designed to support and guide you towards successfully achieving the criteria set out in the Standards of proficiency for Nursing Associates and Standards for education and training (NMC, 2018).

The NAPAD 1 & 2 and the e-OAR make up a significant part of your overall programme assessment. They will need to be submitted along with your module assessments three times per year as stated on the assessment schedule. Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement. You are required to engage positively in all learning opportunities, take responsibility for your own learning and access support if required. It is your responsibility to ensure that you arrange your mid-point and final interviews with your Practice Assessor in a timely manner. Dates for completion of your e-OAR are published on the assessment schedules and are detailed within the Practice Learning Process in the NAPAD. Failure to achieve all summative requirements of a practice module will result in an automatic extension of 4 weeks. If summative elements of the practice placement are not met by the assessment date this will result in programme failure.

If you have any concerns regarding your practice you should initially raise these concerns with your Practice Assessor in a timely manner. If the Practice Assessor cannot remedy your concern then they will then escalate this to the Practice Learning Facilitator (PLF) or Practice Education Facilitator (PEF) in TEWV, or your nominated person within the PIVO organisations. You should also alert your Practice Supervisor or Practice Assessor to any reasonable adjustments that may be required to support your learning in practice.

In relation to quality assurance, each student will have a registered Practice Assessor within their base placement and either a registered Practice Assessor or Practice Supervisor in each external practice experience to facilitate learning and to assess your competence against set practice outcomes stated in the Electronic Ongoing Achievement Record (e-OAR).

Practice Assessors (PA) have a key role in assessing and confirming your proficiency and provide assurance of your achievements and competence. This includes facilitating a diverse range of learning opportunities including any reasonable adjustments you may need to get maximum benefit from the placement. The PA will observe you, conduct and record assessments informed by your reflections, feedback from Practice Supervisors and other relevant people to confirm achievement.

Practice Supervisors (PS) play an important role in supporting and guiding you through your learning experiences to ensure safe and effective learning and can assist in any reasonable adjustments that need to be made to your practice. Achievement will be recorded within the e-OAR and NAPAD 1&2. You will liaise with the Academic Assessor scheduling communication at relevant points. The e-OAR will also be available to your Practice Supervisors, Academic Assessors and Personal Supervisors. You are expected to participate in a tripartite meeting with the Practice Assessor and your Academic Assessor within the first 12 weeks of your programme.

During your base placement practice experience you are expected to have protected learning time (PLT) for a total of 720 hours over the course of your programme. This amounts to 120 hours each term. These hours must be recorded within your Nursing Associate Practice Assessment Document (NAPAD) 1 & 2 and verified by your Practice Assessor. During your external practice placements you are expected to have 480 hours over the programme of protected learning time across the lifespan and across a range of settings. These external placements will be identified within your individual allocation plan. These hours must be recorded and verified within your e-OAR.

The activities that are included within protected learning time have been agreed with Trust and PIVO partners. Within your NAPAD there will be a key which lists these different protected learning time activities. You will need to use the key to denote which protected learning time activity was undertaken and the log the hours for that activity.

Protected Learning Time (PLT) is defined as providing and facilitating opportunities for students to practise skills and can include: your Practice Assessor or Supervisor sharing knowledge and effectively demonstrating how to put that knowledge into practice safely; being observed in practice; receiving constructive feedback about your performance; being empowered to take advantage of available resources; learning and CPD opportunities; following a patient pathway across settings; participating in MDT meetings; meeting with your Practice Assessor/ Supervisors; peer discussions; skills practice; 'spoke' placements; reflecting upon own learning; or supernumerary time.

Your protected learning time will be monitored and supported by your employer through timely tripartite meetings, monitoring by the Practice Education Team and escalation to the UoY Nursing Associate Partner Meeting. Additional support mechanisms can be found on the 'Practice Education Support' web page which is available to all provider staff, students and academic staff.

