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**Pre-Registration**

**B.Sc. (Hons) Nursing (Adult)**

**B.Sc. (Hons) Nursing (Children’s)**

**B.Sc. (Hons) Nursing (mental health)**

**Course handbook**

**2021/2022**

The University of Worcester is committed to ensuring that disabled people, including those with specific learning difficulties and/or mental health difficulties are treated fairly. Reasonable adjustments to provision will be made to ensure that disabled students and other disabled people are not disadvantaged. This handbook can be provided in a variety of formats upon request.

This handbook is for advice and guidance only and is not a substitute for the formal Academic Regulations and Procedures of the University of Worcester. In case of any conflict these formal statements and requirements take precedence over the handbook.

Every effort has been made to ensure the accuracy of the information contained in the handbook at the time of publication. The University reserves the right to change the information given at any time.

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# Section 1:

## Welcome from the Head of School



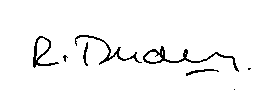
A very warm welcome to the Three Counties School of Nursing and Midwifery. I hope that you will be very happy here and will find your chosen course engaging, challenging and valuable in supporting you to achieve your personal goals.

We pride ourselves on working in partnership with you. I encourage you to engage actively in your programme of study and with your lecturers and to take advantage of the range of opportunities available to you in order to get the best from your course.

My team of experienced and well-qualified academics, researchers, practitioners and support staff are here to help you realise your ambitions to become an outstanding practitioner in your chosen field of study. The School has a national reputation for excellence and you will join an academic community that values and respects individuals, promotes equality and inclusion and empowers and supports you.

Our graduates make a significant contribution to very important roles in society. Our aim is to develop highly employable professionals who are skilled, compassionate, knowledgeable, and critically reflective and who have the potential to make a significant and positive impact on society in the future.

With very best wishes for your future success



**Robert Dudley**

**Head of School – Three Counties School of Nursing and Midwifery**

Welcome from the Head of Department of Pre-registration Nursing**.**

****

Hello, and welcome!

The Three Counties School of Nursing and Midwifery (TCSNM) is comprised of three departments, and I’m the head of the Department of Pre-registration Nursing. I see my job as supporting Anita and Sue and the rest of the course team so that they can get on with delivering the course to you.

Our student numbers have increased significantly in recent years and we are expanding our staff numbers too – you can see details of who we are and what we do at the [School web page](https://www.worcester.ac.uk/about/academic-schools/school-of-nursing-and-midwifery/home.aspx)

You’ll see me in class in the second year, but in the meantime, I join Robert and everyone in extending a warm welcome to you.

Paul Snelling

[p.snelling@worc.ac.uk](mailto:p.snelling@worc.ac.uk)

Room EE2020

## Welcome from the Course Leaders

On behalf of the pre-registration nursing course team, We would like to welcome you to the Three Counties School of Nursing and Midwifery. We look forward to seeing you develop into skilled, caring, professional, Registered Nurses over the next three years. This course handbook provides you with important information about your course. Please take time to read it, along with module guides and other resources available to support your studies.

Patients want to be cared for by nurses in a way that meets every person’s health and social care needs (Patients’ Association, 2018). The NMC (2018) Future Nurse Standards of Proficiency set out what you will be expected to achieve by the end of your course. Here is a link to these standards <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/future-nurse-proficiencies.pdf>

Nurses need to be able to deliver care that is safe, effective and of high quality. The Nursing and Midwifery Council Code (2018) is a set of guiding principles for nurses. The Code (2018) says that nurses must prioritise the needs of people, work in partnership with patients and work using the best possible evidence. We need to ensure that the public are safeguarded by you becoming responsible, accountable and autonomous professionals.

The world of health care today is diverse, rapidly changing and complex. You will care for patients in a wide variety of settings during your course. These patients will have physical, social, cognitive, behavioural or psychological needs, and will be of differing ages and social backgrounds. Because of the high demands made of nurses today, you need to learn in both practice and at the University in order to develop the skills and knowledge you need to be able to deliver high quality, evidence- based nursing care, and to meet patients’ expectations.

The nursing course includes students from three fields of practice. Each field shares a common philosophy but there are some key differences too.

**Nursing (Adult) Philosophy**

The adult nursing field of practice modules focus on the needs of adults with a diverse range of healthcare needs, including physical and emotional care requirements, particularly addressing the needs of the ageing population. Adult field of practice nurses need to be articulate, flexible decision makers, able to promote health and well-being, prioritise and coordinate effective care and implement evidence-based nursing practice. They will work collaboratively with other professionals, service users and their families, respecting their rights, choices and wishes. The emphasis is on providing a high-quality experience for all service users, in a wide range of healthcare settings.

**Nursing (Children’s) Philosophy**

Meeting the specific needs of children, young people and their families is at the core of children’s nursing. The programme aims to produce safe and responsive practitioners who can work effectively across traditional boundaries in a collaborative way, providing high quality child and family centred care that meets the demands of integrated child health and social care provision. Future children’s nurses need to be able to empower each child and their family to receive individualised care, enabling each child to reach their full potential.

**Nursing (Mental Health) Philosophy**

The mental health nursing field of practice recognises the inclusion of service users and carers as an integral part of the delivery of the programme. This will ensure that person-centred recovery processes are addressed throughout the programme in the development of the student. The mental health field of practice modules will be further informed by critical engagement with current mental health agendas and developments.

We will support your progression on the programme (see below). You can contact me by email at

We do hope that you enjoy your time as a BSc. (Hons) Nursing student. We look forward to working with you over the course of your programme as you begin to develop the knowledge, skills and attributes to enable you to become caring, compassionate and competent nurses.

Anita Hobday

Course Leader

Deputy Head of Department



Susan Thomas

Course Leader

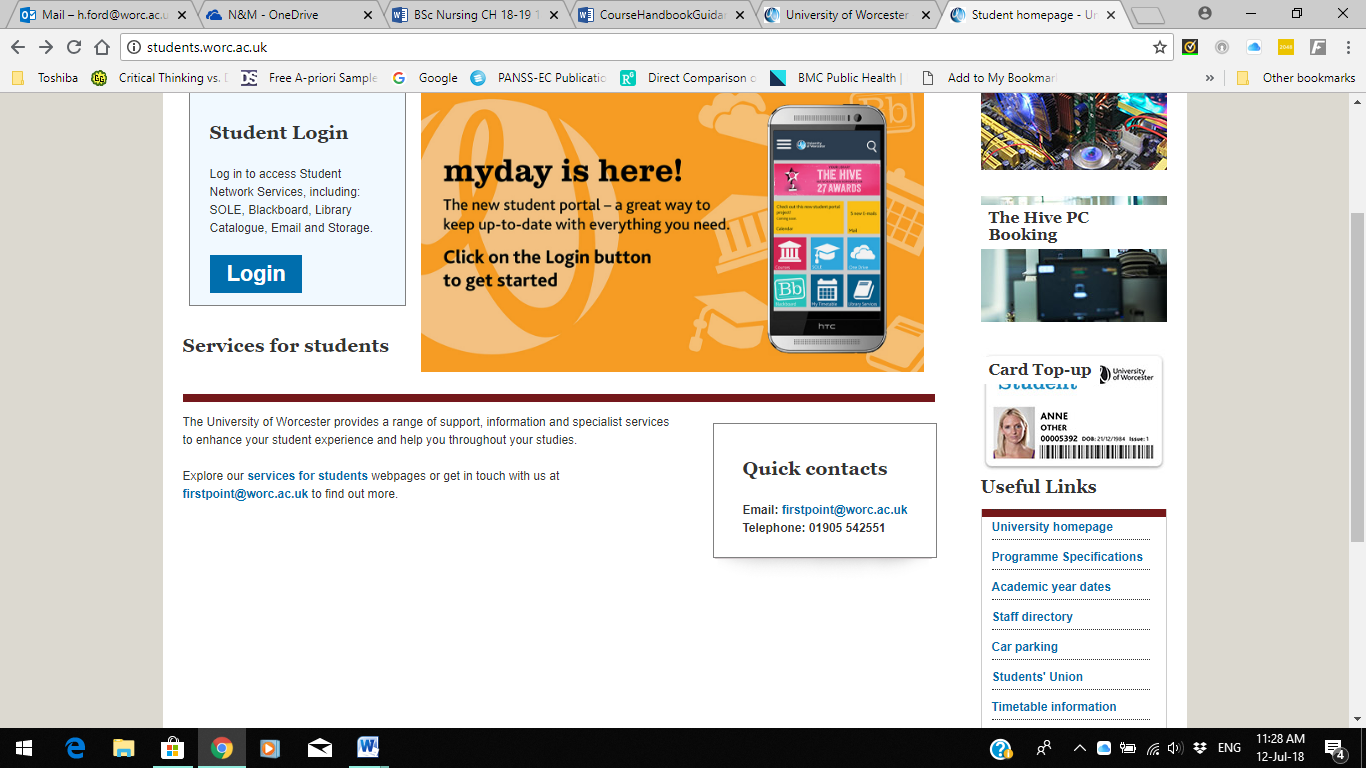
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**How do I contact staff?**

You can make appointments with University tutors by contacting them via telephone or e- mail. Email addresses and telephone numbers can be found on your student webpages, as you can see in the screenshot below. Look for ‘staff directory’.



The best way of contacting members of staff is by email as we may not be in our offices. Please allow five working days for a response. Staff working hours are usually Monday to Friday, 9am to 5pm, unless evening teaching is scheduled. Staff will not be available on public holidays, during annual leave or other absences; an out- of- office email will direct you to the appropriate person to contact.

**You must use your University of Worcester email address**. Lecturers **will not** acknowledge emails sent from other email addresses.

IT can provide guidance to help you set up your university email account so that emails are forwarded to your home email address, however when you send emails, you must ensure they are sent from your university email address not your home email address. Contact IT here <https://www.worc.ac.uk/ict/>

When emailing staff please include the following details:



Name

Student number

Cohort

Field of Practice

Placement (if applicable)

Unless it is an emergency, please book appointments to meet with tutors outside of timetabled theory or practice placement times.

## Introduction to the Course

This exciting and transformational BSc. (Hons) Nursing programme has been developed collaboratively with practice partners, service users and students, in response to both policy and regulatory developments including:

[Shape of Caring: Raising the Bar (2015)](https://www.hee.nhs.uk/sites/default/files/documents/2348-Shape-of-caring-review-FINAL.pdf)

[The NHS Long Term Plan (2019)](https://www.england.nhs.uk/long-term-plan/)

[NMC (2018) Future Nurse: Standards of Proficiency for Registered Nurses](https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/)

[NMC (2018) Realising Professionalism: Standards for Education and Training](https://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/)

[NMC (2018) Realising Professionalism: Standards for Student Supervision and Assessment](https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/)

[NMC (2018) Realising Professionalism: Standards for Pre-Registration Nursing Programmes](https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/)

At its heart is the recognition that nursing is an evolving, professional, practice-based and academic discipline. As a Registered Nurse, you can expect to have an increased role in leadership and decision-making, working autonomously in integrated care teams. Transformative learning is central to the development of nursing professionals, who are competent and confident to deliver high-quality, compassionate, evidence-based, person-centred care. As a graduate nurse, you will also contribute to the promotion of health and well-and being of people, while having the applied knowledge, advanced skills and attributes to meet the increasingly complex care needs of patients and their families.

The course has been designed to enable you to meet the NMC (2018) proficiencies and the communication and relationship management skills and nursing procedures outlined in the

[NMC (2018) Future Nurse: Standards of Proficiency for Registered Nurses.](https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/)

These standards are organised into seven platforms, which are:

1. Being an accountable professional
2. Promoting health and preventing ill-health
3. Assessing needs and planning care
4. Providing and evaluating care
5. Leading and managing nursing care and working in teams
6. Improving safety and quality of care
7. Co-ordinating care

Your course is structured to allow you to achieve all the platforms, associated proficiencies, communication and relationship management skills and nursing procedures, underpinned by the NMC Code, which forms the backbone of your course. These platforms are evident across core, field of practice and practice learning modules, allowing you to revisit the platforms throughout the course as they spiral through the curriculum, allowing you to develop your knowledge, understanding and application of them as you progress from year to year, in both theory and practice modules.

This approach allows you to comprehensively develop knowledge, skills and attributes to allow you to meet the holistic, person-centred needs of all people you may encounter in practice, while having advanced knowledge and skills specific to your chosen field of practice.

**B.Sc. (Hons) Nursing (Adult), (Children’s), (Mental Health): Modules**

The chart below provides an overview of the modules you will study across the course and the semester they occur. These modules differ according to your chosen field and practice and you share a small number of modules with students studying the NMC approved Foundation Degree Nursing Associate.

**\*shared with FD Nursing Associate**

|  |  |
| --- | --- |
| **Year One** | |
| **Semester One** | **Semester Two** |
| **PRNG1101:** Communication and professional values for health and well-being across the lifespan\*  30 credits | |
| **PRNG1102:** Human anatomy and physiology for person-centred care\*  15 credits | **PRNA1101:** Principles of adult nursing  **PRNC1101:** Principles of children’s nursing  **PRNM1101:** Principles of mental health nursing  15 credits |
| **PRNP1101:** Essential skills and nursing practice 1  60 credits | |

|  |  |
| --- | --- |
| **Year Two** | |
| **Semester One** | **Semester Two** |
| **PRNA2101:** Developing person-centred adult health care  **PRNC2101:** Developing person-centred child and family health care  **PRNM2101:** Developing person-centred mental health care  30 credits | |
| **PRNG2101:** Evidence-based practice in health and care\*  15 credits | **PRNG2102:** Fundamentals of medicines management and therapeutics  15 credits |
| **PRNP2101:** Essential skills and nursing practice 2  60 credits | |

|  |  |
| --- | --- |
| **Year Three** | |
| **Semester One** | **Semester Two** |
| **PRNG3101:** Independent study: Critical engagement with practice  30 credits | |
| **PRNA3101:** Challenges and complexity in adult nursing  **PRNC3101:** Challenges and complexity in children’s nursing  **PRNM3101:** Challenges and complexity in mental health nursing  15 credits | **PRNG3102:** Leading and managing nursing care  15 credits |
| **PRNP3101:** Essential skills and nursing practice 3  60 credits | |

* PRNGxxxx are modules that are shared between all fields of practice.
* PRNAxxxx are adult nursing modules.
* PRNCxxxx are child nursing modules.
* PRNMxxxx are mental health nursing modules.
* PRNPxxxx are essential skills and nursing practice modules.

## Induction Arrangements

Being a student at University is an opportunity to take part in the many activities and societies that are available to help you feel part of the University community. The Induction Team start induction with 3 on-line introduction sessions designed to answer the immediate questions many students have prior to starting a course and to give you all the opportunity to exchange details so that you start to become part of the cohort. The course induction week is the first week of year 1. Welcome week is the second week of year 1 and this year there will be activities that will take place mostly on-line. There will be some activities that may be take place in person. During Welcome week you will be able to:

* Meet the other students in your group (you may already have met some of them via Facebook, or the online pre-induction sessions)
* Meet the course team, including practice partners
* Meet with your Personal Academic Tutor/Academic Assessor
* Register for modules (if you haven’t already done so)
* Find out essential information- what your timetable looks like, where you will be studying, how to find information when you need it
* Find out useful information about fees, travel claims
* Find out about sources of support available at the university including library resources
* Opportunity to join a nursing or professional Union (RCN, Unison)
* Take part in Welcome Week Activities organised by the Students’ Union
* Join UW societies – there is a Nursing Society

Your induction is facilitated by a team of staff members, many you will have met some of them during selection events or via the online induction group.

A mandatory cross Trust induction day is also part of the induction process where you will have opportunity to meet the practice educators/facilitators that work in our partner Trusts.

In addition, at the start of each placement an individual placement induction/orientation takes place.

In year 2, the first week of your year will have induction activities to help you get back into study after your holidays and help you transition from one year to the next. This can include meeting with your personal academic tutor (PAT)/Academic Assessor (AA)to review any goals you had set to make sure you achieve your full potential or catching up with services in First Point.

In year 3 you will have a one or two day induction focussing on the transition from level 5 study to level 6.

**University calendar**

This can be found by following the link:

<https://www2.worc.ac.uk/registryservices/documents/University_Calendar_2021-22_.pdf>

## Course Calendar

Your course is full-time and each year you will have 48 weeks of study and 7 weeks of pre-planned annual leave.

The academic year is split into two semesters. For years 1 and 2, Semester one starts on 6th September 2021, with induction weeks. For year 3 students your course recommences on Week commencing 13th September 2021. 1st. Semester one finishes mid-February, with semester two starting straight after. Semester two finishes in July and your academic year will complete in September, when you will progress to the next academic year.

Your course requires you spend 50% of your time in theory and 50% in practice. Below shows how this breaks down across the course. It demonstrates that you spend more time in theory initially, as you are introduced to studying and by the third year you are spending significantly more time on placement, to aid your transition to being a Registered Nurse.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part (year)/level** | **Theory (weeks)** | **Practice (weeks)** | **Reassessment/Independent study/Professional Development (PD) weeks** | **Pre-Planned Holiday** |
| **One L4** | 14 | 14 Placement  12 Skills/simulation | 41 +7weeks ID/PD/reassessment | 7 weeks |
| **Two L5** | 10 | 17 Placement  10 Skills/simulation | 42 + 7 weeks ID/PD/reassessment | 7 weeks |
| **Three L6** | 13 | 25 | 42 + 7 weeks ID/ PD/reassessment | 7 weeks |

Your cohort (September 2021) is organised into 2 streams:

* **Severn:**
* **Cam**

Both streams have adult, child and mental health student nurses. However, child and mental health students are taught in one stream. Please see your timetable to found out which weeks these are.

You will be allocated to streams by the Admissions Team once you have accepted the University’s offer, and they aim to balance the number of students in each stream overall. You cannot change streams once you have been allocated. The Admissions Team will have sent you the appropriate course planner as part of your Welcome Pack which will tell you what stream you will be in when your course starts.

September 2020 cohort, who are starting year 2 of this course, are also organised into 2 streams:

* **Isbourne**
* **Cam**

September 2019 cohort, who are starting year 3 of this course, are also organised into 2 streams:

* **Avon**
* **Teme**

**What is the plan for my study each year?**

You will receive a year-by-year annual planner which details the modules you will be taking and the days they will be delivered. It also details dates of placement blocks and skills sessions.

**Please note: these can change**, although we will not move holiday weeks unless we consult with your cohort first. The most up- to-date versions will be on Blackboard under pre-registration nursing >> progression information >> planners

More detailed timetables will be located on individual module blackboard pages.

# Section 2: Course Learning Outcomes and Structure

## What are the aims of the course?

Overall, the course has nine aims, which you will achieve by the end of your studies:

1. Provide a variety of learning opportunities and resources, which facilitate the integration of theory and practice, to safely and effectively support students to confidently achieve the seven platforms and associated skills annexes of the [NMC (2018) Future Nurse: Standards of Proficiency for Registered Nurses](https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/), ensuring eligibility to register with the NMC, as a Registered Nurse: Adult, Children’s or Mental Health.
2. Develop competent, compassionate, autonomous and accountable professionals, who are fit for purpose, who practice in accordance with [NMC (2018) The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives](https://www.nmc.org.uk/standards/code/).
3. Ensure the public are safeguarded and protected, by empowering students to recognise the need to raise concerns when patient safety is put at risk
4. Facilitate the development of contemporary knowledge, skills and attributes to meet the holistic, person-centred care needs of individuals from across the life-span on the health-illness continuum. Additionally, developing the applied knowledge and advanced technical skills required to meet the complex needs of individuals and their families from their chosen field of nursing
5. Empower and support students to become resilient, caring, reflective, life-long learners, applying a wide-range of evidence-based knowledge to underpin their professional practice in evolving and diverse healthcare environments
6. Develop nurses who are aware of key health priorities, recognising their role in promoting health and preventing ill-health, by empowering individuals and communities to manage and be responsible for their own health, behaviours and choices
7. Promote a diverse range of communication and relationship management skills, that facilitate partnership working with patients, their families and the wider health and social care team, supporting equal access to high quality care
8. Foster leadership, clinical reasoning and decision-making skills needed to effectively manage and delegate nursing care/interventions, to be a proactive, equal member of inter-disciplinary teams and contribute to the development, delivery and evaluation of safe, effective, high-quality care provision
9. Promote non-judgemental, equitable and anti-discriminatory practice, providing high-quality care that respects dignity and is delivered compassionately, prioritising the needs of patients and their families, taking account of their circumstances, characteristics and preferences

These aims are mapped to each module so you can see how each module contributes to their achievement. Find this in Appendix 8.

**University Graduate Attributes**

The University has a set of five graduate attributes – high level skills, qualities and understandings – that we aim to develop in all of our students.  Here we set out what this means in the context of your course and how we support you in developing and demonstrating these attributes.

**Social responsibility**

Graduates who are globally and socially responsible, culturally aware and understand the ethical impact of decisions

**Reflective and resilient lifelong learning**

Graduates who are resilient and aspirational, intellectually curious and critically reflective lifelong learners

**Problem solving**

Graduates who can employ analytical, creative and evaluative skills to investigate problems and propose viable solutions

**Teamwork and effective communication**

Graduates who can work in teams and communicate effectively to a range of audiences

**Digital citizenship**

Graduates who have high degrees of digital capability to actively and responsibly create, communicate and collaborate online.

The above attributes in conjunction with the course learning outcomes come together to ensure our graduates are ready to take on the responsibilities of a registered nurse, abiding by the NMC Code of Conduct (2018). These combined outcomes and attributes reflect the following policies and standards:

[Shape of Caring: Raising the Bar (2015)](https://www.hee.nhs.uk/sites/default/files/documents/2348-Shape-of-caring-review-FINAL.pdf)

[The NHS Long Term Plan (2019)](https://www.england.nhs.uk/long-term-plan/)

[NMC (2018) Future Nurse: Standards of Proficiency for Registered Nurses](https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/)

[NMC (2018) Realising Professionalism: Standards for Education and Training](https://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/)

[NMC (2018) Realising Professionalism: Standards for Student Supervision and Assessment](https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/)

[NMC (2018) Realising Professionalism: Standards for Pre-Registration Nursing Programmes](https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/)

Each student takes responsibility for their knowledge, skills and behaviours while being supported by the PAT system adopted by the University of Worcester. The module content, delivery and assignments aim to enhance this process and enable a positive outcome with each student committing to these attributes and the overarching learning outcomes discussed below.

## What are the intended learning outcomes for the course?

The course has a number of overarching learning outcomes, detailing the knowledge and understanding, cognitive and intellectual skills, skills and capabilities related to employability, and transferable/ key skills.

**Intended Learning Outcomes**

|  |  |
| --- | --- |
| **Knowledge and Understanding** | |
|  | |
| **LO no.** | On successful completion of the named award, students will be able to: |
| 1. | Apply knowledge of biological science including biochemistry, microbiology, anatomy, physiology, pathology, therapeutics and pharmacology to the assessment, planning and evaluation of person-centred care in diverse contexts; |
| 2. | Apply knowledge and understanding of human development, aging, death, social and behavioural sciences to the delivery of nursing practice across the life-span; |
| 3. | Recognise and apply knowledge of commonly encountered mental, physical, behavioural and cognitive health conditions to the delivery of person-centred care across the life-span; |
| 4. | Apply a critical understanding of co-morbidities and complex nursing, health and social care needs to advanced nursing practice in relation to chosen field of practice; |
| 5. | Apply the principles of health promotion, protection, prevention and improvement to identify and respond to health priorities across diverse communities and the health-illness continuum; |
| 6. | Critically examine local and national policy, legal, ethical, regulatory and professional frameworks and their application to contemporary nursing practice; |
| 7. | Apply principles of research to inform nursing care and the provision of evidence-based nursing practice; |

|  |  |
| --- | --- |
| **Cognitive and Intellectual Skills** | |
|  | |
| 8. | Utilise research and the application of evidence to inform clinical and critical thinking, develop problem-solving, individual and shared decision-making in diverse and complex situations; |
| 9 | Apply reflective practices, to develop resilience and take responsibility for own learning and continuing professional development; |
| 10. | Create and develop logical evidence-based discussions and conclusions, while appreciating the conflicting, ambiguity and limitations of current knowledge; |
| 11. | Apply research methods and techniques learned to review, consolidate and apply knowledge to initiate and complete an independent study which critically and ethically engages with professional practice; |

|  |  |
| --- | --- |
| **Skills and Capabilities related to Employability** | |
|  | |
| 12. | Demonstrate professional values, competence, confidence and autonomous nursing practice underpinned by the NMC Code and Standard of Proficiency for Registered Nurses; |
| 13. | Demonstrate the nursing procedures required to provide safe, culturally aware, holistic, compassionate and evidence-based person-centred care, that recognises individual needs and priorities; |
| 14. | Respect the dignity and rights of individuals, challenging discriminatory practice and promoting equitable access to healthcare; |
| 15. | Critically reflect on own role in safeguarding vulnerable individuals and apply a professional duty of candour, to escalating concerns and learn from critical incidents to ensure public protection; |
| 16. | Apply leadership skills, to prioritise, delegate, manage change, monitor risk and evaluate service provision; |
| 17. | Act as professional role model, guiding, supporting and supervising members of the care team; |

|  |  |
| --- | --- |
| **Transferable/Key Skills** | |
|  | |
| 18. | Apply numeracy, literacy, digital and technology skills to own learning and professional clinical practice; |
| 19. | Effectively utilise communication and relationship management skills which promote optimum engagement with people of all ages, with diverse needs and limitations; |
| 20. | Work in partnership with people, families and carers and as an active and equal partner in inter-professional team-working. |

These Learning Outcomes are mapped to each module so you can see how each module contributes to their achievement. Find this in Appendix 8.

## What modules will I be studying?

The course is made up of individual units of study called modules. Each module carries a number of credit accumulation and transfer (CAT) points, and you will study 120 credits worth of modules in years 1, 2 and 3, to make 360 credits in total.

Theory modules are either 15 or 30 credits, while practice learning modules are 60 credits. Staff will help you understand the requirements for the academic levels as you reach each year of the course.

