



UNIVERSITY
of York

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www.york.ac.uk/healthsciences

**BSc and Diploma
in
Health & Social Care Practice
(Generic Pathway)**

STUDENT HANDBOOK

2014/15 Entry

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Section 1 Introduction

1.1 Introduction to the Department

Welcome to all of you. We are delighted you have chosen to study with us on the Health & Social Care Practice (Generic Pathway). Our aim is to provide a supportive learning environment to enable each of you to fulfil your potential. We have a dedicated group of staff, with years of experience between them, who are here to guide and support you through your studies. I truly believe we offer some of the best UK educational programmes in the health and social care field so good luck, work hard and I hope you thoroughly 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 Services team, located on the ground floor of the Seebom Rowntree Building, stands ready to help.

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

Karl Atkin
Head of Department



1.2 The purpose of this handbook

This handbook is a reference guide to help you and should be kept for reference alongside the University Handbook.

It provides a comprehensive introduction to your **department and information on all aspects of your programme of study.**

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

1.3 Where else can I find information?

This Departmental handbook should be kept for reference alongside the University Handbook. The University Handbook provides information on central services and support for students, including accommodation, finance, living in York and further advice on careers and study skills.

<https://www.york.ac.uk/media/studenthome/welcome/booklets/University%20Handbook%202015-16.pdf>

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.



We have developed our Departmental Student Intranet to enable 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, Board of Studies briefings, and guidelines on referencing, together with links to relevant pages on the main University website.

You can access the Student Intranet by visiting www.york.ac.uk/healthsciences/student-intranet/

1.4 If things go wrong

We hope that you'll count your time at University amongst the best experiences of your life. However, it is important that you know where to go to and who to turn to, should you experience any difficulties.

Your first point of call within the Department is the Student Services in the Seebohm Rowntree Building. A full range of services and information is available to all students, particularly those with specific professional related queries. Visit: <https://www.york.ac.uk/healthsciences/student-intranet/support/student-services/>

The University has a set of web pages dedicated to providing general support for you if things go wrong. For further information, visit: <http://www.yusu.org/well-being/asc>

1.5 Disclaimer

Whilst the University tries to ensure that information contained in this document is accurate when published, the University does not accept liability for any inaccuracies contained within it. Where circumstances occur or change outside the reasonable control of the University, the University reserves the right to change or cancel parts of, or entire, programmes of study or services at any time without liability, before or after students have registered at the University. Circumstances outside the University's reasonable control include: industrial action, over or under-demand from students, staff illness, lack of funding, severe weather, fire, civil disorder, political unrest, government restrictions and concern regarding risk of transmission of serious illness. The University's contract with its students does not confer third party benefits under the Contract (Rights of Third Parties) Act 1999.

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** – they are there as leaders in their field willing to share their expertise and experience to help you learn, grow and push the boundaries of your capabilities and knowledge. Your **supervisor** is there to help guide your studies and to monitor your progress over your degree programme.
- **Support staff** – they are the mechanics behind making 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 a **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, post-registration programmes and freestanding modules. The Department also works in partnership with York College to deliver a programme providing opportunity for students without traditional entry qualifications. 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.

Please visit our Preparing to Study website <http://www.york.ac.uk/healthsciences/ssprd-prep-to-study/> and follow the link for your individual programme to find out more useful information and top tips

2.2 Departmental Student Services

The Departmental Student Services function supports all Health Sciences students and acts as a first point of contact if students need information or assistance. The Student Services 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 Services is to work towards making the student experience as fulfilling and enjoyable as possible. For more information visit:

<https://www.york.ac.uk/healthsciences/student-intranet/support/student-services/>

The Student Services is open Monday-Friday from 8.00am to 4.30pm

All enquiries not specifically listed below:	Student Services	01904 321321 dohs-student-services-group@york.ac.uk
All enquiries relating to assessments:	Student Assessment Office	01904 321309 or 321721 dohs-assessments@york.ac.uk
All enquiries relating to exceptional circumstances claims:		01904 321380 dohs-ex-circs@york.ac.uk
All enquiries relating to studying with a disability:		01904 321380 dohs-disability@york.ac.uk

2.3 Staff contacts

Staff contact information can be found on our Student Intranet, including information on staff in key Departmental roles. For further information, visit: <https://www.york.ac.uk/healthsciences/our-staff/>

2.4 Communicating with the Department (Updated 22.08.16)

Email

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

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

- any revisions to your teaching rooms or assessment dates
- information regarding reassessment arrangements
- mitigation 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 mitigation.

If you experience any problems accessing your University email account you must resolve this quickly with IT Services. Their contact details can be found at: <http://www.york.ac.uk/it-services/>

Email etiquette (updated 22.8.16)

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

- use a concise and specific email subject line; where relevant please include your programme
- 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

Do remember that the laws relating to written communication also apply to email messages, including, but not restricted to defamation, copyright, freedom of information, wrongful discrimination, obscenity and fraudulent misrepresentation. With modern technologies it is nearly impossible to delete a mail so just because you've removed it from your sent box that doesn't mean it's gone. The bottom line is email is not private and you shouldn't write anything that you wouldn't say in a room full of people. The University of York has some guidance around email etiquette which can be found here: <http://www.york.ac.uk/communications/publications/writing/>

Noticeboards

In addition we communicate to student groups through noticeboards located in the reception area near the Student Services 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.

2.5 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.

2.6 Departmental facilities

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.

Further detailed information in relation to this facility is available on the Departmental website <http://www.york.ac.uk/healthsciences/nursing/facilities/>

2.7 Health, Safety and Security

For information about the University's Health, Safety and Security policy, visit: www.york.ac.uk/admin/hsas/

In order to maintain safety for students for whom lone working is part of their placement experience the Department provides specific guidance which is available on: <https://www.york.ac.uk/healthsciences/practice-ed-support/>

2.8 Your Supervisor

The Department will allocate you an academic supervisor who is there to offer you support and advice throughout your programme of study.

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. For part-time undergraduate and graduate students this supervisory contact may take place via telephone. They will encourage you to develop your academic personal skills and can also act as a reference 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.

For further areas of student support, see the University handbook or visit: www.york.ac.uk/students/support/

Supervisory system

The Department has an Academic Supervision Policy and programme-specific Supervisory Contracts. You will be required to meet with your supervisor at the beginning of your programme to formally accept the terms and expectations outlined in your programme-specific contract.

Full details are available at: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/supervision/>

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Last updated 22.08.16

Meeting with your supervisor

It is primarily your responsibility to book and attend appointments with your personal supervisor, and it is better to arrange these in advance either by telephone or email. Please do not expect to find your personal supervisor in his/her room and available to see you if you call unannounced. If you fail to attend a supervisory meeting your personal supervisor will make reasonable attempts to contact you and to re-arrange the meeting. However, if you persistently fail to make contact with your supervisor and/or you fail to attend scheduled supervisory meetings then this will be reported to your programme leader.

Records of your meetings will be kept by your supervisor. These may be accessed by other staff if necessary, for example for continuity purposes if you change supervisor.

You will be advised of the name and contact details of your personal supervisor as soon as possible after commencing the pathway. You are strongly encouraged to make contact with your supervisor prior to commencement of the first module.

Procedure for changing your supervisor

If the relationship between you and your personal supervisor breaks down, you are first of all encouraged to raise this with your existing personal supervisor. However, if you feel that this is not possible, then you should ideally discuss this with your programme leader. The request to change supervisor will be considered and we will do our best to arrange matters to everyone's satisfaction. You will be informed in writing of the member of staff who will take over responsibility for acting as your personal supervisor. Please note that you cannot request a change to a specific new personal supervisor.

Programme leader

The programme leader has overall responsibility for co-ordinating the DipHE/BSc programme. Following the application process the programme leader will meet with you to discuss module choices for your chosen pathway. The programme leader is also responsible for ensuring you have access to personal supervision. Should issues around supervision arise that cannot be resolved with your personal supervisor, the programme leader should be contacted for further advice.

Assignment supervision

Supervision of your assignments has a number of purposes:

- to establish that you have correctly understood and interpreted the guidelines for a piece of work
- to assist you in producing a piece of work that is demonstrably a result of your own best efforts
- to give developmental feedback; this might include issues of structure and organisation, content, the development of arguments, presentation, referencing and the extent to which recognised academic conventions have been followed

Arrangements for supervision should be negotiated with your personal supervisor.

The Department believes that personal supervisors and part-time undergraduate students should reach a mutual agreement as to the most appropriate form of supervision. Supervision may be undertaken individually or, where appropriate, in groups. Supervision could include face-to-face meetings or tutorials, or take place by telephone or email. Module leaders may conduct one of these tutorials as a group, making specific relation to the focus of the assignment.

Assessment supervision is a developmental process, with you building on feedback from earlier assessments, where appropriate. This will make use of notes from earlier assessment tutorials and examiner feedback sheets

for earlier assessed work. You will be encouraged to reflect upon and analyse both the content of your work and academic style to ensure it reflects that required of work at Diploma or Degree level.

Where it is agreed that supervisors will read a section of a draft of your assignment, you should submit this in advance of a booked tutorial. This applies equally to telephone and email tutorials. You will be advised to prepare questions and points to discuss with your supervisor, so as to gain maximum benefit from tutorial sessions. Developmental feedback should highlight the major strengths and limitations of a section of a draft, and is not considered a marking exercise or proofreading exercise.

Supervisors have an obligation to provide clear arrangements by which tutorials can be booked. You have a responsibility to attend booked tutorials, whether group or individual, and should be aware that if you do not keep appointments this may affect your work on the programme.