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

5.4 Assessment in Practice

In line with the NMC Standards for student supervision and assessment (2018) each student is allocated a named Academic Assessor (AA) for the programme. The Academic Assessors are Registered Nurses or Registered Nursing Associates and are nominated for each stage of the educational programme. The same Academic Assessor cannot contribute to the student assessment in consecutive parts. The Academic Assessor will work in partnership with the Practice Assessor to evaluate and recommend the student for progression for each part of the educational programme. The Academic Assessor will enable scheduled communication and collaboration with the Practice Assessor. This communication can take a variety of forms as outlined in the Practice Learning Process within the e-OAR and NAPAD 1 & 2. The Academic Assessor will ensure that the Summary of Academic and Practice Achievement over the course of the Programme is recorded within the e-OAR and completed by the student.

End-point assessment

During the last month of the programme an endpoint assessment will take place in order for the Academic Assessor and Programme Leader to clarify that you have completed all the requirements of the apprenticeship.

This will include ensuring that all assignments are successfully completed; all practice assessments are successfully completed; and all knowledge, skills and behaviours have been successfully achieved. It will also ensure that the theory and practice hours recorded meet the requirements of the trainee nursing associate apprenticeship and NMC requirements.

There is no actual assessment to be undertaken by the learner as the endpoint assessment is integrated and so incorporates all the progression points that you will make throughout the programme to ensure adequate completion.

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

Practice learning process

Requirements for all placements					
Initial interview	Midpoint interview	Final interview	Midpoint Professional values	Final professional values	Placement hours
Meet with your practice assessor and outline your objectives and plan of learning for the placement. Discuss what you will aim to achieve in your external placement. Draw on evidence from your practice supervisors about your progress.		Meet with your practice assessor to review your overall progress in the placement. Draw on evidence from your practice supervisors about your progress.	Your practice assessor or practice supervisor will assess your achievement of professional values in the midpoint assessment.	Your practice assessor will assess your achievement of professional values in the final assessment.	Continually document your protected learning time hours. Upload your external placement timesheet. Your practice assessor must verify your hours by the end of the placement.

The NAPAD will be **formatively** assessed by your academic assessor at the end of each placement and will be **summatively** assessed by your academic assessor at the end of each year.

Other requirements for NAPAD

Patient/service user feedback

You must gain feedback from 2 patients/service users during each PAD (Year) and upload your evidence in this section.

Episode of care formative and summative

You will be assessed on an episode of care during each PAD. This will be agreed with your practice assessor/supervisor. The formative will give you the opportunity to learn and reflect in practice from your experience in readiness for your summative assessment. The summative must be successfully achieved to complete PAD 1/2. We suggest that you start to plan your episode of care with your practice assessor during the year, do not leave it until the last placement.

Medicines management

During each PAD (year) you will gain experience in administering medication to patients. The medicines management competency must be successfully achieved by the end of each PAD.

Assessment of proficiencies

The assessment of proficiencies 1-34 must be achieved in PAD 1 and PAD 2. Use opportunities when they arise to be assessed against these proficiencies. Do not leave them all until the last placement.

Ongoing achievement record

This section will have to be completed by your practice assessor and the end of each placement and before the end of each PAD. Your academic assessor will verify the information in this section to ensure you have completed all requirements to be able to move forward or complete.

5.6 Practice Hours

See 'Working whilst studying' in section 3.5, Professional, Statutory, Regulatory Body Accreditation

Attendance at practice-related conferences and events

On occasion, you 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 Assessors and employer, if on an apprenticeship route into the programme, attending such events may be considered to be relevant to your practice learning experience and to contribute to your achievement of NMC competencies. It may therefore be possible for you to attend the event and to count the time as practice hours. If you wish to attend a practice-related conference or other event, and count the time as practice hours, you should negotiate this with your Practice Assessor. 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 and/or NAPAD.

