



The University of Manchester

BACHELOR OF NURSING(HONS) / INTEGRATED MASTERS

Faculty of Biology, Medicine & Health

School of Health Sciences

Division of Nursing, Midwifery and
Social Work

STUDENT HANDBOOK

SEPTEMBER 2022

Purpose of this Handbook

The Student Handbook has been developed as a resource for undergraduate nursing students, providing a comprehensive introduction to the Division of Nursing, Midwifery and Social Work and information on all aspects of your programme of study, and should be used as the first point of reference for questions concerning your programme, support and advice, or academic policies and procedures. The University of Manchester is a large and complex organisation, and we want to ensure that you know how to access the information and support and guidance you need to succeed in your studies. It is therefore designed to guide you through many aspects of your time as a student and provides useful links to information available through the University's website, as well as summarising the facilities and support services that are available across the University and how you can access them. It also outlines what you should expect of the Division and what they can expect from you and clarifies the policies and procedures relevant to your area of study. It is your responsibility to familiarise yourself with the Student Handbook and with the contents of the student pages on Blackboard (<http://online.manchester.ac.uk>) and to use them as a reference when required since they govern important aspects of your programme and therefore may have a significant impact on your students and the successful completion of your degree.

Note: The material in this handbook can be provided in alternative formats. Please discuss your requirements with your Academic Advisor in the first instance.

Communication

You should note that email is the default means of communication between staff and students. You must use your official University email address when communicating with the University not least because email sent from non-University mail accounts may be classified as SPAM and hence not read.

Information is also provided electronically using Blackboard (<http://online.manchester.ac.uk>) where students can find detailed information on units and Division specific information.

Teaching staff and students are normally expected to check their email accounts, Blackboard and other electronic methods of communication on a daily basis during term-time and to respond to messages as appropriate.

Disclaimer

Although the information in this Handbook is accurate at the time of publication, aspects of the programme and of Divisional practice may be subject to modification and revision. The Division reserves the right to modify the programme in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional or regulatory bodies, requires a change to be made. In such circumstances, revised information will be issued. Information provided by the Division in the course of the year should therefore be regarded, where appropriate, as superseding the information contained in the Handbook.

Please keep this Handbook in a safe place, as you will need to refer to it throughout your programme.

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1. GENERAL INTRODUCTION

WELCOME TO THE DIVISION OF NURSING, MIDWIFERY AND SOCIAL WORK



I am delighted to welcome you to the Division of Nursing, Midwifery and Social Work in the School of Health Sciences at the University of Manchester.

As Head of the Division, I am privileged to lead the massively talented teaching, research and professional support staff teams you will be meeting during your time here at the University of Manchester.

We are thrilled that you have chosen the University of Manchester as the destination for your undergraduate student journey on the BNurs / MNurs programme. This is a particularly exciting time to be joining the profession. Both qualified and student nurses have been widely acknowledged for the significant contribution they have made to caring for those people affected by COVID 19 and supporting their families and friends.

You are joining a rich and diverse community of scholars – including students training to be nurses, midwives, social workers and psychological wellbeing practitioners as well as those students already qualified in these and other disciplines completing their postgraduate taught and/or research programmes of study. Our education programmes share a common grounding in robust research – much of which has been generated here at the University of Manchester - by the academic staff you will meet while you are here.

We are dedicated to working in partnership with you – placing you and your success at the centre of what we hope will be a transformational learning experience to support you to realise, if not exceed your individual goals and aspirations.

We know that you will place a premium on high quality teaching and will expect timely and comprehensive feedback on the assessments you submit. We are committed to consistently excellent standards and a growing number of our lecturers have received external recognition for their high standards of teaching. Our approach to assessment is rigorous. Our assessment strategies are regularly reviewed to ensure that they remain relevant, valid and fair. We recognise the importance of providing feedback on assessments that helps you prepare for building on your success in future assignments and ultimately your practice as a nurse.