For your field of practice, the modules that you study are all mandatory. There are no optional modules. These tables below show the award map for modules you will be doing in your course each year.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Title: B.Sc. (Hons) Nursing (Adult), (Children’s), (Mental Health)** | | | | | |
| **Level 4** | | | | | |
| **Module Code** | **Module Title** | **Credits** (Number) | **Status**  Mandatory (M) | | |
| **Adult** | **Children’s** | **Mental Health** |
| PRNG1101 | Communication and professional values for health and well-being across the lifespan\* | 30 | M | M | M |
| PRNG1102 | Human anatomy and physiology for person-centred care\* | 15 | M | M | M |
| PRNA1101 | Principles of adult nursing | 15 | M |  |  |
| PRNC1101 | Principles of children’s nursing | 15 |  | M |  |
| PRNM1101 | Principles of mental health nursing | 15 |  |  | M |
| PRNP1101 | Essential skills and nursing practice 1 | 60 | M | M | M |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 5** | | | | | |
| **Module Code** | **Module Title** | **Credits** (Number) | **Status**  Mandatory (M) | | |
| **Adult** | **Children’s** | **Mental Health** |
| PRNG2101 | Evidence-based practice in health and care\* | 15 | M | M | M |
| PRNA2101 | Developing person-centred adult health care | 30 | M |  |  |
|  |  |  |  |  |  |
| PRNC2101 | Developing person-centred child and family health care | 30 |  | M |  |
| PRNM2101 | Developing person-centred mental health care | 30 |  |  | M |
| PRNG2102 | Fundamentals of medicines management and therapeutics | 15 | M | M | M |
| PRNP2101 | Essential Skills and Nursing Practice 2 | 60 | M | M | M |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 6** | | | | | |
| **Module Code** | **Module Title** | **Credits** (Number) | **Status**  Mandatory (M) | | |
| **Adult** | **Children’s** | **Mental Health** |
| PRNG3101 | Independent Study: Critical engagement with practice | 30 | M | M | M |
| PRNA3101 | Challenges and complexity in adult nursing | 15 | M |  |  |
| PRNC3101 | Challenges and complexity in  children’s nursing | 15 |  | M |  |
| PRNM3101 | Challenges and complexity in  mental health nursing | 15 |  |  | M |
| PRNG3102 | Leading and managing nursing care | 15 | M | M | M |
| PRNP3101 | Essential Skills and Nursing Practice 3 | 60 | M | M | M |

## Learning Teaching and Assessment

At the heart of this creative and exciting nursing programme are learning and teaching strategies that promote your active engagement.

Flexible, blended and inclusive learning, teaching and assessment occurs across theory and practice settings in an integrative and transformational way.

The programme is challenging and focused on you as a nursing student. You will use scenario-based and e-learning strategies, rooted in the real world of contemporary health and care practice. This approach allows you to build knowledge, solve problems and make decisions.

The programme consists of core, field of practice and practice learning modules and provides opportunities for shared learning across fields of practice and with nursing associate students.

Trainee nursing associate students or apprentices and B.Sc. (Hons) nursing students share 2 modules (PRNG1101 and PRNG1102) in year one and 1 module (PRNG2101) in year 2. You will also have opportunity to learn and work alongside each other during skills and simulated learning sessions and during practice learning. This will provide you with opportunity to understand each other’s role in providing nursing care.

Opportunities exist during enhanced learning days, workshops, during skills and simulated learning and in the practice setting to work and learn alongside a range of other professionals including midwifery, social work, paramedic, occupational therapy and physiotherapy students.

**Teaching Theory**

The modules you study have a PRNA (adult), PRNC (children’s), PRNM (mental health) or PRNG (core) code.

All nurses must be able to care for people at any stage of life, who may have a range of behavioural, mental, physical or cognitive health challenges. Each field of practice may focus on different aspects of these health challenges, requiring different levels of knowledge. The course uses a number of teaching and learning strategies to enable you to develop these capabilities.

At the heart of this is the expectation that you will be an equal and full partner with academic staff. We encourage you to develop your own opinions and thoughts, using the best evidence available to inform your opinions. Inclusive learning is embedded into the teaching and learning strategy, using a variety of key features that are described below.

Blended learning is an important feature of your course. This approach makes use of face- to- face and online learning. Before taught sessions, you will be given resources online to read, listen to and think about. This will start you off with some knowledge to bring to taught sessions. Taught sessions take different formats:

* Lead lectures. The aim of lectures is to give you some key information about a topic. You are expected to do some more reading and thinking after lectures though, to develop your knowledge further.
* Masterclasses. These can be in small or larger groups. An expert- perhaps an expert nurse- will develop your knowledge and understanding about an important topic.
* Seminars. You will work with peers in smaller groups. Having done the preparation work, you can discuss, chat, reflect in groups to develop your thinking and evaluation skills, and make sense of the information covered in lead lectures.
* Some of these classes will be face-to-face and others delivered online via Collaborate- a bit like FaceTime but delivered through the University’s virtual learning environment (VLE).
* As part of the University of Worcester’s commitment to keep students safe during the COVID-19 pandemic, the university will be following government guidelines and deliver a curriculum that reflects a blended learning approach with an emphasis on face to face teaching dependent on the subject and need to manage risk. Below is a guide to how each module will be delivered

|  |  |  |  |
| --- | --- | --- | --- |
| Module Code | Wholly online | Partly online\* | Campus based |
| PRNG1101 |  | X |  |
| PRNG1102 | X |  |  |
| PRNA1101 |  | X |  |
| PRNC1101 |  | X |  |
| PRNM1101 |  | X |  |
| PRNP1101 |  | X |  |
| PRNG2101 |  | X |  |
| PRNG2102 |  | X |  |
| PRNA2101 |  | X |  |
| PRNC2101 |  | X |  |
| PRNM2101 |  | X |  |
| PRNP2101 |  | X |  |
| PRNG3101 | X |  |  |
| PRNG3102 |  | X |  |
| PRNA3101 |  | X |  |
| PRNC3101 |  | X |  |
| PRNM3101 |  | X |  |
| PRNP3101 |  | X |  |

At the core of University of Worcester’s learning and teaching is a commitment to active, flexible learning incorporating of real-world learning opportunities for employment and personal growth.

The University of Worcester (UW) aims to teach as much face to face on campus with only those modules and or sessions that lend themselves to on-line teaching continuing delivery in this manner.

Each 15-credit module has 36 hours blended learning contact teaching hours, these modules will be delivered during 2020/21 predominately on-line during semester one. As Covid-19 restrictions ease, greater face to face classroom delivery is anticipated in semester two.

A lot of theoretical content will be delivered on-line ‘synchronously’, at the same time and date as it would have been delivered in the classroom. All sessions delivered synchronously will be recorded to permit students to access the recording ‘asynchronously’. Where classroom sessions would involve small group activities, these will continue using online group sessions.

For Essential Skills and Practice Learning will take place with students wearing PPE. Students will complete approximately 50% of their simulated learning hours face to face in the skills and simulation suite, with the remaining hours consisting of technology supported simulation including face to face interactive skills and simulation via the VLE, e-learning packages and the use of clinicalskills.net to support and complement face to face delivery. All skills and simulated practice timetables have been developed collaboratively with practice partners. Service users are involved in both face to face and technology supported simulation in a variety of ways including direct involvement in the skills session, through the use of service user developed resources including videos and scenarios. All students will complete mandatory PPE training, including reviewing a Trust induction video regarding applying and removing PPE.

## Being on campus.



Your safety is most important to us, our campuses are open and we are planning for as much in person learning to take place as possible. For information on this please follow the link: <https://www.worcester.ac.uk/contact/coronavirus/student-faqs.aspx>

Government guidance changes, and this page will have the information you need about how the university implements this.

## What hours can I expect to be on campus?

Each 15 credit module has 36 taught hours included. The blend of how this is delivered will be identified on each module timetable following the mix described above. Theory modules are taught over a two-week period which means you will need to do reading and preparation in the evenings. This does mean that the theory modules are intense but you will be able to concentrate on one module at a time. Before this method of delivery was adopted students reported that found it difficult to do more than one module at any one time.

We would encourage students to make the time on campus a priority and as such access some on-line delivery using the computer facilities on campus, particularly if your module is using a blended learning approach on any given day.

PC or Macs are available across the campus, and the Hive has a huge range of resources to enhance your study and there are measures in these areas to keep students COVID safe – please follow directions you are provided.

|  |  |
| --- | --- |
| **Campus** | **Location** |
| Charles Hastings | CHLG022  CH1001  CH1007  CH1009 |
| Edward Elgar | EEG023  EE1021 (Mac)  EE1101  EE1022  EEG031 |
| Pierson | PN1001  PN1002 (Mac) |

## Scenario-based Learning

To help you learn about the diverse needs of adults and children, you will be using case studies developed in collaboration with our service-user partners. These case studies will use fictitious people with a range of physical, social, mental health, cognitive and behavioural needs. Using these case studies will allow you to appreciate the complex needs that people across the lifespan have, and how nurses can help people to meet the challenges these needs present. People must be empowered to be as independent as possible, and nurses have a key role in supporting people to make and prioritise their health choices. Through using the case studies, you will be able to share learning with peers and so develop the knowledge, understanding, skills and attributes you need to be able to meet the holistic needs of people you care for.

In year 1, for example, you will learn:

* how to communicate effectively, orally and in writing, individually and in groups
* the importance of health promotion and understanding how social factors affect health
* anatomy and physiology applied to nursing
* the values and principles of professional practice for your chosen field
* legal and ethical requirements
* what reflective practice is and how to reflect

In year 2, you will learn:

* how to find, appraise and evaluate best evidence for nursing practice
* medicines management
* how to assess and prioritise care for people in your chosen field of practice
* how to evaluate care and its effectiveness
* how to learn more independently

In year 3, you will learn:

* how to carry out an independent study of your own choice
* how to coordinate and deliver care for people with complex needs
* how to lead and manage in teams
* how to supervise others

Theory modules are assessed using a range of different approaches, with some modules offering an element of choice. Below gives you some examples of the type of assignment you will need to complete:

**Year 1**

* Scenario-based essay
* Poster or leaflet with supporting paper
* Group presentation
* Unseen exam

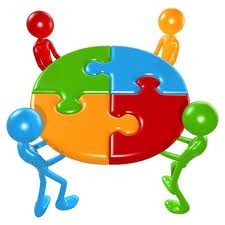
**Year 2**

* Report
* Care plan plus supporting paper or individual presentation
* Unseen, scenario-based exam
* Essay

**Year 3**

* Essay
* Individual presentation
* Independent study

## Learning About and From Other Healthcare Professions

This is an important part of your learning and a requirement of the NMC. Healthcare professions including nursing, nursing associates, paramedicine, occupational therapy, physiotherapy and midwifery are represented at the University. This presents a great opportunity to develop and enhance your understanding of interdisciplinary learning (IDL) and working. We believe that IDL should be grounded in practice as this is where meaningful interaction can take place.

**Year 1**

Professions need to have knowledge and understanding of what their own and other professions contribute to patient care. Taking a patient journey through an episode of care, what professions were involved? What did they contribute? Where were the overlaps and where were the gaps? How are different professions shaped by their own professional Codes?

**Year 2**

Professions work in teams. How do teams work together? What makes an effective team, and what makes teams less effective? What has been the student's contribution to team-working? Including concepts of communication, leadership and management styles, human factors.

**Year 3**

Applying the IDL learning from previous years through multi-professional simulation scenarios to further enhance and embed the IDL. This could include case conferences, learning about transitions of care across the lifespan, simulated ward or community- based scenarios.

Your work will be supported and evidenced through structured e-workbooks, embedded your Pebble Pad workbook.

**Service Users, Carers and Advocates**

The Three Counties School of Nursing and Midwifery recognises the importance of service user, carer and family involvement across its programmes.

IMPACT Service User and Carer Group members are **‘*experts by experience’*,** and they are a valuable and accessible resource for academic staff within the School of Allied Health and Community and Three Counties School Nursing and Midwifery.

IMPACT is well established and committed to supporting a range of activities which are broadly clustered into four core work-streams- Research, Recruitment, Learning and Teaching and Quality.

Within the BSc. (Hons) Nursing programme, service users and their families and advocates are involved as appropriate in a full range of learning, teaching and assessment strategies. They are particularly involved in the inter-disciplinary workshop days each semester, simulated learning and in selection days, for both student and staff.

Service users support the teaching team by sharing with you their ‘real life’ lived experiences. They have been involved in the development of the scenarios used in scenario-based learning, and the scenarios that form the basis of several of the assessment strategies. Where appropriate, service users are invited to be part of the assessment team, particularly in simulation exercises and presentations.

In addition, as part of the assessment of practice learning, service user and/or family feedback will be sought on your performance. This is an integral part of your assessment in placement and dedicated forms are provided within your e-MYE PAD with the expectation that you will receive service user feedback in all placements.

## European Directive 2005/36/EU

The programme also incorporates the requirements for European (EU) Directive 2005/36/EC.

EU Directive 2005/36/EC states that adult field of practice nurses are required to meet the requirements of a general care nurse under European Law. This requires adult nurses to have theoretical instruction on the nature and ethics of nursing, the general principles of health and nursing, basic sciences including anatomy and physiology, and social sciences including sociology and psychology. It further requires them to have theoretical and clinical instruction on medical and surgical nursing, the older adult, childcare and paediatrics, maternity care and mental health.

The EU Directive is fully integrated into the programme allowing all fields of practice to benefit from its requirements, promoting parity of experience across the different fields of practice. You will be able to complete the requirements of this directive in theory modules, placement, clinical skills and simulation, and working with other nurses and professions during practice learning. Spoke placement and enhanced practice learning days will provide you with opportunities to further develop hands-on experiences.

**Alternative Field of Practice Experiences**

While you are a student studying either adult, mental health or children’s nursing, the NMC require you to be able to meet the holistic, person-centred care needs of individuals from across the lifespan on the health-illness continuum. You will also develop the applied knowledge and advanced technical skills required to meet the complex needs of individuals and their families from your chosen field of practice.

To facilitate this, modules provide opportunities to learn about the needs of individuals across the lifespan with a range of mental, physical, cognitive and behavioural health challenges. During practice learning the use of spoke placement experiences and enhanced practice learning days will provide you with opportunities to further develop awareness, knowledge and skills.

To help you evidence your clinical experiences in relation to the EU directives and alternative field of practice care, for your final Essential Skills and Nursing Practice module (PRNP3101), you will be required to complete and submit (via your Pebble Pad e-workbook) an EU directive/alternative field of practice evidence form. This will be reviewed by your academic assessor and is a pass/fail only requirement of this module.



## Will I need to study in my own time?

Definitely! You will need to work outside of class time to develop your skills, knowledge and understanding of the subject. Each module will clearly set out some pre and post session study materials and this is where we would expect you to start planning your study for modules.

You will find lots of resources online, in the library (the Hive) and via databases to help your learning. You will need to study in your own time to:

* Develop your knowledge and understanding about topics covered in lectures and seminars, using the guided study recommendations
* Find additional information for your assignments. Don’t just rely on the set texts for a module
* Consolidate your knowledge and improve your academic skills

You can expect to do around 19- 25 hours of independent study per week. A 15-credit module equates to 150 hours of your effort. If you have 36 hours of contact time/blended learning per 15 credit module, this means you can expect to be working independently for 114 hours on the module work, including preparing for assessments. Depending on the module delivery you may need to do this in the evenings and at weekends.

The precise independent study hours will depend on the year of study as in the final year there is normally more independent study time. This will allow you to complete an independent study, a sustained piece of individual work, which critically and ethically engages with professional practice, relevant to your chosen field of practice.

Your year planner also identifies independent study weeks. These are built into the year to provide you with additional time to work on your assessments. Please note: these are not holiday weeks!

## What other resources are available to help me study?

While encouraging independent learning we also acknowledge the importance of peer supported learning. Therefore, for each year of study you will be allocated a group learning platform within BSc (Hons) Pre-registration Nursing tab on Blackboard. This will be available through Collaborate virtual classroom so that your group can meet to discuss course work, work on projects, assignments, and review teaching materials.

The VLE will also contain e-learning resources to support you and help personalise your learning:

* Anatomy and physiology will be supported by A&P Connect, an online resource by McGraw-Hill. This will contain quizzes, diagrams, and interactive tools to help you learn.
* Numeracy and medicines calculations will be supported by Safe Medicate. This e- resource aims to be as realistic as possible with tablets, injections and liquid medicine calculations.
* ClinicalSkills.net will support your learning during skills and simulated learning.
* Your Essential Skills and Nursing Practice modules use Pebble Pad as a structured e-workbook and your practice assessment document (MYE PAD) will be electronic, embedded in Pebble Pad.
* Each module will have a selection of quizzes and resources on the VLE.
* The library is a key resource for you. There are physical resources (i.e. books) plus lots of online resources.

## Personal Academic Tutors (PAT)



Personal academic tutoring is at the heart of supporting you personally, professionally and academically. The programme team believe that the personal academic tutor system is fundamental to your success.

Your personal academic tutor will help you develop:

* Awareness of you own strengths and weaknesses
* A clear vision of what you want to achieve through HE study
* Greater understanding of how study in your discipline area at the University can help you towards your goals
* Responsibility for your choices in modules, work and social life
* A reflective approach to the feedback you receive on your work
* A sense and a record of progression and achievement in your development of subject and generic skills and attributes (qualities)
* An ability to use this greater awareness to articulate the benefits of your HE experiences to others including employers.

The personal academic tutor will also:

* Respond to your requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities
* Provide information for and assist in the drafting of the University reference at the end of your course
* Will also act as your Academic Assessor (AA) (see “who will support me in practice” section p.64)

Your Personal Tutor/Academic Assessor (PAT/AA) will (in general) be from your year teaching team (i.e. Year 1 Year 2 and Year 3) and will support you through the f that year journey. Throughout the programme you are advised to maintain regular contact with your personal academic tutor, with email being the communication tool of choice. The NMC requirements mean that every year you will be allocated a new PAT, this is a slight adjustment to the University [PAT model](https://www2.worc.ac.uk/aqu/documents/Personal_Academic_Tutoring_Policy.pdf).

We recognise that the first year of any undergraduate programme can be a daunting experience, so you will meet your first year PAT/AA during the induction period. Within the first six weeks of the academic year, you will need to meet with your PAT/AA, at which time you will be encouraged to provide your PAT with some information about your aspirations, successes, and challenges so they can get to know you better. At the end of semester 1, you will meet with your PAT/AA again - by this time you will have the results from your first assessments and together with your PAT/AA you will be able to review these results. Your PAT/AA will be able to signpost you to sources of support provided by the University or support your learning by helping you with key skills such as academic referencing. You will also do this at the end of semester 2.

During year two, you will repeat this and meet with your PAT/AA three times to review progress.

During the third year, as well as your academic and personal progress, the focus of the tutorials will be on your personal professional development planning and employability. Your PAT/AA will provide your end of course reference too.

Your PAT will record an outline of meetings on the student record system (SOLE).

While it is unlikely, you may request a change of personal academic tutor (or vice versa). This is usually possible by the completing a ‘change of tutor’ form, available on Blackboard, which is forwarded to the Course Leader, at whose discretion the change may be permitted. Please note- you will not be able to make a request for a specific personal academic tutor.

**Personal Development Planning**

Your personal academic tutor is central to your personal development planning (PDP).

PDP allows you to reflect on your own learning, performance and achievements in a structured and supported way. It also provides you with opportunity to plan your personal, educational and career development and it facilitates integration of theory with practice. For nursing students, it helps support the development of portfolio building skills, including reflections, which are required in your future career as a registered nurse. These activities are encouraged during PD and independent study weeks as well as during PAT meetings.

The practice learning team will provide you with advice and guidance on the use of the Pebble Pad as an e-workbook and e-MYE PAD during the first semester of the programme. Furthermore, emphasis will be placed on the importance of professional development planning and reflection as a tool for learning and development.

Core elements of the personal professional profile include:

* SWOT analysis of strengths and weaknesses
* Inter-disciplinary learning record/reflections from inter-disciplinary workshops/conference days and inter-disciplinary learning and working in practice
* Certificates from any workplace study days and evidence of learning
* Reflective accounts of learning in theory and practice
* Evidence of achievement of the EU Directive 2005/36/EC
* Evidence of achievement of alternative field of practice experiences
* Personal development plans in relation to future learning needs – personal, professional and academic

It is expected that the personal professional profile will form the basis of your portfolio, which is an NMC requirement for registered nurses. The profile will also support you when you attend an interview for a registered nurse position, where evidence of your progression and achievement is required. Your personal tutor can support you with the elements of personal development planning, and as Academic Assessor will also be responsible for assessing completion of the elements of the e-workbook, as detailed above.

The *NMC (2019) How to Revalidate with the NMC* requires a commitment to undertake continuing professional development, an essential element of lifelong learning. As a registered nurse you will be required to evidence in a portfolio 40 hours of learning activity, including 20 hours of participatory learning relevant to your practice every 3 years.

For further advice and information see NMC revalidation requirements please see [http://revalidation.nmc.org.uk](http://revalidation.nmc.org.uk/).

## Disability Support

The University has a Diversity and Equality Policy and does not discriminate in the admission, progress and assessment of students. However, any student who embarks on the professional pre-registration nursing course is required to achieve the same outcomes and proficiencies as all students regardless of disability.

The central University Disability and Dyslexia Service within Student Services provides screening and assessment of disabilities, plus specialist disability support. This is a service available to all university students regardless of their course.

Disability advisors can be accessed via First Point. Their role includes:

* Initiation of early support strategies during the induction programme
* Supporting you through both the screening and assessment process of diagnosis if you are suspected of having an undiagnosed disability whilst on the course
* Providing you with opportunity to discuss your learning differences within both the theory and practice learning components of the course and offering support suggestions
* Encouraging and supporting you to disclose your disability within both theory and practice learning environments in order to facilitate safe systems of support and address patient safety
* Ensuring any reasonable adjustments and/or different support strategies you require within practice will be undertaken in conjunction with both the practice supervisor/ practice assessor and practice facilitator/educator

The commitment expected from you as a nursing student with a disability includes:

* Being proactive about seeking support
* Fostering independence rather than dependence of support strategies
* Being self-aware and educating peers when necessary to create conducive learning experiences
* Being respectful of support systems
* Active engagement to disclose your disability within both theory and practice for effective support to be put in place

Meeting your needs as a nursing student with a disability requires a balancing of creative reasonable adjustments and support strategies within a context of professional regulation and competency. Any reasonable adjustments and support strategies must be professionally acceptable and ensure patient safety and can only operate within a culture of open disclosure.

**Inclusive Learning and Teaching**

The course takes an inclusive approach to facilitating your learning, including if you require reasonable adjustments. Blended learning - involving both face-to-face and online sessions via Blackboard Collaborate - supported by a wide range of e-learning resources, will allow you to personalise your learning. Study skills are embedded in the early stages of the course to promote achievement and confidence with learning and assessment. Several modules provide a choice of assessment strategy, recognising that you each learn in a different way. This choice of assessment can lead to increased confidence as it promotes achievement.

In line with the UW guidance on *accessible high-quality placements and work-based learning for all students*, practice learning is inclusive and supports diverse needs. If you have identified learning needs/disability and require reasonable adjustments, the course team will work with the practice setting to ensure these reasonable adjustments are in place. If your health needs require you to have reasonable adjustments made in relation to your practice learning, you will receive an occupational health review (with your consent), which will confirm the required adjustments. Reasonable adjustments may require your placement experience to be changed to tailor the experience to your requirements. If you have a specific learning need or a disability you are encouraged to share this information with your practice supervisor, practice assessor and academic assessor. All practice supervisors and assessors are required to have completed equality and diversity training and supporting you if you have a disability or specific learning need forms part of practice supervisor and assessor preparation.

To read the inclusive assessment policy please follow: <https://www2.worc.ac.uk/aqu/documents/InclusiveAssessmentPolicy.pdf>

## Practice Learning

At the core of the nursing programme is learning in a diverse range of clinical placements, which facilitates work-readiness, personal and professional development.

Mandatory practice learning equates to 50% of the programme credit for each year, with the programme weeks equally shared between theory and practice learning.

Your practice learning is mapped across the programme, gradually increasing as you gain in confidence. By year three you will complete over 60% of the programme in practice learning environments, supporting your transition from student to Registered Nurse.

Placements run in blocks across the year, with experiences normally in a minimum of two practice placements each year in a setting appropriate to your field of practice. The use of ‘spokes’ (visits to other settings) maximise learning opportunities offered by diverse and non-traditional settings, offering exposure to opportunities to care for people from across the life-span, with mental and physical health needs or learning disabilities.

Within each year’s practice module, enhanced practice learning days, rooted in clinical practice, will be organized by the practice module lead. They will provide opportunities to consolidate practice learning, provide opportunity for reflection via clinical supervision activities with academic or practice assessors and supervisors, and opportunity to integrate theory to practice learning. Also, enhanced practice learning days will include practice- based inter-professional learning opportunities.

While on placement you are supernumerary and are supported by a practice supervisor and assessed by a practice assessor, both having undergone appropriate preparation for their roles. This is underpinned by [NMC standards](https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/).

Further support is provided by your PAT, who will act as academic assessor allocated for part of the programme.

You will have access to the internet and library resources whilst on placement.

Practice learning assessment involves the assessment of knowledge, skills, attitude and values progressing from guided participation in care (Year one) to leading and coordinating care (Year 3). Placements are assessed through the e-MYE PAD (Midlands, Yorkshire & East) Practice Assessment Document (e-MYE PAD). This has been developed collaboratively with many other Universities across the UK. You will have a different document for each year (part) of your course, as well as an ongoing record of achievement.

Each student will complete an individual **risk assessment** to identify any individual placement requirements/reasonable adjustments related to COVID-19. These will be completed pre-placement and where an issue is identified this will be shared with our practice partners to facilitate an appropriate practice learning experience.

**Year 1**

* Reflective e-workbook (visual or written), with evidence of medicines calculation test at 80%
* Assessment of practice learning using e-MYE Practice Assessment Document

**Year 2**

* Reflective and analytical e-workbook (visual or written), with evidence of medicines calculation test at 90%
* Assessment of practice learning using e-MYE Practice Assessment Document

**Year 3**

* Critically reflective e-workbook (visual or written), including evidence of achievement of EU directives and medicines calculation test at 100%
* Assessment of practice learning using e-MYE Practice Assessment Document

You will have opportunity to complete a UK or international elective placement, during Year 3, semester one. This can be either a formative four-week experience or a summative 12-week experience, helping with the globalization of your programme and employability.

**Simulated Learning**

To prepare you for practice you will also have a number of skills and simulation days each year. In year 1, you will have 150 hours of skills learning, and in years 2 and 3 you will have 75 hours each year.

Simulated learning usually takes place in the University’s simulation laboratories, replicating community and hospital environments (Sheila Scott, Ability House and ‘old gym’ in Edward Elgar). The learning environment is regularly risk-assessed. There are facilities for video recording and playback to facilitate review and provide feedback on your performance and progression. All skills and simulation activities involve a range of people including students, peers, service users/carers, practitioners, technicians, and academics.

During year one, the emphasis in practice learning modules is on developing essential nursing skills in a safe environment, preparing you for your practice learning experience. As the programme progresses, simulated learning weeks are utilised to promote acquisition of increasingly complex, technical skills including venepuncture and cannulation. A scenario-based approach will usually be utilised. In Year 3, you will take part in a simulation activity or case- conference with other professionals so you can learn about and from other people who contribute to patient care.

To ensure your safety during the COVID-19 pandemic you may be required to undertake simulated learning wearing personal protective equipment (PPE). This will be provided for you, and you will be taught how to use it correctly. It is important that you check communications from university frequently so that you are prepared for sessions as the Government guidance may change.