5.7 Practice Module Evaluation

We aim to give you the best learning experiences on all your modules. This includes your practice learning opportunities. To help the Department and your employers ensure that you experience teaching of the highest standard in practice, you will be required to complete a placement evaluation form at the end of each practice module. Your feedback will be reviewed by the Department, the employer organisation and Health Education England aiming to develop and enhance placement learning.

5.8 Uniform and Personal Appearance Guidance

General guidelines

On University-based days, you can wear personal clothing. Uniforms are to be worn in placement areas or simulation areas ONLY.

If you are a learner on an apprenticeship route into the programme you will be required to adopt the dress/uniform code and abide by the policies and procedures of your employer whilst you are on practice experience.

If you are on a direct entry route into the programme you will order your uniforms online for 2022/23 academic year. Please follow the instructions given by the Student & Academic Support Service prior to your programme commencement date. Uniforms can be adapted to take account of cultural and/or religious requirements. If you would like your uniform adapted for this purpose please inform the Head of Student and Academic Services when you attend for a measuring service. Any adaptations must conform to the best infection control practices.

You are expected to familiarise yourself with the dress code or uniform policy for your placement area and comply fully with those requirements. If you do not adhere to the dress code or uniform policy your Practice Assessor may consider this as evidence that you are failing to meet professional expectations. If you are not sure what dress is appropriate, please discuss it with your Practice Assessor. Should you have any queries regarding your uniform (fitting, fit for wear etc.), please contact either your employer (if on an employer led route) or Student and Academic Support Services (if on a direct entry route).

Travelling in uniform

The wearing of uniform outside of your practice placement setting is not permitted unless you are on specific practice-related activity and permission has been granted by your Practice Assessor. This recommendation is made for the safety and security of all staff and to minimise the risk of cross infection. If you are required to escort a patient for ongoing 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.

If you are on an apprenticeship route then please follow your employer's policies as regards the wearing and laundering of uniforms.

Uniform return

If you are on a direct-entry programme, you are expected to return all required uniform items to the Student and Academic Support Service in a laundered condition when you leave the programme.

Section 6 Study Skills and Support

6.1 Assessment Supervision for Theory Modules

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

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

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

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

Assessment

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

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

- i. Assessment guidelines which outline the assessment task.
- ii. Posting questions about the module assessment on the module VLE discussion board.
- iii. Academic supervision session facilitated by the module leader or module team to discuss type of assessment, assessment guidelines and criteria for success.
- iv. Submission of a formative piece of work (appropriate to the assessment type) at a date specified on the programme assessment schedule, to receive feedback from a member of the module team.
- v. If, following submission of your summative assignment, resubmission is required, a timetabled academic supervision session facilitated by the module leader will be available. This session will provide guidance on understanding feedback and preparing for resubmission.
- vi. Additional sources of academic support to develop academic skills are also available throughout your programme, including:
 - a) Academic librarian sources of evidence sessions
 - b) Central University facilities for academic support (Writing and Language Skills Centre; Maths Skills Centre)

Feedback

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

Feedback is the provision of either constructive comments or a model solution and is communicated 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.

6.2 Assessment Supervision for Practice Modules

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

Practice Supervisor

Practice Supervisors are responsible for supporting students' education through monitoring and recording of students' achievement of learning outcomes with respect to their conduct, proficiency and learning which will inform decisions about a student's progression. A different Practice Supervisor is allocated for every practice placement.

Practice Assessor

Practice Assessors have the primary responsibility of assuring student achievement and work in partnership with Practice Supervisors and other relevant individuals to confirm this achievement. The Practice Assessor is responsible for assessing the students' practice achievement across a Stage (year) of the programme.

Academic Assessor

The Academic Assessor is a member of academic staff from the Department who liaises with the Practice Assessors and Practice Supervisors to assure the student assessment and progression to the next stage or completion of the programme.