Dissertation supervision arrangements

You will agree with your supervisor the frequency, nature and mode of dissertation supervision. Student and supervisor will be responsible for fulfilling the agreed contract. The supervisor will be responsible for maintaining appropriate records of supervision in your personal file.

The supervisor's role should be one of facilitator of the learning process, not proofreader of the work produced. Consequently supervision sessions should provide opportunity to discuss, question and challenge you to develop your critical thinking as well as ensuring that progress on the written work is being maintained.

2.9 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: <https://www.york.ac.uk/healthsciences/student-intranet/bos/>

A brief summary of each academic committee is provided below:

Board of Studies

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

Programmes Boards

The Undergraduate Programmes Board 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.

Programme Committees

The various programme committees are responsible for monitoring their particular programme provision and report to the Undergraduate Programmes Board.

Board of Examiners

The Undergraduate 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. See the section on Exceptional Circumstances for further information.

Fitness to Practise Committee

The monitoring and management of student progress relating to student failure to meet the non-academic requirements of the programme is the remit of the Fitness to Practise Committee.

Library Committee

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

Student Disability Committee

The Department's Student Disability Committee seeks to ensure that students with disabilities have access as far as reasonably possible to the full range of academic and practice support (where applicable) which the Department and service providers can offer. This commitment means that the Department of Health Sciences Student Disability Committee aims to strengthen and promote best practice in relation to disability issues within the Department.

Handbook Committee

The handbook committee is responsible for ensuring each programme has a student handbook. The committee produces the handbook for each new intake and is responsible for the ongoing update of current handbooks to ensure all changes in policy or process are included.

2.10 Course Representatives

The University of York values the diversity of its members and is committed to the creation of a positive Course Representatives (Course Reps) are elected by their peers to represent the views and interests of students on Departmental committees and within the York University Students Union (YUSU). There should be at least one Course Rep for your programme that you can go to with any concerns or suggestions about how the Department, or aspects of your programme, are run. As a Course Rep he/she is also a member 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 Reviews' every 5-6 years. In the absence of a course representative, you may pass any issues of concerns and/or comments to the Programme Lead, Module Lead or Student Services. For Departmental Course Rep information visit: <https://www.york.ac.uk/healthsciences/student-intranet/bos/student-rep/>

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 in a more appropriate way. 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, BSc and Diploma in Health & Social Care Practice (Generic Pathway) 2014/15 Entry

minutes from the undergraduate and postgraduate Student-Staff Forums are now 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. For information regarding the Student-Staff Forum visit: www.york.ac.uk/healthsciences/student-intranet/bos/stu-staff-forum

If you attend Departmental meetings as the Course Representative 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 or mentor of your whereabouts during this time. 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. At the end of each year, YUSU elected student representatives co-ordinate a structured feedback session where you can express your views and suggestions on all aspects of your course. Your representatives then discuss these views with the programme leader and key issues are fed back to programme teams. External Examiners, who monitor assessment and examination procedures, also ask for student views on the course, and discuss these in their annual reports. And, of course, we do not just receive your feedback: we aim to continuously develop our approaches to teaching and learning by acting on it.

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

For further information refer to: <http://www.yusu.org/representation/academic-reps>

If you'd like to represent the views of your fellow students and have a say in how your course is run, why not apply to be a Course Rep? You can stand for this position at the beginning of your programme. For more information, visit: <http://www.yusu.org/representation/academic-reps>

Guidelines for course reps on University Committees is available at: www.york.ac.uk/about/organisation/governance/members-secretaries/guidelinesforstudentreps/

2.11 Equality, diversity, bullying and harassment (Updated 22.08.16)

The University of York values the diversity of its members and is committed to the creation of a positive environment which is fair, welcoming and inclusive and where everyone is treated with dignity and respect.

There are a number of individuals who can provide support and these include Harassment Advisers. 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. For further information, please visit <http://www.york.ac.uk/admin/eo/Harassment/HarassmentAdvisersList.htm>)

The Department of Health Sciences has an Equality and Diversity Champion and to contact this individual please visit <https://www.york.ac.uk/healthsciences/our-staff/key-dept-roles/>

For further information about the University's equality and diversity policies, visit: <http://www.york.ac.uk/admin/eo/>

2.12 Acronyms and Abbreviations

Please see Appendix 1 for a list of acronyms and abbreviations used within the Department.

Section 3 Your programme

3.1 Studying Health and Social Care at York

Programme aims and philosophy

The Diploma in Higher Education (DipHE) and Bachelor of Science (BSc) in Health & Social Care Practice offers a part-time, non-specialist route to the award of either DipHE or BSc Honours Degree.

The programme aims to support health and social care professionals, for example, nurses, midwives, pharmacists, allied health professionals and support workers to meet the challenges of contemporary health and social care practice.

The modules associated with the programme are designed to promote evidence-based care, facilitate the development of transferable knowledge and skills and enhance employment opportunities.

3.2 Programme structure (Updated 22.08.16)

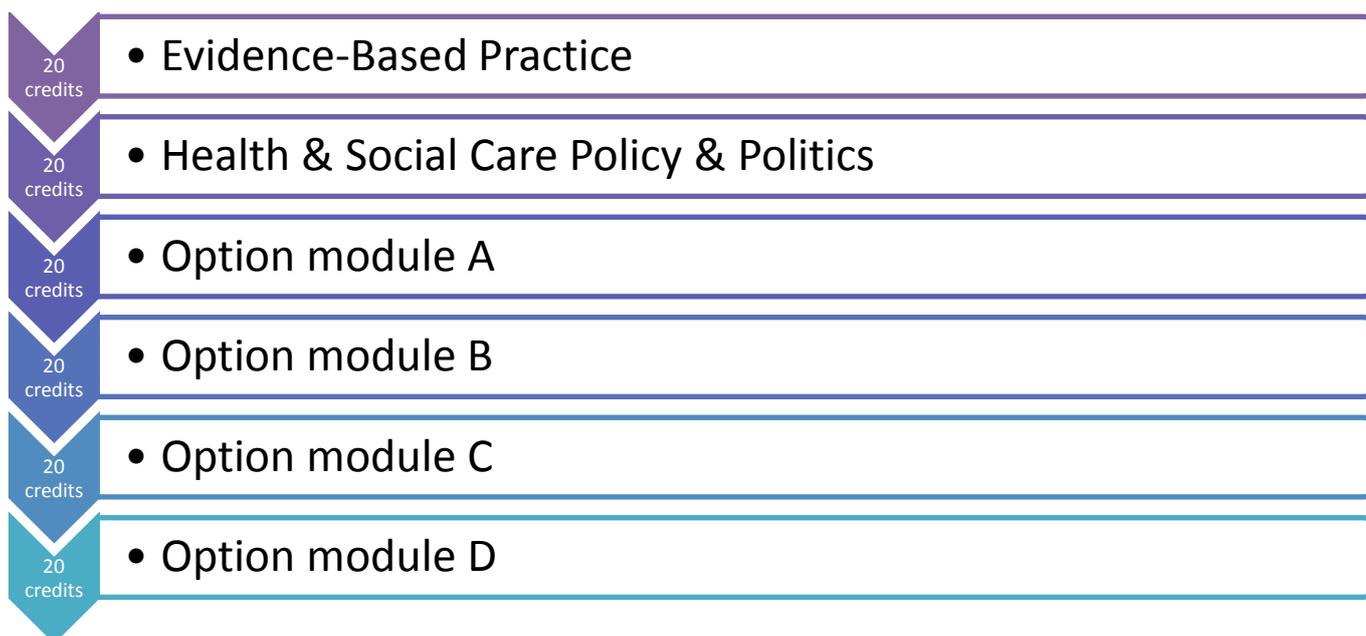
Time to complete the programme

Students who need to undertake a DipHE (Level 5 study) before entry to the degree pathway (Level 6 studies) have a maximum of five years to complete the Diploma Level modules. However, this level of study is usually completed within 2-3 years.

Following completion of the DipHE, students who want to progress to the degree pathway must enrol for the degree within 5 years of completion of the DipHE and then complete the degree pathway (120 credits at level 6) within a maximum of 5 years. In reality this is normally completed in a much shorter time.

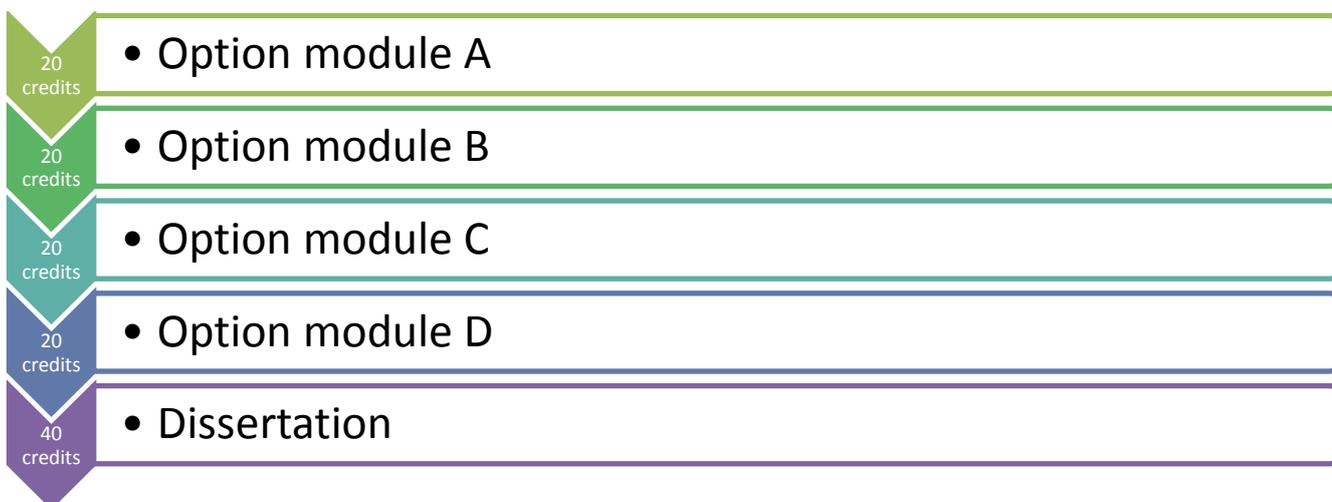
DipHE programme structure

The programme at Intermediate Level (DipHE/Level 5) is composed of two compulsory modules (see diagram below) with optional modules providing the remaining 80 academic credits for the DipHE award.