The following are mandatory sessions. You will need to confirm your attendance and upload evidence of attendance to your e-workbook:

* Moving and handling (annual)
* Basic life support sessions (annual)
* Conflict resolution (annual)
* Fire training (in year one provided in your preparation for practice sessions)
* Data security (annually via e- Learning for Health)



**Please note**: Failure to attend moving and handling, conflict resolution or basic life support **will delay you starting your practice placement**. Completing these sessions is a requirement *before* placement.

Prior to starting your first placement you will be required to complete a ‘*preparation for practice checklist’*, to confirm you understand the professional requirements of practice learning. You will need to upload this to your e-workbook.

## Attendance Requirements

**Theory modules**

You are expected to participate fully in your programme of study, engage actively with learning opportunities, and attend all scheduled sessions (including online sessions).  If you are unable to attend a particular session, you need to contact the module leader as soon as possible to let them know why you cannot attend.  Your engagement with study is monitored. The University has a policy of attendance monitoring and lack of engagement with your study will result in an email asking you to explain your absence. Persistent failure to engage may ultimately result in you being withdrawn from your course.

The [University Student Attendance Policy](https://www2.worc.ac.uk/registryservices/documents/StudentAttendancePolicy.pdf)can be found here.

**Placement**

Given the professional NMC requirements of achieving 2300 hours of practice learning, attendance in the practice learning environment is mandatory. This includes attendance at skills and simulated learning activities. All lost practice hours will need to be made-up and recorded to ensure that the NMC required hours are achieved.

**When can I take holidays?**

To ensure you complete all the theory and practice you need, holidays are pre-planned into your planner. You have seven weeks’ holiday per year. It is important that you keep to these dates- if you take holiday outside these weeks you will be missing something important like classes or placement. You have one or two weeks off at Christmas, a week around Easter, and three to four weeks over summer. If, for some reason, holiday is booked outside these dates you will need to discuss with your PAT because it may impact on your progression and achievement. We cannot authorise holiday taken outside the pre- planned dates.

## Expectations of Student Behaviour in the University

It is expected that you will be punctual in arriving at lectures (and online activities). If you arrive more than 15 minutes late, out of courtesy to fellow students and lecturers, it is expected that you will wait for an appropriate point to enter the session. Students who are continually late for sessions will be referred to their personal academic tutor in the first instance.

Whilst tutors want enthusiastic engagement with their sessions, disruptive behaviour will not be tolerated. This includes chatting with fellow students about personal issues rather than taking part in the session’s group activities, talking while the lecturer is delivering the session and the use of mobile phone. Mobile phones should be turned off during sessions (excepting circumstances agreed with the module leader) and placed out of sight.

Those students who continue to disrupt the learning of others will be asked to leave the session. Continuing disruptive behaviour will involve the students being referred to their personal academic tutor and as appropriate the Programme Lead.

Please note as a student on a professional programme it is imperative that you abide by the [University's student disciplinary procedures](https://www2.worc.ac.uk/registryservices/documents/StudentDisciplinaryProcedures.pdf) as well as the *NMC (2018) Code.*

## Employability

A number of initiatives are embedded within your programme.

You will have the opportunity to *‘earn while you learn’*, with opportunities to gain work as a student ambassador, helping at open days, induction weeks, selection and taster events.

NHS professionals work with the career department to hold workshops for those of you on professional courses who have completed one placement, to allow you to gain part-time, flexible healthcare work in the NHS.

Personal Academic Tutors provide further support with your career planning and writing personal statements.

Local employers from within the Worcestershire and Herefordshire counties and surrounding areas are invited to meet with you and discuss career opportunities and further professional development. The programme teamwork with the University Careers & Employability Service ensuring details of Trust recruitment events and individual jobs are forwarded to you during your final year.

Since 2016, Nursing has offered the opportunity for you to have your final placement in a specific setting. If you have already secured a job in a clinical setting and have met all other course requirements, this supports your transition from student to registered nurse.

Elective placements within the UK during Year 3 semester 1 of the programme allow a formative placement experience outside of Herefordshire or Worcestershire. This is particularly beneficial if you do not live locally and are considering applying to a specific area for a job as a Registered Nurse. This process is supported by the Work Based Learning Support team and your Personal Academic Tutor.

# Section 3: Assessment

The [University’s Assessment Policy](https://www2.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf) informs the B.Sc. (Hons) Nursing assessment strategy. Assessment forms an integral part of the programme design.

Assessment is planned across the programme and allows you to to learn about yourself as a learner, reflecting on your learning experiences and providing opportunity to demonstrate your academic, practical, technical and professional progress and achievement in theory and practice. It facilitates you to become a confident, competent, autonomous practitioner.

50% of the credits for your programme are obtained from essential skill and nursing practice modules and 50% of the credits for your programme are obtained from academic modules, both core and field of practice. Assessment of practice learning is aligned to one 60 credit Essential Skills and Nursing Practice module that run across each year.

All modules must be successfully passed to be eligible for the award of B.Sc. (Hons) Nursing (Adult), (Children’s), or (Mental Health) and provide eligibility to register with the NMC.

An integrated approach has been taken to ensure assessment is appropriate, valid and reliable and aligns to module learning outcomes. In-line with NMC requirements, no compensation exists between the assessment of theory and practice or with the assessment of individual items of assessment in a module, ensuring all programme outcomes are met.

Your assessments are designed to reflect the real world of nursing practice and to be motivating, engaging, simulating and challenging. They encourage you to integrate theoretical knowledge with practice experiences. We recognise that students learn differently, with a choice of assessment offered in some modules, promoting inclusivity.

Both formative (informal and developmental) and summative (formal) assessment strategies are incorporated. Formative assessments do not carry a grade contributing to the final overall grade for the module. Each module has one or more ‘summative’ assessments which are graded and count towards the overall module grade.

Formative assessment is central to your learning, achievement and progression. It provides opportunity for you to develop assessment literacy, learning about yourself as a learner and to gain constructive feedback that supports summative assessment, increasing confidence in the assessment process. You are strongly advised to engage with all formative activities to promote increasing independence and active engagement in the learning process. Formative feedback is provided from a number of sources including the module teaching team, Personal Academic Tutors, clinical practitioners and peers.

All module outlines provide details of formative and summative assessment strategies.

For summative assessments, a comprehensive assignment guide will be provided. It will contain explicit assessment criteria, aligned to the module learning outcomes, indicating what you need to do to successfully complete the assessment.

Each assessment item will have clear marking criteria, benchmarked to the University Grade Descriptors at levels 4-6, with assignments marked using a marking matrix.

All summative written theory assignments are submitted electronically, using similarity detection software.

**What will my assessments be?**

Each module of study will have its own assessments. This table details the assessments you can expect each year, and how much each assessment contributes to the overall module grade (weighting). Some of the modules have a choice of assessment. This is designed to be inclusive, so that you can choose the one that best meets your own skills and talents. Your module team will help you decide by describing what each choice involves.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Practice assessment document** | **e-workbook with numeracy evidence** *(80/90/100%)* | **Group presentation** | **individual Presentation** | | | **exam** | | **Essay** | | **Care plan + supporting report or presentation** | **report** | **e-poster/patient leaflet + supporting paper** | **Independent study- report format** |
| **Year one** | | | | | | | | | | | | | | |
| **\*PRNG1101** |  |  | 40% |  | | |  | | 60% | |  |  |  |  |
| **PRNG1102** |  |  |  |  | | | 100% | |  | |  |  |  |  |
| **PRNA1101** |  |  |  |  | | |  | | 100% | |  |  |  |  |
| **PRNC1101** |  |  |  |  | | |  | | 100% | |  |  |  |  |
| **PRNM1101** |  |  |  |  | | |  | | 100% | |  |  |  |  |
| **\*PRNP1101** | P/F | 100% |  |  | | |  | |  | |  |  |  |  |
| **Year two** | | | | | | | | | | | | | | |
| **PRNG2101** |  |  |  | |  | |  | |  | |  | 100% |  |  |
| **PRNG2102** |  |  |  | |  | | 100% | |  | |  |  |  |  |
| **\*PRNA2101** |  |  |  | |  | |  | | 50% | | 50% |  |  |  |
| **\*PRNC2101** |  |  |  | |  | |  | | 50% | | 50% |  |  |  |
| **\*PRNM2101** |  |  |  | |  | |  | | 50% | | 50% |  |  |  |
| **\*PRNP2101** | P/F | 100% |  | |  | |  | |  | |  |  |  |  |
| **Year three** | | | | | | | | | | | | | | |
| **PRNG3101** |  |  |  | | |  | |  | |  |  |  |  | 100% |
| **PRNG3102** |  |  |  | | |  | |  | |  |  | 100% |  |  |
| **PRNA3101** |  |  |  | | | 100% | |  | |  |  |  |  |  |
| **PRNC3101** |  |  |  | | | 100% | |  | |  |  |  |  |  |
| **PRNM3101** |  |  |  | | | 100% | |  | |  |  |  |  |  |
| **\*PRNP3101** | P/F | 100% |  | | |  | |  | |  |  |  |  |  |

*Please see Appendix 9: Assessment Planners for details of the submission dates for your assignments across the year. Please note this is a guide, and dates will be confirmed by module leaders.*

**PLEASE NOTE**:

* You must submit all items of assessment for a module in order to pass.
* If you do not submit an item of assessment, you will automatically fail the module regardless of any overall mark achieved.

A transcript of results will be available on-line via your [Student Homepage](http://students.worc.ac.uk/) once marks have been agreed. To view your results click on the ‘My Results’ Tab when using your SOLE page.

**Reassessment**

If you fail a module, you will be given an opportunity to retrieve the failure. You will find details of reassessment dates in your module outlines, available on Blackboard for each module.

For level 4 modules only, the reassessment task in most cases will involve you in re-submitting a re-drafted version of the failed assignment in the light of feedback provided, together with a short (circa 200/300 words) reflective statement on how you have engaged with the feedback provided. You should make clear in the re-submitted assignment where you have made changes through either highlighting changed text or through track changes, unless it is a substantial re-writing of the whole assignment.

If you did not submit the assignment at all, then the re-assessment will in most cases involve you in submitting the original assignment.

In some cases, the reassessment task will require you to complete a new assignment. The details of this assignment will be made available to you via Blackboard on the date of publication of results of the original assignment.

Module outlines will provide you with information on the arrangements for reassessment for each module and its assignments.

We strongly encourage students who have multiple reassessments from semester 1 to discuss with their personal academic tutor a plan for completing these which stages completion in the early part of semester 2 and at the end of semester 2, so that you do not leave it all to the last minute or prioritise reassessments over semester 2 assessments.

**Formative Assessment of Theory Modules**

The formative assessment strategy is designed to help you succeed in your assessments. There are lots of ways in modules that staff and students can work to build up the skills, knowledge and understanding you need to be able to pass the summative assessment. These can include:

* In small groups, discussion of key topics related to the assessment to develop your thinking
* Quizzes or short answer questions that can be done quickly and that give you instant feedback
* Opportunity to write very short pieces of work related to the assessment task (a paragraph or two) and for your peers to review in class
* Development of an essay plan by you, for discussion with your peers and a tutor
* Review of a short piece of a presentation, with the tutor and your peers giving constructive feedback

Your active engagement in formative assessment is essential for you to get to know the standard required. Frequent guided formative activities with staff and your fellow students will allow you to become familiar with what is expected and develop your assessment literacy.

It is University Policy that all first year (Level 4) students are asked to complete a tutor marked early formative assignment.  This will normally be within the first four to six weeks of the start of the academic year and linked to one of the mandatory modules for the course.  You will be asked to submit the assignment via Turnitin in Blackboard where appropriate and will have an opportunity to discuss the originality report with a tutor.  This will help you understand the concept of academic integrity the importance of citing sources and referencing etc.

Please note:

Formative work cannot be submitted for comments one week prior to submission or in the case of the independent study two weeks prior to submission.

**Summative Assessment of Theory Modules**

This is the assessment, usually placed at the end of a module, which you must pass. Each assessment is designed to meet the learning outcomes for the module. This assessment will be marked by a member of the teaching team and you will get a grade for the work. The grades in Year 2 and 3 contribute to your degree classification (see [Taught Course Regulatory Framework](https://www.worcester.ac.uk/registryservices/documents/TaughtCoursesRegulatoryFramework.pdf)). The minimum pass mark is D- for each module.

For each module, you normally get two attempts to pass the summative assessment. You will be given a hand-in date and you must submit your work by that date and time. If you pass the assessment, well done!

**Formative Assessment of Practice Modules**

In each placement, your learning will be facilitated by one or more practice supervisors and a practice assessor. They will help you decide on your learning needs, and what you need to do to be able to achieve the proficiencies and episodes of care in the e-MYE PAD. You will have opportunity to work with your practice supervisors to practice skills and competencies of patient care, and the practice assessor will sign off these proficiencies in your e-MYE PAD.

Structured extracts from your e-workbook will be formatively reviewed by your academic assessor.

As part of practice modules, you will be tested on your numeracy skills in relation to medicines management. This includes calculating tablet, injection and fluid doses. This will be done using Safe Medicate, an online learning environment. You will be able to practice before taking the summative assessment.

**Summative Assessment of Practice Modules**

In placement, you will be assessed using the e-MYE Practice Assessment Document. This is a generic Practice Assessment Document (PAD) for students in any field of practice. There is one document per Part (with a Part equating to a year). There is also an ongoing achievement record (OAR) which details your progress from part to part of the course in placement.

Each part of the e-MYE PAD has a summative assessment called an ‘episode of care’. You will be assessed in these episodes by a practice assessor, who is a Registered Nurse who has had additional support and training to be an assessor. There are 2 episodes of care assessments per year, you will need to complete one in each placement area. In year one the first episode of care is formative and the second summative. In year 2 and 3 both episodes of care are summative. Once each year you will need to summatively complete a medicines management assessment, assessed by your practice assessor.

In addition, each part of the e- MYE PAD will contain competencies that you must achieve and maintain as the placement goes along. These include professional values, proficiencies, skills, and medicines management. The e- MYE PAD has been designed so you can achieve all of the competencies detailed by the NMC (2018) Future Nurse: Standards of Proficiency.

Numeracy and medicines management is assessed developmentally across the programme, culminating in a calculation of medicines test (using Safe Medicate).

The practice assessment document is pass/fail only, with the summative assessment taking place at the end of each year (part).

You will also need to develop a structured e-workbook as part of your practice assessment. This e- workbook will allow you opportunity to reflect on care experiences, to demonstrate how you are achieving the NMC proficiencies. Each year you will submit your complete e-workbook, including all required elements, plus a reflective self-assessment of your personal and professional development across the year. This will focus on professional values, proficiencies and skills require to provide safe, effective person-centred care. This summary can be presented for assessment in written or video format. It will be assessed by your academic assessor for each year of the programme and will provide a grade for your Essential Skills and Nursing Practice module. It is important to remember that students are unable to retake practice (PRNP) modules with attendance, so there are only 2 assessment opportunities for these modules.

For your final Essential Skills and Nursing Practice module (PRNP3101), you are also required to submit evidence of your achievement of EU directives and alternative field of practice experiences. A template is provided for you to do this.

## Word Count

It is important to keep track of and declare the word count of written assignments. All assessments have a mandatory word count- module leaders will tell you what the word count is for your assignments. There is a policy for word counts that tells you what is included in word counts, and what happens if you exceed the word count.

The word count should normally refer to everything in the main body of the text. Everything before (i.e. abstract, acknowledgements, contents, executive summaries etc) and after the main text (i.e. references, bibliographies, appendices etc) is NOT included in the word count limit.

There is no fixed penalty for exceeding the word count, but you should be made aware that the marker will not consider any work after the +10% word count has been reached, within the allocation of marks. You may therefore be penalised for a failure to be concise and for failing to conclude your work within the word count specified.

A similar approach will be adopted for pre-recorded presentation assignments with regard to a +10% time limit.

The University’s [Assessment Policy](https://www2.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf) gives more information.

## Advice on Proof-reading and Spell-checking

* Proof reading gives you a chance to make sure that no words are missing and that your spelling is correct. It is also a good idea to check that capital letters and punctuation such as question marks, apostrophes, commas, and full stops are all in the right place.
* During the proofreading stage, you should refer to a dictionary or a hand-held spell checker or use the spell check and grammar check functions in a word processing programme to help you.
* It is also a good idea, if possible, to get someone else to look over what you have written. A fresh pair of eyes can often spot mistakes you may have overlooked. Having someone read your work to you or using read aloud software can also be helpful for some students.

## Referencing

The use of references in the text fulfils a number of purposes:

* It enables you to provide supportive evidence to illustrate a point you are making
* It provides evidence to the reader that you have reviewed the literature in a specific course of study and you are able to introduce theories and/or perspectives that are presented within the literature which support and link to your own ideas
* It enables the reader to identify the source of the literature you have reviewed, so they can make use of the literature themselves
* You must adhere to the University’s [Harvard referencing guidance](https://library.worc.ac.uk/guides/study-skills/referencing) and the University’s [referencing policy](http://www.worc.ac.uk/aqu/documents/Referencing_Policy.pdf).

Getting referencing right is a skill. If you master the basics, it is an easy way of ensuring you don’t lose marks for poor referencing.

**Referencing Trust Policies**

There seems to be some debate as to whether it is acceptable to reference Trust policies or not. Questions of confidentiality and the evidence base behind the policy have recently been raised for some students writing assignments. With this in mind, here are some guidelines.

1. If a particular Trust policy is an integral part of your work, how you reference it will depend on whether it is publicly available or not.
2. If the policy is publicly available on the World Wide Web, then it is acceptable to reference it by including the name of the Trust as the author.
3. If the policy is only available on the Trust intranet, i.e. not the www, then it is not available for public use. Therefore, it should be referenced as:

NHS Trust (date) title of policy; NHS Trust name withheld.

For example: NHS Trust (2013) Falls Risk Assessment Policy. NHS Trust name withheld.

1. Do make sure you consider if a Trust policy is the right sort of evidence for your essay. Sometimes an essay handed in here at Worcester will have a policy from some distant Trust (Northumberland, for example) cited as evidence. This looks like the author of the essay has googled a topic and cited the first thing that appears. Not good practice, which leads on to the next point.
2. If evidence is needed for a particular point within an essay, part of critical analysis is to evaluate the worth of the evidence itself. It is always better to find original, i.e. primary sources to underpin your discussions. A policy is, by its nature, secondary evidence. It may not be suitable for your essay therefore.
3. You should also ensure that you adhere to any other University of Worcester Harvard referencing guidance within your module and course handbooks, and via the ILS pages on the website.

**Warning! Things to be careful of in your assignments**

## Unsafe Practice

When you write essays or reflective accounts, you may reveal unsafe or poor practice. We have a professional responsibility to respond appropriately if you reveal or discuss unsafe practice in a submitted piece of work. This means that if you reveal practice that is unsafe, we have a duty to investigate it. This flow-chart below shows how this takes place.

**Disclosure of Unsafe Practice in Academic Work**

## Confidentiality and Data Protection

You must ensure that you maintain confidentiality in all your assessed work. Protection of people’s identity will ensure you comply with General Data Protection Regulation (GDPR) (EU, 2016) and the Code (NMC, 2018).

There is a confidentiality policy which you should be familiar with- please see Appendix 6. There are penalties for breaching confidentiality, and these are detailed in the policy.

Information that is provided in confidence should not be used in any format that may identify an individual or place, except where an individual has provided express permission through a signed consent form. For the purposes of submitted coursework, the School interprets confidential information to mean any information that identifies any individual (including identification of any professional), any personal details, any place, or any information which might lead to an individual’s identification.

Assignments that draw on real life experience must be appropriately anonymised and pseudonyms used wherever possible. This applies to all written work, oral presentations, portfolio and reflective commentaries (even material that is not submitted for marking), seminars and work-based evidence.

**NB** **Information that is clearly in the public domain and that can be accessed easily by members of the public e.g. via the world wide web such as public reports or policies do not come under confidentiality requirements**.

**Breaches of confidentiality can be avoided in the following ways:**

Never use an individual’s real name, whoever they are. It is acceptable to describe individuals by their role, except when their role is so unique which may identify the role holder.

If you are required to include original or photocopied material, all specific identifying information must be removed or properly masked prior to submission.

Avoid the identification of the place at which an event took place.

Before you include policies, procedures, business information in your work confirm whether or not it is in the public domain

In addition to the general principles set out here, you should also refer to module guidelines for specific confidentiality guidance.

Do not photograph patients or parts of patients, or patient records for inclusion in your portfolio. Your portfolio will be seen by many people, and patients are unlikely to be aware of this. You must handle patients’, placement staff and colleagues’ data in compliance with GDPR.

## How do I hand assessments in?

It depends on the assessment task.

Modules leads will confirm how your academic work needs to be submitted, but the expectation is all written theory assignments will be submitted electronically via Turnitin on Blackboard.



The **deadline for the submission of theory work is 3pm** on the day of submission. Exact arrangements will be detailed in the module outline available on Blackboard, with specific, detailed guidance on how to do this. Please make sure you know exactly what date your assessments are due in.

Submission dates are pre-planned across the academic year and indicated in module outlines/assignment guidance published at the start of each module. They **must** be adhered to; degree level work involves learning how to organise your own work satisfactorily.

**You must keep a copy of your work** in the unlikely event of your original work being mislaid.

## Practice Document Submission

Practice e-workbook assessments will be submitted using Turnitin. Unless you are otherwise directed.

At the end of each placement you will also need to submit your timesheets and ongoing record of achievement (OAR). Ideally you should submit your documents as soon as you complete your placement, these will be submitted online.

The absolute deadline for the submission of practice assessment documents is 3pm on the pre-planned submission date which is normally 3 days following the end of your practice placement.

The attendance record will go to work based learning support to allow them to enter your attendance, absence/sickness onto your education transcript.

## How is my work marked?

Your theory work will be marked by a member of the teaching team. Marking will be guided by the [UW grade descriptors](https://www2.worc.ac.uk/aqu/documents/Grade_descriptors_-_Level_4-6_UG.pdf). This policy is written in accordance with the [UW Assessment Policy](https://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf).

Marking is important as you will get a grade for your work. You will also get feedback on your work, which will show what you did well and what you can do to enhance your work in future.

Provisional marks and feedback from assignments will be available to you within 20 working days of the hand in deadline, excepting statutory holidays.

You can usually access provisional marks via Blackboard or your SOLE page. The module lead will let you know how.

**Anonymous Marking**

Wherever possible and practical your anonymity in the assessment process is maintained. Anonymous marking is a system whereby your identity is not made known to the internal/external examiner at the time of marking. Your assessed work should be identified only by a reference number, which will normally your student number found on your identity card.

To ensure anonymity, please only put your student number on assignments, not your name.

It is recognised that certain forms of assessment cannot be marked anonymously. The following forms of assessment should normally be marked anonymously:

* Essays
* Seminar papers
* Examinations
* Book reviews
* Library assessments/projects
* Data analysis
* Case study analysis

**Feedback on Your Work**

Feedback on your work can take many forms, but each can be used to improve your performance. You must exercise autonomy and personal responsibility for your own professional development and learning, and obtaining and responding to feedback is an essential element in this process.

Some of the different types of feedback include:

* Written comments from your tutor are usually attached to your assignments or made available electronically. Feedback will be constructive and will indicate explicitly what you would need to have done to have improved your grade. Positive comments regarding what you have done well, as well as constructive comments regarding areas for improvement should be included. Comments should reflect on the extent to which you have met the learning outcomes for the assignment set
* Verbal comments from your tutor associated with your work
* Generic feedback from tutors covering particular strengths/weaknesses found in the work of a particular student group
* Comments from other students about your work (peer feedback)
* Your own comments and reflections on your work (self-assessment & feedback). Self-assessment and reflection are essential elements of professional nursing practice and are key steps in moving from *experiencing* to *learning from experience*; it makes an experience meaningful resulting in deeper understanding. Reflection can help facilitate professional development, by enhancing self-esteem and self-awareness and stimulates critical thinking, which can empower practitioners to change

Remember to read your feedback in conjunction with the assignment. The aim of the feedback is to improve your future performance, use it to when planning your next assignment. Where necessary seek further clarification from tutors where comments are unclear.

****Please see the [Study Skills](http://www.worc.ac.uk/studyskills/) page on the Student Services website for information on how to use feedback to improve your work.

**What happens if I fail an assessment?**

If you fail a module, you will be given an opportunity to retrieve the failure.  The formal reassessment period for 2021/22 academic year be 4th - 15th July 2022. You will be advised of your hand in date for resubmissions after the exam board have met, with a formal deadline of 3.00pm for any course assessments to be submitted.

Module outlines will provide you with information on the arrangements for reassessment for each module and its assignments.  Reassessment in a module will mean resitting the assessment item(s) that have been failed and will normally involve the completion of new tasks. Formal examinations that are failed will involve you in taking a new examination paper.

**For level 4 modules only**, the reassessment task in most cases will involve you in re-submitting a re-drafted version of the failed assignment in the light of feedback provided, together with a short (circa 200/300 words) reflective statement on how you have engaged with the feedback provided (see below).  You should make clear in the re-submitted assignment where you have made changes through either highlighting changed text or through track changes, unless it is a substantial re-writing of the whole assignment.

If you did not submit the assignment at all, then the reassessment will in most cases involve you in submitting the original assignment.

In some cases, where it is not possible to re-do the original assignment, (for example where it is a group assessment, or a formal unseen examination), the reassessment task will require you to complete a new assignment.  The details of this assignment will be made available to you via Blackboard on the date of publication of results of the original assignment.

We strongly encourage students who have more than one reassessment from semester 1 to discuss with their personal academic tutor a plan of work which stages completion in the early part of semester 2 and at the end of semester 2, so that you do not leave it all to the last minute.

**What is a reflective statement**

A reflective statement involves critically analysing an experience, recording what you have learned from it and what you plan to do with your new knowledge and understanding. The key to reflective writing is to be analytical rather than descriptive.  Always ask why rather than just describing what happened during an experience.  A reflective statement: 

* Looks back at what you did/did not do for your first submission to perform better in the future
* Constructively criticises how you approached the assignment and why it did not reach a pass standard – note this should be more than simply reproducing what your tutor has said in feedback
* Provides a short analysis of the action you have taken to improve your learning and rework the assignment to develop it
* More generally states how this exercise of engaging with your tutor’s feedback and re-working the assignment will impact on your future learning strategies and approach to assignments.

Specific to the nursing course:

* Where an Essential Skills and Nursing Practice module is failed, you will be offered an opportunity of a minimum of a 4-week placement to facilitate retrieval of the fail
* **Failure in the original and reassessment opportunity of an Essential Skills and Nursing Practice module will result in withdrawal from the programme**
* **No student will be reassessed in practice learning more than twice throughout the whole programme. Failure in excess of this will lead to withdrawn from the programme**
* You will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is your responsibility to be aware of and comply with any reassessments.

**Support for academic writing.**

As well as the university study skills resources the course has ‘Academic study skills’ weeks highlighted for each year in the planners. This is in addition to what the university and module teams offer. You will be given a separate timetable for these weeks so that you can book the appropriate sessions depending on your assignment feedback/feed forward.