6.3 Acceptable Support

The University defines academic support which is acceptable as:

The identification and correction of errors related to:

- Word usage (excluding specific terminology)
- Spelling, punctuation, capitalisation, italics, abbreviations, headings, quotations, metrification, numbering, citations, referencing, tables, illustrations, footnotes and appendices

The identification (but not correction) of issues related to:

- Grammar and syntax
- Clarity of expression
- Voice and tone
- Issues with logical sequencing and linkage between sentences and paragraphs
- Ambiguity
- Repetition

For summative work, undertaking the following tasks for a student is **inappropriate**:

- Adding or re-writing any of the student's sentences or sections of work
- Rearranging passages of text, sequences of code or sections of other material for the student
- Reformatting the material for the student
- Contributing additional material to the original
- Checking calculations or formulae
- Rewriting formulae, equations or computer code
- Re-labelling figures or diagrams

Further information can be found in the [Guide to Assessment, Standards, Marking & Feedback](#).

6.4 Managing your Workload Through Independent Study

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

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

We know that adjusting to new ways of working and having to produce work at this level in accordance with the many academic rules and regulations can be daunting. However, your lecturers and your supervisors are there to assist and we have the support in place through the Skills Hub to help you gain any additional skills you might need with your maths, academic writing and referencing, IT or languages. For further information, please see Study Skills (Section 6.10) in the Study Skills and Support Section of the Handbook.

Planning your private study

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

Your responsibilities for learning go much further than the simple attendance requirements. In planning your work you should bear in mind that each 10-credit module involves 100 hours of work, and each 60-credit module involves 600 hours of work, and so on. This is made up of contact time in lectures but also includes a large amount of private study and time spent in practice

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

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

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

For support with your studies visit the [Study Skills website](#).

6.5 Reading Lists

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

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

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

6.6 Library

For general information, visit the [Library webpages](#).

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

For general help, contact the [Library Help Desk](#).

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

Digital literacy

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

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

Electronic resources

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

6.7 Online Resources – IT Services, VLE and Others

Accessing IT at the University of York

For information on the facilities and services IT Services provides, consult your University handbook or visit the [IT Services webpages](#).

VLE

The [VLE](#) enables you to access electronic learning materials such as lecture notes, presentations and reading lists (including links to e-journal articles and websites). The Department uses electronic submission through the VLE as

standard for written assessments. Specific assessment submission guidance will be provided in module Assessment Guidelines and on the Student Intranet which are both also accessible through the VLE.

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

e:Vision

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

In addition, assessment and module results are released to you through your e:Vision account.

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

IT Facilities for students

The University Library & IT Help Desk is located within the JB Morrell Library, West Campus, and can be contacted via Tel: 01904 323838 or on [Twitter](#).

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

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

6.8 Departmental Study Support

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

VLE resources

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

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

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

Academic Skills Support

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

To meet OFSTED requirements and compliance for professional programmes and the Education and Skills Funding Agency (ESFA) funding rules, there is a requirement for English and maths skills (functional skills) development to be embedded throughout your programme. This is provided in a number of different ways:

English Skills

The University of York has selected Skills Forward as the e-learning provider for the delivery of functional skills training and assessment. Skills Forward offers a selection of online resources and services, which include: initial assessment & diagnostic reports which analyse strengths and weaknesses regarding your English skills; sets targets for your development; provides resources to support development (video tutorials; presentations; interactive tools); and keeps track of your progress, allowing you to compare results over the programme.

To use the platform, an account will be created for you at the start of your programme. You will be encouraged and supported to use Skills Forward throughout your programme by the Programme team and your Academic Assessor. You will have the opportunity to discuss your initial assessment & diagnostic report with your Academic Assessor. Following this, your Academic Assessor will support you with planning how you can use Skills Forward and Departmental & University academic skills resources (would be helpful to add links here to the VLE academic support site and the UoY Skills pages) for the development of your English skills.

Alongside this, module teaching teams will provide learning opportunities and support throughout modular content to enable you to develop your English skills. In line with the Departmental Academic model of support (may be helpful to add the link), the module teams will provide formative and summative feedback on your module assessment, which will include feedback relating to the development of your English skills.