BSc programme structure

At Honours Level (BSc/Level 6) the dissertation is a compulsory 40 credit module with optional modules providing the remaining academic credits.



Stages

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

DipHE

If you have enrolled on the DipHE in Health & Social Care Practice you will have been successfully accredited with prior learning or experience for the 120 credits for Stage 1 of your programme. This accreditation was managed through the RPL procedure as part of your admission to the programme.

DipHE	
Stage 1	Level 4 / Certificate (Acquired through RPL)
Stage 2	Level 5 / Intermediate

BSc

If you have enrolled on the BSc in Health & Social Care Practice you will have been successfully accredited with prior learning or experience for the 120 credits for Stage 1 and 120 credits for Stage 2 of your programme. This accreditation was managed through the RPL procedure as part of your admission to the programme.

BSc	
Stage 1	Level 4 / Certificate (Acquired through RPL)
Stage 2	Level 5 / Intermediate (Acquired through RPL)
Stage 3	Level 6 / Honours

Modules (updated 22.8.16)

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

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; this is available at <https://www.york.ac.uk/students/studying/manage/programmes/module-catalogue/module?query=&department=0026&year=2016-17&max=300&offset=0>

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 at:

<https://www.york.ac.uk/healthsciences/student-intranet/timetables/assess-guide-ssprd-pg/>

Core DipHE	HEA00122I	Evidence-Based Practice	20 credits
<p>To develop in the learner the ability to:</p> <ul style="list-style-type: none"> • Ask answerable questions derived from clinical practice, • Search appropriate databases to find research literature, • Appraise research evidence, • Apply suitable evidence in practice. 			

Core DipHE	HEA00120I	Health & Social Care Policy & Politics	20 credits
<p>This module explores the political, social, economic and ideological influences on health and the provision of healthcare. It will provide you with the opportunity to gain a detailed insight into current policy issues in welfare services and social care delivery and how these impact on care delivery from both a nursing and multi-professional, multi-agency context.</p>			

Core BSc	HEA00073H	Dissertation	40 credits	6 months
<p>The aim of this module is to provide you with the opportunity to pursue an area of study in depth, leading to the presentation of a dissertation based on contemporary and critically appraised research. Within this piece of work you have the opportunity to demonstrate critical reasoning and application of theory to practice.</p>				

3.3 Recognition of Prior Learning (RPL) (updated 22.8.16)

Learning can occur in many different ways, from personal and professional experience, or from undertaking formal courses of study.

Where learning is gained from personal/professional experience, this is known as Recognition of Prior Experiential Learning (RPEL). Where learning is gained through prior formal study, this is known as Recognition of Prior Certified Learning (RPCL). Jointly these are referred to as Recognition of Prior Learning (RPL).

Any learning gained from experience or prior formal study must be able to be assessed in order for it to be credited against any new study and this will have been completed as part of your application process. All applications for RPL must have been submitted, processed and approved before you commence your programme of study. You may not apply for RPL retrospectively.

You will have used learning gained from these experiences as credit against your new study, which will have allowed you access to the programme, and, in some cases, exemption from a particular module of study.

If you applied for RPCL/RPEL prior to starting your programme of study only those marks awarded by the University of York will be included in the calculation of your final award.

For more information, please visit <http://www.york.ac.uk/healthsciences/ssprd/apl/>

Planning your module schedule

Modules for the programme are selected by you in collaboration with your supporting service manager and the programme leader. You are required to select modules that have relevance to your field of practice and meet your identified development needs.

All students on the DipHE pathway must complete the two compulsory modules, 'Evidence-Based Practice' and 'Health & Social Care Policy & Politics'.

The modules for the DipHE and BSc are planned before you start the pathway. Module planning takes place in collaboration with the programme leader who will provide guidance about the modules and their relevance to your area of practice. Additionally, the time span for completion of your award is also agreed.

Apart from the two compulsory modules that must be studied by students on the DipHE pathway and the dissertation that must be taken for the BSc, there is flexibility in the selection of the additional modules for the DipHE and BSc, in that you can revise your module choices as you progress, if for example there are changes to your area of practice or work requirements. However, any change **must** be negotiated and approved by with the programme leader in a timely manner.

What does programme flexibility mean?

The programme flexibility is there to account for the need for individual scheduling of modules for part-time students' pathways. The programme's flexibility allows for the vast variation in the option module selections taken by students, and the varied timings of these modules. Unlike many other programmes the duration of the programme is therefore variable given the numerous different combinations of modules students may take. This programme is therefore unlike standard programmes that often follow a more structured and timed pathway of modules that apply to all students on the same pathway.

However the DipHE and BSc programme flexibility does not allow students to decide not to do a scheduled module at a particular time without a valid reason, particularly in relation to the dissertation.

Students must not confuse flexibility in choosing and scheduling their modules with the concept of being allowed to 'pick and choose' whether they attend scheduled modules (ie defer or change) without having valid reasons and prior approval.

Therefore unless formal approval is given for a change to your module schedule **you are responsible** for attending and completing the schedule of planned modules. Failure to attend modules you are enrolled onto will breach University regulations and you may be at risk of programme failure. The University expects students enrolled on award-bearing programmes to meet the requirements of the programme according to the schedule of planned modules, as it would on any other standard programme of study. **At times contractual arrangements within the Department may necessitate a change to module availability and timings.**

- If you are unable to attend the module due to extenuating circumstances or a change in your work commitments you must enquire about applying for a period of leave of absence
- If you wish to change your option modules you are responsible for meeting with your programme leader to arrange approval for changes in modules

Please note it is vital you make these arrangements **before your module commences** wherever possible. Retrospective approval will only be considered where there are exceptional circumstances that would have

prevented you from contacting the programme leader.

If you do not receive starting documentation for a module you are about to commence **you are responsible** for contacting the Student Services (dohs-student-services-group@york.ac.uk) in advance of the module start date, who will be able to assist you.

You can check your module schedule at any point by checking your module information through your e:Vision account.

Option module details

A full list of option modules, and their synopses, can be found at:

<http://www.york.ac.uk/healthsciences/ssprd/modules-courses/>

Module availability

Modules are available on a rolling programme, with pathway programmes commencing in the Autumn, Spring and Summer terms. Most modules are repeated annually, and some are offered twice a year. Availability is subject to demand and viability.

The module Independent & Supplementary Prescribing (40 credits at level 6) can be included in the module plan for the degree pathway. However, Nursing and Midwifery Council (NMC) requirements mean that this module requires a separate application and is studied on a freestanding basis. However, if prior approval was agreed when your modules were planned, your credit will be accredited into your degree pathway upon completion of the course.

What should I do if I change my mind regarding a module choice before the module has started?

It is very important that you contact the Department immediately if you wish to change a module. If circumstances mean that you cannot complete a module at a particular time or you would like to take an alternative module you should contact both your personal supervisor and SSPRD team at the Student Services (dohs-ssprd-enquiries@york.ac.uk) at least three weeks before the module commences.

As you are enrolled on a DipHE or BSc pathway the University requires that you meet with your supervisor to re-plan your 120 credits schedule for the stage. You should do this as soon as possible. This may involve re-planning your expected completion date for which the Registry will require confirmation of the change from the Department.

Depending on your circumstances your supervisor may advise you apply for a period of Leave of Absence.

What should I do if I want to withdraw from a module once it has started?

This is very much dependent upon the timing and your personal circumstances.

Please note that you will **not normally be allowed** to change or 'drop' modules after the **end of Week 3** of the module as the University deems that this would normally put a student at an advantage over other students due to the repeat teaching involved.

What happens if a module is cancelled?

Very occasionally it may be necessary for us to cancel a module. We try wherever possible to avoid this however if this eventuality arose the Specialist Skills and Post-Registration Development (SSPRD) team at the Student Services will contact you prior to the start of the module giving you sufficient time to make alternative arrangements.

3.4 Dissertation/Project

In your final year you will be required to produce an extended piece of written work. Further programme-specific information relating to the assessment requirements, including word count, preparation and formatting is available on the Student Intranet.

Visit: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/submission/>

3.5 Credit-weighting

During your programme, your module marks will be weighted in two different ways.

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 (ie 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: www.york.ac.uk/media/abouttheuniversity/supportservices/academicregistry/registryservices/Student_guide_to_rules_for_progression_and_awards_in_ug_programmes.pdf

Further information on calculating your final degree mark is available under 'Your final degree classification' in the 'Assessment, Progression and Award' section.