## Practice Panel

All decisions about practice fails, mitigating circumstance for practice and other issues impacting on successful completion of practice learning will be considered at a practice panel. These panels which have an independent chair, include academic assessors and practice assessors, as well as the programme team involved in your practice learning experience. Any decisions made at the practice panel are ratified by the board of examiners and communicated to you in writing. See Appendix 2 for further details on practice panels.

[**UW Regulations and Procedures**](http://www.worcester.ac.uk/registryservices/649.htm)

The full regulations governing assessment for all undergraduate and postgraduate awards are to be found in the [Taught Courses Regulatory Framework](https://www2.worc.ac.uk/registryservices/documents/TaughtCoursesRegulatoryFramework.pdf).

Any variations to regulations specific to this programme are to be found in Section 20 of the Programme Specification.

The Programme Specification for this course can be found here:

[BSc (Hons) Nursing (Adult), (Children's), (Mental Health)](https://www2.worc.ac.uk/aqu/documents/BScNursing2021-22.pdf)

Programme specifications for this course and all other UW courses can be found on the [Academic Quality Unit webpages](https://www2.worc.ac.uk/aqu/662.htm).

The University has several policies that guide how [your work is assessed](https://www2.worc.ac.uk/aqu/668.htm):

* [Assessment Policy](https://www2.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf)
* [Inclusive assessment policy and procedures](https://www2.worc.ac.uk/aqu/documents/Inclusive_Assessment_Policy.pdf)

**What steps are taken to make sure marking is reliable?**

The University takes reliability of marking seriously, to ensure you have confidence in the process and that your marks are fair. The [University Assessment Policy](https://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf) details how this is done.

**Verification, Standardisation and Moderation of Marking (See appendix 7)**

Verification, standardisation and moderation are employed to ensure that academic standards are appropriate and consistent across course/subject teams, and reflect agreed assessment policies and assessment criteria, and that your assessment outcomes are fair and reliable.

**Verification**

This is done toensure that the form and content of assessment tasks and briefs are appropriate, fair and valid in terms of standards, and will effectively assess the achievement of the specified learning outcomes, presenting you with an appropriate level of challenge.

All assignment tasks and assignment briefs will be verified before being given to you. This will be done by the programme lead and external examiners, in conjunction with the module lead. The verification of briefs will consider the consistency of the assignment task in relation to other modules at the same level on your course, check that the learning outcomes will be fully addressed by the task and that the assessment criteria and grade descriptors reflect the learning outcomes and the level of the assessment.

**Standardisation**

This is done to ensure that all members of the course team are familiar with, and have a common understanding of, the marking standards and conventions in relation to the provision of feedback.

Standardisation is completed in advance of marking and involves all the markers on a module all independently marking a sample of student work and assigning grades using agreed criteria, and then comparing and discussing the outcomes.

This will be done annually, if an assessment task changes, if there are multiple markers (for example on large modules) or if there are new markers.

**Moderation of Marking**

This is a process whereby a sample of marked work is reviewed to check that the marking criteria have been fairly and consistently applied, that the grade is fair and represents the feedback given, and that the quality of feedback is helpful in providing feedback and feedforward. There are different ways of doing this, and the method that is used will depend on the assignment.

**Blind Double Marking**

This is where two separate assessors each independently assess a piece of student work, assigning a mark and providing comments to justify the marks in relation to the learning outcomes and assessment criteria. Both examiners record their marks and comments separately, and then compare marks and resolve differences to produce an agreed mark and feedback.

This will be done for independent studies, i.e. module PRNG3101. It is also used for presentations.

**Non-blind Double Marking**

This is where an assessor marks a piece of student work, assigning a mark and providing comments to justify the mark, and then a second assessor also assigns a mark and provides comments, having seen the marks and comments of the first assessor.

An agreed mark and feedback is provided for the student.

Non-blind double marking will be used where new staff members are involved in marking assessments, or whereas a result of initial moderation, a re-mark of the whole set of assignments is required. It will also be done where work is on the pass/ fail boundary (grades E and D-). All the fails will be marked plus a sample of those with D-.

**Internal Moderation**

This is done to ensure that academic standards are appropriate and consistent across modules and the course, and that feedback reflects agreed assessment policies and assessment criteria. It should ensure that assessment outcomes for you are fair and reliable.

A marker (s) will mark a set of student assignments, providing a grade and comments to justify the grade, and a moderator (who has not been involved in the initial marking) will review a sample of marked assignments from across the grade profile. The moderator’s role is to confirm (or not) the grades awarded by the first marker, and the quality of the feedback, in the light of course/University protocols and expectations. In your course, the moderator will be a member of the course team not involved with the module. They will be able to compare markers within a module, and the process of comparison will serve to facilitate consistency within other modules in the same year.

Moderation is normally carried out on a sample basis, in order to corroborate the accuracy of the marking standards and quality of feedback applied by the first marker. All grades from the lowest to the highest graded assessment will be moderated. The minimum number of scripts for moderation will be at least 10% of the total number of submitted assessments (excluding fails):

* < 7 All pieces of work
* 7 - 59 6 pieces of work across all grade bands including work in the highest category
* 60 - 199 10% of work across all grade bands including work in the highest category
* 200 or more 20 pieces of work across all grade bands including work in the highest category

For practice documents, practice module teams and practice partners will moderate 10% of the e-MYE PADs. This will be recorded on a moderation template. A sample of e-MYE PADs will be shared for external review by external examiners prior to examination boards. External examiners will also have the opportunity to visit placement settings.

**How are differences between markers resolved?**

Where markers disagree over a mark, the difference will normally be resolved by discussion in the first instance. If agreement cannot be reached, a 3rd marker, who will be a member of the module team, will be asked to review the work. They will assign a grade independent of the other markers. Further discussion between the three markers will resolve the grade.

Where a moderator feels that the marking of one or more members of the marking team differs in the grades assigned or the quality of feedback given, they can ask for that markers entire sample to be reviewed and if necessary remarked. Discussion with the marker and moderator will outline and confirm the reasons for requesting a remark. If this happens, the work will be moderated again to ensure concerns have been addressed.

**Recording Decisions**

All standardisation, verification and moderation decisions will be recorded on standard pro-forma, provided as part of the assessment policy.

**Return of Work**

Assessed work, feedback and provisional marks may be returned to you prior to external moderation being completed. All marks are subject to confirmation by the relevant Exam Board. The ‘subject to confirmation by the Exam Board' will be made clear to you.

Assessment Boards review and confirm results for modules, and the Board of Examiners considers students’ mark profiles to make decisions about progression, awards and degree classifications as appropriate.

This process is designed to assure that:

* Assessments assess all the appropriate learning outcomes for the module
* Assessments are of an appropriate standard
* Assessments are of an appropriate type
* Instructions are clear to students
* Criteria will enable markers to discriminate between work of different quality
* Assessments minimise opportunities for plagiarism
* Assessments do not unfairly discriminate against individual students

## Submission Deadlines and Late Submission

**Help! The technology isn’t working and I can’t submit my work!**

Please make sure you try to submit your work in good time. Don’t leave it until the very last minute as technical problems can occur. If you do experience any technical problems, there will then be time to resolve it before the deadline.

Problems that might be anticipated, such as losing work because you have not backed it up, are not valid reasons for failing to submit your work.

If you are having any problems submitting work, let the module lead know as soon as possible by emailing them. The worst thing to do is nothing! If staff know there is a problem, they can often do something to help.

If you are experiencing problems with Turnitin, Blackboard or Pebblepad, please contact IT Support on [tel@worc.ac.uk](mailto:tel@worc.ac.uk) as soon as you can.

If you are experiencing technical problems uploading your practice documents, please contact SOLE HELP on [solehelp@worc.ac.uk](mailto:solehelp@worc.ac.uk). Please note that Sole Help are only available during office hours.  For queries concerning practice assessment documents please email [wblso@worc.ac.uk](mailto:wblso@worc.ac.uk).

**I’ve missed the deadline. What do I do?**

You are expected to submit work by the deadline date. However, there is provision for late submission of assignments, but there is a penalty.

If you submit course work late but within 7 days (one week) of the due date you will have your work marked but the grade will be capped at D- (recorded as L1 grade). All assignments submitted later than 7 days (one week) will not be marked and a grade L2 will be recorded.

You are expected to submit all assignments by the due date. If you have [mitigating circumstances](https://www2.worc.ac.uk/registryservices/679.htm) preventing you from meeting the due date you should submit a claim within 7 days of the due date. You will be expected to provide evidence to support the claim which covers the period immediately leading up to the assessment.

**Submission Deadlines and Late Submission**

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You are expected to submit all assignments by the due date. If you have [mitigating circumstances,](http://www.worcester.ac.uk/registryservices/679.htm) preventing you from meeting the due date you should submit a claim within 7 days of the due date. You will be expected to provide evidence to support the claim which covers the period immediately leading up to the assessment.

**PLEASE NOTE**:

* You must submit all items of assessment for a module in order to pass.
* If you do not submit an item of assessment, you will automatically fail the module regardless of any overall mark achieved.

A transcript of results will be available on-line via your [Student Homepage](https://worc.myday.cloud/dashboard/students) once marks have been agreed. To view your results click on the ‘My Results’ Tab when using your SOLE page.

## I’m having a bad time and can’t concentrate on my work. What should I do?



Sometimes, unforeseen or unexpected events prevent you from being able to submit work on time, or to your best standard. These are called mitigating circumstances. These are defined as exceptional circumstances, outside of your control, that have affected your academic performance.

The following represent grounds for the submission of a claim:

* Serious illness of any kind
* Serious illness of partner, relative or friend
* Bereavement
* Excessive employment demands which were substantial and temporary (part-time students only)
* Stressful, unforeseen family or caring demands

If you have [mitigating circumstances](https://www2.worc.ac.uk/registryservices/documents/Proceduresformitigatingcircumstances.pdf) preventing you from meeting the deadline you should submit a claim by going to your SOLE page. You will be expected to provide evidence to demonstrate mitigating circumstances for the period immediately leading up to the assessment. Your PAT can offer advice and guidance.

## Academic Misconduct (Cheating)

Cheating is a serious offence and takes many forms including:

* Plagiarism – passing off the work of someone else as it if is your own or not referencing other people’s work correctly
* Collusion – working closely with someone else to produce an assignment that is meant to be the work of an individual

The internet is frequently used to download material to use in assignments. The University deals severely with students who cheat and penalties extend to suspension and withdrawal for a second (or particularly serious first) offence.

In order to avoid an allegation of cheating make sure that you follow guidance on conventions for referencing and for use of quotations. If you are in any doubt, check with your tutors who will be happy to advise you.

Most of your theory assignments will be submitted via Turnitin. This is software that looks for matches between your work and others. It can be used as a tool to help you develop your academic writing skills. There are resources available to help you understand what Turnitin does, and how to avoid academic misconduct or [plagiarism](https://library.worc.ac.uk/guides/study-skills/plagiarism).

The University has set procedures for the [investigation of cases of alleged academic misconduct](https://www2.worc.ac.uk/registryservices/documents/Proceduresforinvestigationofallegedacademicmisconduct.pdf). In the event that an allegation is made, you should familiarise yourself with these procedures.

Given the professional requirements of the Pre-Registration Nursing programme and the need to safeguard the public, where an allegation of cheating in academic assignments is upheld or where a student’s attitude or conduct causes concern the University’s [Fitness to Practise Procedures](https://www2.worc.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf) may be invoked.

## Appeals and Complaints

Sometimes things do go wrong. In most cases matters can be resolved quickly and informally at a local level. However, if you continue to be dissatisfied with the response then you should make an academic appeal or a complaint.

If you are appealing against an academic decision, you should follow the [student academic appeals procedures](https://www2.worc.ac.uk/registryservices/662.htm). You will find details here of how to challenge a decision. Please note: You cannot appeal against the actual grade awarded for a piece of work, but only against whether process was followed. You can only appeal once a grade has been ratified by an exam board.

The [student complaints procedures](https://www2.worc.ac.uk/registryservices/documents/Studentcomplaintsprocedures.pdf) are designed to complement the appeals process and will consider any other subject relating to the student experience.

**UW Regulations**

The following hyperlinks provide information on [UW policies and procedures](https://www2.worc.ac.uk/registryservices/649.htm) relating to alleged academic misconduct, mitigating circumstances, complaints and appeals.

[Investigation of cases of alleged academic misconduct](https://www2.worc.ac.uk/registryservices/documents/Proceduresforinvestigationofallegedacademicmisconduct.pdf)

[Exceptional mitigating circumstances](https://www2.worc.ac.uk/registryservices/documents/Proceduresformitigatingcircumstances.pdf)

[Student complaints procedures](https://www2.worc.ac.uk/registryservices/documents/Studentcomplaintsprocedures.pdf)

[Student academic appeals procedures](https://www2.worc.ac.uk/registryservices/documents/ProceduresforAppeals.pdf)

## External Examiners

All courses delivered in Universities and Higher Education Institutions (HEI) in the UK have an external examiner.  An external examiner is normally an experienced academic from another University or HEI, or in some cases a senior professional practitioner. The external examiner’s role is to provide confirmation that the academic standards of your course are similar to those on comparable courses at other Universities, and to give an external perspective on the quality of your course. They do this in a number of ways:

* They are involved in reviewing course work assignments and examination questions set for the course and providing an independent view of how appropriate they are for the course.
* They are involved in moderating student work. They do this by receiving a sample of student work from across the different grades for each module/unit. The purpose of moderation is to check the standards of marking and to form a view on student achievements (see appendix 7)
* They attend the University’s assessment (examination) boards, which is where grades for modules are confirmed.
* They provide an annual report to the University, on the academic standards, assessment arrangements and quality of the course. This report is written for your tutors but is also made available to students on the course, and is discussed with Course Representatives at Student Staff Liaison Committee (SSLC).
* They meet with the course team and may meet with students to talk about the course.

The current External Examiners for your course are:

**Nursing (Adult): Nursing (Adult, Children’s & Mental Health)**

Name: Alison Cork Name: Wendy Grosvenor

Position: Principal Lecturer Position: Director of Nursing Studies

Institution: University of Greenwich Institution: University of Surrey

Name: Julia Messenger

Position: Course Leader

Institution: Open University

Name: Stephen Thompson

Position: Senior Lecturer/Couse Leader

Institution: University of East London

**Nursing (Children’s): Nursing (Mental Health):**

Name: Arlja Parker Name: Patricia McBride

Position: Senior Lecturer Position: Senior Lecturer

Institution: University of Manchester Institution: University of the West of Scotland

Please note that it is not appropriate for you to contact the external examiner directly and that external examiners do not discuss individual student performance. If you have concerns, please refer them to your Personal Academic Tutor or Course Leader in the first instance.

Further information on the role of the External Examiner regarding moderation of marking can be found in Section 13 of the [UW Assessment Policy](https://www2.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf)

## Requirements for Progression

Progression means what you have to achieve to be able to move from one year of study to the next.

Given the professional NMC requirements of the award, you will not be allowed to carry failed modules into a succeeding year. You will need to meet all assessed outcomes, including extra attempts, prior to each progression point. The nominated practice assessor and nominated academic assessor will evaluate and recommend you for progression based on achievement of proficiencies and outcomes for each part of the programme. This is confirmed at the examination board through the ratification of module results.

You must achieve 120 credits prior to each progression point to progress to the next level of study:

* Students at Level 4 will be permitted to progress to Level 5 when they have passed at least 120 credits at Level 4.
* Students at Level 5 will be permitted to progress to Level 6 when they have passed at least 240 credits including at least 120 credits at Level 5.

If you fail 90 credits or more due to non-submission you will be withdrawn from the University.

If you pass fewer than 120 credits but have submitted all items of assessment you will be required to temporarily withdraw to retake modules. This will have implications for your student fees, so you are advised to take advice from student finance in First Point or speak to [Student Finance UK.](https://www.gov.uk/student-finance)

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For the Essential Skills and Nursing Practice modules, (PRNP1101, PRNP2102 and PRNP3101) **if you fail in the original assessment and reassessment opportunity of practice learning you will be withdrawn from the programme. Unlike in theory modules, there is NO opportunity to retake a practice module with attendance**.

**What do I need to achieve to get an academic award?**

If you gain 120 credits at an academic level, you are eligible for an award, but would not be able to Register with the NMC to work as a Registered Nurse.

|  |  |
| --- | --- |
| **Award** | **Requirement** |
| **End of Year One:**  Certificate of Higher Education Cert HE: Healthcare Studies | In order to be eligible for the exit award of Certificate in Higher Education in Healthcare Studies, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map. |
| **End of Year Two:**  Diploma of Higher Education DipHE: Healthcare Studies | In order to be eligible for the exit award of Diploma in Higher Education in Healthcare Studies, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map. |

|  |  |
| --- | --- |
| **End of Year Three:**  Degree  Healthcare Studies  *Not eligible for Registration with the NMC* | Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study/Project module) as specified on the award map. |
| Degree with honours  B.Sc. (Hons) Nursing (Adult)  B.Sc. (Hons) Nursing (Children’s)  B.Sc. (Hons) Nursing (Mental Health)  *Eligible to apply to Register with the NMC* | Passed a minimum of 360 credits with at least 120 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map. |

You cannot register with the NMC without completing the full B.Sc. (Hons) Nursing award. Completion of your B.Sc. (Hons) Nursing means you are eligible to apply to register with the NMC.

**How is my degree classification worked out?**

The honours classification will be determined by whichever of the following two methods results in the higher classification.

* Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
* Classification determined on the profile of the best grades from 120 credits attained at Level 6 only*.*

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](https://www2.worc.ac.uk/registryservices/documents/TaughtCoursesRegulatoryFramework.pdf).

## How do I register with the Nursing and Midwifery Council (NMC)?

At last! You will be required to formally apply to Register with the NMC on completion of your programme. The exam board at the end of year 3 will confirm you have met all the requirements of the course. We will notify the NMC of this, then they will send you a pack of information. You will need to declare that you are of good health and character to be able to register and pay a fee directly to the NMC which is currently £120. The NMC will also ask the Course Leader to confirm that you are of good health and character. Further information can be found at the [NMC website](https://www.nmc.org.uk/registration/joining-the-register/)

Most students choose to register with the NMC straightway, but you do have five years in which to register the qualification with the NMC. If there is a delay of six months or more between completing the programme and applying to register, you will need your application supported by a registered nurse. You must have known this person, had contact with them for at least a year, and they must be on the same part of the register that you applying to join. This is in addition to the good health and good character confirmation provided by the Programme Lead at the University.

# Section 4: Course Management and Student Representation

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## Can I evaluate my experience on modules?

Yes! The Nursing programme complies with [UW Module Evaluation Policy](https://www2.worc.ac.uk/aqu/documents/Module_Evaluation_Policy.pdf).

At any point during a module, you will be able to provide feedback to your module tutors. At the end of each module, you are required to formally feedback your comments about your theory modules, via a questionnaire. This feedback is anonymous and is intended to give your tutors an insight into how to make future improvements to that module.

As a student you have a personal and professional responsibility to complete this feedback and the module team has a professional and academic responsibility to respond to well-thought-out constructive feedback.

Module leaders will complete an action plan based on the evaluations and this will be made available on the modules Blackboard pages for current and future students.

You are also required to formally evaluate your practice learning setting via an anonymous online evaluation form. This feedback is read by the Programme Team and practice facilitators/educators and feedback given to placement. Practice facilitators will provide a response to the feedback provided. All Trusts will provide an overview of student evaluations of their Trust, which will be available on Blackboard for students to review and presented at Course Management Committees. While the evaluation is anonymous, you will be required to provide your student number, which will be used only if you raise serious concerns about your placement, to allow the programme team to follow them up in more detail.

If you raise concerns about the learning opportunities offered by a setting, the Programme Team and practice facilitators/educators will where appropriate review the learning environment profile (LEP) and develop an action plan in response to the issues raised.

As a student on a professional programme, you have a responsibility to highlight concerns you have about standards of clinical practice including unsafe practice (whistle-blowing). If you raise concerns about standards of care or unsafe practice, the **raising concerns in practice** algorithm should be followed (see Appendix 1 and Blackboard).

## 

**What about evaluating the whole course?**

The University carries out a survey each year called the Course Experience Survey (CES). It comes out at the beginning of semester 2. If you are a first- or second-year student, you will receive an email asking you to take part. Your opinions are important for shaping the course.

## National Student Survey (NSS)

The aim of the National Student Survey (NSS) is to gather feedback on the quality of students' courses from final year students. This helps inform the choices of future applicants to higher education, and contributes to public accountability. Results from the NSS are an essential element of the revised quality assurance framework for higher education <http://www.thestudentsurvey.com/>.

## Course Representatives and the Student’s Union

Course Representatives make sure that you, as students, can influence and shape your programme and enhance the learning experience for current and future students.

[Student Academic Representation](https://www.worcsu.com/yourvoice/reps/)

Worcester Students' Union and the University of Worcester are committed to ensuring that all students can influence and shape the course they study and enhance the learning experience for current and future students. All students are represented at Student Staff Liaison Committees by at least one elected Course Representative. The role of a Student Academic Representative is to represent the views and concerns of the cohort and to make suggestions about how their course might be improved.

The Three Counties School of Nursing and Midwifery values the input and opinions of students. Student Academic Representatives are an important way of making positive and creative suggestions as to how things might be improved and provide an opportunity to report back to staff on what students really like and value about the programme they are studying.

You will elect Student Academic Representative for each year of your course. Their role is to gather your opinions about your learning experience and the learning resources available to you and to feedback to the Course Lead, tutors, external examiners, and assessors, if required. Student Academic Representatives are members of the Student Staff Liaison Committee and the School student forum.

Please see [Student Academic Representation](https://www.worcsu.com/yourvoice/reps/) for more information.

## Student Staff Liaison Committees

The committee comprises your Student Academic Representatives, course tutors and the subject librarian from the University of Worcester; it also includes representation from our practice partners. Meetings take place once per semester. An agenda will be issued in advance so that Student Academic Representatives can canvass opinion. A record of the meeting will be kept and will feed into the annual evaluation process, so that your views are accessible to the University of Worcester to Academic Board. For further information please see [Student Staff Liaison Committee Policy](https://www2.worc.ac.uk/aqu/documents/Student_Staff_Liaison_Committee.pdf)

**Student involvement in wider programme issues**

Your opinions are actively sought during any review or development of your programme. This includes visits by professional organisations such as the NMC, taking part in Periodic Reviews and Institutional Audit. While on placement, you may be asked to be involved in a visit by the Care Quality Commission (CQC).

**Student involvement in the formal review and evaluation of existing provision and development of new curriculum**

Your opinions are also sought, and you may be invited to be involved whenever new programmes are developed, including recently being invited to complete an online web-based survey and involvement in recent field of practice development groups.

**I can’t wait for a survey but want to give some feedback about my learning. What do I do?**

There are many people who you can turn to if you have something to say.

## Tutors and Course Lead*:*

If you have specific issues relating to academic matters you should raise these, in the first instance, with the relevant tutor, e.g. module lead. The Programme Team are also available to help resolve academic issues.

## Personal Academic Tutor System*:*

Your personal academic tutor is your main point of feedback for views on pastoral and personal development issues.

## External Examiner Reports

External examiners have an important role within the quality assurance mechanisms in assuring comparability of academic standards outside and within the University and ensuring the fairness of the operation and assessment of courses. On occasions external examiners may wish to meet with your student group.

# Section 5: Placement Learning

Please read this section in conjunction with your student and practice supervisor/ assessor guide to the e-MYE PAD and the e-MYE PAD assessment documents.

Great emphasis is placed on learning within a supportive and supervised practice learning environment. These aspects of the programme incorporate the requirements of the *NMC (2018)* *Standards for Framework for Nursing and Midwifery Education, Standards for Student Supervision and Assessment and Future Nurse: Standards for Proficiency for Registered Nurses* and the University’s [Policy on the Management of Placement and Work-based Learning](http://www.worc.ac.uk/aqu/documents/UW_Policy_for_Management_of_Placement_and_WBL.pdf)

## How will my placements be organised?

In each year of study, you will have at least two placements in a setting appropriate to your field of practice.

You will have a main placement (field specific) and from there take advantage of spoke/visit days. This could be a visit to a different department that your placement regularly uses, such as physiotherapy or occupational therapy, or it could be with a specialist nurse so you can learn from their expertise. Spoke placements typically last from a few hours to a day, although they may last longer to help facilitate your skills acquisition and meet proficiencies in your e-MYE PAD. Spoke placements will also allow you to experience care of different patient groups, for example people with mental, physical, or learning disabilities. These will help you with the achievement of your EU directives. Your practice supervisor will be able to advise you on suitable spoke placements.

Pathways placements are organised around patient journeys, for example, the older adult. You might experience several shorter placements together that let you see how services are delivered and coordinated to meet the needs of specific patient groups. These will be organised by Practice Facilitators and recorded by Work-Based Learning.

**Example of using spoke experiences to gain alternative field of practice experiences and meet EU directive Article 31(5) of Directive 2005/36/EC**

|  |  |  |
| --- | --- | --- |
| **Adult field of practice:**  **Year One** | **7 weeks medical ward** | **7 weeks district nurse placement** |
| **Spoke days x 2**: children’s ward (2) | **Spoke days x 2**: community midwife (1), community mental health nurse (1) |
| **Children’s field of practice:**  **Year Two** | **8 weeks children’s ward** | **9 weeks neonatal intensive care unit** |
| **Spoke days x 3**: adult medical ward (2), CAMHs (1) | **Spoke days x 3**: Adult ITU (2), Theatres – recovery (1) |
| **Mental Health field of practice:**  **Year Three** | **12 weeks community mental health nurse** | **12 weeks perinatal mental health** |
| **Spoke days x 4:** adult surgical ward (2), LD integrated services (2) | **Spoke days x 4**: Health visitor (2), A&E (2) |

## How will I find the time to learn in placement?

You will be supernumerary on placement to allow you to make the most of any learning opportunities. You will be expected to work as part of the clinical team, and contribute to delivering safe, high-quality care.

You will be able to develop your placement learning further with enhanced practice learning day. These will be planned into your placement weeks. You will be able to learn about specific topics such as end- of- life care, dementia or team-working, or learn from and about other professionals. You will also have time to reflect on practice, on your own or in groups. Essential Skills and Nursing Practice module leads may organise formal study days to allow you to achieve EU outcome and alternative field of practice learning. You will be informed in advance of the focus of enhanced practice learning days.

**Where will my placements be?**

Our key practice partners are:

* Worcestershire Acute Hospitals NHS Trust
* Herefordshire and Worcestershire Health and Care NHS Trust
* Wye Valley NHS Trust
* Gloucestershire Hospitals NHS Foundation Trust
* Independent, Voluntary and GP sector organisations
* Dudley Hospital Group NHS Foundation Trust
* Shropshire Community Health NHS Trust\*

This means your placements will be mainly across Herefordshire and Worcestershire, with a limited number of placements at Russell’s Hall hospital, Shropshire, Cheltenham or Gloucester. Allocation to these placements is by expression of interest for those students who live nearby. You will have been made aware of the requirement for travel to some placements prior to accepting a place on the programme. Your placements may be in NHS Trusts or within the GP and independent and voluntary sector.