We challenge you to embrace all of the opportunities that your programme here will offer, to make the most of your time here at the University of Manchester. We want your student journey with us to be intellectually stretching, rewarding but also memorable, enjoyable and fun.

We are hugely proud of the achievements of our many students and alumni who have made a difference to the health and wellbeing of people locally, nationally and internationally. We look forward to celebrating your achievements while you are here at the University of Manchester.

Welcome again and my very best wishes for your successful student journey here at the University of Manchester.

Professor Hilary Mairs
Head of the Division of Nursing Midwifery & Social Work

PROGRAMME DIRECTOR'S WELCOME

Dear Student Nurse,

I wholeheartedly congratulate you on behalf of the BNurs/MNurs team for gaining a place at the University of Manchester Division of Nursing, Midwifery and Social Work within the School of Health Sciences. We are pleased that you have chosen the Division and we are looking forward to providing you with the support you need to succeed in gaining both your degree in Nursing and your chosen registered nurse qualification. The course has been designed to meet the Nursing and Midwifery Council Standards for Pre-registration Nursing Programmes (2018) and delivers an innovative platform from which to meet the proficiencies of the Future Nurse.

You have secured a place here at Manchester that was highly sought after and we are pleased to say that we have recruited the most able students who demonstrated to us commitment to a career in nursing. Over the course of the programme we will make it our priority to help you to develop your potential to the maximum and we will endeavour to ensure that you become a confident and competent member of the nursing profession. Nursing is an extremely demanding job and you are embarking upon your career in exceptional times. Our student nurses excelled themselves in their contribution to the challenges faced by the NHS in response to COVID-19 and I am sure that you will also benefit from their experiences. The BNurs/MNurs is a challenging course that will stretch you academically, practically and emotionally and will prepare you for the demands ahead.

It is essential that you familiarise yourself with the contents of this handbook so that you can avail yourself of the information that you will need to help you progress through the stages of the course. It will be up to you to strike the balance between work and play and only you will know what strategies and techniques will be helpful for your continuing success. Whilst we will provide the academic and pastoral support you need to succeed it is essential that you also make use of the wider university support services that are available to you and that are outlined in this handbook.

I personally welcome you to what I believe to be the finest career available today. I would also like to invite you to continue the tradition of excellence that the University of Manchester has established by achieving your full potential. I offer you a sincere welcome and wish you well.

Marcus Percy
Programme Director – BNurs/MNurs

CONTACT DETAILS

The Division of Nursing, Midwifery and Social Work
The University of Manchester
Jean McFarlane Building
Oxford Road
Manchester
M13 9PL