3.6 Professional, Statutory and Regulatory Body (PSRB) Accreditation

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

Students accessing the following modules are required to meet entry criteria and achieve standards set down by the Nursing and Midwifery Council (NMC):

- Community Practitioner Nurse Prescribing
- Independent & Supplementary Prescribing
- Mentor Preparation Programme

Additionally, pharmacists and Allied Health Professionals (physiotherapists, podiatrists, and radiographers) are required to meet entry criteria and standards set down by the Health and Care Professions Council and the General Pharmaceutical Council.

Working whilst studying

Part-time undergraduate students are usually employees working full- or part-time. You are responsible for negotiating study leave in advance with your manager to ensure you are able to meet the attendance requirements for the programme, including preparation for assessments and attendance at examinations.

The assessment periods have been set for undergraduate modules taking into account that students taking these modules are usually working and often have family or carer responsibilities that are not normally associated with the circumstances of traditional full-time undergraduate students. Therefore you should plan your preparation carefully. If you need further guidance on study mechanisms you should talk to your personal supervisor.

Working or family commitments themselves are not grounds for mitigation, however significant changes to these during your teaching or assessment period *may* be grounds. For example, changes in your working pattern because you have been asked to cover your manager's absence may be considered valid grounds by the Exceptional Circumstances Committee (supporting evidence would be required from your employer); but taking a holiday with your family after the teaching period has finished would not be valid grounds for mitigation.

3.7 Working whilst Studying (Updated 22.08.16)

Part-time undergraduate students are usually employees working full- or part-time. You are responsible for negotiating study leave in advance with your manager to ensure you are able to meet the attendance requirements for the programme, including preparation for assessments and attendance at examinations.

The assessment periods have been set for undergraduate modules taking into account that students taking these modules are usually working and often have family or carer responsibilities that are not normally associated with the circumstances of traditional full-time undergraduate students. Therefore you should plan your preparation carefully. If you need further guidance on study mechanisms you should talk to your supervisor.

Working or family commitments themselves are not grounds for exceptional circumstances, however significant changes to these during your teaching or assessment period *may* be grounds. For example, changes in your working pattern because you have been asked to cover your manager's absence may be considered valid grounds by the Exceptional Circumstances Committee (supporting evidence would be required from your employer); but taking a holiday with your family after the teaching period has finished would not be valid grounds for exceptional circumstances.

3.8 Funding information

All our Specialist Skills and Post-registration Development and Postgraduate modules offer the opportunity for funding by the NHS via Health Education Yorkshire and the Humber. Current funding criteria are available on our website at www.york.ac.uk/healthsciences/ssprd/funding/

If we have indicated as part of your application process that your course fees will be paid by Health Education Yorkshire and the Humber, you will not be charged by the University for the module you are studying.

Subsequent study will require a new application and funding will have to be confirmed for each module for which you are applying.

If you are self-funding your course fees, you are subject to the terms and conditions communicated to you at the time of application.

A funded place means that the time required to attend for taught sessions is considered as study time.

3.9 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 forms. You will receive these from your module team for every module; all you have to do is complete them.

Every UG and PG module will be evaluated **once**. In addition for our full time undergraduate pre-registration programmes at the:

- for every practice module
- end of each stage
- end of programme

In addition, for all of our postgraduate programmes (PGCert/PGDip/MSc) there will be an end of programme evaluation.

Once the module leader has received the forms, they will summarise all the responses and will outline what actions they intend to take in response to your feedback. You will find those summaries on the module VLE site not later than 4 weeks following the module evaluation. We will also review all the summaries once a year to inform our teaching and share good practice across the Department and the University.

If you are dissatisfied with any of the responses from module leaders, please inform your course representative that you are dissatisfied and explain why.

Thank you for supporting us to ensure your learning and teaching experiences are the best they can be.

3.10 Problems with your programme

Anything that prevents you from undertaking your studies in the usual way is called an academic progress issue. If you are having problems with your course you should seek help and advice as soon as possible (in the first instance you may wish to talk to your supervisor).

Support can also be provided by the Departmental Student Services Team, see <https://www.york.ac.uk/healthsciences/student-intranet/support/student-services/> and/or the Students' Union Advice and Support Centre - for further information, visit the YUSU Academic and Welfare Team <http://www.yusu.org/well-being/asc>

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

For further information, please see Exceptional Circumstances (Section 6.13) in the Assessment, Progression and Award Section of the Handbook. You can also find advice here: www.york.ac.uk/students/help

3.11 Making a Complaint

You can complain about your experience of a service you have received as a student within the University, whether academic or non-academic. For further information, visit: www.york.ac.uk/students/help/appeals/ See Making an Appeal (Section 6.14) in the Assessment, Progression and Award Section of the Handbook.

3.12 Living Away from Campus

Students must normally live within reasonable travelling distance of their designated place of instruction for the duration of periods of study. For the purpose of the University's regulations, this will be interpreted as being within 30 miles of their designated place of instruction for full-time students and 60 miles for part-time students. A monitoring process for students who exceed this has been developed. As part of this, Registry Services will copy Student Services (SIS) Managers into any correspondence relating to students moving outside of the standard mile radius and these details will be recorded on a database. The student will be contacted to ensure that they are aware of the possible implications of exceeding the travelling distance, which will include their waiving the right to cite distance as a source of exceptional circumstances for theoretical assessment. More details can be found at <http://www.york.ac.uk/about/organisation/governance/governance-documents/ordinances-and-regulations/regulation-6/>

For a list of the Exceptional Circumstances that are normally accepted and not accepted, visit: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/mitcircs/>

3.13 Change your plan (Updated 22.08.16)

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. We try to accommodate students who encounter changes or challenges and who may need to change their plan.

Leave of absence (updated 22.8.16)

If a student is away from the programme for more than four weeks, a period of leave of absence will be recommended. A leave of absence allows a student to take an authorised break in their studies for a maximum of one calendar year in the first instance. Grounds for leave of absence include: medical, compassionate, financial, maternity, academic progress and work-related (part-time undergraduate students only) reasons.

Your supervisor can advise on the correct procedure to follow if you feel you need a period of Leave of Absence. If you are granted Leave of Absence from a fully-funded place on a pathway we will expect you still to be in the same employment when you return to your studies. We will ask you for a statement from your manager to confirm this.

Any application for leave of absence requires the student to provide contemporaneous evidence supporting the reasons for the request. It is the responsibility of the student to obtain support and agreement of any such application with his/her employer; this is not the responsibility of the Department.

Re-planning your modules - As part of an application for leave of absence you will also need to re-plan your remaining modules with your supervisor and revise your expected end date.

Students who take a leave of absence in the future will **not** be assured of continued funding on their return to study.

Full details on the application procedure and information about leave of absence return arrangements can be found at: <https://www.york.ac.uk/students/studying/manage/plan/taught/loa-taught/>

Withdrawal from a module

If your circumstances change and you are unable to commit to the completion of a particular module in your study plan you must contact your personal supervisor and the SSPRD team at the Student Services (dohs-ssprd-enquiries@york.ac.uk) before the end of the third week of the module. This should be done at the earliest opportunity, ideally before the module begins. Your personal supervisor will discuss the options available to you and you will need to re-map your study plan to ensure the 120 credits required are organised and recorded on your University record. If you do not inform us of your decision and withdraw from a module in this way, you may be prevented from studying the same module again at a later date.

Point of final module registration

You should note that Week 3 of your module is the final point of registration for a module and following this point you are committed to completing this module. There are rules and consequences relating to 'dropping' a module after this point that ensure equity amongst all students. These are detailed below.

If you wish to remain on your programme of study you may only be allowed to withdraw from a module after the third week of the module if there are exceptional circumstances and you have obtained the express permission of the Department's Exceptional Circumstances Committee.

For further information, please see Exceptional Circumstances (Section 6.13) in the Assessment, Progression and Award Section of the Handbook.

If you do not wish to withdraw from the full programme but are unable to complete the module then you must explore whether you meet the criteria to apply for a period of Leave of Absence with your personal supervisor. Note you would normally resume the module at the point you take leave. However, if the circumstances of your leave of absence are thought to have negatively impacted upon your studies you may *in exceptional circumstances* return at the beginning of the module.

If you do not have mitigation or grounds for a leave of absence and still wish to withdraw from a module after the third week of the module you should note that you are withdrawing from the full DipHE or BSc programme of study and not just the module.

Withdrawal from the programme

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.

Details about these options are available at: www.york.ac.uk/students/studying/manage/plan/

For further support, visit the Student Support Hub in Market Square or see: www.york.ac.uk/sshub and for further information, please see Exceptional Circumstances (Section 6.13) in the Assessment, Progression and Award Section of the Handbook.

Re-admission following programme failure

Should you fail the programme requirements and have been discontinued from your programme of study or withdraw before you were failed, it is occasionally possible that you may re-apply.

You would be advised to discuss your case in the first instance with the Programme Leader for part-time undergraduate programmes. Your application must be supported by your current clinical (or similar) manager where funding is sought and must also be supported by the relevant programme leader. Endorsement by the Department of your application may have stipulated conditions attached.

However, even if a personal supervisor or programme leader supports your case, the Department's Board of Studies retains the right of veto over all recommendations made. Ultimately re-admission approval rests with the University's Special Cases Committee who would need to be satisfied, amongst other criteria, that the circumstances that led to the withdrawal or failure had been resolved, and that a returning student would not be at an advantage over other students.

Students should note that there is no guarantee of re-admission and this is usually only successful in exceptional cases.