**Examples of Placement Opportunities – Nursing (Adult), (Children’s), (Mental Health)**

|  |  |  |
| --- | --- | --- |
| **Nursing (Adult)** | **Nursing (Children’s)** | **Nursing (Mental Health)** |
| Medical ward  Surgical ward  Day units  Emergency department  Outpatient department  Health Visitor  School Nurse  District nurse  GP practice  Community hospital  Sexual health services  Hospice  Trauma and orthopaedics  Older adult  ITU  CCU  Medical assessment unit  Emergency assessment unit  Nursing homes  MIU  Prison service  UK or international elective | Children’s ward – medicine and surgery  Children’s community nursing teams  Children’s clinic  Day unit  Paediatric assessment unit  SCBU  NICU  Hospice – children’s  Outpatients  Emergency department  MIU  Health Visitor  School nursing  Sexual health  Respite services  UK or international elective | Older adult  Dementia services  Nursing homes  Psychosis services  Early intervention services  Community mental health  Peri-natal services  CAMHS  Psychiatric intensive care  Inpatient mental health  Secure unit  Independent sector  Eating disorders  Substance misuse  Prison service  Health Visitor  UK or international elective |
| **Spokes and visits**: mental health setting, children’s setting, specialist services, Learning Disability services, maternity, AHP’s | **Spokes and visits**: mental health setting, adult setting, specialist services, Learning Disability services, maternity, AHPs | **Spokes and visits**: adult and children’s settings, specialist services, Learning Disability services, maternity, AHPs |

**How are placements allocated?**

The Work Based Learning Support Team is responsible for the allocation of practice learning experiences and work with the Programme Team and practice facilitators/educators.

All practice placements are carefully mapped to ensure that you gain the necessary experience in order to meet the NMC practice placement requirements.

A robust system is in place to ensure that you have a broad range of placement experiences, and to determine whether you can attend placement via either personal or public transport. You must expect to have to travel to placement and you must arrive on time at the start of a shift. Placements are allocated taking into account your field of practice, the experience you need in order to meet the standards of proficiency, where you live, and whether you are a car driver. We use a piece of software called ARC to do this.

On occasion, it is recognised that for a variety of reasons you will feel unable to accept the placement offered. There are two options in this case:

1. You have a period in which to identify a placement exchange. This involves two students from the same cohort formally requesting a placement exchange. A process and form are in place for this, and you are advised of the deadline. This procedure and the required form can be found on Blackboard.

On receipt of the completed form WBLSO, the Programme Lead and the Trust Practice Facilitators will liaise and a decision made whether to agree the exchange request. WBLSO will advise you of the outcome.

1. You can choose to relinquish your placement by emailing or writing to WBLSO. WBLSO will then add you to the list of ‘Unallocated Students’. If you wish to relinquish your placement you are advised that due to the fluctuating nature of placement capacity and pressure on placements, WBLSO staff are not able to identify when a new placement will be acquired, nor the type or location of the placement experience.
2. WBLSO and Programme Team members (programme lead) are available to give advice and guidance to you if you are unhappy with your placement.

## Work Base Learning Support Office (WBLSO)

The WBLSO has specific opening times for student enquiries and these are: Monday to Friday 09.00 – 10.30am and 12.15 – 14.15pm. The staff will be unable to respond to personal callers outside these hours. At other times, you can contact the WBLSO by telephone (01905 855545) or by e-mail ([WBLSO@worc.ac.uk](mailto:WBLSO@worc.ac.uk)) which will reach all members of the WBLSO staff.

## Placement Requirements

Given the professional NMC requirements of achieving 2300 hours of practice learning, attendance in the practice learning environment is mandatory. This includes attendance at skills and simulated learning activities and enhanced practice learning days. All lost practice hours will need to be made-up and recorded to ensure that the NMC required hours are achieved.

* In year 1, you will need to complete 675 hours including 150 hours skills and simulated learning
* In year 2, you will need to complete 712.5 hours including 75 hours skills and simulated learning
* In year 3, you will need to complete 975 hours in placement including 75 hours skills and simulated learning

This equates to 2362.5 hours in total. You need to complete the hours identified above for each year to progress to the next year. There are weeks at the end of each academic year where you can make up lost time, to allow you to progress.

## What time do shifts start?

It depends on what the service is. Typically, wards work day and night shifts. They may be from 0700 – 1930 for a long day shift, or 1900 – 0800 for a night shift.

Some wards work shorter days, so 0730 – 1530 for an early, 1330 – 2100 for a late, and 2100 – 0800 for a night shift.

Many community placements work office hours, so from 0900 – 1700.

Weekend and bank holiday working is a normal part of nursing, so you will be expected to do this.

As a nursing student, you will be need to work with your practice supervisor(s), following the shift patterns in their clinical area. The NMC expect that you will experience 24 hour care, so you will follow your practice supervisor through day and night, weekend and weekday shifts. You will not be able to register with the NMC unless we can evidence that you have done this.

You have a responsibility to ensure that you turn up for placement. Practice staff reserve the right to refuse admission to placement if you are late. You must take all reasonable measures to inform practice staff if you are to be late for any reason.

**I can’t go into placement because I’m ill/ family crisis. What do I do?**

**You must let placement know** as soon as you know you cannot go in, giving them as much notice as possible. Don’t forget you are part of the team.

**You must also phone the Work-based Learning** absence reporting hotline (24-hour voicemail). You don’t need to go into the details but tell them you will not be going into placement.

**Work-Based Learning absence reporting hotline number (open 24 hours)**

**01905 855444**

You can have up to seven days off sick (self- certification). Any longer than this and you will need to provide sick notes from your doctor. Hand these into Work-Based Learning when you can.

**How do I evidence the hours I have completed in placement?**

Attendance in practice is mandatory

You are required to record your hours in the e-MYE PAD and have them verified by your practice supervisor. Make-up time information should be included, as well as all sickness and absence. Your hours will be reviewed by your practice assessor at intermediate interview, and by your practice assessor and academic assessor at your final interview. Your attendance record will be used by the Work- based Learning team to record your hours on your education record.

**Failure to follow the correct processes for reporting sickness and absence will be considered unprofessional behaviour and can lead to a fail in your practice assessment.**

## Practice Learning and Assessment Process

|  |  |
| --- | --- |
| **Prior to Placement**   * Placement allocation uploaded to ARC – please locate contact details in ARC. You will normally have 2 placements per year (Part) * Contact placement a minimum of 2 weeks prior to the start date | |
|  | |
| **Placement One**   * Induction within 2 days * Initial interview held during first week of placement with PS and/or PA – identify learning opportunities and learning needs/reasonable adjustments * PS/PA/AA details to be provided in the document * Student to sign declaration form * Date of mid-point interview agreed * PS provides ongoing support and feedback. Raises concerns if necessary | **Placement Two**   * Induction within 2 days * Initial interview held during first week of placement with PS and/or PA – identify learning opportunities and learning needs/ reasonable adjustments * PS/PA/AA details to be provided in the document * Date of mid-point interview agreed * PS provides ongoing support and feedback. Raises concerns if necessary |
|  | |
| **Mid-point interview**   * Completed between student and PA, although PS can sign mid-point professional values * PA gathers feedback from PS and others * Overall progression and achievement to date – knowledge, skills and attitude/values * If concerns exist and/or an action plan is required, AA and PF notified – by email, phone call, e-pad * Date for final interview agreed | **Mid-point interview**   * Completed between student and PA, although PS can sign mid-point professional values * PA gathers feedback from PS and others * Overall progression and achievement to date – knowledge, skills and attitude/values * If concerns exist and/or an action plan is required, AA and PF notified – by email, phone call, e-pad * Date for final interview agreed |
|  | |
| **Final Interview (formative)**   * PA gains feedback from PS * Prior to interview PA and AA will discuss student progress – by email, phone call, e-pad. AA or delegate may attend final interview if PA requests * Completed between student and PA * Placement hours recorded * All sections in PAD and OAR completed and signed * Confirmation that student is making satisfactory progress, if not a supportive action plan will be put in place to support progression to placement 2 | **Final Interview (summative)**   * PA gathers feedback from PS * Prior to interview PA and AA will discuss student progress – by email, phone call, e-pad. AA or delegate   may attend final interview if PA requests   * Completed between student and PA * Placement hours recorded * All sections in PAD and OAR completed and signed * Confirmation that the student has achieved all requirements for the Part |

|  |  |
| --- | --- |
| **End of Placement Two**  **Submission of PAD and OAR is completed electronically by date identified in practice learning module outline**  Module lead records pass/fail and arranges moderation of the PADs with the module team and practice partners and arranges for external examiner to moderate PADs. Moderation reports completed | |
|  | |
| **Pass**   * AA completes OAR confirming progression and achievement following disucussion with PA - by email, phone call, e-pad * Where students have passed placement, but are still required to complete placement hours – arrangments to achieve these hours will be made by the practice panel | Fail   * AA completes OAR * Referred to Practice Panel – reviews practice fail to confirm process followed, review claims for mitigation and decide reassessment – attended by AA and PA. Reassessment placement arrangements made and confirmed in writing to the student * Where fail due to persistent non-achievement of professional values, student may be referred to fitness to practise processes |
|  | |
| **Examinarion board**  Ratifies proggression for students who have sucessfully passed the Part of the programme  Ratifies fails – students allowed one reassessment attempt of 4 weeks – fail at reassessment unless mitigation exists will result in the student being withdrawn from their studies | |

## Who will support me on placement?



There are a number of people who will support your learning in placement.

|  |  |
| --- | --- |
| **Practice Supervisors (PS)**   * Registered Nurses, Midwives, Nursing Associates and other registered health and social care professionals * Have completed appropriate preparation * Be a role model * Support your learning within their scope of practice * Facilitate independent learning * Work with you to facilitate any reasonable adjustments to promote your learning * Provide appropriate supervision and feedback * Oversee your practice learning to ensure safe and effective learning * Have relevant knowledge and experience of their clinical area * Gather feedback from others involved in supporting your learning * Contribute to assessment by providing feedback * Confidently share observations and feedback with practice and academic assessors * Raise concerns appropriately using the relevant protocols * Understand the your programme of study and the stage of the programme you are on * Understand their role in relation to completing any required documentation * Have access to a practice learning guide, which includes the expectations of PS | **Practice Assessors (PA)**   * Registered nurse with appropriate equivalent experiences for your field of practice * Conduct objective assessments to confirm achievement of proficiency and programme outcome for practice learning including reviewing your e-portfolio * Seek relevant feedback and evidence to ensure that an objective, evidence-based assessment of your skills have been made * Communicate with the practice supervisor(s), to gain feedback on their observations of your knowledge, skills and attitude/values * Maintain and develop current knowledge and expertise relevant for the proficiencies and programme outcomes being assessed * Raise concerns appropriately using the relevant protocols * Link with academic assessors to review your progression * Work with you to inform decisions regarding assessment * Have knowledge of the your programme and assessment process * Have access to a practice learning guide, which includes the expectations of PA * PA will be updated by the academic assessor on students progression in theory   ***Your practice assessor and practice supervisor cannot be the same person at the same time*** |
| **Academic Assessors (AA)/PAT**   * Member of the University teaching team * Will be involved in delivering your course * Will be allocated to a year group for practice support * You will have a different PAT/AA allocated for each part of the programme * Will work in partnership with the PA at the end of each part of the course to discuss and monitor achievement of proficiencies and progression, and your achievement of modules * Will liaise with the PA if there are concerns about your performance or if you need a development plan to help you achieve * Will record your progression and achievement in the Ongoing Record of Achievement * Attend practice panel if required | **Nominated Person**   * Is a practice educator/ facilitator (employed by Trusts) * Main point of contact if you or your PS/ PA have a concern about support, learning opportunities, learning needs or if you wish to raise a concern * Will organize student forums/ student survival days to enhance your learning in placement |
| **Practice Liaison team**  The PLT will not work with individual students  The purpose of the Practice Liaison Team (PLT) is to facilitate collaborative working between the School, Work based learning support office (WBLSO), NHS Trusts and other placement providers to assure the quality of the practice learning environment and to support increases in placement capacity. It is led by the School’s Head of Practice Learning & Partnerships. | |

## SCiP (Student Coaching in Practice)

Whilst on placement you will have opportunity to learn from and work with a range of professionals, as detailed above. You may also have opportunity to learn from and with other nursing students and trainee nursing associates. This model of placement learning involves students carrying out direct patient care, with senior students supporting more junior students. All students will be overseen and supported by a coach, who will be a practice supervisor. The coach will facilitate learning through questioning, active listening and challenging in a safe learning environment.

## Will I get an induction to placement?

Yes. At the start of the course, before you go into placement, you will get an induction to each Trust. **This is mandatory.** You will be introduced to the practice educators/ facilitators, have a fire safety lecture, find out about Trust policies, professional expectations including working hours and uniform, how to access patient records, information about confidentiality and safety concerns and car parking. You may be asked to watch induction videos online that are produced by some trusts – it is a mandatory requirement if you are asked to do this.

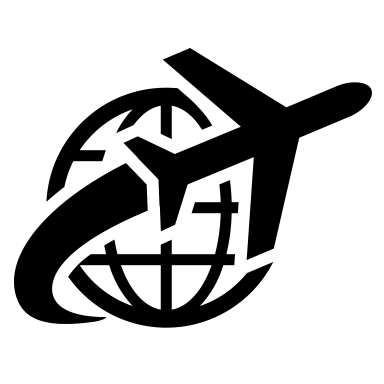
At the start of each placement, you will also have an induction/orientation, which should be within the first day. Your practice supervisor or nominated other will do this.

## Placement Conduct

Once per year, you must complete **Student Placement Conduct and Health and Safety Agreement,** which is contained within your e-MYE PAD. It is an agreement which outlines the expectations of the University and your responsibilities in respect of the provision of placement learning, work shadowing or visits that are required as part of your University of Worcester course/programme of study.

**Are there any opportunities to work abroad or in a different part of the country?**



**Kath Baume**

**International Lead for Nursing**

During the first semester of year three a number of options exist for students to undertake an elective placement to gain insight into nursing and health care in a variety of settings and cultures both within the UK and internationally. Please be aware that some of theses arrangements may change in response to the global pandemic.

**Option 1:**

12 week ERASMUS overseas exchange, during semester 1 in the third year. Places are limited and interested students will be invited to attend a selection interview. This will be a formative assessment as it takes place half- way through the part (year) of the course. The experience contributes to the overall achievement of the programme. There may be the opportunity to share lectures.

If you access an international semester exchange in the European Union you will be eligible for ERASMUS funding. This does not apply to placements outside the European Union for which there will be no financial reimbursement. This may change when the UK leaves the EU.

During your elective learning experience you will keep in contact with your tutors and International Lead at the University via emails and Skype.

**Option 2:**

A four- week international formative experience at the end of semester 5 placement in the third year with one of our international partners; this will be formatively assessed through the e- MYE PAD and structured e- workbook. This contributes to your overall achievement of the programme. During your elective learning experience you will keep in contact with your peers and tutors at the University via the International Lead, via emails and Skype.  There may be opportunities to share lectures*.* Students will self-fund the entire experience.

**Option 3:**

A four- week formative clinical placement within the UK. This will take place at the beginning or end of placement in semester five. The placement will be outside the counties of Hereford and Worcester. Students will actively arrange their own clinical opportunities and is fully funded by the student. The elective will be formatively assessed through the e-MYE PAD and structured e- workbook. This contributes to your overall achievement of the programme.

For all placements outside Herefordshire and Worcestershire you will be supervised in accordance with the University Work- Based Learning Policy and requirements of practice supervision and assessment.   In addition, your personal academic tutor and work based learning will support you and will have email dialogue with you.

All partnerships outside the UK will be signed up to a memorandum of understanding, a student placement programme agreement and undergo a learning environment audit where summative assessment takes place.

As places are limited, there are strict criteria that you must achieve in order to be considered for an elective placement. These include maintaining professional conduct, passing theory and practice modules at first attempt and maintaining a minimum of 80% attendance in theory and practice.

To further add an international element to the programme, if you undertake an international elective experience you are usually required to feedback your experiences to your peers. From time to time we will have visiting overseas students who will join academic groups and experience clinical placements and you may be asked to become an international buddy.

During the first year the International Lead will discuss elective opportunities with all student groups and during the second year the International Lead will outline the process to apply for an elective placement that will be completed during semester 2 of the second year. Information on the elective process can be found on Blackboard with details of current partnerships.

If you are interested in an international or national elective please discuss this in the first instance with your personal academic tutor, who will need to support your application. Your personal academic tutor will review your e MYE PAD and structured e- workbook and discuss the elective selection criteria with you. You will then complete the elective request form and submit electronically to the International Lead for Pre-registration nursing. All requests will be considered in line with elective selection criteria.

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The COVID-19 pandemic has limited the availability of some electives. The pandemic is currently evolving and changing, so it may be necessary, for the safety of students, to suspend or withdraw electives. Students will be informed of any changes to the elective process.

## What happens if there is an issue in placement that I want to report?

The practice assessor and supervisor, and practice facilitators/educators have a specific role to play in the provision of practice guidance for students including:

* **Practice supervisors/ assessors: Managing Nursing students Issues in Practice** – when a PS/ PA has serious concerns about students’ professional attitude, behaviours, competency and safety, including the management of the student who is failing to meet the settings expectations.

See algorithm and policy for managing student issues in practice (See Appendix 1).

* **Nursing students Raising Concerns in Practice** – as a student on a professional programme you have a responsibility to highlight concerns you have about standards of clinical practice including unsafe practice (whistle-blowing). The course team have a responsibility to respond to your concerns and to support you if you are requested to make a statement or a complaint is made about you.

**Please remember – if you are asked to write a statement you must not do so without informing your PAT/AA first. A member of the course team will support you in this.**

See algorithm for and policy raising student concerns in practice (See Appendix 1 p. 68).

As a nursing student you also have a responsibility to **safeguard vulnerable people** – children and adults. You must familiarise yourself with the policies and procedures in relation to these issues within your practice learning environment. Please ensure that if you have any concerns that you raise them with your practice supervisor or assessor, or any other member of the team supporting you in the practice learning environment.

Should you have any **urgent placement issues** please contact the programme team at [practice@worc.ac.uk](mailto:practice@worc.ac.uk) where your email will be picked up and dealt with by the most appropriate member of the programme team.

Please do not use this email to report absence.

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## Additional Placement Learning Information

Professional Indemnity Insurance

We encourage all nursing students to have Professional Indemnity Insurance. This means you may be covered for any claim made against you for professional malpractice incurred by yourself in the course of your employment as a healthcare worker, including clinical negligence. Members from the [Royal College of Nursing](https://www.rcn.org.uk/) and [Unison](https://www.unison.org.uk/) may visit you during the induction programme. The NMC now requires all Registered Nurses to confirm they have professional indemnity insurance in place, please see:

<http://www.nmc.org.uk/registration/staying-on-the-register/professional-indemnity-arrangement/>.

## Lone Working

As a nursing student, you are expected to be supervised directly or indirectly by your practice supervisor or other appropriate health and care professionals. You should not engage in lone working. But it is recognised that lone working has an important place to play in the latter stages of your studies, particularly if you are based within a community setting or mental health setting. Any lone working must follow the guidance provided in Appendix 3 and must be supported by your practice supervisor.

Moonlighting **(to have a second job in addition to your main job / full time study)**

We strongly discourage you from engaging in employment opportunities during theoretical and practice placement time. Whilst the programme team is not unsympathetic to the reasons for having to undertake additional employment opportunities, there is a risk that these activities may compromise your ability to fully engage with and successfully progress on the course. You must not therefore undertake any employment opportunity if it is likely to have a detrimental effect on your course outcome.

You are also required to comply with the European Union’s Working Time Directive ([2003/88/EC](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32003L0088:EN:NOT)). This requires that you do not exceed 48 hours on average, including any overtime. When you consider that you complete a 37.5 hour working week as part of your pre-registration nurse education, this leaves very little time before you breech this EU directive.

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## **Fitness to Practise Procedures** - Principles relating to Student Behaviour

The University recognises that in conferring appropriate qualifications where these lead to a professional qualification, admission to a professional body and / or statutory regulation, it must be satisfied that you will be a safe and suitable entrant to the given profession.

You should understand that successful completion of a course leading to admission to a professional body requires adherence to both those requirements and those of the University. You must behave in a manner appropriate to the regulations and procedures of the University and to the code of conduct of the relevant professional body. If you fail to exhibit appropriate behaviour you may be referred to the [Fitness to Practise Committee](https://www2.worc.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf).

Disclosure Barring Service

Nursing courses fall under DBS procedures and you must disclose any criminal conviction (including spent convictions) to the university before entering the course.

Please note: while a DBS update service exists, we only accept DBS via this process if a University of Worcester DBS was used to set up the service.

If you have a period of temporary withdrawal from the programme, you will be required to complete a self-declaration form indicating that you have not received any cautions or convictions during this period away from the programme.

Subsequently, you will be required to acknowledge any such cautions or convictions annually when you register for the modules via your SOLE page.

Furthermore, you must disclose to your personal academic tutor a conviction if it occurs whilst you remain registered on the programme. They will discuss this with the Course Leader, who if necessary will discuss the disclosure with one of the practice facilitators/educators. Criminal offences, particularly those involving dishonesty, or the use of drugs or alcohol, are likely to raise questions about your fitness to practise and you will be referred to the Fitness to Practise Committee and your studies may be discontinued.

If you fail to disclose such information and it subsequently comes to light, you will be referred to the Fitness to Practise Committee and may be discontinued from the programme.

At the end of the programme prior to registration with the NMC you will be required to complete a self-declaration of good health and character, which will need to be supported by the Course Leader.

See Appendix 4 for Good Health and Character Processes.

## Occupational Health Assessment

If you become ill during your time on the course, it may be necessary to refer you to the occupational health department for assessment. We will request your consent for the referral. If a referral is made you must attend the appointment. Failure to do so may inhibit your ability to progress on the course. Further information about the occupational health service can be obtained from [www.somahealth.co.uk](http://www.somahealth.co.uk/).

## Uniforms

Uniforms are provided in order to enable identification of your status as a nursing student and to promote a professional image. You must wear identification at all times and in accordance with the individual trust uniform policy. When placements do not require you to wear uniform, please ensure that you follow a professional dress code. You are usually expected to wear your uniform when taking part in simulated learning and OSCE.

When on placement, you must comply with the placements or Trust’s guidelines / policy with regard to uniform. This will provide guidance regarding wearing jewellery, including watches, the use of lanyards, as well as expectations regarding your hair and footwear. If you cannot access this Trust policy, please discuss this with your practice supervisor or practice facilitator.

When you are wearing uniform, whether at University or in practice placements, you must always maintain a professional image, this means that **it would be inappropriate to smoke cigarettes whilst in uniform or to drink alcohol**. Student found conducting themselves inappropriately will be required to meet with the programme lead.

Please ensure when travelling in your uniform that you keep it fully covered at all times.

## Accessing IT facilities, Trust intranet and/or the internet whilst in placement

Many practice placements and Trusts now keep electronic copies of policies, guidelines and procedures rather than hard paper copies. It is therefore essential that you are able to access these. Each student must individually request their own username and password to comply with clinical governance procedures. For placements in Worcestershire Acute Hospital NHS Trust and Wye Valley NHS Trust, you will need to go to the library sited in the hospital sites and request this from the librarian. They will also provide advice regarding accessing the library services there. For placements in 2gether NHS Foundation Trust and Gloucester NHS Foundation Trust please speak to your practice supervisor and /or your practice facilitator/educator. For placements in Worcestershire Health and care NHS Trust, please discuss this with your practice supervisor and / or practice facilitators. Finally, if you have a placement in the independent sector, please discuss IT access with your practice supervisor. Access to IT facilities, Trust intranet and /or the internet will be covered as part of your Trust Induction.

## Withdrawing and temporary withdrawal from the programme

If you wish to resign or temporarily withdraw from the course this must be put in writing to the Programme Lead. You can action the withdrawal via your SOLE page. Student ID, NUS Card, Trust Identification and uniforms must be returned to the Registry department. While opportunities exist for you to suspend your studies by temporarily withdrawing if required, it is a University requirement that full-time undergraduate programmes are completed within 6 years including interruptions. You should discuss your options with your PAT, who will provide support.

On return to the programme, you will be required to complete a self-declaration of good health and character.

****As a fee-paying student, if you temporarily withdraw from your studies at any point in the academic year without successfully completing any modules you will be required to start that academic year again and course fees will be charged for the whole year. Please note: if you withdraw from your studies (temporarily or permanently between September- Christmas) you will still need to pay 25% of the course fees for that year, if you leave between Christmas and Easter, you will be charged 50% of the fees and after Easter you will still be required to pay 100% of the fees. For confirmation of these liability points, please check with Firstpoint.

Returning from a period of temporary withdrawal (for whatever reason including maternity leave) you will be required to retake any modules you have not yet received an overall pass grade in.

For further information about student loans for fees and maintenance loans please see – <https://www.gov.uk/student-finance/new-fulltime-students> and [https://thefundingclinic.org.uk](https://thefundingclinic.org.uk/)

From September 2020 BSc (Hons) Nursing students are eligible to apply for a training grant – information about this can be found here <https://www.nhsbsa.nhs.uk/nhs-learning-support-fund/training-grant>

## Change of Field of Practice

You will have chosen your field of practice prior to commencement of the course; however, you may have the opportunity to change your field of practice choice during the first year of your studies. All students showing an interest in changing field of practice will need to submit a written request to their PAT. You will be interviewed and will need to evidence progress towards the field specific competencies relevant to the field of practice they wish to change to, this can be done via your professional profile on PebblePad. A place will be allocated dependent upon a vacancy being available.

## Use of social networking site (SNS)

The Three Counties School of Nursing and Midwifery at the University of Worcester recognises the significance of SNS in the lives of many people and that they can provide an effective means of keeping in contact with friends and relatives and are a useful vehicle for exploring common interests. The School does not discourage the use of SNS for this purpose. However, as a health and social care student, you do have a responsibility to uphold the reputation of your chosen profession and to adhere to your professional code of conduct. For this reason, the Three Counties School of Nursing and Midwifery have compiled a formal policy to remind students about their professional responsibilities when using social networking sites. The policy has been drawn up to reflect NMC and other Professional Statutory Body Guidance. (See Appendix 5 for social networking site usage policy).