Tel 0161 306 0260
snmsw@manchester.ac.uk

Head of School

Professor Andy Brass
Tel: 0161 275 7943

Head of Division

Professor Hilary Mairs
Tel: 0161 306 7779

Director of UG Education

Ann Foley
Tel: 0161 306 7873

Head of Teaching, Learning & Student Experience

Chris Bamford (Acting Head)
Tel: 0161 306 7727

Division Website: <https://www.bmh.manchester.ac.uk/nursing/>

Programme Management Team

BNurs (Hons) Programme Director

Marcus Percy
Marcus.Percy@manchester.ac.uk
0161 306 7

Year 1 Lead

Ruth Heffernan
ruth.heffernan@manchester.ac.uk
0161 306 7641

Year 2 Lead

Arija Parker
arija.parker@manchester.ac.uk
0161 306 7733

Year 3 Lead

Karen Iley
karen.iley@manchester.ac.uk
0161 306 7664

Year 4 Lead

Brendan Garry
Brendan.Garry@manchester.ac.uk
0161 306 7852

Adult Field Lead

Claire Burns
claire.burns@manchester.ac.uk
0161 306 7772

Mental Health Field Lead

Michael Bird
michael.bird@manchester.ac.uk
0161 305 5851

Child Field Lead

Debbie Fallon

Exams Officer

Margaret Walsh

debbie.fallon@manchester.ac.uk

0161 306 7774

margaret.walsh@manchester.ac.uk

**Academic Lead for Student
Experience / Senior Academic Advisor**

Gillian Singleton

gillian.singleton@manchester.ac.uk

0161 306 7775

**Academic Lead for Practice
Development**

Kevin Bayley

kevin.bayley-2@manchester.ac.uk

0161 306 7818

**Academic Lead for Practice
Governance**

Nigel Henderson

Nigel.Henderson@manchester.ac.uk

0161 306 7775

Practice Learning Unit Officer

Lindsay Blanks

Lindsay.H.Blanks@manchester.ac.uk

Tel 0161 306 7706

Student Support Officer

Sam Green

Sam.Green-1@manchester.ac.uk

0161 306 7717

Support Staff

Programme Support Office (G319)

The Programme and Practice Learning Support Office manages day-to-day administration of the programme, including timetabling, room bookings, registration, enrolments, attendance monitoring and practice learning. If you have issues relating to your timetables, attendance, seminar groups or practice allocation a member of the team will be able to help you between 9:00-16:00 Mon-Fri or Bnursyear1@manchester.ac.uk.

Sickness & Absence should be notified via: [Self Certification of Illness Form](#) or [Notification of Absence Form](#) or exceptionally by email (studentabsence.nursing@manchester.ac.uk). Please ensure that you also complete a Missed Teaching Form (on Blackboard) to indicate how you will make up missed work.

General enquiries

September 2022 cohort - BNursyear1@manchester.ac.uk

September 2021 cohort - BNursyear2@manchester.ac.uk

September 2020 cohort - BNursyear3@manchester.ac.uk

Programme Administrator

Clair Ridley

0161 306 7811

Programme Secretary

Rachel Atherton

0161 306 7809

Practice Learning Unit (G319)

Allocations

allocations.nursmidwif@manchester.ac.uk

Issues in Practice

NMSW.IPs@manchester.ac.uk

Allocations Officer: Child, Community & Mental Health

Amanda Biddulph

Amanda.J.Biddulph@manchester.ac.uk

0161 306 7702

Allocations Officer: Adult Acute

Nicola Moffatt

Nicola.moffatt@manchester.ac.uk

0161 306 7700

Examinations Office

The Examinations Office deal with all administration relating to exams and assessments. You may need to contact the Exams office if you require an extension or have mitigating circumstances affecting your performance in assessments.

Assessment Administrator

Adam Hunt

BNurs.Exams@Manchester.ac.uk

Assessment Administrator

Sabrina Meah

BNurs.Exams@Manchester.ac.uk

WHERE TO GO FOR HELP AND ADVICE

See also: [Programme Staff Roles](#) section

Academic Advisor/Academic Assessor

For support throughout your programme.

Our aim is that by engaging with your Academic Advisor, you:

- will know that your advisor cares about your progression, academic success and future plans
- will feel that you belong and are valued regardless of your background, personal strengths and weaknesses
- will know who to contact if you experience difficulties either personally, academically or in placement
- will work to enhance your academic and personal self-efficacy as a result of setting & reviewing goals and reflecting on your experiences
- will gain and grow in confidence and skills in developing professional relationships
- will gain professional support in managing your placement learning and assessment

You will also have an Academic Assessor who will work with your Academic Advisor to support your progress through the practice elements of the programme

Unit Lead

Provides detailed unit information including timetabling and assessment guidelines. If you have any queries relating to an individual unit you should speak to the unit leader.

Programme Director

The Programme Director's role is to ensure the smooth running of the programme for which she is responsible. This involves chairing the Programme Committee, overseeing the unit evaluation process, considering changes and improvements to the programmes offered and ensuring adherence to the guidelines set out in the University's Academic Standards Code of Practice (Teaching Standards Committee of Senate 1998).