If you are successful in your application to be re-admitted you should note that **you will not be able to have Recognition of Prior Learning (RPL) for any of the earlier modules taken for the pathway if you failed or were discontinued.**

If you withdrew it *may, under exceptional circumstances and with express permission of the University's Special Cases Committee*, be possible to accredit the prior credits obtained (RPCL) for the modules taken as long as they were taken within the last 5 years. Advice can be obtained from the programme leader for part-time undergraduate programmes.

If you fail programme requirements or withdraw, it may be possible to undertake one or more modules on a freestanding basis. However, further study would have to be negotiated with the programme leader.

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 we expect you 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 attend your lectures and seminars, research and study your subject areas, complete your assignments and put in the effort, enthusiasm and desire to excel at your studies and master your subject.

4.2 Teaching methods

Lectures

Teaching is delivered in the Department using a variety of methods. The methods outlined below are not an exhaustive list:

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

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

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

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

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

Please always try to arrive for lectures 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 classroom or lecture theatre.

Teaching timetable

Your timetables are available on the website or you can contact the module administrator.

4.3 Attendance

You should attend all scheduled teaching sessions. Regular attendance is vital to your progression through your programme and will help you become a well-rounded learner capable of achieving your full academic potential.

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.

You should normally expect to attend once a week or fortnightly for each ten week module during term time. Some modules are organised over five or six full days rather than half days. Each session usually lasts either 2-3 hours or a full day, but might not always involve 'face-to face' teaching.

Every 20 credit module represents 200 hours of student work. This might include reading, thinking, talking to patients, talking to colleagues and going to the library. Sessions are organised to maximise learning. You therefore should expect to take part in group focused activities and seminars, undertake guided studies and directed reading.

Attendance at taught sessions is a requirement of all programmes and registers may be taken at each taught session. Occasionally there may be times when, for work or personal reasons, you will be unable to attend. If this is the case, it is important that you let the relevant module leader know in advance. When booking holidays or other planned appointments you must consider the timing of your forthcoming modules to ensure that absences will not coincide with the teaching and assessment periods. Note that holidays are not grounds for mitigation, and planned appointments are also not normally accepted as valid grounds. If it is important that you still undertake the module it is your responsibility to make up the time and content missed with self-directed study.

Assumed Withdrawal

If you stop turning up to 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. For further information on the decision process, visit: www.york.ac.uk/staff/supporting-students/issues/academic/taught/withdrawing/

If you are unable to attend due to illness please see What If I Cannot Attend Scheduled Teaching Sessions (Section 4.4) on reporting absence in the Teaching and Learning Section of the Handbook. If you are having problems with completing your studies please see the Exceptional Circumstances (Section 6.13) in the Assessment, Progression and Award Section of the Handbook.

PSRB attendance requirements

A small number of modules that can be taken as option modules do have a minimum attendance requirement as part of the professional body accreditation. You will be advised by the module leader when this applies.

4.4 What if I cannot attend scheduled teaching sessions?

It is your responsibility to ensure you notify those detailed in the next page if you are unable to attend the University for any reason. You are responsible for meeting learning outcomes for missed sessions. Lesson lecture notes are usually available on the VLE; alternatively you should discuss the missed session(s) with the module leader.

All absences must be reported to:

Student Services
Area 1, Seebohm Rowntree Building
University of York
Heslington
York
YO10 5DD

01904 321321
dohs-student-services-group@york.ac.uk

Planning your study

We recommend for this programme of study that you consider the demands of each module, the time spent in teaching, seminars and work-based learning and in the light of these considerations set aside each week the appropriate number of hours for self-study that will enable you to fulfil the requirements of the module.

Reporting non-attendance and non-submission to employers

Employers may be advised of non-attendance for teaching or the non-submission of assessments. This is especially important where modules are being undertaken to enhance clinical knowledge and skills. Increasingly employers wish to be informed about the outcomes of education for members of their workforce.

Special leave, compassionate leave and carer's leave

If you require additional or more protracted leave you should contact your personal supervisor to discuss this and notify the programme leader.

Illness and assessment

If your illness interferes with your studies see the section on Mitigating Circumstance under Assessment.

Taking annual leave during term time

Annual leave will not normally be permitted during term-time, however the Department acknowledges that this is sometimes unavoidable. In this event, you should notify the Department in advance of your annual leave and ensure that you access any relevant study materials via the VLE.

Taking time off the programme due to work commitments

If you need to take time away from the programme due to unexpected work commitments, you should notify the Department as soon as possible and ensure that you access any relevant study materials via the VLE.

4.5 Academic integrity – compulsory exercise

Academic integrity represents a set of values and behaviours which members of the academic community abide by. 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.

Please Note: 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; more information is available on www.york.ac.uk/integrity/. This module will take you through key principles around referencing, and how to avoid plagiarism and collusion.

There are a number of forms of academic misconduct which are described briefly below:

- Plagiarism – the presentation of ideas, material, or scholarship sourced from the work of another individual, group or entity – or from the student’s own work previously submitted for assessment – without sufficient acknowledgement.
- Collusion between students taking the same assessment – the process whereby two or more students work together – without official approval – and share ideas, solutions or material in work submitted for assessment.
- Cheating – failure to comply with the rules of closed assessments e.g. unauthorised access to materials in a closed assessment.
- Commission and incorporation – to seek to gain advantage by incorporating material in work submitted for assessment that has been improved by, or commissioned, purchased or obtained from, a third party e.g. family members, essay mills or other students not taking the same assessment.
- Fabrication – to seek to gain advantage by incorporating falsified or fabricated material or data in work submitted for assessment or publication.

Collusion and plagiarism are the two forms of academic misconduct that can cause most confusion and further details about these are given below.

Collusion is particularly important in a context where group work may be encouraged at times to develop teamwork skills. While you are encouraged to collaborate with peers to discuss and debate issues, and on occasion to collect primary data, it is important to avoid collusion in assessed work. Where a piece of work contributes towards formal individual assessment, collaboration at this stage constitutes academic misconduct (collusion). The only exception is when the assessment is based on a single piece of work produced by the group as a whole.

Plagiarism is the most common form of academic misconduct and involves passing the ideas and words of another off as your own without proper acknowledgement of the original source – this can either be intentionally or unintentionally. To avoid plagiarism any words from any source copied word for word must be put in quotation marks (“.....”) and the source (name and date) acknowledged immediately after the quote. You can also paraphrase texts, putting their ideas or arguments within your sentence structure, providing you give a reference. For published sources, a full reference must be supplied in a footnote or reference list in your assignment. If the source used is the internet, then the acknowledgement details provided should allow another person to go straight to the site or webpage. You should try to use quotes sparingly – it is not good practice to build an essay by linking a series of quotations without synthesis or interpretation. Note also that the use of people’s data and illustrations should also be acknowledged and the source provided.

If you do not uphold the values and conventions of academic integrity and conform, 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 and the Departmental guidelines on the use of references in academic work can be found on at: <http://www.york.ac.uk/integrity/harvard.html>

4.6 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.

For a list of what the University considers as academic misconduct, visit:

<http://www.york.ac.uk/integrity/regulations.html>

4.7 Fitness to Practise (updated 22.8.16)

Your fitness to practise is called into question when your conduct, behaviour or health raises serious or persistent concerns regarding suitability to continue on a programme of study which leads to registration with a Professional, Statutory and Regulatory Body (PSRB) such as the Nursing & Midwifery Council (NMC), Health & Care Professions Council (HCPC) or General Pharmaceutical Council (GPC). The remit of the Fitness to Practise Committee is to address a student's suitability to practise and show that their health, disability, behaviour and/or professional conduct does not place patients/ clients at risk or jeopardise the overall trust that the general public places in healthcare professionals in general. This applies to practice placements, in University and in students' personal/private life.

The Committee also reserves the right to recommend to the Chair of Board of Studies that any student who fails to meet programme requirements, who is believed to present a risk to the public, or whose behaviour is found to be incompatible with the Code of the professional body with which the student is/would be registered, is discontinued from the programme. Where the student is a registered health professional, the Committee will notify the employer of the initial investigation and the overall outcome of the investigation once University procedures are complete. The employing organisation can be provided with a brief description of the allegation but not full details.

For full policy details and procedures visit <https://www.york.ac.uk/healthsciences/student-intranet/support/fitness/>

A Student Guide to Fitness to Practise is available at:

<https://www.york.ac.uk/media/healthsciences/documents/student-intranet/regulations/Fitness%20to%20Practise%20a%20guide%20for%20students%20May%202016.pdf>

The Fitness to Practice Committee will also be involved in any instances of the University's Fitness to Study policy being initiated for a Department of Health Sciences student.

Link to University Fitness to Study Policy: <https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/fitness-to-study/>

4.8 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.

In order to adhere to professional codes of conduct the Department has a Breach of Confidentiality Policy that applies to all students and their assessments, both written and other forms.

BSc and Diploma in Health & Social Care Practice (Generic Pathway) 2014/15 Entry

Last updated 22.08.16

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.

Visit: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/breach-conf/>

4.9 References, Academic Transcripts and Confirmation of Study (Updated 22.08.16)

Students must only request references from their supervisor, they should not request other Departmental staff to provide this. For proof of award only students require official academic transcripts and/or confirmation of study from the University Information can be found on how to obtain these through the link:

<https://www.york.ac.uk/students/studying/manage/student-record/document-request/>

You are studying on a programme supporting your access to vulnerable individuals and/or leading to a professional registration which means that any Fitness to Practise sanctions you receive will be included in your end of programme reference or employer's reference.

5.1 Managing your workload through private study

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

Independent learning means you are expected to do the work involved to prepare for lectures, seminars and tutorials and to produce assignments and exams based on your studies.