# Section 6: Resources

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## Library Services

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| The Hive (Joint academic and public library) | | 08:30 – 22:00, 7 days a week (excluding bank holidays)  <http://www.thehiveworcester.org> | |
| Library enquiries | | [askalibrarian@worc.ac.uk](mailto:askalibrarian@worc.ac.uk) | |
| Library Services website | | <http://library.worc.ac.uk> | |
| **1DE643E7**[www.facebook.com/uwlibservices](http://www.facebook.com/uwlibservices) | 190B3D8D  [twitter.com/uwlibservices](http://twitter.com/uwlibservices) | | http://www.webstarts.com/blog/wp-content/uploads/2012/09/youtube-button-300x225.png[www.youtube.com/user/ worcesteralt/playlists](http://www.youtube.com/user/worcesteralt/playlists) |
| Technology Enhanced Learning Unit (TEL) (Blackboard/Turnitin enquiries) | | [tel@worc.ac.uk](mailto:tel@worc.ac.uk)  <https://uwtel.co.uk/>  <https://twitter.com/UW_TEL> | |

**The Hive**

The Hive provides books (Level 3), journals and online resources, has full wireless coverage, 250 computers which you can book in advance, along with access to laptop points and plenty of printers. In addition, there are 800 study stations and space to suit different needs from group work to individual silent research (Level 4). There is a café on Level 1.

**Books, Teaching Resources and Journals**

The Hive has an extensive collection of books (Level 3) and journals relating to health and society. We also have a growing collection of e-books, accessible through the library catalogue and [Library Search](https://library.worc.ac.uk/?b=g&d=a).

You will need your University of Worcester (UW) ID card to borrow material from the library, and loan periods include Short Loan (2-day/orange label), High Demand (2-week/blue label) and 3-week (no label). Normally students can borrow up to 12 2-week loans, up to 12 3-week loans and up to 3 Short Loans at any one time. Short Loans *only*can be returned to Peirson Building on St. John’s Campus as well as the Hive. For the latest information on borrowing stock and using the library, please visit: <https://library.worc.ac.uk/services/borrowing-and-access>

**Resource Lists**

The University’s reading list & digitisation system, Talis Aspire, enables tutors to set up online [resource lists](https://worc.rl.talis.com/index.html) that can be accessed by students, and which link directly to book records, eBooks, articles and webpages. Lists should automatically appear in your Blackboard module.

**Support and Advice for Students and Staff**

Academic Liaison Librarians provide both formal teaching sessions and one-to-one appointments on information and research skills, which enable students to search for, retrieve, organise and evaluate information effectively and ethically. Librarians also provide advice on the selection of resources, and provide a range of services and tools to keep students and staff up to date and aware of how to search effectively. Your subject guide, including details of your Academic Liaison Librarian Jo Dunn, is available at <http://library.worc.ac.uk/subject-guides/ihs>.

Jo works as part of a helpful & well-qualified team of librarians who are available at the askalibrarian desk on Level 3 of the Hive during [selected hours](http://libguides.worc.ac.uk/help/askalibrarian). Library Services’ [online FAQs](http://libraryfaqs.worc.ac.uk/) can answer many of your questions outside askalibrarian hours.

The [Study Skills](https://library.worc.ac.uk/guides/study-skills) pages on the Library Services website offer guidance and support for referencing, avoiding plagiarism, and finding and evaluating information sources. YouTube videos are also available which demonstrate how to get the best from the library’s resources.

**Online Resources, including Academic Journals**

The library holds a range of print journals of relevance to Health and society, on Level 4 of the Hive. However, most of our journals are accessible solely or additionally online, making them more accessible to students who are not on campus or in the Hive. To access the full range of resources available to you, including journals, please use [Library Search](https://library.worc.ac.uk/?b=g&d=a).

The library subscribes to **Academic Search Complete, CINAHL** (health and nursing), **PsycINFO** (Psychology)and other research databases which provide electronic access to full text journal articles. The library also provides access to subject-specific electronic resources, including **Medline**,**Emerald** (leadership and management), **Childlink** (news, reports, research and policy relating to children, young people and families), **British Education Index**. **Dawson Era,** **My iLibrary**and **EBL** provide access to a growing collection of e-books. Please see your [subject guide](https://library.worc.ac.uk/subject-guides) for recommended databases.

**Inter Library Requests**

Books that are not held at in the Library can be requested for loan. These are collected from the Hive. There is no charge to request books, but there are charges if the loan need to be extended (details on the link below). Articles can now be requested and delivered online for both staff and students. All information on inter library requests can be found at: <http://libguides.worc.ac.uk/services/inter-library-requests>

**Using Other Libraries**

The SCONUL Access scheme enables staff, research students, full time postgraduates and part-time, distance learning and placement students to borrow material from other higher education libraries participating in the scheme. To check your eligibility, see member libraries, and apply online, visit <http://www.sconul.ac.uk/sconul-access>

**Referencing**

The latest guidance and policy relating to referencing at the University of Worcester is available at <https://library.worc.ac.uk/guides/study-skills/referencing>.

**Library Enquiries** [askalibrarian@worc.ac.uk](mailto:askalibrarian@worc.ac.uk)

**Library Services Videos, Screencasts and Social Media:**

[www.youtube.com/worcesteralt](http://www.youtube.com/worcesteralt)

[www.facebook.com/uwlibservices](http://www.facebook.com/uwlibservices)

<https://twitter.com/uwlibservices>

**Technology Enhanced Learning Unit** (including Blackboard)  
[tel@worc.ac.uk](mailto:tel@worc.ac.uk)

[www.uwtel.co.uk](http://www.uwtel.co.uk)

<https://twitter.com/UW_TEL>

## Access to Computers

<https://www.worc.ac.uk/ict/students.html>

* **Peirson Building**, **St Johns,** 24/7 PC access, study space.

To obtain access to the Pierson Building computers 24/7 (doors near Conference Centre) please contact St John’s Reception.

* **Riverside Campus and Charles Hastings/Jenny Lind Building, City Campus**

PC access is available during standard opening hours, Mon-Fri 8.00 – 22:00. Check with Reception/Security for details outside these hours (01905 85 5000).

**ICT Enquiries Desk** on Level 1 of Peirson Building or via student/staff portal: <https://www.worc.ac.uk/ict/>

**ICT Major Incident Procedure** In the event of a major system failure, communications will be via the email system and/or the UW web pages.

# Section 7: Services

The University has many support services available for you, depending on your needs. It is important to us that you take advantage of the support available. This section details the role of the personal academic tutor and University learning resources to support your achievement of assessment and other learning. There are also details of the many other University services to support your health and wellbeing.

[Registry Services](http://www.worcester.ac.uk/registryservices/) is the central academic and administrative support department of the University for staff and students.

[Student Services](http://www.worcester.ac.uk/student-services/) is the central department that provides non-academic support of students ranging from accommodation, through to welfare, disability and careers services.

[Worcester Students’ Union](https://www.worcsu.com/helpandadvice/) provides independent, confidential and impartial advice to all students of the University of Worcester. Representation is available to students regarding complaints, academic misconduct, fitness to practise or any other university meeting where a student feels they would like support.

[Firstpoint](https://www.worcester.ac.uk/firstpoint/) is the first point of contact for all student enquiries, e.g. student support, accommodation, fees and finance, registration, ID cards, disability support, study abroad, module choice or any other matters concerning student life at Worcester. This service is based in the Peirson Study and Guidance Centre on the St John's Campus.

[The Language Centre](http://www.worc.ac.uk/your-home/language-centre.html) offers a range of options to help students improve their English, learn a new language or develop the knowledge and skills needed to teach English as a foreign language

[Student Records](https://www2.worc.ac.uk/registryservices/657.htm) - The Student Records Office maintains students' personal and academic details and deals with all matters relating to student progression.

References**:**

Students requiring a reference from the University of Worcester should use the following referee details:

Name: The Registrar

Address: The Referencing Team, Registry - Student Records, University of Worcester, Henwick Grove Worcester, WR2 6AJ.

Email: [reference@worc.ac.uk](mailto:reference@worc.ac.uk)

Phone: 01905 855003/855304

Emails to this address will be sent directly to the Referencing Team within the Registry Services Student Records Office, where all requests for references will be dealt with.

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| **College of Health, Life and Environmental Science** | Appendix 1 -11.0 ‘Speaking up’- Raising concerns and managing student issues in practice **PLACEMENT SUPERVISOR PROCEDURE:** |

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| **Placement Supervisor has general query relating to student learning or personal** **development. Including learning difficulty or disability** |  | Contact placement lead for support/ referral to appropriate support services. Practice Facilitator/Educator contact Programme team as required. Where there is no identified practice lead, support can be given by the UW Practice Education Team.  Where serious concerns exist about student support for their learning please complete - ***Cause for concern form completed.*** |

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| **Placement Supervisor /Other member of placement team or fellow student has a concern about a student’s welfare, including safeguarding issues, bullying/harassment, mental or physical health concerns** |  | Contact Practice Facilitator/Educator or Course team/ Course lead/ PAT.  ***Cause for concern form completed.*** |

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| **Student reports a concern to Placement Supervisor /Other member of placement team about observed aspects of care/conduct** |  | Placement Supervisor /Other member of placement team to discuss concern with student |  | For serious unresolved incidents, Placement Supervisor /Other member of placement team will liaise with University of Worcester.  Student to be supported by the University to write any statement regarding incidents  ***Cause for concern form completed.*** |

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| **Serious concern about student performance or conduct that breaches professional codes of conduct** |  | Placement lead/ supervisor to discuss concern with course lead, and if necessary placement can be suspended pending an investigation |  | If placement lead is unavailable to speak please contact Work Based Learning Support Office (WBLSO) on (01905 855375) or email: practice@worc.ac.uk  ***Cause for concern form completed.*** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student fails to attend practice and has not reported absence/ sickness to placement** |  | Placement informs WBLSO and Placement lead |  | WBLSO contact student and feedback to placement.  Unreported absence  ***Cause for concern form completed.*** |

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| **College of Health, Life and Environmental Science** | **12.0 ‘Speaking up’- Raising concerns and managing student issues in practice**  **STUDENTS PROCEDURE:** |

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| --- | --- | --- | --- | --- |
| **You have a concern that may impact on your progress & / or you feel you need additional support in placement including support for a learning difficulty or disability** |  | Discuss with Placement Supervisor/ Senior member of staff.  If unresolved, contact Placement lead.  Allow 3 days for Placement Lead to respond. |  | If no response after 3 days:  Contact programme team via email at **practice@worc.ac.uk1 or** [**therapyplacements@worc.ac.uk2**](mailto:therapyplacements@worc.ac.uk2)and your personal academic tutor via email. |

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| **You observe a serious incident / have a concern about an aspect of patient care or have an accident in practice** |  | Discuss with Placement Supervisor/ Senior member of staff.  Inform Practice Lead. |  | If unresolved or it is inappropriate to discuss with Placement Supervisor/ Senior member of staff email. [practice@worc.ac.uk](mailto:practice@worc.ac.uk)1 or [therapyplacements@worc.ac.uk2](mailto:therapyplacements@worc.ac.uk2) and copy to your personal academic tutor via email.  ***A cause for concern form will be completed.*** |

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| **You are asked to make or write a statement about an incident/event in practice** |  | Before statement is made: contact programme team via email at practice@worc.ac.uk1  or [therapyplacements@worc.ac.uk](mailto:therapyplacements@worc.ac.uk)2 and contact your personal academic tutor via email. |  | Programme team / personal academic tutor will inform Placement Supervisor.  Support will be provided by the University and or the clinical or practice learning placement to write any statement regarding incidents.  ***A cause for concern form completed will be completed.*** |

1 [practice@worc.ac.uk-](mailto:practice@worc.ac.uk-) email address for nursing, nursing associate, midwifery, paramedic and physician associate students

2 [therapyplacements@worc.ac.uk](mailto:therapyplacements@worc.ac.uk) email address for physiotherapy and occupational therapy students

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| **You have concerns about a student’s welfare, including safeguarding issues, bullying/harassment, mental or physical health concerns** |  | Contact Practice Lead who will contact the programme team: Course lead.  ***A cause for concern form will be completed will be completed.*** |
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| O:\All Staff Documents\University of Worcester Corporate Guidelines\Logos\01. logo\300dpi rgb jpgs\3D\3D colour_300dpi.jpg  **College of Health, Life and Environmental Science** | **13.0 ‘Speaking up’- Raising concerns and managing student issues in practice**  **Cause for Concern Form** |

The purpose of the cause for concern form is to make certain that students, placement/ clinical staff and the University are aware of any issue of concern related to the headings below at the earliest possible stage and that the student is supported as soon as possible.

***It should not replace normal processes for supporting students on clinical or practice learning placement or the usual assessment of practice documentation of student progress.***

**A cause for concern form should be initiated in cases of:**

* **Persistent failure to attend placement** 
  + The student who is expected in practice, and is then persistently absent/has a prolonged period of absence without informing their placement supervisor
* **Serious lack of professionalism** 
  + For example: serious concerns about students’ performance, conduct or behaviour that breaches professional codes of conduct.
* **Cause for concern about the student’s well being**
* The student has concern about their welfare, including safeguarding issues, bullying/harassment, mental or physical health concerns
* **Cause for concern regarding serious incidents on placement**
* The student is involved in or witnesses a serious incident or has a serious concern about an aspect of patient care, or is asked to write a statement
* **Impact on progress**
  + The students has a concern that may impact on their progress & / or they feel they need additional support in placement including support for a learning difficulty or disability
* **A student is asked to make or write a statement about an incident/event in practice accident in practice**
* **A student has concerns about another student’s welfare, including safeguarding issues, bullying/harassment, mental or physical health concerns**

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| **Form initiated by:**  **Date:** |  | |
| **Role of initiator** (e.g. student, placement lead, practice supervisor, practice assessor, practice educator/facilitator, zoned academic, PAT, academic assessor) |  | |
| **Name of student** |  | |
| **Students’ Personal Academic Tutor (PAT)** |  | |
| **Programme and Current Cohort** |  | |
| **Name of Trust and practice area or employer (if relevant)** |  | |
| **Nature of Concern (Brief description to include time, date and place where concern/ incident occurred )** | | |
| **Evidence of Concern (e.g. statement from placement supervisor)** | | |
| **Action taken by Initiator:** | | |
| **Practice Lead made aware of issues**  **Yes No Date** | | |
| **PAT/ Course Lead (or Deputy) made aware of concern**  (Please forward copy of this completed form)  **Yes No Date** | | |
| **If student not present when form completed, please identify arrangements for the student to be made aware of the concerns and actions to be taken:** | | |
| **Signature of Initiator / Designation and Date** | |  |

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| **Outcomes of Meeting with Student:** | |
| **I understand that the actions / targets above have been initiated to support me and agree to work towards them.** | |
| **Student’s Signature and Date** |  |
| **Course Lead (or Deputy)/PAT Signature and Date** |  |

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| **Date for review (if necessary)** |  |
| **Outcome of investigation into cause for concern (e.g. Fitness to Practice referral/occupational health referral)** | |

*Please document Cause for Concern form completed on students’ SOLE page and please send copies of the form to the student, PAT and Course lead and College Director- Learning, Teaching and Quality Enhancement.*

*Please keep an electronic copy securely via the School’s / Department’s academic service unit (ASU) team on the ‘O’ drive.*

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| O:\All Staff Documents\University of Worcester Corporate Guidelines\Logos\01. logo\300dpi rgb jpgs\3D\3D colour_300dpi.jpg  **College of Health, Life and Environmental Science** | **14.0 Speaking up’- Raising concerns and managing student issues in practice**  **CL/ HoD Final Outcome Report Form** |
| *Summarise nature of concern reported, outcomes of investigation, actions and timelines, referrals and ongoing issues* | |
| Course Lead (or Deputy)/HoD Signature and Date |  |

*Please keep an electronic copy securely via the School’s / Department’s academic service unit (ASU) team on the ‘O’ drive and send a copy to College Director- Learning, Teaching and Quality Enhancement and Trust/ Organisations Practice Lead.*

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| **Three Counties School of Nursing and Midwifery** | **ADVICE NOTES** |

**Practice Facilitator/Educator:** refers to generic term for practice facilitator, clinical educator, practice educator, practice education facilitator, practice placement manager – each setting has an identified **Practice Facilitator/Educator**, who is the **nominated person** to offer support and guidance to students. Details of the placements nominated **Practice Facilitator/Educator** are available on your ARC placement details.

**Worcestershire Acute Hospitals NHS Trust:**

Direct Line PF Team: 01905 760472. Team mobile 07764 921542

Generic Email: [wah-tr.practicefacilitators@nhs.net](mailto:wah-tr.practicefacilitators@nhs.net)

Tel: Ext. 36767, Tel: Ext. 36719, Tel: Ext. 36769

Midwifery: Tel: Ext. 36768

**Herefordshire and Worcestershire Health and Care NHS Trust**

Tel: 07423452914, Tel:07803437907

Email: [WHCNHS.practicefacilitators@nhs.net](mailto:WHCNHS.practicefacilitators@nhs.net)

**Wye Valley NHS Trust**

Tel: 01432 383307 or 07976223042

Midwifery: Tel: 01432383360 ext: 3360

Email: [Practice.Educators@wvt.nhs.uk](mailto:Practice.Educators@wvt.nhs.uk)

**Herefordshire and Worcestershire Partnership–Nursing Associate Apprentices**

[whcnhs.nursingassociate@nhs.net](mailto:whcnhs.nursingassociate@nhs.net)

**Independent Sector**

Sarah Weaver: [s.weaver@worc.ac.uk](mailto:s.weaver@worc.ac.uk) Tel: 01905543029

**Gloucester Health and Care Trust**

Chris Betteridge: [chris.betteridge@nhs.net](mailto:chris.betteridge@nhs.net%20) Tel: 07825 430118

Lucy Hagger [lucy.hagger@ghc.nhs.uk](mailto:lucy.hagger@ghc.nhs.uk)

Sarah Reakes [Sarah.Reakes@ghc.nhs.uk](mailto:Sarah.Reakes@ghc.nhs.uk) (TNA)

**Gloucestershire Hospitals NHS Foundation Trust**

Kyra Gould [kyra.gould@nhs.net](mailto:kyra.gould@nhs.net)

Deborah Slade [d.slade@nhs.net](mailto:d.slade@nhs.net)

Julie Bruce-Watt [Julie.bruce-watt@nhs.net](mailto:Julie.bruce-watt@nhs.net)

**Dudley Hospitals NHS Foundation Trust**

Team Email: [dgft.dudleypracticeteam@nhs.net](mailto:dgft.dudleypracticeteam@nhs.net)

Bobby Pujeh [el.pujeh@nhs.net](mailto:el.pujeh@nhs.net)

Kerri-Ann Bradley [kerri-ann.bradley@nhs.net](mailto:kerri-ann.bradley@nhs.net)

Michelle Derry [michelle.derry@nhs.net](mailto:michelle.derry@nhs.net)

**Shropshire**

Sarah Yewbrey [sarah.yewbrey1@nhs.net](mailto:sarah.yewbrey1@nhs.net)

Nursing/Nursing Associate programme team:

[Practice@worc.ac.uk](mailto:Practice@worc.ac.uk) Emails to this address are received by: Programme leads, Deputy Programme/cohort leads. Your concern or request for support will be responded to within 1 working day and may be forwarded to the most suitable party e.g. for concerns or request for support with learning difficulty or disability, your concern or request would be forwarded to Firstpoint, they may also contact your Academic Assessor.

**Midwifery students**:

Contact your personal academic tutor, who will forward your concern or request for additional support to the most appropriate person e.g. your programme lead or Academic Assessor.

**WBLSO**:

Work Based Learning Support Office, University of Worcester.

WBLSO office hours Monday‐ Friday 9am‐ 4.30pm (do not telephone at weekends/ bank holidays).

Tel: 01905 855375. Outside office hours email: [wblso@worc.ac.uk.](mailto:wblso@worc.ac.uk)

Emails will be responded to within 1 working day

**Where a serious concern is reported to WBLSO** they will contact the student to request further details and acknowledge the serious concern. WBLSO will contact the Practice Facilitator/Educator who will liaise with mentor/ charge nurse. WBLSO will also contact Nursing, Nursing Associate or Midwifery Programme Lead/ team who will liaise with student, Practice Facilitator/Educator and Academic Assessor as necessary.

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| **College of Health, Life and Environmental Science** | **10.0 ‘Speaking up’- Raising concerns and managing student issues in**  **practice process** |



Report concerns to Head of School



Reporter is not satisfied that concerns have been met



Reporter is satisfied that concerns have been met

CD-LTQE reports to relevant PSRB/ External body e.g. Health Education England as appropriate



Student/ Placement supervisor (the ‘reporter’) identifies a concern.

Keep a record of date, time and place concern/ incident occurred with any evidence and make a note of actions taken

Concerns about a student or by a student should, in the first instance and where possible, be discussed with student/ placement supervisor/ clinical or practice learning placement



Concern

relates to observed aspects of patient care/conduct by the student

Concern / final report logged by School / Department’s academic service unit (ASU)

CL/ HoD write final outcome report to CD- LTQE/ senior placement representative

CL/ Head of Department (HoD)

investigates and liaises internally and /or externally as appropriate

Feedback to reporter about outcome

Concern reported to course leader (CL) using the Cause for Concern form

CL liaises with PAT who will liaise with the student and signpost to student services, review attendance and student progress

Concern is related to the student

CL with instigate university [Fitness to practice policy](https://www2.worc.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf) where concern about student performance or conduct that breaches professional codes of conduct

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| **College of Health, Life and Environmental Science** | **‘Speaking up’- Raising concerns and managing student issues in practice policy** |
| **1.0. Purpose** | |
| **1.1.** The purpose of this policy and its process and procedure is to ensure any concerns expressed by students or about students whilst undertaking a clinical or practice learning placement as a requirement of an approved course are addressed consistently, effectively and appropriately. This policy includes learners who are in their place of employment as a student. | |
| **2.0. Overview** | |
| This policy, process and procedures covers:  **2.1. Concerns by a student related to observed aspects of patient care/ staff behaviour, performance or conduct.** These may include but are not limited to:   * Malpractice or ill treatment of a patient by a member of staff. * Repeated ill treatment of a patient, despite a complaint being made. * An unacceptable standard of patient/clinical care. * A criminal offence is believed to have been committed, is being committed or is likely to have been committed. * Suspected fraud, including falsification of documents, change to assessment grades, falsified signatures, falsified patient records/electronic case notes. * Disregard for legislation, particularly in relation to health and safety at work. * Failure to disclose conflicts of interest; showing undue favour. * Information on any of the above has been, is being, or is likely to be, concealed. * Medical or psychological problems in staff and student’s reducing the ability of other staff or students to deliver safe and efficient patient care. * Harassment, bullying, undermining, or discrimination affecting students themselves, patients, other staff or students. * Staff behaviour that breeches professional codes of conduct.   **2.2. Concerns about a student**: These may include but are not limited to:   * Student learning or potential development, including learning difficulty or disability. * Student welfare, including safeguarding issues, bullying/harassment, mental or physical health concerns. Such concerns may be raised by a student in relation to themselves or by a student or practitioner about another student during a placement. * Student attendance in clinical or practice learning placement. * Student behaviour, performance or conduct that breaches professional codes of conduct. These could include, but are not limited to:   + ill-treatment of a patient, unacceptable standards of care, breaches in confidentiality, inappropriately accessing patient notes, potentially criminal or fraudulent activity | |

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| * 1. This policy provides details on the process and procedure to be followed when any such concerns are raised.   2. The underlying principles are that concerns will be managed and investigated in collaboration with practice learning partners, that there will be effective and timely communication and information-sharing between stakeholders, and that those who raise concerns and those against whom concerns are raised will be treated fairly and impartially.   3. This policy should be used alongside Professional, Statutory, and Regulatory Body (PSRB) guidance as appropriate. |
| **3.0. Scope** |
| * 1. This policy applies to students registered on programmes in the College of Health, Life and Environmental Science that lead to or confer eligibility to register with a Professional Statutory and Regulatory Body (PSRB), for example, General Dental Council (GDC), General Medical Council (GMC), Health and Care Profession Council (HCPC), Nursing and Midwifery Council (NMC) and to students registered on programmes that have a clinical or practice learning placement, for example Foundation Degrees.   2. This policy and procedure is designed to deal with concerns that fall outside the scope of other University policies and procedures such as the Fitness to Practice policy, the Complaints and Appeals procedures, Module Evaluation Policy.   3. This policy should be used in conjunction with the [Policy on the Management of Placement and Work-based Learning](https://www2.worc.ac.uk/aqu/documents/UW_Policy_for_Management_of_Placement_and_WBL.pdf).   4. This policy does not cover emergency and urgent reporting in relation to where a student believes that a person is at risk of harm if such a report is not made immediately, or where any harm already caused or experienced may be increased if there is a delay in reporting. This will include immediate safeguarding concerns as defined in the University or clinical or practice learning placement’s safeguarding policies and procedures. These should be made in line with the clinical or practice learning placements/ organisations emergency procedures. Once an emergency and urgent concern has been reported, the process and procedure outlined in this policy may be used to allow for a full and fair investigation.   5. This policy does not seek to replace reporting obligations and responsibilities held by practice learning partners, for example, National Reporting and Learning System (NRLS). |
| **4.0. Terminology** |
| **4.1. Placement Supervisor**: This term refers to all individuals who have the appropriate authority to support students within the practice learning environments. Terminology varies across programmes and disciplines and includes, for example, trainers /supervisors  /coordinators /mentors /educators /assessors who are appropriately qualified /suitably prepared to support student learning and/ or assessment within the clinical or practice learning placement. In the clinical or practice learning placement, students are provided with a named member of staff who will oversee their learning on placement and is usually responsible for the assessment of the student’s practice. The title of this person varies according to each profession and as such a generic term of placement supervisor has been used within this policy and procedure. |

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| * 1. **Placement Lead:** This term is used as a generic term for practice facilitator, lead clinical educator, lead practice educator, practice education facilitator, practice placement manager – each setting has an identified placement lead, and who is the nominated person to offer support and guidance to students. In smaller practice learning environments, where for example, there may be a single placement supervisor, this role may not be appropriate.   2. **University Link/ Liaison tutor:** This term refers to all workbased learning tutors/ link tutors/ link lecturers/ zoned academics/ practice facilitators/ personal academic tutors employed by the university and whose role includes liaison with clinical or practice learning placements.   3. **Head of Department:** This term refers to the designated individual with responsibility for leading, managing and developing the academic department, and the courses that are situated within the department, to ensure it achieves the highest possible standards of excellence in all its activities. The Head of Department is accountable to the Head of School   4. **Head of School:** This term denoted the designated individual who is responsible for the effective management of the School, for ensuring the provision of academic leadership and strategic vision, and for the quality of the student experience. The Head of School is accountable to the Deputy Vice Chancellor. |
| **5.0. Principles** |
| * 1. The College of Health, Life and Environmental Science and its practice learning partners take its responsibilities to students, patients, staff and others very seriously. A vital part of ensuring that students, patients, staff and others are protected and supported is our ability to be able to respond quickly and appropriately to any incidents or concerns relating to students health, welfare, behaviour, performance or conduct or where a student raises concerns related to observed aspects of patient care/ staff behaviour, performance or conduct.   2. Equally, all students within the College of Health, Life and Environmental Science (CHLES) have a professional responsibility, as laid out in profession-specific documentation, to raise any concerns that they have in relation to the safety or wellbeing of people in health and social care placements. The College recognises that it can sometimes require courage to raise concerns and report unsafe practices in patient care and will support those who have taken this step.   3. To facilitate this, issues need to be identified at an early stage. Part of the formal process of identifying issues includes providing a clear and simple means whereby those with a concern about a student or where students have a concern about their progress or observe a serious incident / have a concern about an aspect of patient care can report that concern to the College. This policy for raising concerns in practice should be used in conjunction with the [Personal Academic Tutoring policy](https://www2.worc.ac.uk/aqu/documents/Personal_Academic_Tutoring_Policy.pdf) through which students can obtain support to fully engage with the academic requirements and expectations of their learning, professional and personal development through their time at the University.   4. The purpose of this procedure is to ensure any concerns expressed by the student or about the student whilst in a clinical or practice learning placement are addressed consistently, effectively and appropriately. |