Practice Learning Unit (G319, Jean McFarlane)

Allocates you to placements, monitors practice hours and practice evaluations, and liaises with NHS students grants unit. allocations.

Programme Support Office (G319, Jean McFarlane)

Monitor and report on sickness and absence. Provide documentation and update records. Deal with any queries regarding the BNurs programme administration.

Student Support Office (3.335b, Jean McFarlane)

Your Student Support Office can provide you with advice, guidance and signposting regarding any queries or concerns you may have about: your course, placement, finance, disability, accommodation or life at university in general. You can contact the SSO by email, telephone or by visiting the office on the 3rd floor of Jean McFarlane.

Student Support Office, Jean McFarlane Building

Open to visitation: 9am – 4pm, Monday – Friday

Email: sso.intern@manchester.ac.uk / sam.green-1@manchester.ac.uk

Tel: 0161 306 7725 / 7717

SHARING INFORMATION

The University may share appropriate information relating to your health and/or conduct with external organisations such as your professional employer(s) (for example, relevant NHS Trust, Professional and Statutory Regulatory Bodies (PSRB)), placement and training providers and/or regulator such as the NMC. This may occur where concerns in relation to your health and/or conduct arise and the University considers it necessary for them to be disclosed to one or more of the above organisations. The University's Privacy Notice for Registered Students (which is accessible via this link: www.regulations.manchester.ac.uk/data-collection-notice/) includes further information about how the University may use and process your personal data, including the legal basis and conditions which may be relevant to such processing (see section 6 of the Privacy Notice). The University will only disclose special category data (such as data relating to your health) to a third party organisation where one of the additional conditions are satisfied (see section 9 of the Privacy Notice), including where processing is necessary for reasons of substantial public interest.

CONTACTING LECTURERS

- Lecturers will let you know how best to contact them at the beginning of each unit or, as Academic Advisors at the beginning of the programme.
- Any meetings are best made at the beginning or end of the day so that lecturers and students are able to have a break at lunchtime.
- If you want to make an appointment you should do so via email, telephone or leaving a message for the lecturer in the appropriate office. On doing so you should ensure that you leave your own contact details.

- In an urgent situation any available lecturer can be accessed for advice and support. It may then be necessary to share this information with the academic advisor / unit leader / examinations officer or programme director as appropriate.
- Five days is recognised as a reasonable time for lecturers to respond to students. Please remember that some staff are part time or have research days, holidays etc. If you require an urgent appointment, please check the location details at the main reception on the ground floor at Jean McFarlane Building.
- Contact details of lecturers teaching on your programme are available in Blackboard.

PROGRAMME SCHEDULE & KEY DATES

Term Dates

<https://www.manchester.ac.uk/discover/key-dates/>

University Holidays

Christmas	19th December 2022 – 15 th January 2023
Easter	3 rd April 2023 – 16 th April 2023
Summer	9 th June 2023 – 17 th September 2023 NB: You should be aware that the summer vacation period covers the University resit period and 3 weeks nominated for making up outstanding practice hours. You must prioritise attending resit examinations and completing outstanding hours and will not be able to negotiate alternative dates for these activities due to holidays.

Please note that the dates of annual leave for BNurs students may differ from those listed above and you should check the A-Z overview on Blackboard before confirming any holiday arrangements. These holidays are non-negotiable. Holidays taken outside of the programme annual leave dates will be recorded as unauthorised absence. Absence may adversely affect your progression and achievement on the programme. See also [Programme Attendance Requirements](#).

It is also important that you make your family and friends aware that your holidays are pre-arranged and fixed and for them not to arrange any holidays on your behalf other than at holiday times.

Timetable & Course Programme (A-Z) overview

Your Course overview (A-Z), which shows the teaching pattern for your units across the academic year is available on the Student Gateway on [Blackboard](#) under the Timetable and Programme Overview Tab. Your detailed timetable is available via MyManchester (<http://my.manchester.ac.uk/>), by selecting 'MyCourse' and 'Timetable'.