Maths Support

The e-learning provider Skills Forward will be used for the delivery of functional skills training and assessment in relation to Maths skills development.

You will be encouraged and supported to use Skills Forward throughout your programme by the Programme team and your Academic Assessor. You will have the opportunity to discuss your initial assessment & diagnostic report with your Academic Assessor. Following this, your Academic Assessor will support you with planning how you can use Skills Forward and the UoY Maths Skills Centre for the development of your Maths skills. Alongside this, module teaching teams will offer learning opportunities and support to enable you to develop your Maths skills, as part of modular content and aligned to the specific practice and theoretical module learning outcomes.

6.9 Support Services

Most of our students/learners have a happy and trouble free time whilst at York, but sometimes you might need some specific advice and guidance and our network of support services is on hand to help. Your College and Supervisor and our Department's Student and Academic Support Service team are at the heart of the support network here at York. They will help and advise you or call on other appropriate support services within the wider university (Student Hub, Student Financial Support Unit, Open Door Team, Disability Services, Careers Service, College Team, Students Union, Graduate Students' Association and Chaplaincy).

For further information please visit the [student support webpages](#).

6.10 Study Skills

The [Study skills webpage](#) 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 and Language Skills Centre – for planning academic work and discussing academic writing
- The Maths Skills Centre – for discussing issues with mathematics, statistics and numeracy skills
- The Library – for addressing information skills and accessing research materials
- IT skills – for solving IT issues and developing more advanced IT capabilities
- Online Skills Guides
- Language skills – for further developing academic English language and engaging with other languages
- Transferable skills – for working in teams, presenting to audiences and other employability skills

6.11 Languages for All (LFA)

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

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

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

6.12 Accessibility and Disability Support

The University [Disability Services](#) can provide support, advice and guidance for those with a diagnosed disability, Specific Learning Difficulty (SpLD) or long-term physical or mental health condition that has an impact on your ability to study. All learners 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 (SpLD) you will need to provide evidence of this (such as an Educational Psychologists report) before reasonable academic adjustments and individual arrangements for formal examinations can be arranged.

It is essential that you contact Disability Services as soon as possible to arrange for a Student Support Plan to be put in place as this enables reasonable academic adjustments to be organised. Please note that normally 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 academic adjustments for your course and explore what other support options may be available to you.

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.

If you do not have a diagnosis or evidence of your condition:

If you suspect that you have a long-term health condition, disability or SpLD that has an impact on your ability to study, it is essential that you contact the Departmental Disability Lead as soon as possible, as they can offer support and guidance regarding how you can begin the process of clarifying this. The Departmental Disability Lead can be contacted via email on dohs-disability@york.ac.uk

If you wish to seek clarification of this, we would recommend that you are assessed for this. Disability Services are able to signpost to local organisations that provide independent educational assessments. There is a cost to the educational assessment, but as an Apprentice learner, you **will not** be required to pay for this. You will be asked to make contact with the local organisation yourself to arrange a suitable date and time to undertake the educational assessment.

Upon receipt of a diagnosis of a disability or SpLD, you are encouraged to contact Disability Services to discuss the development of a Student Support Plan, as this enables reasonable academic adjustments to be organised and put in place.

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.

If you have a Student Support Plan but may require additional learning support:

For those learners on Apprenticeship programmes, learning support funding is available meet the costs of putting in place a reasonable adjustment for Apprentices with a SpLD, long-term health condition or disability, where this affects your ability to continue and complete your apprenticeship. This includes costs associated with meeting any identified needs in endpoint assessment.

There are occasions when learners may have additional or complex learning needs that lay outside of the remit for the Student Support Plan. This may include the need for specialist equipment (e.g. a laptop or assistive technology and software and other aids to help with your studies), non-medical helpers (e.g. Specialist mentoring support or Specialist Study skills support), or other disability related costs (e.g. printing).