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| * 1. Confidentiality of the person raising the concern and the person about whom the concern is raised will be protected in as far as is possible (see 8.0 below). All parties will be treated with dignity and respect. All disclosures will be managed in a sensitive manner and all reports will be considered carefully and confidentially.   2. In addition, this procedure will support the development of students to fulfil their statutory and professional responsibilities as required by the relevant Professional Statutory and Regulatory Bodies (PSRBs).   3. Most PSRBs place an onus on registrants to report concerns about the safety or wellbeing of others, including for example [GDC](https://www.gdc-uk.org/raising-concerns/raising-concerns/raising-concerns), [GMC](https://www.gmc-uk.org/-/media/documents/raising-and-acting-on-concerns-about-patient-safety---english-0617_pdf-48902813.pdf?la=en&amp;hash=FB640A4DD572F0212BE069FE5EE46ECC4112D68A), [HCPC](https://www.hcpc-uk.org/concerns/raising-concerns/), [IBMS](https://www.ibms.org/resources/news/reporting-safety-concerns-at-work/), [NMC](https://www.nmc.org.uk/globalassets/blocks/media-block/raising-concerns-v2.pdf),. |
| **6.0. Student responsibilities** |
| * 1. Some PSRBs have their own raising concerns policies or procedures and students are expected to familiarise themselves with and apply these as appropriate in clinical or practice learning placements.   2. Students may also have a statutory requirement to raise concerns, such as under s.20 of the [Health and Social Care Act 2008 (Regulated Activities) Regulations 2014](https://www.legislation.gov.uk/ukdsi/2014/9780111117613/contents).   3. Students may be unsure as to whether a report is required, or otherwise find it difficult to report their concerns or be unsure about the procedure. If they require advice or support at any stage, they can seek support from their personal academic tutor, placement supervisor, placement lead or course lead. Students must not leave reporting a concern until the end of placement. Placement evaluation is not an acceptable process through which such concerns should be raised.   4. Where the student (or apprentice) is also an employee of the placement organisation or clinical or practice learning placement and a concern arises within the scope of that student’s employment, the student must follow their employer’s whistle-blowing or raising concerns procedure in addition to following the process and procedures laid out in this policy.   5. In the first instance where possible, students should discuss any concerns with their placement supervisor or other responsible practitioner or clinician or practice learning placement. If the student feels unable to raise the matter with the practice learning supervisor or placement for any reason, their concern should be raised with their personal academic tutor.   6. Once a formal cause for concern form has been submitted, students should be minded of confidentiality and should not discuss the details of any concerns with others students, friends, family or individuals outside of the University or the clinical or practice learning placement except where permission has been given to do so by the University or the clinical or practice learning placement. |
| **7.0. Student empowerment** |
| * 1. Students will not be discriminated against during their programme of study or in their working life within the University as a result of raising a concern.   2. Students are encouraged to avoid raising concerns anonymously, although the College will know who raised the concern, students will not necessarily need to be named as the |

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| source of the concern when the investigation takes place. It must be recognised that without the full details a concern cannot be fully investigated. Concerns that are submitted totally anonymously will not be investigated, however the nature of the concern may be shared with clinical or practice learning placements.   * 1. Students should be informed of this policy, process and procedure during their course induction and/ or during preparation for clinical or practice learning placement sessions. The course handbook should provide a link to this policy. Course Blackboard pages will also include this policy, process, procedure and ‘Speaking up’- Raising concerns and managing student issues in practice forms.   2. Students will be provided with feedback once an investigation is completed and where appropriate, provided with the opportunity to reflect on their learning and development. |
| **8.0. Placement supervisor responsibilities** |
| * 1. Some PSRBs have their own raising concerns policies or procedures and placement supervisors should familiarise themselves with and apply these as appropriate in clinical or practice learning placements.   2. In addition to implementing this policy, placement supervisors should follow their own Trust/ Organisations processes where necessary for escalating concerns.   3. Placement supervisors may be unsure as to whether a report is required, or otherwise find it difficult to report their concerns or be unsure about the procedure. If they require advice or support at any stage, they can seek support from their placement lead or university link/ liaison tutor.   4. In the first instance where possible, placement supervisors should discuss any concerns with the student. If the placement supervisors feels unable to raise the matter with the student for any reason, their concern should be raised with their placement lead. In setting in which this role does not exit, placement supervisors should discuss any concerns with their line manager or the course leader.   5. Placement supervisors will be provided with feedback once an investigation is completed and where appropriate by the placement lead. In setting in which this role does not exit, feedback will be provided by the course leader.   6. Placement supervisors should be suitably prepared to support student learning and/ or assessment within the clinical or practice learning placement. To achieve this, placement supervisors should engage with preparation and update sessions/ workshops. These sessions include being informed about this policy, its process and procedures. |

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|  | Appendix 2: Practice Placement Panel **Terms of Reference**  **January 2019** |

1. **Context:**

Examination boards ratify the provisional grades provided for practice related assessment. Practice Placement Panels are convened as Registry require advice in respect to a student’s practice claims for exceptional mitigating circumstances and to facilitate an overview of student progression and achievement, including reviewing all practice learning fails.

1. **Purpose:**

The purpose of the Practice Placement Panel is to review the evidence and documentation in light of a practice fail. This is to ensure that the policy for practice assessment has been adhered to, reflecting University and professional body guidelines.

The Panel provides a forum for nominated Practice and Academic Assessors to review achievement of proficiencies and make joint recommendations for progression. The panel does not decide on the merits of a pass or fail decision. This is the responsibility of the Practice Assessor.

1. **Membership:**

* Independent Chair (University representative – minimum of Course Leader level)
* Lead Practice Facilitator/ Educator (or their nominated representative)
* Nominated Practice Assessors for students failing to achieve placement proficiencies
* Nominated Academic Assessors for all students in the cohort being considered by the Panel
* The Course Lead (or their representative) and other relevant representatives from the course team associated with the students learning, (which could include the practice learning module lead)
* Representative from Work Based Learning Support team

1. **Lines of Reporting:**

Completed reports from this panel will be received by:

* The Registry department (in order to present at Board of Examiners)
* Course Lead
* Lead Practice Facilitator or person responsible for the student in practice
* Work Based Learning Support Office

1. **Schedule of Meetings:**

As required (scheduled in time for Board of Examiners and prior to progression points).

1. **Terms of Reference:**
2. To review the case of any student that has failed to meet the standards or progression outcomes during a practice placement experience;
3. To review student claims of exceptional mitigating circumstances in relation to a practice learning experience;
4. To discuss any related issues that may have impacted on the student failing in the practice placement;
5. To ensure that the assessment processes have been followed in line with University and professional body guidance;
6. To provide a forum for the nominated Practice and Academic Assessor to make recommendations for student progression for a part of a programme;
7. To advise, and make recommendations to the Board of Examiners that enable the student to progress on the programme (as appropriate, or to defer the decision and seek advice);
8. To advise the Registry Department as to whether assessment requirements have been met;
9. To report the Panel’s decisions to the Board of Examiners via a formal set of minutes;
10. To report the Panel’s decision to the student in a formal letter which relays the Panel’s requirements and timescales involved.
11. Where appropriate, provide feedback to the practice areas and those responsible for the student in practice, thereby enabling effective communication about decisions made;
12. To identify any trends in relation to practice assessment (for quality assurance purposes) that demonstrate good practice and identify any issues that need addressing through Practice Supervisor, Practice/Academic Assessor preparation and updates;
13. To report the activities of this panel annually through the Annual Evaluation Reports.

# Appendix 3: Lone Working

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| |  |  | | --- | --- | | 2D_black_72dpi  **Three Counties School of Nursing and Midwifery** | **Guidance for Nursing, Nursing Associate and Midwifery Students Working Under Indirect Supervision/Lone Working** |   This guidance is not designed to replace those of placement providers, but should be read and interpreted in the context of a Trust/Organisation’s own ‘*lone working’* policies.  **Introduction**  The aim of this guidance is to assist decision-making and risk assessment in relation to activities where indirect supervision/lone working may be required as part of the students learning opportunities within a practice setting. The guidance aims to inform both students and the staff that have responsibility for them within a clinical placement, of the need to ensure adequate and appropriate preparation has been performed for a lone working (indirect supervision) situation.  *Placements should enable students to learn to provide safe and effective care, not merely to observe; students can and should add real value to care. The contribution students make will increase over time as they gain proficiency and they will continue to benefit from ongoing guidance and feedback. Once a student has demonstrated that they are proficient, they should be able to fulfil tasks without direct oversight. The level of supervision a student needs is based on the professional judgement of their supervisors, taking into account any associated risks and the students’ knowledge, proficiency and confidence*.  (NMC 2018a p:18)  During a nursing or midwifery programme, students will have placement experiences in a wide range of settings and these will be dependent upon the students chosen programme or field of practice – midwifery, adult, children’s or mental health nursing. They will include hospital and community-based settings and placements within a range of independent sector settings. Community and other non-traditional placements offer valuable learning opportunities to health care students, with community placement being an essential aspect of midwifery practice. These experiences may include lone working experiences with indirect supervision. NMC recognise that students can add real value to care. It can increase student confidence and develop their skills when working with a client or family over a period of time, building a trusting one to one relationship that may not be possible with direct supervision.  **Levels of supervision:**  The nature of supervision will vary from direct to indirect depending upon the:   * Nature of the activity the student is engaged in * Evidence of their current competence * Need to assess achievement of NMC proficiencies/competencies for progression on the programme   *The decision on the level of supervision provided for students should be based on the needs of the individual student. The level of supervision can decrease with the student’s increasing proficiency and confidence.*  (NMC 2018b p:4)  **Direct supervision**: This where the student is working close enough to their practice supervisor or practice assessor for their activities to be directly monitored. This is particularly important for inexperienced students in the early stages of their programme, but equally for more experienced students in challenging or unfamiliar situations.  **Indirect supervision**: This is where the student works more independently, but their practice supervisor is easily contacted and provides the level of support needed to ensure public protection. Indirect supervision helps students develop confidence and independence. It is suitable for students who are more experienced and where activities can be delegated safely and responsibly.  **Activities can include**: Accompanying a patient to another area of the hospital/grounds, being in a side room, clinical room or bay away from direct supervision. It can also involve spoke visits to other placement areas, where the student may work with other health or care providers.  **Lone working (indirect supervision)**: This is any situation or location in which someone works without a colleague nearby; or when someone is working out of sight or earshot of another colleague (NHS Security Management Services 2009). The supervisor or assessor, is unavailable physically, but is contactable by telephone for support.  **Activities can include**: Visiting a patient or client in their own home, managing a well-defined caseload, accompanying a patient outside of the placement area or escorting a patient between different off site clinical settings. Please note: when accompanying a patient, it must be a situation where the patient/client would not normally require an escort.  Students should not undertake any activity on their own which requires a registered practitioner, legally or because of local Trust policy.  **The registered practitioner, whether this is the practice supervisor, practice assessor team leader or deputy, remains accountable for all care carried out by students placed with them at all times and to ensure appropriate safety procedures are followed.**  **Preparation and considerations**  Practice supervisors or practice assessors must use their professional judgement, this guidance and local/national policy to determine if a student can take part in activities that involve lone working (indirect supervision). All activities must promote student learning and all decisions must be made with the safety of the patient/client/student as a key priority.  Practice supervisors or practice assessors must ensure that students are competent to complete the activity and students must inform practice supervisors or practice assessors if any aspect of the lone working activity is beyond their present competency level. Students must not alter plans of care.  Students should be prepared for any lone working (indirectly supervised) activity:   * **Observe:** the student observes the activity they are to take part in * **Learn:** the student is provided with opportunity to review local policy and guidance including lone working policies and to undertake independent learning about the patients/clients’ needs * **Practice:** the student takes part in the planned lone working activity under direct supervision, to ensure the practice supervisor or practice assessor is confident they have the knowledge, skills and attributes to confidently, safely and competency take part in the activity/delivery of care   Only after these measures have been taken and the practice supervisors or practice assessors is satisfied that the student is competent can the student engage in lone working.  Students must be given the same preparation for lone working (indirect supervision) as employed members of the organisation.  Students should consent to lone working (indirect supervision) and be aware that they can terminate the activity if circumstances change or they feel unsafe. The student’s wishes must be respected and any withdrawal must not inform any part of their summative assessment outcome.  Consideration needs to be given to the patient/client involved in the lone working (indirectly supervised) activity and they must consent to the student’s involvement and be aware that the student is not a registered professional. Consideration should be given to the location of the lone working (indirectly supervised) experience and the activity should normally take place during normal, daylight working hours.  Students should maintain regular contact with their practice supervisor or practice assessor during the activity and the practice supervisor or practice assessor should be aware of the student’s location[[1]](#footnote-2). If the level of care/activity falls outside the student’s level of competence at any point during the episode of lone working, they must be aware that they can immediately contact their practice supervisors or practice assessors, so they can review the situation.  Students should be aware of the University and Trusts/organisations *‘raising concerns’* algorithm/policy.  Where a student uses their own car to travel they must have the proper insurance in place (business insurance) and the practice supervisor or practice assessor must have seen this insurance documentation.  Students **must not** use their own car or pool cars to drive service users.  Prior to any lone working (indirect supervision) the Practice supervisor/practice assessor and student should complete the confirmation check list on page 4 and for midwifery students the guidance in their practice assessment document, which must be signed by both the practice supervisor/practice assessor and student. For every lone working activity, a risk / benefits analysis must be undertaken by the practice supervisor or practice assessor taking into account: -   * Students stage in their programme (and their previous experience). Normally students undertaking lone working should be in the final year of their programme and normally first year students should not be expected to take part in lone working activities * Students level of competence to carry out the activity confidently, safely and competently. This must be assessed by the practice supervisor or practice assessor * Student and patient consent * Patient/client is well known to the service provider and a well-established care plan is in place and the activity is part of the normal care provided to this patient/client (a significant history of violence is a contraindication to a student lone working) * Students must identify actions to be taken to keep in contact with their practice supervisor or practice assessor and to raise any concerns should an untoward incident occur * Student must have their own mobile phone, provide their practice supervisor/practice assessor with their contact number and both parties keep their phones switched on and accessible at all times   Following an episode of lone working (indirect supervision), the student should feedback to their practice supervisor/practice assessor and complete any necessary documentation. They should be provided with opportunity to reflect on their learning.   |  |  | | --- | --- | | 2D_black_72dpi  **Three Counties School of Nursing and Midwifery** | **Guidance for Nursing, Nursing Associate and Midwifery Students Working Under Indirect Supervision/Lone Working**  **Checklist Confirmation** |   Please sign below to verify that the above guidance has been applied prior to a student being involved in lone working during their placement.   |  |  |  | | --- | --- | --- | | **Name** | **Signature** | **Date** | | **Student:** |  |  | | **Practice supervisor/practice assessor/team leader/deputy:**  **(Delete as appropriate)** |  |  |  |  |  | | --- | --- | | **Students Name:** |  | | **Student Mobile Phone Number:** |  | | **Placement:** |  | | **Dates of Placement:** |  | | **Practice supervisor/practice assessor Name:** |  | | **Practice supervisor/practice assessor Mobile Phone/Contact Number:** |  | | **Practice supervisor/practice assessor Designation:** |  |   **Checklist for students undertaking lone working activities including visits in the community**  Prior to students undertaking lone working (indirect supervision) including lone visits in the community, the Practice Supervisor/Practice Assessor/Team Leader/Manager or deputy should complete and initial the checklist below.   |  |  | | --- | --- | | * Deemed the student to be competent within their scope of practice |  | | * Ensured that the patient/client is known to the nursing/midwifery team, and the student has visited this patient together with the practice supervisor/practice assessor/team leader prior to this lone working activity |  | | * Ensured that the student has contact numbers and means of contact/backup |  | | * Ensured the student is aware of safety procedure/lone working policy for the Trust/Organisation and knows what to do in case of emergency, personal safety and their escape route |  | | * Ensured the student is fully aware of the location of visit and the travel route |  | | * Ensured that the practice supervisor/practice assessor /team leader/deputy has the agreement of the patient/client for the student to visit alone |  | | * Ensured the student is aware of the need to leave details i.e. name, address, telephone number and time and expected duration of visit in an agreed location |  | | * Advised the student to arrange for someone to make contact with them if their return is overdue |  | | * Park Car in a position that you could leave in an emergency and advised the student to park vehicle, if practicable, facing the return journey |  | | * The student must wear their student identity badge |  | | * Advised the student to enter the premises only when invited to do so. If at any time they feel threatened or unsafe, advise them to leave immediately |  | | * Ensure the student is mindful of escape routes including the need to open locked doors |  | | * Reminded the student to assess risk beyond the client - risk may come from an unsafe building, animals, and other members of the public. If any of these give cause for concern, the student knows to leave immediately |  | | * Advised the student, if an incident or ‘near misses’ occurs, to complete the necessary procedures for their work area and inform their practice facilitator/educator and the University, as soon as is reasonably practicable |  | | * Ensured the student knows how to keep records safe in line with Trust/organisation governance policy |  | | * Ensured the student has checked that their car/vehicle is currently insured for business use, if using own car/vehicle and that the insurance documentation has been reviewed to confirm this |  | | * Ensured the student is aware of the importance of not divulging personal contact details to clients/patients |  | | * Ensure the student follows NMC and Trust guidance with regard to social media usage on their device during visits |  |   *This guidance and checklist is based on information provided by the Institute of Health at the University of East Anglia and adapted from Guidance for Developing Student Placements in Community and Non-Traditional Setting (The Chartered Society of Physiotherapists 2006); Kings College, London (2017) Lone working policy for pre-registration nursing and midwifery students; University of Salford, University of Manchester, Manchester Metropolitan University and University of Bolton (2017) Students visiting clients in the community: Guidance for students and mentors for UG nursing and midwifery programmes; University of Plymouth (2016) Indirect supervision of students including pre-registration nurses.*  **Student should photograph this form and upload a copy to their Pebble+ e-portfolio.**  **References**  NHS Security Management Services (2009) *Developing a policy for the protection of lone workers.* Available at: <http://www.dynamis.training/wp-content/uploads/NHS-Lone_Working_policy_template.pdf>  NMC (2018b) *Standards for student supervision and assessment*. <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf>  NMC (2018a) *Standards for pre-registration nursing programmes*. <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/programme-standards-nursing.pdf>  **Further Reading**  NHS employers (2013) *Improving Safety for Lone Workers. A Guide for Managers.* Available at: <http://www.nhsemployers.org/~/media/Employers/Documents/Retain%20and%20improve/Managers%20guide_Le0882_3.pdf> |  |

# Appendix 4: Good Health and Good Character

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|  | **Nursing, Midwifery and Nursing Associate Pre-Registration programmes: Good Health and Good Character Processes**  **February 2019** |

The Nursing and Midwifery Council (NMC) requires Universities and their practice partners to ensure students’ health and character are sufficient to enable safe and effective practice on entering the programme, throughout their studies and at the point of registration, when they submit the supporting declaration of health and character in line with the NMC’s health and character decision-making guidance.

This includes satisfactory occupational health assessment and criminal record checks.

It requires students to be fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully.

Students are also required to act according to the NMC Code and report any involvement in conduct which may breach the requirements of the Code, whether or not it has resulted in criminal proceedings.

Nurses, midwives and nursing associates who are seeking to join the NMC register, or renew their registration through revalidation must make declarations about their health and character

**Good Character Process:**

The following flow chart identifies the processes for confirming Good Character:

|  |
| --- |
| 1. Candidate declares police charges, cautions, convictions or conditional discharges on UCAS application form |
| 1. Admissions department writes to candidate requesting further information |
| 1. Admissions tutor and practice learning partner review declaration in line with *NMC (2019) Guidance on Health and Character.* Application is accepted or rejected |
| 1. Prior to the selection day all candidates are asked to complete an e-self-declaration form – including police charges, cautions, convictions or conditional discharges and any findings that their fitness to practise is impaired by a body responsible for regulating or licensing a profession other than the NMC (this includes any regulatory bodies in the UK or overseas). If students are unclear about what to declare they need to contact the university for clarification.   Any issues raised will result in steps 2 & 3 |
| 1. Following offer, an enhanced Disclosure and Barring Service (DBS) check is completed. All   DBS's received detailing any police charges, cautions, convictions or conditional discharges are reviewed by the admissions tutor and where necessary (in the event of a new or unexpected disclosure) practice learning partner. |
| 1. Day one of programme, students complete a self-declaration form, confirming their good character since their DBS was completed. DBS must be completed prior to starting first practice placement. |
| 1. Students complete an electronic self-declaration when registering for years two and three. Students are required to declare immediately any cautions, convictions or pending charges. If students are unclear about what to declare they need to contact the programme lead for clarification. |
| 1. Students who temporarily withdraw, must complete a self-declaration of good character on return |
| 1. At the end of the programme, the **programme lead** provides a supporting declaration of good health and character for all students who have completed the programme |

**Good Health Process:**

The following flow chart identifies the processes for confirming Good Health:

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| 1. Candidate declares health or disability issues on UCAS form |
| 1. Candidates short-listed against selection criteria and invited to a selection event – invited to declare any health or disability issues that may impact on selection process to allow reasonable adjustments |
| 1. Following offer, admissions department forward Occupational Health questionnaire to all candidates |
| 1. Candidate returns completed form, which is screened via an independent provider of Occupational Health services |
| 1. Occupational Health provider, assesses all candidates either:  * Directly via the completed form   or   * Complete a health assessment interview by phone   or   * Invite to a health assessment interview in person |
| 1. Individual student assessment is required to ensure that the student has the skills and general capabilities for the particular placement learning experience, that any pre-existing health conditions are not worsened by a particular activity and that they do not pose a risk to others |
| 1. Occupational Health confirm students cleared to start their studies and provides written details on any reasonable adjustments, this information is shared with the programme lead and induction tutor with the students consent |
| 1. Occupational Health provider also complete all required immunisations |
| 1. The University and practice partners work together to ensure that any reasonable adjustments are put in place |
| 1. Students complete Annual Good Health and Good Character declaration when registering for years two and three declaring they have no health problems that will prevent them from completing their professional role |
| 1. Where students experience health issues during their studies, that are impacting on their placement learning, they are referred for Occupational Health assessment (with their consent) to determine if any reasonable adjustments are required |
| 1. Students who temporarily withdraw, complete self-declaration of good health and good character on return |
| 1. At the end of the programme, the **programme lead** provides a supporting declaration of good health and character for all students who have completed the programme |

Once a student is on an NMC approved programme any concerns raised regarding good health (e.g. drug/alcohol abuse, severe and/or relapsing mental health issues) or good character (e.g. receiving a caution, conviction or conditional discharges) will be referred by the programme lead to the University Fitness to practise processes. The **fitness to practise procedures** ensures fitness to practise issues are managed robustly and fairly.

**References**

NMC (2019) [*Guidance on Health and Character*](https://www.nmc.org.uk/globalassets/sitedocuments/registration/guidance-on-health-and-character.pdf)

University of Worcester (2010 updated 2018) [Fitness to Practise Procedures](https://www2.worc.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf)

# Appendix 5: Social Media Policy

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|  | **Policy Regarding the Use of Social Media** |

**Context**

The Three Counties School of Nursing and Midwifery (TCSNM) at the University of Worcester recognises the significance of social media in the lives of many people and that social media can provide an effective means of keeping in contact with friends and relatives and are a useful vehicle for learning and teaching. The TCSNM does not discourage the use of social media. However, as an TCSNM student, you do have a responsibility to uphold the reputation of your chosen profession and where applicable to adhere to your professional code of conduct. For this reason, the TCSNM has compiled a formal policy to remind students about their responsibilities when using social media. The policy has been drawn up to reflect NMC, HCPC and other Professional Statutory Regulatory Body (PSRB) guidance.

**Social Media**

Social media includes social network sites such as Facebook, Bebo, MySpace, IMVU, Twitter, Second Life, What’s App, Instagram and otherwise known as online communities. This policy also covers YouTube, Flickr, Blogs and public comment boxes (such as those on news websites) and includes any infringement of [University of Worcester Information and Communication Technology ICT regulations.](http://www.worc.ac.uk/ict/documents/ICT_Regulations_v2.4.pdf) The list of online communities given here is not exhaustive and therefore should be seen as an illustration only.

All of the sites listed above are public forums and, therefore, any postings made are within the public domain. Whilst it is possible to restrict public access to the social group you engage in within social media (so called closed groups) the information you post may not be secure and should not be considered as being so.

**Use of Social Media**

Student usage/ engagement in social media whilst on placement, whilst in lectures, and during on-campus directed study activities or group work where a lecturer may or may not be present should be for the purposes of learning, teaching and assessment.

**Content**

Content posted must be deemed to be professional at all times (not only those postings in relation to university or placement) and must **not** include:

1. information that may bring the University of Worcester or affiliated NHS Trusts, independent and voluntary sector placements or other partners or professions/ professional bodies into disrepute
2. the names of NHS or other placement providers, service users, placement mentors/ educators or other NHS or placement staff, lecturers or other university staff. This includes any information pertaining to the team or area to which you are assigned
3. pictures or videos of service users, placement mentors, lecturers and other NHS/ placement or university staff. Pictures of fellow students may only be posted with express consent. No pictures of students in uniform or displaying University of Worcester or NHS Trusts or other provider identification should be posted
4. defamatory comments against fellow students, university staff, placement mentors and staff or service users
5. defamatory comments relating to the university, course provision, placement area or practice partners or professions/ professional bodies
6. unsubstantiated or unauthorised comments or concerns relating to course provision (concerns about the course should be dealt with through the appropriate channels)
7. offensive or obscene comments or material to include written content, pictures or videos
8. threatening communication or material
9. any content, information, videos or pictures of yourself or others which may be deemed unprofessional by the professional body to which you are affiliated.

Content posted which is deemed to fall into the above categories may be the subject of the [University of Worcester Fitness to Practise procedures](http://www.worcester.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf). Material posted that is suspected of representing criminal activity will be referred to the police as commensurate with [University of Worcester ICT regulations](http://www.worc.ac.uk/ict/documents/ICT_Regulations_v2.4.pdf). Students are expected to adhere to the policy above and are responsible for informing their Nursing Associate Course Lead /tutor if they are aware of any of the above breaches by another student.