You will be given guidance on accessing your timetable as part of welcome and induction. If you are concerned that your timetable is incomplete or that you have not been allocated to a seminar group for a unit, you should contact the [Programme Support Office](#) for advice.

Clinical practice days are illustrated as weekdays for the purposes of number of days worked per week but will utilise weekend work as allocated at ward, department or team level.

PLEASE NOTE THAT HOLIDAYS WILL NOT CHANGE BUT OTHER ASPECTS OF THE TIMETABLE ARE LIABLE TO ALTERATION TO FACILITATE LEARNING.

PLEASE DO **NOT** BOOK HOLIDAYS ON STUDY/PLACEMENT WEEKS.

HEALTH & SAFETY

You **must** familiarise yourself with the procedures for dealing with an emergency, including suspecting or discovery of a fire and fire exit points. Similarly, you are required to familiarise yourself with the Health and Safety at Work regulations, extracts of which are posted outside Room G.319 Jean McFarlane Building. Anyone requiring first aid for themselves or for others should contact one of the first aiders situated in the building. Their names and telephone numbers are posted in common user areas. There are two Health and Safety advisors for the School. Please see [University of Manchester Health and Safety Policy](#) for further information.

You **MUST** complete the Health and Safety induction via the Student Gateway on Blackboard (<http://online.manchester.ac.uk>).

The University and its associated Trusts all have **NO SMOKING** policies which you must strictly adhere to. The University has implemented a total no smoking policy throughout the campus.

Aspects of the course content may cause distress to some students. If you are affected by any of the issues raised, you can access support from your Academic Advisor who may then refer you to other support services such as the counselling service.

ADDITIONAL EXPENSES

It is your personal responsibility to ensure that you have appropriate supplements to your uniform, i.e. black, supportive, soft-soled shoes, scissors, pens, etc.

Whilst the library holds a wide range of texts and journals you will find that your studies are best supported by buying some key texts. Recommendations were sent as pre-course reading.

The cost of travel to the University, to sites and between sites is your responsibility, however, students eligible for The Learning Support Fund can claim back some travel expenses online using the Travel and Dual Expenses (TDAE) link. TDAE is part of the broader Learning Support Fund provided by the NHS <https://www.nhsbsa.nhs.uk/learning-support-fund>.

WHERE TO FIND ALL ESSENTIAL INFORMATION

Blackboard

Blackboard, the University's 'virtual learning environment', will be used for online teaching. It is a web-based system that complements and builds upon traditional learning methods used at The University of Manchester. By using Blackboard you can:

- view course materials and learning resources,
- communicate with lectures and other students,
- collaborate in groups,
- get feedback
- submit assignments
- monitor your own progress at a time and place of your own convenience.

Training in the use of software

The Faculty eLearning team have produced a short introduction to Blackboard for new students. <https://youtu.be/47pA877MKJg>

Once you have registered you will be able to access Blackboard (<http://online.manchester.ac.uk>).

MyManchester

You should familiarise yourself with 'MyManchester' <http://my.manchester.ac.uk>/sometimes called your Portal. MyManchester is a way of accessing resources and services, including your personalised timetable, Blackboard, the Library, Student Services, non-academic services, University Email and the Student's Union.

Student Services Centre

Burlington Street

Tel: +44(0)161 275 5000

<https://www.manchester.ac.uk/study/international/why-manchester/student-support/student-services-centre/>

The Student Services Centre can offer help and advice about tuition fees assessments or payments, Council Tax, examinations and graduation.