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 tutors and your supervisors are there to assist and we have the support in place through the Student Skills Hub to help you gain any additional skills you might need with your maths, academic writing and referencing, IT or languages. See the section below on Student Skills Hub.

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. Lecturers are willing to assist you with your understanding of module material, either individually or by email.

Your responsibilities for learning go much further than the simple attendance requirements. In planning your work you should bear in mind that each 10-credit module involves 100 hours of work, and each 20-credit module involves 200 hours of work, and so on. This is made up of contact time in lectures but also includes a large amount of private study. Many students find that they get more out of their subject by putting in more than the minimum amount of effort, and those who do not often struggle with the assessments.

You should plan a pattern of work which best suits you. We would recommend that it 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' 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 stick to your programme, both during term time and vacations. If you are struggling with your studies you should discuss this with your personal supervisor.

Occasionally it may be necessary for students to complete reassessments or deferred assessments during vacation periods. You should check the Assessment Schedule 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 Assessment Schedules visit: <https://www.york.ac.uk/healthsciences/student-intranet/timetables/assessment-schedules/#tab-5>

5.2 Reading lists

Reading lists and resources are provided in each module VLE site via the EARL system and are regularly updated by the module leader. To access the VLE go to: <https://vle.york.ac.uk/>

5.3 Library (updated 22.8.16)

For general information visit: www.york.ac.uk/library

For an introduction to using the University Library and its resources, visit:
www.york.ac.uk/library/informationfor/newusers

This includes, amongst others, information on using the library catalogue, your library account, online induction resources and opening hours.

The University Library is open 24 hours a day, 362 days a year. For general help, contact the Library Help Desk in the JB Morrell Library.

Email: lib-enquiry@york.ac.uk
Tel: +44 (0)1904 324254

Your Academic Liaison Librarian is **Adrian Clark**. He can help you search effectively for resources; understand how to use and evaluate these and how to reference your work correctly. He can be contacted on 01904 324254 or at lib-healthsci@york.ac.uk.

Further details on your Academic Liaison Librarian and your subject guide can be found at:
<http://subjectguides.york.ac.uk/healthsciences>

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, The Cochrane Library, British Nursing Index, Embase, and PsycINFO which help you search the literature. You can access these e-resources both on and off campus.

NHS Library Services

As well as the University Library, students on placement and students who are NHS staff can access hospital library facilities.

The local hospital libraries provide collections of relevant printed books and journals. Students living and working outside the local area should investigate the NHS facilities available to them.

The NHS also provides access to electronic resources for its staff and health students via NHS Evidence Health Information Resources (<http://www.evidence.nhs.uk/>). Some resources require an NHS ATHENS username and password. Contact your local hospital librarian for more information on NHS resources.

More information on NHS libraries and services for students on placement is available at:
<http://subjectguides.york.ac.uk/healthsciences/nhsinfo>

Digital Literacy (updated 22.8.16)

Your Academic Liaison Librarian, Adrian Clark can help you search effectively for resources, understand how to use and evaluate these and how to reference your work correctly. He can be contacted on [01904 324254](tel:01904324254) or lib-healthsci@york.ac.uk. Adrian also runs regular Library Surgeries in the Student Information Service where you can drop-in with questions.

Further details on your Academic Liaison Librarian and times for Library Surgeries can be found on the Library's Health Sciences Subject Guide: <http://subjectguides.york.ac.uk/healthsciences>

The Library provides a range of online materials to support you in developing your literature searching and study skills. You can find these at: <http://subjectguides.york.ac.uk/healthsciences/tutorials>

There is also a set of literature searching FAQs you can access by following this link: <http://subjectguides.york.ac.uk/healthsciences/faq>

5.4 Online resources – IT services, VLE and others

For information on the facilities and services provided by IT Services, consult your University handbook or visit: www.york.ac.uk/it-services/

VLE

The VLE, or Yorkshare, 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 is introducing electronic submission for most written assessments. Specific assessment submission guidance will be provided in the Assessment Guideline and on the Student Intranet and which is also accessible through the VLE.

Yorkshare 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.

The VLE also has a discussion board facility which allows you to openly communicate with your fellow students. Not all modules use this facility and your module leader will give you more information if this function is being used. For VLE information visit: <http://vle.york.ac.uk/webapps/portal/frameset.jsp>

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.

To access your e:Vision account visit: <https://vle.york.ac.uk/> You will require your University username and password to access your records.

IT Facilities for students

York Teaching Hospital Library	LARC Building (HYMS) Room KA1 179 Equipment: 4 PCs; 1 laser printer
Scarborough Hospital	HYMS Postgraduate Building Equipment: 4 Thin Clients (PC); 1 laser printer
Harrogate District Hospital	Student Media Room, located inside the Strayside Hospital Library Equipment: 2 Thin Clients (PC); 1 laser printer
The Friarage Hospital, Northallerton	Student IT Room, location inside the Friarage Library
Library IT Facilities	All the Department Libraries have IT facilities
University of York campus	IT Services maintains a number of PC classroom and study areas across the University's campuses, and they are open to all Health Sciences students. Full details of the rooms, including opening times, can be found at: http://www.york.ac.uk/it-services/it/rooms/

Replay with Lecture Capture

Replay for Lecture Capture is an automated recording service which is only available in some classrooms. This allows academics to record lectures and presentations and make them available to students through the VLE or email. Students are able to recap key parts of a lecture and can focus on specific sections of a lecture. Replay Capture is a complimentary and supplementary resource for factual sessions, it is not intended to be a replacement for attendance at a lecture. It is not always an appropriate resource for sessions with a clinical focus or sessions which require student participation and debate. This is not available for all sessions.

5.5 Departmental Study Support (updated 22.8.16)

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

VLE resources

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

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

To access this web site, log on to <http://vle.york.ac.uk> with your University username and password and look for the Community box where you will find a link called "Academic Support for Undergraduate Health Sciences Students".

Academic Writing Support (updated 22.8.16)

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

Calculation Support

In addition to the general support offered by the Maths Skills Centre of the University's Student Skills Hub, the Department offers a series of optional seminars on calculation support throughout the year. The series of seminars consists of five healthcare themes and is offered every Autumn, Spring and Summer term:

1. Basic maths for healthcare students
2. Weight, volume and conversions
3. Medicine calculations: tablets, syrups and injections
4. Medicine calculations: infusions
5. Medicine calculations: topical medicines

Each seminar lasts two hours and focuses on the practical application of numeracy. All seminars will appear on your timetable as optional activities. Places are limited however and you can book via

<https://www.york.ac.uk/healthsciences/student-intranet/calculation-support/>

5.6 Study Skills and Support (Updated 22.08.16)

Most of our students have a happy 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 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 Support Hub, Student Financial Support Unit, Open Door Team, Disability Services, Careers Service, College Team, Student Union & Chaplaincy). For further information please visit: <https://www.york.ac.uk/students/support/>

5.7 Study Skills Hub

The Student Skills Hub offers a variety of ways to help you gain the necessary skills to study and deliver work at undergraduate level and beyond. There are many opportunities to develop a wide range of skills in York, across many disciplines. Many of these are free of charge and will look great as part of your personal development to future employers.

These include:

- Academic study skills
- Information skills
- Maths and numeracy skills
- IT skills
- Language skills
- Transferable skills

For further information, visit: www.york.ac.uk/student-skills-hub

5.8 Languages for All (LFA)

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

During your time as an undergraduate at York, you'll have the exciting opportunity to learn a foreign language free of charge. For further details, including how to register, visit: www.york.ac.uk/lfa

5.9 Centre for English Language Teaching (CELT)

The Centre for English Language Teaching provides a variety of term-time classes and summer courses for intermediate and advanced level English language support. Visit: www.york.ac.uk/celt

5.10 Accessibility and Disability Support (updated 22.8.16)

Students who consider they may have a disability or have a diagnosis of a disability can access support from the University of York's Disability Services located in the Sally Baldwin Building. With the student's permission, the Disability Office will share details of their support needs with the student's personal supervisor and relevant members of Departmental staff, if the student requests this.

Disability Services can provide support, advice and guidance regarding specific learning difficulties; Asperger's syndrome; visual and hearing impairment and physical/medical impairments amongst others. All students with disabilities are encouraged to contact them to discuss meeting their individual support needs.

Please let the Department know as soon as possible if you have a disability and may require support. You can discuss this with your supervisor. For further information, visit: www.york.ac.uk/students/support/disability/

You may also require individual arrangements for formal examinations. For further information, please see Formal Examination Requirements (Section 7.5) in the Assessment, Progression and Award Section of the Handbook.

The Departmental Disability Officer can be contacted by email on dohs-disability@york.ac.uk

5.11 Prizes

Every year the Department of Health Sciences awards prizes to outstanding students in recognition of excellence in both theory and practice. For full details of the prize criteria and nomination processes visit: www.york.ac.uk/healthsciences/student-intranet/

5.12 The York Award (Updated 22.08.16)

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

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

Further details can be found on the student intranet:

<https://www.york.ac.uk/students/work-volunteering-careers/skills/york-award/>

5.13 Activities and Societies

There are many opportunities at York to get involved with societies and extra-curricular activities both related and unrelated to your course. For a full list of societies and activities provided by YUSU, visit: <http://www.yusu.org/events>

6.1 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.

For further information, visit: www.york.ac.uk/about/departments/support-and-admin/registry-services/guide/

6.2 Assessment methods

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

Formative assessment is there to help you develop. While it may not contribute to your final degree mark, it will help you learn more effectively – you will be provided with feedback on this type of assessment which will help you improve your performance.