If you suspect this is the case, please discuss this with your Disability Advisor or contact the Departmental Disability Lead as soon as possible to discuss this, as you may be eligible to apply for learner support funding and will need to have a Study Needs Assessment. The Study Needs Assessment is undertaken by an external organisation and there is a cost to this assessment, but as an Apprentice learner, you **will not** be required to pay for this. The Departmental Disability Officer will offer guidance regarding the application, assessment and funding process.

Within our Department, the Departmental Disability Lead acts as a point of contact for students and staff within the department. The Departmental Disability Lead can be contacted by email on dohs-disability@york.ac.uk

6.13 Prizes

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

6.14 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](#).

Section 7 Assessment, Progression and Award

7.1 Guide to Assessment

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

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

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

Please note that special arrangements apply to practice modules: see section 7.10 for further information.

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 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 a minimum of 1200 hours of protected learning time (PLT) during the Nursing Associate programme. The hours and outcomes required are captured throughout the practice modules and simulated learning opportunities. You must record the amount and type of protected learning time within your NAPAD using the key and complete all the required skills, proficiencies and values within the NAPAD in order to pass the practice modules.

Your practice modules are formatively and summatively assessed by the achievement of pre-specified competence in practice outcomes, contained within NAPAD 1 & 2

The England NAPAD has been developed to ensure that student Nursing Associates are prepared to successfully meet the Standards of proficiency for Nursing Associates (NMC 2018) together with the Apprenticeship Standards for Nursing Associates (IATE, 2019) at the point of registration. The NMC standards specify the knowledge and skills that Nursing Associates must demonstrate when caring for people of all ages and across all care settings and comprise six platforms and two annexes. The platforms are:

1. Being an accountable professional
 2. Promoting health and preventing ill health
 3. Provide and monitor care
 4. Working in teams
 5. Improving safety and quality of care
 6. Contributing to integrated care
- Annexe A: Communication and relationship management skills
Annexe B: Procedures to be undertaken by the Nursing Associate

The NAPAD document has been designed around the following Components of Assessment and Feedback:

- Initial, Mid-Point and Final Interviews per placement
- Professional Values
- Proficiencies
- Episode(s) of Care
- Medicines Management
- Patient/Service User/Carer Feedback Form
- Record of working with and learning from others/interprofessional working
- Record of communication/additional feedback
- Record of peer feedback – PAD 2
- Ongoing Achievement Record

All meetings are recorded within the Electronic Ongoing Achievement Record (E-OAR) that demonstrates successful integration of theory and practice. The specific criteria for each assessed practice period, outcomes and hours, are incorporated into the ongoing record of achievement. The E-OAR 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 or service user 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.

Oral presentation

This assessment method involves the creation of a presentation which may be on PowerPoint and presenting this to your assessors and peer group. The presentation is assessed by an examiner and moderator using published criteria. The External Examiner is invited to attend all presentations.

Poster presentation

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

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

Viva

Viva assessments are based on a Nursing Associate practice scenario or examine areas of theory covered by the module and within the practice module. Each part of the viva will test knowledge, skills and behaviours against specific domains. The domains are:

1. Being an accountable professional
2. Promoting health and preventing ill-health
3. Provide and monitor care
4. Working in teams
5. Improving safety and quality of care
6. Contributing to integrated care.

The viva is conducted by two examiners and assessed using published marking criteria. The viva will be recorded, stored and destroyed in the same manner as an assessment script. The External Examiner is invited to attend all vivas.

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.

Practice assessments do not require submission via the VLE, but they require assessor verification in each section, by the published due date on the assessment schedule, to form a complete and valid record. The results of practice assessments will be accessed by the Department directly from the E-OAR. 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 (see Section 7.4).

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 **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 to support assessment), 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.

Practice modules:

Late completion of practice documentation following the 4 week retrieval placement will result in practice module failure.

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

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

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

Failure to submit

If you fail to submit an assessment by five days after the deadline 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.