2. TEACHING, LEARNING & ASSESSMENT

DETAILS OF THE PROGRAMME

Successful completion of this three year/four year full-time pre-registration nursing degree entitles you to apply for inclusion on one of the following parts of the Nursing & Midwifery Council (NMC) professional register:

Adult Nursing
Children's Nursing
Mental Health Nursing

Our philosophy for education is to identify, define and enthuse within our students the scope of knowledge & understanding, skills, personal & professional qualities and, critical & creative thinking to prepare them for their future profession as Manchester Graduate Nurses. In doing this we believe in promoting and maintaining a student-centred, adult-learning approach to nursing education which is borne out of mutual respect, mutual decision-making, respect and dignity for others and, robust student support mechanisms. We are also committed to nurturing within students a pursuit of lifelong learning through self-determination, proactivity and a desire to shape the future for nursing and healthcare provision

Our curriculum (revised in 2019) produces employable, caring, research-minded nursing professionals who are able to work in partnership with and across disciplines, and with users of healthcare, demonstrating strong leadership qualities. You will be equipped to contribute to innovation and development in nursing and healthcare practice by integrating skills and knowledge in the following elements, which form the basis of the curriculum:

1. Nursing Theory & Practice
2. Biological & Social Sciences
3. Leadership and Citizenship
4. Cognitive and Technical Clinical Skills Development
5. Evidence-based Practice and Research

OVERVIEW OF THE PROGRAMME

The Bachelor of Nursing (Hons) is a three-year full-time programme comprising a minimum of 2,300 hours of theory and 2,300 hours of practice, as required by the current NMC Standards (NMC 2018). There are two progression points stipulated by the NMC whereby you must have achieved certain competencies in order to continue to the next stage of your learning. These are at the end of part 1 and part 2.

The NMC (2018) state that the *route* to registration in one or more of the specific fields of nursing practice must be made clear and, for this programme, you will evidence your specific field of practice via the completion of 2 field specific (FS) and 5 field applied (FA) units and their associated assessments (see below) and 8 practice placements specific to your field of practice which also incorporate opportunities to prepare for and reflect on your experience with an academic advisor from that field of practice. Nursing needs to cover materials that

can illicit emotional responses. If you are affected in any way by the material covered please seek support from your Academic Advisor who may then refer you to other support services.

Practice Placement: You will undertake all practice placements within your field of practice with the exception of one unit in the 2nd year which is an opportunity to study abroad and which may incorporate aspects of other fields of practice.

Generic Units (G): There are three generic units on this programme. The first is '*Values Based Nursing*' which is a first year unit that focuses on the principles and core values of nursing that are applicable across all fields. The other two generic units are the biosciences units '*Fundamentals of Anatomy and Physiology for Nursing*' and '*Applied Biosciences for Nursing Practice*' where the content incorporates all fields of practice across the lifespan.

Field Specific Units (FS): There are two field specific units in the core content of the programme which are: '*Collaborative Care Planning*' (year 1) and '*Developing Nursing Knowledge and Skill's* (year 2). All of the content for these units is related directly to the specific field of practice that you have embarked upon and the sessions are all facilitated by staff with professional qualifications from that field of practice.

Field Applied units (FA): You will undertake a number of units that are designed to deliver both generic and/or field specific nursing content in lecture, Podcast or flipped classroom format. This content covers the whole life span, incorporates common conditions of both physical and mental health and is discussed with reference to a range of care settings. Field specific content is then discussed in groups (e.g. seminar/action learning sets) which are facilitated by staff with qualifications and experience in that field of practice in order to apply the generic concepts to that field. These hybrid units are termed 'Field Applied' units and include: Year 1: '*Public Health, Society & Nursing*'; '*Introduction to Evidence Based Nursing Practice*'. Year 3: '*The Nurse as Leader, Manager and Coordinator of Care*'; '*The Nurse as an Inquirer of Clinical Evidence*'; '*The Nurse as a Facilitator of Learning*'.