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 programme mark or towards progression decisions.

Methods of assessment

Definitions of some assessment types 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 assessment

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

Assessment of practice (from SSPRD)

Some modules are assessed (in part) by the achievement of pre-specified module outcomes in the practice setting, supported by evidence that demonstrates the successful integration of theory and practice. Pre-specified learning outcomes form the basis of portfolio development and you will be provided with guidance on constructing your portfolio, the nature and extent of supporting evidence required and when the portfolio must be submitted for assessment. You should be aware that in modules where achievement of practice outcomes is required as part of the assessment strategy, failure to submit these for verification by the Board of Examiners will result in failure of the module, even though the theoretical assessment may have achieved a pass mark.

OSCE

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

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

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

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

6.3 Assessment format and submission of work

Assessment deadlines

The submission dates for all assessments are published at the commencement of each programme or module and are available on the Student Intranet at: <https://www.york.ac.uk/healthsciences/student-intranet/timetables/assessment-schedules/#tab-5>

Formatting

A guide to formatting a written assessment is available at: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/submission/>

How to submit

Most summative work is now submitted electronically via the VLE. This is a process of uploading your assignment and full details are available on: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/submission/>

Due to their format some assessments are still submitted in hard copy to the Student Services on the ground floor of the Seebohm Rowntree Building eg interview recordings, some large portfolios etc.

If the assignment needs to be submitted in hard copy and you submit this by post you must obtain a Certificate of Proof of Posting. You need to keep this safe until the marking has been completed and your mark is available. If you have received a penalty for late submission you may be able to use the Certificate of Posting to support a mitigation claim to waive the penalty. A claim to waive the penalty would need to be submitted within one week of your mark being released.

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

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 eg 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 a **draft script** sent to your supervisor. 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.

Return of marked assignments

For some modules hard copies of portfolios of material may be returned to students. If this is applicable you would be contacted via your University email account giving instructions of how to collect your portfolio. If your portfolio remained uncollected after the deadline it would be confidentially destroyed.

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 eg through computer failure or theft.

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

All work submitted late, without valid exceptional circumstances, will have ten per cent of the available 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, eg if work is awarded a mark of 30 out of 50, and the work is up to one day late, the final mark is 25.

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

Submitted	Penalty
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 sole on a pass/fail basis is a fail.

What should I do if there has been an unforeseen event on the day of submission? For example I am stuck in traffic.

In the event of an emergency arising when an assignment is due for submission (eg delayed in traffic) students should contact the Departmental Student Services 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, with no valid exceptional circumstances, fail to submit an assessment by the deadline after five days or fail to attend an examination, 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 – See section on Exceptional Circumstances.

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 (ie Introduction, Method, Results, Discussion and Conclusion) apart from tables and figures is included in the word limit.

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

Breach of Confidentially

A penalty can apply for a second breach of confidentiality offence. For further information visit:

<https://www.york.ac.uk/healthsciences/student-intranet/teaching/breach-conf/>

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.

6.5 Formal examination requirements

For information on the University's formal examination requirements, consult your University handbook or visit: <https://www.york.ac.uk/students/studying/assessment-and-examination/>

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.

Visit: www.york.ac.uk/students/studying/assessment-and-examination/disability/making/

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.

6.6 External Examiners

The Department has a team of External Examiners to cover the taught programme provision. 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 the Board of Examiners meetings and their Annual External Examiner Report. Details of the Department's current External Examiners can be found at: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/ext-examiner/>

It is inappropriate to make direct contact with external examiners, in particular regarding your performance in assessments. If you have any issues or concerns you can register these through appeal (see below) or complaint (see above under Your Department).

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

6.7 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 programme of study. We aim to help you reflect on your own learning and help you feel clearer about your progress through clarifying what is expected of you in both formative and summative assessments.

A comprehensive guide to feedback and to forms of feedback is available in the Guide to Assessment, Standards, Marking and Feedback.

The Departmental Statement of Feedback

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

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

Feedback should demonstrate the following characteristics:

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

Feedback on draft assignments

Your personal supervisor will respond to specific questions on your draft work, for example referencing, structure, construction of argument etc. When requesting feedback, you should be specific about which aspects of your draft work you would like feedback on, for example level of critical analysis or appropriate use of source material.

Examples of how to, and how not to, pose questions on your draft work are provided below:

Question posed		Guidance
✘	<i>Am I on the right track?</i>	This question is not specific enough. A simple yes or no will not give you the feedback you require to strengthen your academic work.
✓	<i>Please can you comment on the construction of my argument?</i> <i>Please could you give me feedback on my referencing style, is it accurate and consistent?</i>	These questions are specific and the feedback can be tailored to address your strengths and limitations.
✘	<i>Will this pass?</i>	Your supervisor cannot respond to this question as your supervisor is there to provide formative feedback and guidance on draft work. When reviewing a draft assignment your supervisor is not marking the assignment and as such cannot offer an indication of final mark.
✘	<i>Can you proofread this?</i> <i>Please can you check the spelling and grammar?</i> <i>Can you edit this?</i> <i>I'm over the word limit what can I take out?</i>	It is not the responsibility of your supervisor to proofread and edit your assignments. Your supervisor is there to offer general feedback about your academic writing style. It would be acceptable to phrase a question along the lines of...
✓	<i>Please can you review this particular paragraph and provide feedback regarding my academic writing style, is it appropriate?</i> <i>I've tried to write this direct quote in my own words, have I accurately represented the author's point?</i>	These questions above are deemed to be appropriate questions to accompany a draft assignment when seeking feedback from your supervisor, as these are specific and relate to the relevant marking criteria.

	<p><i>Have I developed a reasoned logical argument?</i></p> <p><i>You keep telling me my writing is descriptive but I don't know how to change it? I've provided a section of my assignment can you give me specific feedback on this issue?</i></p>	
X	<p><i>I've looked at the Assessment Guidelines and wondered if this was a suitable focus for my essay, does it meet the guidelines?</i></p> <p><i>Do I have to discuss the reflective model?</i></p> <p><i>Can you direct me to some relevant reading?</i></p> <p><i>I can't find any literature on XXX to support my essay.</i></p>	<p>These questions relate to academic content and you should direct them to the module team through the VLE assessment discussion board. In some cases the module team may consider these as inappropriate questions and you may be directed to other existing available resources.</p>

No work will be seen in the seven working days prior to the submission date. Work will not be seen unless you have previously negotiated this with your personal supervisor.

Communication of marks and feedback

Marks will be released to you within six weeks of the date of submission or examination. Full details of dates are found on your programme Assessment Schedule on the Student Intranet at:

<https://www.york.ac.uk/healthsciences/student-intranet/timetables/assessment-schedules/#tab-5>

Assessment marks are released to you through your e:Vision account. In addition to the marks, individual written assessment feedback will be provided to you for every piece of summatively assessed work, with the exception of closed examinations. Written feedback will be provided within six weeks of the submission/resubmission date. Feedback sheets will normally be uploaded to your e:Vision account. Fail letters are emailed to your university email account. To provide a consistent approach, the Department has a standard feedback form.

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

You are not normally notified that your marks are available. However, 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 of assessments and/or early release of marks.

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 to review your script. The Student Assessment Office needs at least five working days' notice to make arrangements to release your script.

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

If the script is with an External Examiner the Student Assessment Office will advise you and your personal supervisor when it will be available so you can organise a revised review date.

The application form and a flowchart of the request process can be found on the Student Intranet at <https://www.york.ac.uk/healthsciences/student-intranet/teaching/exams/#tab-3>

6.8 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 his/her exam candidate number.

Marking criteria

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

General Marking Criteria relating to each mark-banding are published on the Student Intranet (<https://www.york.ac.uk/healthsciences/student-intranet/teaching/markgrid/>) and are provided to markers to inform the marking process.

For undergraduate work standardised broad assessment criteria are used to allocate weighting of marks for each assessment under the following headings:

- Knowledge and understanding
- Structure and organisation
- Application of theory to practice
- Analysis (including understanding)
- Use of source material

Detailed **Assessment Guidelines** are produced for students and markers for each module's assessment. These are available on the Student Intranet at: <https://www.york.ac.uk/healthsciences/student-intranet/timetables/assessment-guide/>

Arrangements for marking

Double blind marking is where two markers both mark the assessment without access to each other's marks or comments. Markers meet to discuss and agree on a final mark through reference to the criteria and reasoned argument based on evidence. Double blind marking is used for:

- Level 6 (honours) dissertations
- all new assessments

If there is a marker discrepancy of 10% or more the markers will provide a written explanation to the External Examiner explaining how the final mark was agreed.

Moderated marking is where the initial marking is completed by experienced single markers, followed by sample marking by appointed moderator. Moderation marking is used for all undergraduate work that is not double blind marked. The moderated sample comprises:

- all first attempt referrals
- all second attempt failures
- borderline marks (ie marks that are within the 1% below the next class boundary)
- a sample of scripts with marks of 70% or above
- a sample of the scripts from each marking range

Marker/moderator disagreements

If the marker and second marker or moderator are unable to agree on a mark to be awarded, a third internal marker (appointed by the Chair of the Board of Examiners) will moderate. The third marker's mark decision will be final.

6.9 How can I tell if I'm 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.

The Guide is available at:

www.york.ac.uk/media/abouttheuniversity/supportservices/academicregistry/registryservices/Student_guide_to_rules_for_progression_and_awards_in_ug_programmes.pdf

6.10 What happens if I fail a module? (updated 24.02.16)

If you fail a module there are two possible ways in which you may be able to still pass your Stage and progress to the next level.