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

Assessment word limits

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

Assignments will be marked up to the word limit (plus 10%) and marking will cease once the word limit is exceeded.

Everything in the main body of the text (i.e. Introduction, Method, Results, Discussion and Conclusion) apart from appropriate tables and figures is included in the word limit.

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

Examination scripts that deviate from the rubric

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

7.5 Formal Examination Requirements

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

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

Refer to the [Step by step guide to requesting individual arrangements](#) for full details of the process.

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

7.6 External Examiners

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

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

For further information, please see Making an Appeal (Section 7.14) in the Assessment, Progression and Award Section of the Handbook and Making a Complaint (Section 3.7) in the Your Programme Section of the Handbook.

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

7.7 Feedback on Assessment

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

A comprehensive guide to feedback and to forms of feedback is available in the [Guide to Assessment, Standards, Marking and Feedback](#).

The Departmental Statement on Feedback

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

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

Feedback should demonstrate the following characteristics:

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

Communication of marks and feedback

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

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

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

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

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

For practice modules the feedback is contained within the Electronic Ongoing Achievement Record and completed by the Practice Assessor or Practice Supervisor.

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

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

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

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

Results for modules with multiple assessments

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

Access to marked exam scripts

You may request to view your marked examination script. You can initiate this request through your personal supervisor who would negotiate a time for you both to review this together.

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

Further information can be found on the [Exams webpages](#).

Annotation of submitted assignments

During your programme submitted summative work (with the exception of closed examination scripts) will normally be electronically annotated. Annotation refers to the marker adding notes and comments on electronically submitted assignments. The purpose of annotating work is to support you to identify the chief strengths and weaknesses in the work and to better understand why 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.

7.8 How is My Work Marked?

Anonymous marking

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

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

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

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

Marking criteria

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

General [Marking Criteria](#) relating to each mark banding are published on the Student Intranet and are provided to markers to inform the marking process.

Detailed [Assessment Guidelines](#) are also produced for students and markers for each module's assessment.

7.9 How Can I Tell if I am Making Progress?

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

Your Academic Assessor will review your progress and discuss this with you at each tripartite review meeting.

7.10 What Happens if I Fail a Module?

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

Theory modules

If you fail a theory module at first attempt, you will be offered a reassessment. The mark obtained for the reassessment will appear on your transcript; however, the mark will only be used in progression/award calculations if your credit-weighted stage mark is below 40%. Under these circumstances your credit-weighted stage average would be recalculated using your reassessment marks. If this new calculation is above 40%, you will pass the stage but the stage mark will be capped at 40%.

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

You are not eligible for any reassessment attempts if you fail **more than the maximum credits** at first attempt (without valid exceptional circumstances) in a single stage, and consequently you would be discontinued from your programme.

For either Stage you are only permitted to fail:

Up to 90 credits with a mark under 40% (and only up to 50 credits with a mark under 30%)

If, after your marks have been calculated and any necessary reassessment procedures have been applied, you still do not reach the mark necessary for progression to the next stage, there are no other opportunities for continuing your studies. There are no opportunities for taking modules again and consequently this will result in discontinuation from the programme.

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

Practice modules

It is your responsibility to ensure that the necessary Practice Assessment Documentation is completed in a timely way by the supervisors and others, as this provides the required evidence to enable you to progress. The dates for completion of your Electronic Ongoing Achievement Record are published on the Assessment Schedules.

Practice modules are non-reassessable. You are required to pass all summatively assessed elements of the practice module. Where summatively assessed elements of the practice module are incomplete/failed, you will be required to complete a 4 week action plan during a 4-week 'retrieval placement' at the end of the Stage.

If summative elements of the practice placement are not met by the agreed action plan date this will result in programme failure.

7.11 Resits, Repeats and Readmission

Apprenticeship routes

If you are on an apprenticeship route into the programme you are unable to repeat elements of your programme, but you may be able to take a break in learning (BIL).