Discovery (Option) Units: In line with the University of Manchester policy for personalized learning, you are given the opportunity to pursue your individual academic interests whilst maintaining the fundamental objectives of your degree as recognised by the Purposes of a Manchester Undergraduate Education
<https://documents.manchester.ac.uk/display.aspx?DocID=8521>

All units in the BNurs programme are core, with the exception of the discovery units listed below. You will choose two of these units in year two and the units must be chosen and completed to meet the credits required for the degree. The programme outcomes are completed outside of this menu (i.e. completion of the programme outcomes does not depend upon the completion of any specific discovery unit) however the resources for all of the units are available to you via the VLE Blackboard should you choose to learn about the topic without undertaking the assessment.

The Discovery Units are an opportunity for you to enhance your knowledge of a specific area of interest. These 10 credit units *currently* include:

1. Principles of Adult Critical and Intensive Care Nursing
2. Dementia: Empowering and Creative Practice
3. Introduction to Neonatal Low Dependency Care
4. Delivering Harm Free Care in Infection Prevention and Tissue Viability
5. Supportive and Palliative Care in a Multi-professional Context
6. Mental Health and Mental Ill Health in Children and Young People

7. Negotiated Learning unit

The process for registration onto Discovery units will be outlined in Blackboard (<http://online.manchester.ac.uk>) later in the academic year.

OVERALL PROGRAMME AIMS AND INTENDED LEARNING OUTCOMES

Within this three year, full-time, Undergraduate Honours Degree:

1. We aim to develop graduate first level nurses who will be eligible for registration with the Nursing and Midwifery Council (NMC) in Adult, Mental Health or Child fields of nursing practice, in accordance with the Standards for Pre-Registration Nursing Education (NMC 2018).
2. We aim to develop graduate level nurses who will be eligible for the award of an honours degree from the University of Manchester, in accordance with the University's Manchester 2020 strategic plan and the university's criteria for a Manchester Graduate, as set out in the Manchester Matrix of graduate attributes (<http://www.campus.manchester.ac.uk/tlso/themanchestermatrix/>)
3. We aim to provide opportunities for undergraduate nurses to explore the central features of the discipline of nursing in a research enriched environment in order to gain the knowledge, understanding, practical skills and personal attributes required to provide, lead and manage safe, ethical and compassionate nursing care.

Within this context we aim to:

- Prepare students to apply core and field-specific knowledge, skills and understanding in order to function effectively in their chosen field of nursing;
- Prepare students to think and act critically in all aspects of their nursing practice;
- Foster students' development of caring, holistic philosophies for nursing process and practice that will embed concepts of partnership and negotiation with clients, their families and meaningful others;
- Foster students' development to identify, respect and show dignity for social and cultural diversity in healthcare practice, without prejudice, and to be prepared to challenge discrimination in healthcare delivery;
- Develop in students a range of assessment and care planning skills, drawing on nursing and other theories for healthcare delivery, that will enable students to think, reason, judge and make clinical and ethical decisions for nursing with, or on behalf of, their clients;
- Equip students with research skills that will enable them to apply evidence-based nursing practice, challenge nursing and other healthcare practice, engage in research enquiry and promote a career-long quest to keep abreast of current thinking and new knowledge in their field of practice;
- Equip students to work as part of a healthcare team within an interdisciplinary and client context, developing and utilising effective interpersonal skills;
- Equip students to engage (and disengage) in therapeutic relationships with clients, their families and meaningful others, applying effective interpersonal skills and clinical and ethical judgment skills
- Prepare students to develop leadership and problem-solving skills that will lay the foundation and potential for students to plan and lead on changes to improve nursing practice, to lead and specialise in nursing practice, policy developments, education and/or research, locally, nationally and internationally;

- Foster within students core graduate attributes that will provide the basis for lifelong learning and development, to optimise their potential to influence and advance the scope of high quality nursing practice, and eliminate poor practice.