Compensation and reassessment

All modules taken for part-time Health & Social Care Practice pathways are deemed to be non-compensatable and therefore the University rules regarding compensation do not apply to this programme. However there is a limit on the number of credits that can be failed and reassessed.

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

You can only be reassessed in a module once, without valid mitigation 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 mitigation) in a single stage, and consequently you would be discontinued from your programme.

You are only permitted to fail:

Stage 2 – 90 credits with a mark under 40% (and only 50 credits with a mark under 30%)

Stage 3 – 60 credits with a mark under 40% (and only 40 credits with a mark under 30%) (updated 24.02.16)

You must satisfy the requirements for one stage of your programme before being able to progress to the next stage. You need to get a credit-weighted average mark of at least 40% for each stage (stage mark) in order to progress.

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

For further information on reassessment, see the Student Guide to the University's Rules for Progression and Award in Undergraduate Programmes:

<http://www.york.ac.uk/about/departments/support-and-admin/registry-services/guide/>

6.11 Resits, repeats and readmission (Updated 22.08.16)

If you have failed or missed an examination because of medical or compassionate circumstances the Department may request permission for you to take the examination again 'as if for the first time', which means discounting the failed or missed attempt.

If you want to repeat part of your programme then you will need to show that you have personal circumstances which mean that you did not benefit from the teaching the first time.

If you fail the programme you will not be permitted to restart the same programme at the start of the next academic year. You may be able to access the programme at a later date if the Department is willing to offer you a place and the University Special Cases Committee agrees. This is subject to changes in programme funding arrangements. If you withdraw from your programme then you do not have a right to return to it if you change your mind.

For further information, visit: www.york.ac.uk/healthsciences/student-intranet/

You will need to submit evidence of exceptional circumstances to qualify for resits and repeats. See 'Exceptional Circumstances' section below.

6.12 Programme extensions and termination

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

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

Further information can be found at www.york.ac.uk/students/support/academic/taught/programme/

Also, see 'Exceptional Circumstances' for any other circumstances which may affect you undertaking any assessments.

6.13 Exceptional Circumstances (Updated 22.08.16)

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 account. The Exceptional Circumstances Policy is available at <https://www.york.ac.uk/students/support/academic/mitigation/> and additional information can also be found at <https://www.york.ac.uk/healthsciences/student-intranet/teaching/mitcircs/>

For a list of the circumstances that are normally accepted and not accepted, visit: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/mitcircs/>

Any claim should be made as near as possible to the time that the exceptional circumstances are happening and should normally be supported by independent third party first-hand evidence usually provided by professionally qualified people at the time the events were taking place. Claims will be considered on the basis of the evidence received.

Successful claims will be in relation to evidence of exceptional events only. Relating this statement to the world of work, the principle should be that the event is equivalent in terms of scale, significance and duration to that accepted by an employer from an employee to excuse a period of non-attendance in the workplace.

If your claim is successful and the Committee accepts that your assessment was significantly affected by your circumstances you will normally be given an opportunity to take the assessment again as a first/reassessment attempt with the original first/reassessment attempt being void. If it is an open assessment (for example an essay) then you may be given an extension to the submission date. Grades will never be altered without a further attempt at the assessment.

Deadlines for submitting mitigating circumstances claims in relation to specific assignments are displayed on the assessment schedule. Claims must be submitted by 4.30 on the scheduled deadline.

For mitigation to be considered, the exceptional event will normally need to occur within the 6 week period prior to the submission date (for open assessments) or examination date. Some exceptions may exist so you are advised to consult the deadlines for mitigation displayed on the assessment schedule.

It is essential that an accurate and comprehensively completed claim form is submitted as near to the time of the exceptional event as possible along with any supporting evidence that demonstrates how the problematic circumstances have impacted on your ability to study.

6.14 Making an Appeal

You can appeal against a procedural error in arriving at an academic decision or on the basis of exceptional circumstances that the examiners did not know about (see above) 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 on both terms and how to appeal, visit: www.york.ac.uk/students/help/appeals/

Assistance with appeals and representation at hearings is also available through the Students' Union Advice and Support Centre. All communication is confidential and free. For further information, visit:

<http://www.yusu.org/well-being/asc>

6.15 Your final degree classification

The University applies the following mark scale to undergraduate work:

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

For information on calculating your degree classification, see the Student Guide to the University's Rules for Progression and Award in Undergraduate Programmes.

Borderline classification cases for the BSc in Health & Social Care Practice

Borderline regulations do not apply to the DipHE in Health & Social Care Practice as this award is marked on a pass/fail basis and is not awarded a classification. Therefore your overall award/stage mark must be above 40%.

For the BSc if you miss the classification above by 2% or fewer marks (ie receive a mark of 38-39%, 48-49% 58-59% or 68-69%), using the credit-weighting process, we look to see if you would have a higher classification if the credit-weighted median for the stage is calculated. The next higher classification will be awarded if, and only if, the credit-weighted median for your first attempt marks for the stage produces a final degree classification in a higher classification band.

No other conditions will be applied or assessments undertaken to determine the final calculation.

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

The criteria for part-time students are:

- an overall credit weighted mean mark of 80% or above over modules in stage three
- no first-attempt module marks below 70%
- a dissertation mark of 80% or above

Section 7 Personal Development and Employability

7.1 Careers

Developing your employability is about extending skills, making contacts, broadening ideas, and understanding how to gain and use your experiences to enhance your future prospects. It is a good idea to start exploring career options early in your programme.

The University's Employability tutorial enables you to assess your skills, research career options and access guidance on how to gain experience and develop new skills to prepare for your future. It can be accessed via the VLE: <http://vle.york.ac.uk>

For further information on Careers and employability, visit: www.york.ac.uk/careers or see the University handbook.

7.2 Employability (Updated 22.08.16)

We recognise that at a time in which the University is aspiring to be among the best internationally, the employability of York students, both undergraduate and postgraduate, is of paramount importance: for the students themselves, for league table positioning and for developing effective relationships with external organisations. We believe that an education from York equips students for a range of careers, and provides the tools of discovery and analysis to inform the act of choosing. To this end, we set out a strategy that embraces employability as a skill-set and mind-set valued by the entire University community.

We want all students to leave York equipped to make their mark on society – whether through pursuing research or entering other employment. We want the University of York to be recognised nationally and internationally as a seedbed for talented graduates offering a valuable contribution to the world. A focused approach will enable us to monitor and evaluate our success. We will use the national Destinations of Leavers from Higher Education (DLHE) survey as our measure, setting out an ambitious KPI of 80% of all York graduates achieving a professional/graduate destination by 2018.

We have four strategic aims in support of our vision:

1. Students are expected, and supported, to consider and plan their future options from their first point of contact with York, throughout their time here, and beyond.
2. All York students connect with the working world throughout their university life, via work-based or work-related activities, international experience and events involving employers and/or alumni.
3. All students leave York aware of their capabilities, committed to lifelong learning, and with the confidence, motivation and resilience to excel in their chosen fields.
4. Employers view York as a 'University of Choice' for recruiting high quality students and graduates.

7.3 Personal Development Planning (PDP)

As you work through the Employability Tutorial, you will complete your Employability Plan. You should discuss this with your supervisor on an annual basis; they will arrange a time for this. This is a great opportunity for you to reflect on your personal, academic and professional development and plan for the future.

Your supervisor should:

- encourage you to think through and articulate personal ambitions and possible career paths
- encourage you to think about the skills and attributes you will need to develop and demonstrate in order to achieve your personal, academic and professional aims
- encourage you to seek relevant advice and guidance on these matters from other academic staff, the Careers Service, the College System and YUSU and signpost development that is available within and beyond the curriculum

APPENDIX: LIST OF ACRONYMS AND ABBREVIATIONS

AHR	Applied Health Research
BHF	The British Heart Foundation
BHF	British Heart Foundation
BoS	Board of Studies
CLG	Cooperative learning group
CSU	Clinical Simulation Unit
DH	Department of Health
DoHS	Department of Health Sciences
ECSG	Epidemiology and Cancer Statistics Group
E-OAR	Electronic ongoing achievement record
ESRC	Economic and Social Research Council
FDC	Foundation Programme Committee
FTP	Fitness to Practise
GPhC	General Pharmaceutical Council
GSB	Graduate School Board
HCPC	Health Care Professions Council
LFA	Languages for All
LOA	Leave of absence
LRF	Leukaemia Research Fund
MHARG	Mental Health and Addiction Research Group
MPC	Midwifery Programme Committee
MPH	Masters in Public Health
MRC	Medical Research Council
NACR	National Audit of Cardiac Rehabilitation
NIHR	National Institute for Health Research
NMC	Nursing and Midwifery Council
NPC	Nursing Programme Committee
OSCE	Objective Structured Clinical Examination
PCMIS	Patient Case Management Information System
PG Cert	Postgraduate Certificate
PG Dip	Postgraduate Diploma
PSRB	Professional, statutory and regulatory body
RCM	Royal College of Midwives
RCN	Royal College of Nursing
REF	Research Excellence Framework
RPL	Recognition of Prior Learning

SAO	Student Assessment Office
SCC	Special cases committee
SRB	Seebohm Rowntree Building
SSPRD	Specialist Skills and Post Registration Development
UGB	Undergraduate programme Board
UoY	University of York
VLE	Virtual Learning Environment
YC	York College
YTU	York Trials Unit and Statistics

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