**Further Information and links**

Students are reminded that many PSRB have specific guidance on the use of social media. Students are responsible for accessing and adhering to these. Below are some exemplars:

Professional conduct for nursing and midwifery students:

[NMC (2018) The Code. Professional standards of practice and behaviour for nurses, midwives and nursing associates](https://www.nmc.org.uk/standards/code/)

[NMC (2019) Guidance on social media responsibility](https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/social-media-guidance.pdf)

For students taking Health and Care Professions Council (HCPC) approved programmes:

[HCPC (2016) Guidance on conduct and ethics for students](https://www.hcpc-uk.org/resources/guidance/guidance-on-conduct-and-ethics-for-students/)

[HCPC (undated) Guidance on the use of social media](https://www.hcpc-uk.org/registration/meeting-our-standards/guidance-on-use-of-social-media/)

Social media guidance for physiotherapy students:

[Social media guidance for Chartered Society of Physiotherapists](http://www.csp.org.uk/publications/social-media-guidance-csp-members)

Created 2011, Reviewed 2012, reviewed/revised Sept 2016

Review Sep 2017, SNM Quality JR/DH – Version 1.3

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| 2D_black_72dpi  **College of Health, Life and Environmental Sciences** | Appendix 6: Confidentiality Guidance September 2020 |

# 

1. **Introduction**

The College of Health, Life and Environmental Sciences places great emphasis on maintaining confidentiality. Students, staff, associate staff and anyone working under the auspices of the College must understand and maintain appropriate confidentiality and anonymity of individuals (including service users, peers, supervisors, assessors, professional and academic staff), organisations and workplaces during their time/studies at the University of Worcester.

1. **Scope**

This guidance applies to:

1. All students registered on courses in the College, staff, associate staff and anyone working under the auspices of the College;
2. All assessments (formative or summative), including but not limited to written work, portfolios, reflective commentaries, work based learning evidence and material not formally submitted for marking;
3. Work in all formats, including hard copies and electronic versions and to materials used by students in, or outside the University;
4. Classroom and online discussions, objective structured clinical examinations, viva’s, presentations and seminars;
5. **Definitions**

Confidentiality is the maintenance of anonymity of individuals and privileged information about organisations, gained through working and/or studying within them and is based on mutual trust, respect and professionalism. Confidentiality: NHS Code of Practice (2003) indicates those working in health and care have a duty to protect confidentiality. It is a legal obligation derived from case law and is a requirement established in professional codes of conduct.

1. **Principles**

The protection of confidential information and privacy is guided by the General Data Protection Regulation (GDRP) and the Human Rights Act, giving every citizen personal rights to privacy. Information that is provided in confidence should not be used in any format that may identify an individual or place.

It is a breach of confidentiality to disclose in writing, or verbally any personal information about a colleague, peer, patient, service user, academic or professional staff and work places that could lead their identification.

Course handbooks and module outlines must contain information about the importance of maintaining confidentiality and the implications for breaches in confidentiality.

In assessments students must:

1. Remove names, addresses, identification numbers that could lead to the identification of an individual;
2. Exclude the name of the workplace or organisation to ensure the protection of individuals confidentiality;
3. Omit detailed descriptions of the workplace, personal or family backgrounds.

Exceptions to this:

1. Work-based assessment documentation that records students’ achievement in placement, which may include information about the work place, supervisors, assessors, educators including official signatures;
2. Acknowledgements of staff, family, friends or colleagues who have supported a student in the workplace or University e.g. dissertation acknowledgements.

Guidance to students on preventing breaching in confidentiality:

1. Provide a statement at the start of the assignment that acknowledges names and details have been changed in order to maintain confidentiality. This can be supported by guidance from professional codes or guidance from Professional, Statutory and Regulatory Bodies (PSRBs);
2. The use of fictitious titles or numbers e.g. Mr A, Child B, Clinic C, Hospital D, large hospital Trust, care home, Patient 2, Client 3 to preserve anonymity;
3. Where the assessment includes reference to Trust/organisational policies or reports in the public domain, the student remains responsible for presenting work that protects the confidentiality of individuals concerned.

Confidentiality is an important ethical and legal duty but it is not absolute, confidentiality can only be breached if:

1. The individual consents;
2. Any disclosure is in the interests of an individual who lacks capacity to consent;
3. Disclosure is required by law;
4. Disclosure can be justified in the public interest.

An assessment is not the appropriate place to breach confidentiality.

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| Examples of breaches of confidentiality include:   1. The inclusion of any names, in both the main body and appendices, that would allow an individual or organisation to be identified, when not contained in official student documentation, see below; 2. The inclusion of material, original or copied, on identifiable stationery that can be linked to workplace or organisation e.g. letter head, clerking paper; 3. The use of images, photographs that could lead to the identification of an individual or organisation; 4. Providing information that could lead to the identification of an individual or organisation e.g. dates of birth, hospital numbers, addresses, unusual circumstances. |

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| Examples that do not breach confidentiality include:   1. Staff signatures on official student documents such as competency documents, placement documentation; 2. Clinical location on official student documents such as competency documents or placement documentation; 3. Hard or electronic copies of letters of support /testimonials from individuals who have supported students, however this should have their name only and not their designation/job title or workplace or organisation; 4. Information that is clearly in the public domain and that can be accessed easily by members of the public e.g. via the Internet (but not intranet) such as public reports or Trust policies, as long as the work presented protects individuals’ confidentiality; 5. Causes for concern reported in line with the appropriate ‘*Raising and Escalating Concerns’* or ‘*Whistleblowing*’ processes. |

If the student has any doubt about the inclusion of any material they should seek advice from the module leader.

1. **Penalty for Breaching Confidentiality in Assessments:**

The College requires those responsible for marking to strictly and equitably impose a penalty for confidentiality breaches in assessments:

|  |  |  |
| --- | --- | --- |
| **Confidentiality Breach** | **Year of study** | **Result** |
| A colleague, peer, patient, service user, academic or professional staff member or workplace is identifiable from the information provided within the assignment | ALL | FAIL grade |

Any fail due to a breach in confidentiality must be identified in the feedback to the student, on the moderation report and forms part of the documented moderation process.

Serious or repeated breaches of confidentiality by students on a professional programme may lead to referral to [Fitness to Practice.](https://www.worcester.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf)

1. **Further Guidance**

Where students’ need to raise a concern about patient care/safety or report poor professional practice they must follow the appropriate ‘*Raising and Escalating Concerns’* or *‘Whistleblowing’* procedures.

If it is essential to exchange, distribute or discuss any matter that may be confidential, use anonymised information if it is practicable to do so and it must be completed in a secure environment. Care should be taken when having discussions in public areas.

In the classroom (face to face or online) clear and explicit ground rules should be agreed prior to the start of the any discussion. These should include the requirement for information to be anonymised and the management of breaches in confidentiality.

Social networks MUST not be used to exchange or distribute confidential information as they are in the public domain, refer to the Social Media Policy.

1. **Useful links**
2. General Data Protection Regulation (2018): <https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>
3. Department of Health (2003) *Confidentiality: NHS Code of Practice:* <https://www.gov.uk/government/publications/confidentiality-nhs-code-of-practice>
4. Nursing and Midwifery Council (2018) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates*: <https://www.nmc.org.uk/standards/code/>
5. Health and Care Professionals Council (2018) *Standards of Conduct, Performance and Ethics:* <https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>
6. University of Worcester Information Assurance: <https://www.worcester.ac.uk/informationassurance/>

# Appendix 7 Guide to Standardisation and Moderation

04 December 2018

The University [Assessment Policy](http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf) provides the principles and processes that govern the design and management of student assessment within the University. The Policy should be your reference point in relation to the marking, standardisation and moderation of student work.

**Verification**

**What is verification?**

Verification is the processed usedto ensure that the form and content of assessment tasks and briefs are appropriate, fair and valid in terms of reflecting the learning outcomes and presenting an appropriate level of challenge to students.

**When do I do verification?**

Assignment tasks and briefs should be verified before being given to students.

**How do I do verification?**

The verification of briefs should consider the consistency of the assignment task in relation to other modules at the same level in the same discipline, check that the learning outcomes will be fully addressed by the task and that the assessment criteria and grade descriptors reflect the learning outcomes and the level of the assessment.

Internally verified assessment items and related assessment criteria (together, where appropriate, with assessment briefs) to include all examination papers must be provided to the external examiner for comment.

Course/subject teams must agree with external examiners whether external scrutiny of assessment items and assessment criteria (including marking schemes/grids or model answers or similar) should take place before publication of assessment briefs to students, or alternatively may be carried out as part of the process of external moderation of student work.

**Verification checklist**

* All assessment tasks must be verified internally before being published to students.

**Standardisation**

**What is standardisation?**

Standardisation is the process usedto ensure that all members of the course or module teaching team are familiar with, and have a common understanding of, the marking standards and conventions in relation to the provision of feedback.

**When do I do standardisation?**

Whilst this list is not definitive, instances where standardisation might be recommended include: the introduction of new or revised assessment items, multiple markers for an assessment, a number of new or sessional markers, and the involvement of partner institutions or multiple delivery sites.

**How do I do standardisation?**

Standardisation is completed in advance of marking and involves a group of assessors all independently marking a sample of student work and assigning grades using agreed criteria.

Following individual grading, the team meets, discusses and agrees a grade, which serves as a benchmark for the module run. The meeting should also confirm and clarify other issues concerning marking and feedback, for example penalties for omitting key items. Arrangements for moderation and method and quality of feedback should also be discussed so that it is as consistent as possible.

Where the same assessment item has been used before, previously submitted work can be used for the standardisation activity. Where the assessment item is new, a sample from submitted work can be used. In this instance, the meeting will need to be arranged to take place shortly after submission. If possible, a range of quality of work should be used, with particular attention being paid to the boundary between a pass and a fail grade.

All members of the module marking team must be involved in the standardisation activity. Where members cannot attend a meeting, alternative means of communicating should be used. At the minimum, all members should grade the piece(s) of work and be informed of the result of the exercise prior to grading submitted work.

Where the assessment does not involve written work (eg presentations, OSCEs), film of previous assessment should be used. Where this is not available, other methods to ensure consistency of approach should be used.

**Standardisation checklist**

* Standardisation exercises must take place on an annual basis where modules are delivered across different sites and for large teaching teams
* Where there are new and/or multiple markers for a defined assessment, a standardisation exercise must be undertaken before marking begins to ensure consistency between markers
* A standardisation exercise must be undertaken for all items of summative assessment.
* The standardisation exercise must be documented and returned to the School’s Quality Administrator
* External Examiners must be informed of the outcome of the standardisation exercise, and the pieces of work must be made available to them.

**Double Marking**

Double marking is the process by which a piece of work is marked by two assessors, who agree a final grade.

**What is blind double marking?**

Blind double marking is when two separate assessors each independently assess a piece of student work, assigning a grade and providing comments to justify the grades in relation to the learning outcomes and assessment criteria. Both examiners record their grades and comments separately, and then compare grades and resolve differences to produce an agreed grade and feedback.

**When do I do blind double marking?**

Blind double marking is normally carried out as a universal exercise, that is, every piece of student work is considered by two assessors. The University requires all Independent Studies/Projects and Dissertations of 30 credits or more to be blind double marked.

**What is non-blind double marking?**

Non-blind double marking is when an assessor grades a piece of student work, assigning a grade and providing comments to justify the grade, and then a second assessor also assigns a grade and provides comments, having seen the grades and comments of the first assessor. An agreed grade and feedback is provided for the student.

**When do I do non-blind double marking?**

Non-blind double marking is normally carried out as a universal exercise. Non-blind double marking should be used to confirm the pass/fail boundary, and may be appropriate in the case of new staff members, or in relation to new partners, or new and innovative assignments, or where as a result of initial moderation, a re-mark of the whole set of assignments is required.

**Double Marking checklist**

* Specific arrangements to double mark assessments, first marked by new inexperienced staff, must be in place
* All independent studies, projects and dissertations weighted 30 credits or more must be blind double marked
* All assessments falling into the pass/fail boundary (all grade E and a sample of grade D-) must be non-blind double marked
* Fails must be sampled through non-blind marking

**Moderation**

Moderation is the process to assure assessment criteria have been applied consistently and that assessment outcomes are fair and reliable. Modules must be moderated in accordance with the procedures set out in the University Assessment Policy. There are two kinds of moderation:

**Internal moderation**

**What is internal moderation?**

Internal moderation is undertaken by UW staff to demonstrate that the grades awarded are reliable and consistent. The purpose of internal moderationto ensure that academic standards are appropriate and consistent across course/subject teams and that feedback reflects agreed assessment policies and assessment criteria, and therefore the assessment outcomes for students are fair and reliable.

**How do I do internal moderation?**

A UW assessor marks the set of student assignments, providing a grade and comments to justify the grade, and a second UW assessor (the moderator) then reviews a sample of marked assignments (normally through blind or non-blind double marking) from across the grade profile. The moderator’s role is to confirm (or not) the grades awarded by the first marker, and the quality of the feedback, in the light of course/University protocols and expectations. A moderation report must be complied for each module run. The moderation report must be sent to the external examiner

Moderation is normally undertaken using double marking of a sample of assessments in accordance with the University Assessment Policy; other methods of moderation are detailed in the policy.

Allocation of moderators can be undertaken in a variety of ways;

* Allocation in pairs, where markers moderate each other’s work
* Allocation where each marker has an identified moderator
* Random allocation where a moderator is assigned or self-assigned

Moderation can occur electronically between identified pairs or at a single event where team members meet and moderate together.

Where a module is run as part of collaborative provision, moderation should include representation from all relevant partners.

**When do I do internal moderation?**

Internal moderation is normally carried out on a sample basis, in order to corroborate the accuracy of the marking standards and quality of feedback applied by the first marker. It is the most usual form of moderation activity, and should be used for all assessments where other forms of moderation do not apply. Internal moderation should be completed within the 20 working days assessment feedback period and before provisional grades are made available to the students. All summative assessments should be subject to internal and external moderation.

**What do I do if the first and second grades are different?**

Differences between markers should be resolved by discussion and agreement in the first instance. Where agreement cannot be reached, the assessment will be third marked, usually by the module leader.

In this case, after the module leader has third marked they will consider whether the result of third marking indicates that the marking practices of the first or second marker requires further investigation and/or action. This requires discussion with both markers and consideration of a range of further measures including:

* No further action
* Additional third marking of a further sample of assessments marked by either or both markers.
* Additional use of blind or non-blind moderation for assessments marked by a specified marker
* Remarking of assessments marked by either marker or both.

Before releasing provisional grades to students, the module leader will review the moderation process as entered on the form, assessing the levels of disagreement between markers and the agreed grades. Where levels of disagreement are consistently above one whole grade band, they will consider a range of further measures including:

* No further action
* Review of a further sample of assessment marked by either or both markers.
* Additional use of blind or non-blind moderation for assessments marked by a specified marker
* Remarking of assessments marked by either marker or both

Justification for decisions will be reported on the moderation report

**External moderation**

**What is external moderation?**

External moderation is undertaken by experienced academic peers (external examiners), independent of the University, to ensure that the level of achievement of students reflects.

**How do I do external moderation?**

A minimum sample of 15% of the work for each item of assessment for individual modules must be made available to the external examiner(s), as described in section 12.18 of the Assessment Policy. External examiners are not expected to arbitrate in the event of disagreement between first and second markers, and are not expected to change grades for individual items of student work.

**When do I do external moderation?**

External moderation can take place after the 20 working days assessment feedback period and after provisional grades are made available to the students. Assessment relating to level 4 modules in three-year degree courses is not normally subject to external moderation after the first year of delivery.

**Moderation checklist**

* A formal published statement of standardisation and moderation procedures should be included as an annexe to the Student Course Handbook. The statement must specify how differences between markers are to be resolved
* Where a course is taught across different sites or through different partnerships, the course management team must specify in the formal statement the moderation arrangements across the sites or partnerships.
* Minimum requirements apply to the internal moderation of all summative student assessments, as described in section 12.12 of the Assessment Policy
* Where a course or module is delivered at more than one site, the external examiner should be provided with the provisional statistical profile of grades for each site of delivery, so that they are able to comment on the marking and student achievement standards for each delivery site.
* The moderation report must be completed and sent to the external examiner

# Appendix 8: Programme Aims Mapped to Modules

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Modules** | | | | | | | | | | | | | | | | | |
|  | **Core modules** | | | | | | **Practice modules** | | | **Adult** | | | **Children’s** | | | **Mental Health** | | |
|  | **PRNG1101** | **PRNG1102** | **PRNG2101** | **PRNG2102** | **PRNG3101** | **PRNG3102** | **PRNP1101** | **PRNP2101** | **PRNP3101** | **PRNA1101** | **PRNA2101** | **PRNA3101** | **PRNC1101** | **PRNC2101** | **PRNC3101** | **PRNM1101** | **PRNM2101** | **PRNM3101** |
| **Aims** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Provide a variety of learning opportunities and resources, which facilitate the integration of theory and practice, to safely and effectively support students to confidently achieve the seven platforms and associated skills annexes of the *NMC (2018) Future Nurse Standards of Proficiency for Registered Nurses*. Ensuring eligibility to register with the NMC, as a Registered Nurse: Adult, Children’s or Mental Health |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Develop competent, compassionate, autonomous and accountable professionals, who are fit for purpose, who practice in accordance with *NMC (2018) The Code: Professional Standards or Practice and Behaviour for Nurses and Midwives* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Ensure the public are safeguarded and protected, by empowering students to recognise the need to raise concerns when patient safety is put at risk |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Facilitate the development of contemporary knowledge, skills and attributes to meet the holistic, person-centred care needs of individuals from across the life-span on the health-illness continuum. Additionally, developing the applied knowledge and advanced technical skills required to meet the complex needs of individuals and their families from their chosen field of nursing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Empower and support students to become resilient, caring, reflective, life-long learners, applying a wide-range of evidence-based knowledge to underpin their professional practice in evolving and diverse healthcare environments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Develop nurses who are aware of key health priorities, recognising their role in promoting health and preventing ill-health, by empowering individuals and communities to manage and be responsible for their own health, behaviours and choices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Promote a diverse range of communication and relationship management skills, that facilitate partnership working with patients, their families and the wider health and social care team, supporting equal access to high quality care |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Foster leadership, clinical reasoning and decision-making skills needed to effectively manage and delegate nursing care/interventions, to be a proactive, equal member of inter-disciplinary teams and contribute to the development, delivery and evaluation of safe, effective, high-quality care provision; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Promote non-judgemental, equitable and anti-discriminatory practice, providing high-quality care that respects dignity and is delivered compassionately, prioritising the needs of patients and their families, taking account of their circumstances, characteristics and preferences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Course Learning Outcomes Mapped to Modules**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Modules** | | | | | | | | | | | | | | | | | |
|  | **Core modules** | | | | | | **Practice modules** | | | **Adult** | | | **Children’s** | | | **Mental Health** | | |
|  | **PRNG1101** | **PRNG1102** | **PRNG2101** | **PRNG2102** | **PRNG3101** | **PRNG3102** | **PRNP1101** | **PRNP2101** | **PRNP3101** | **PRNA1101** | **PRNA2101** | **PRNA3101** | **PRNC1101** | **PRNC2101** | **PRNC3101** | **PRNM1101** | **PRNM2101** | **PRNM3101** |
| **Learning outcomes**  **Knowledge and understanding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Apply knowledge of biological science including biochemistry, microbiology, anatomy, physiology, pathology, therapeutics and pharmacology to the assessment, planning and evaluation of person-centred care in diverse contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Apply knowledge and understanding of human development, ageing, death, social and behavioural sciences to the delivery of nursing practice across the life-span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognise and apply knowledge of commonly encountered mental, physical, behavioural and cognitive health conditions to the delivery of person-centred care across the life-span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Apply a critical understanding of co-morbidities and complex nursing, health and social care needs to advanced nursing practice in relation to chosen field of practice; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Apply the principles of health promotion, protection, prevention and improvement to identify and respond to health priorities across diverse communities and the health-illness continuum |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Critically examine local and national policy, legal, ethical, regulatory and professional frameworks and their application to contemporary nursing practice; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Apply principles of research to inform nursing care and the provision of evidence-based nursing practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cognitive and intellectual skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Utilise research and the application of evidence to inform clinical and critical thinking, develop problem-solving, individual and shared decision-making in diverse and complex situations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Apply reflective practices, to develop resilience and take responsibility for own learning and continuing professional development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Create and develop logical evidence-based discussions and conclusions, while appreciating the conflicting, ambiguity and limitations of current knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Apply research methods and techniques learned to review, consolidate and apply knowledge to initiate and complete an independent study which critically and ethically engages with professional practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Skills and capabilities related to employability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12.Demonstrate professional values, competence, confidence and autonomous nursing practice underpinned by the NMC Code and Standards of Proficiency for Registered Nurses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Demonstrate the nursing procedures required to provide safe, culturally aware, holistic, compassionate and evidence-based person-centred care, that recognises individual needs and priorities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. Respect the dignity and rights of individuals, challenging discriminatory practice and promoting equitable access to healthcare |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. Critically reflect on own role in safeguarding vulnerable individuals and apply a professional duty of candour, to escalating concerns and learn from critical incidents to ensure public protection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. Apply leadership skills, to prioritise, delegate, manage change, monitor risk and evaluate service provision |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17. Act as professional role model, guiding, supporting and supervising members of the care team |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Transferable/ key skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18. Apply numeracy, literacy, digital and technology skills to own learning and professional clinical practice; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 19. Effectively utilise communication and relationship management skills which promote optimum engagement with people of all ages, with diverse needs and limitations; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20. Work in partnership with people, families and carers and as an active and equal partner in inter-professional team-working. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# Appendix 9: Assessment Hand in Dates

**YEAR 1** **SEPT 2021 COHORT** - **assessment hand-in dates (2021/22) (not all weeks are shown)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week no | 3 | 4 | 6 | 7 | 8 | 18 | 19 | 21 |
| **Module Code** |  | 14/9/20 | 28/9/20 | 5/10/20 | 11/10/21 | 20/12/21 | 27/12/21 | 10/01/22 |
| PRNG1101 | Course induction week | UW,UG Induction/ Re-induction Week |  |  | Formative | AL | AL | Essay |
| PRNG1102 |  |  |  | Exam |
| PRNA1101 |  |  |  | Not in sem 1 |
| PRNM1101 |  |  |  | Not in sem 1 |
| PRNC1101 |  |  |  | Not in sem 1 |
| PRNP1101 |  |  |  |  |

**Academic Year by Week (2022) - Semester 2**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week no | 24Wye  26 Wye | 30  Wye Adult  only | 32  Severn only | 33 Severn and Wye | 34 | 35 | 36 | 43 | 44 | 45 | 50-52 |
| **Module Code** | 31/1/22  14/02/22 | 14/3/22 | 28/3/22 | 4/4/22 | 11/4/22 | 18/4/22 | 25/4/22 | 13/6/22 | 20/6/22 | 27/6/22 | 1/8/21-28/8/21 |
| PRNG1101 |  | Independent study | Independent study | Independent study | AL | AL | Presentation |  |  |  | Reassessment weeks |
| PRNA1101 |  | Essay |
| PRNM1101 |  | Essay |
| PRNC1101 |  | Essay |
| PRNP1101 | Formative episode of care |  | Summative episode of care | Emyepad and OAR | Reflection |

**YEAR 2 SEPT 2020 COHORT - Indicative assessment hand-in dates (2021/22) (not all weeks are shown)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week no | 3 | 4 | 14 | 18 | 19 |
| **Module Code** | 6/9/21 | 14/9/21 | 22/11/21 | 20/12/21 | 27/12/21 |
| PRNG2101 | Direct entry yr 2 induction | Yr 2 induction |  | ALAL | ALAL |
| PRNG2102 |  |
| PRNA2101 |  |
| PRNM2101 |  |
| PRNC2101 |  |
| PRNP2101 | Summative episode of care |

SEPT 2020 COHORT semester 2 undergraduate hand in dates for assessments in 2022

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week no | 21 | 22 | 23 | 29 | 31 | 35 | 39 | 42 | 42 | 43 | 47 | 48 | 49 | 50 | 51 | 52 | 1 | 2 |
| **Module Code** | 10/1/22 | 17/1/22 | 24/1/22 | 07/03/22 | 22/03/21 | 18/4/22 | 12/04/21 | 6/6/22 | Day TBC | 13/6/22 | 11/7/22 | 18/7/22 | 25/7/22 | 2/8/21 | 9/8/21 | 16/8/21 | 22/8/22 | 29/8/22 |
| PRNG2101 | Report | Independent study |  |  |  | ALAL |  | Independent study |  | AL |  | AL | AL | Reassessment week | Reassessment week | Reassessment week | Reassessment  week | AL |
| PRNG2102 |  |  | Exam |  |  |  |  |
| PRNA2101 |  | Essay |  |  |  | Essay |  |
| PRNM2101 |  | Essay |  |  |  | Essay |  |
| PRNC2101 |  | Essay |  |  |  | Essay |  |
| PRNP2101 |  |  |  |  | Reflection |  | Emyepad and OAR |

**YEAR 3 SEPT 2019 COHORT - Indicative assessment hand-in dates (2021/22) (not all weeks are shown)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Week no | 4 | 5 | 17 | 18 | 19 | 24 |
| **Module Code** | 13/9/21 | 20/9/21 | 13/12/21 | 20/12/21 | 27/12/21 |  |
| PRNG3101 | PRNG3101 Theory week |  |  | ALAL | AL |  |
| PRNG3102 |  |  |  |
| PRNA3101 |  | Presentation |  |
| PRNM3101 |  | Presentation |  |
| PRNC3101 |  | Presentation |  |
| PRNP3101 |  |  | Summative episode of care |

SEPT 2019 COHORT semester 2 undergraduate hand in dates for assessments in 2022

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week no | 34 | 35 | 36 | 43 | 48 | 50 | 52 | 53 | 1 | 2 | 3 |
| **Module Code** |  | 18/4/22 | 25/4/22 | 13/6/22 | 18/7/22 | 1/8/22 | 8/8/22 | 15/8/22 | 22/8/22 | 29/8/22 | 5/9/22 |
| PRNG3101 |  | AL | AAL |  |  | Assessment Week | Assessment Week | Reassessment week | AL | AL | AL |
| PRNG3102 | Essay |  |  |
| PRNA3101 |  |  |  |
| PRNM3101 |  |  |  |
| PRNC3101 |  |  |  |
| PRNP3101 |  | Reflection and EU | Emyepad and OAR |

IMPORTANT: Please refer to your specific module guidance for confirmation of exact assessment dates and times.

Note independent study for this cohort is the same weeks as theory modules because these remained

delivered one day per week

Date of Independent study submission TBC

B.Sc. (Hons) Nursing Course Handbook Updated August 2021 AKH

1. Student midwives and their practice supervisors/practice assessors should follow the Guidelines for Case-loading Practice within the Practice Assessment Document (PAD) and comply with the processes outlined within this document [↑](#footnote-ref-2)