For learners on an apprenticeship route a BIL is granted where the learner plans to return to the same apprenticeship programme and this is agreed with the employer. A BIL "could include medical treatment, parental leave or leave for other personal reasons". Annual leave, public holidays and short-term absences (up to 4 weeks) do not count as a BIL. The BIL may cause an extension request of the apprenticeship programme if the BIL is significant. A BIL can be taken at any time in learning.

Direct entry routes

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

Students who fail the first year may be allowed to repeat the year. Students in other years are not normally allowed to repeat any part of the teaching on their programme. Repeat study will only be considered in cases where a student can show that they had truly exceptional circumstances which did not allow them to benefit

from the teaching on their first attempt, and that there was good reason why the student could not have informed the University of the circumstances at the time.

If you do not successfully complete your second year then you will not be permitted to return to the programme.

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

If you withdraw from your programme, then you do not have a right to return to it if you change your mind.

For further information, refer to the [Resits, Repeats and Readmission website](#).

You will need to submit evidence of exceptional circumstances to qualify for resits and repeats. For further information, please see Exceptional Circumstances (Section 7.12) in the Assessment, Progression and Award Section of the Handbook.

7.12 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.

7.13 Making an Appeal

You can appeal against a procedural error in arriving at an academic decision or on the basis of Exceptional Circumstances Affecting Assessment that, for good reason, you did not declare at the time of the assessment (see Section 7.12) or a procedural irregularity in the assessment. However, you cannot appeal against an academic judgement of your work (this is the marker's opinion under the Academic Appeals procedure).

For further details, visit the [Appeals and Complaints website](#) or see Making a Complaint (Section 3.7) in the Your Programme Section of the Handbook.

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

7.14 Your Final Degree Classification

Although the Foundation Degree in Science programme is not classified this information will assist you gauge your academic performance. The University applies the following mark scale to undergraduate work:

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

The pass mark for undergraduate modules is 40.

7.15 Award Requirements: How Many Credits are Needed for Award

The Foundation Degree in Science in Health and Social Care: Nursing Associate is awarded on the basis of credit acquired during your programme of study. In some circumstances, you may be eligible for an early exit award if you do not achieve the full requirements for the award for which you registered.

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

Award	Number of credits	Including:
Foundation Degree in Science	240	120 credits at Level 5/Intermediate (Stage 2) 120 credits at Level 4/Certificate Level (Stage 1)
Certificate of Higher Education	120	120 credits at Level 4/Certificate Level (Stage 1)

Once you have successfully completed all the modules on the Foundation Degree and met the criteria for Gateway, you will be eligible for End Point Assessment (an Exam Board) and to receive your apprenticeship.

Section 8 Personal Development and Employability

8.1 Careers

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

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

For more information visit the [Careers webpages](#).

APPENDIX: LIST OF ACRONYMS AND ABBREVIATIONS

BIL	Break in Learning
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
HCPC	Health & Care Professions Council
HEE	Health Education England
LFA	Languages for All
LOA	Leave of absence
NA	Nursing Associate
NAPAD	Nursing Associate Practice Assessment Document
NMC	Nursing and Midwifery Council
OSCE	Objective Structured Clinical Examination
PEF	Practice Education Facilitator
PG Cert	Postgraduate Certificate
PG Dip	Postgraduate Diploma
PGTC	Postgraduate Teaching Committee
PIVO	Private, independent and voluntary organisation(s)
PSRB	Professional Statutory Regulatory Body
RCM	Royal College of Midwives
RCN	Royal College of Nursing
RPL	Recognition of Prior Learning
SAO	Student Assessment Office
SCC	Special Cases Committee
SASS	Student and Academic Support Service
SRB	Seebom Rowntree Building
SSPRD	Specialist Skills and Post Registration Development
UGTC	Undergraduate Teaching Committee
UoY	University of York
VLE	Virtual Learning Environment
YTHNHSFT	York Teaching Hospital NHS Foundation Trust
YUSU	York University Students Union

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