INTENDED LEARNING OUTCOMES

A. Knowledge & Understanding Students should be able to:	
A1.	Demonstrate knowledge, understanding and application of the proficiencies that are associated with accountable professional practice within the discipline of nursing and their own field of practice.
A2	Consider and apply as appropriate, the philosophies, models and frameworks for legal, ethical, safe and competent nursing care with specific reference to their own field of practice.
A3	Demonstrate an understanding of the contributions of sociological and psychological sciences to nursing, and an awareness of how health and social care philosophy and policy translate into ethical and evidence-based nursing practice.
A4	Demonstrate knowledge, understanding and application of the principles of public health and health promotion both to their own wellbeing and to the wellbeing of service users in the context of the wider determinants of health and ill health.
A5	Demonstrate knowledge and understanding of the concepts of human anatomy and physiology that underpin the assessment of health needs and the planning, implementation and evaluation of person centred care from conception to death.
A6	Demonstrate knowledge and understanding of the skills required to effectively lead, manage and co-ordinate evidence-based nursing care across a range of settings and along the spectrum of health dependency as part of an interdisciplinary team.
A7	Demonstrate knowledge and understanding of the monitoring and quality improvement processes that underpin the delivery of safe and effective nursing care.
A8	Demonstrate the ability to effectively retrieve and appraise a range of data/information that underpins and informs the evidence base for nursing practice with specific reference to their own field of practice.
A9	Based on selection of appropriate optional 'discovery' units, enhance specific skills and consider potential application to their own area of practice.
B. Intellectual Skills Students should be able to:	
B1	Demonstrate a coherent understanding of the key aspects of nursing practice through critical analysis and synthesis of information/data from a wide range of sources, at least some of which is at the forefront of the discipline of their own field of practice.
B2	Critically apply the knowledge and understanding outlined above (in A1 – A9) to the management and delivery of competent nursing care in a variety of clinical practice settings and across the patient/client dependency continuum.
B3	Critically appraise the evidence base for nursing interventions and consider strategies for further research and/or practice development with specific reference to their own field of practice.
B4	Demonstrate sound decision-making, clinical judgement and problem solving capability across a range of professional and care delivery contexts.

B5	Evaluate and apply strategies to facilitate learning amongst service users, carers and colleagues.
B6	Critically reflect on their own professional development to identify abilities, limitations and opportunities to improve their nursing practice.
B7	Act with professional integrity, respecting diversity and demonstrating fitness to practise, purpose and achievement of the NMC (2018) standards for pre-registration nursing.
C. Practical Skills Students should be able to:	
C1	Provide, lead, and manage safe, high quality person centred nursing care with confidence and compassion across a range of health and social care settings and in partnership with the interdisciplinary team, service users and their carers.
C2	Effectively communicate and manage relationships with individuals of all ages with a range of mental, physical, cognitive and behavioural health challenges.
C3	Undertake systematic, holistic assessment and accurate recording of the health and social needs of individuals, groups and communities using evidence-based best practice approaches.
C4	Undertake procedures for planning, provision and management of person centred nursing care using evidence based best practice approaches.
C5	Create and maintain safe environments of care through the effective use of quality assurance and risk management strategies.
C6	Facilitate learning amongst peers, colleagues and service users and carers.
D. Transferable Skills and Personal Qualities Students should be able to:	
D1	Demonstrate logical and systematic thinking and the ability to draw reasoned conclusions and sustainable judgements.
D2	Manage both independent study and the demands of professional practice effectively.
D3	Demonstrate effective use of information technology, library, electronic and online resources to enable effective engagement with the programme and to develop fundamental skills for life-long learning.
D4	Demonstrate accomplished verbal, non – verbal and written communication in a variety of settings with a range of individuals.
D5	Demonstrate competent public speaking skills to accurately and reliably communicate information to a live audience that may include peers or practice colleagues.
D6	Work co – operatively and effectively with others as a member of a team.
D7	Reflect on their own academic and professional performance and utilize strategies to improve these.

PROGRAMME STRUCTURE

YEAR 1: ESSENTIALS OF NURSING KNOWLEDGE, SKILLS & PRACTICE

The first year focus for you will be to attain fundamentals of nursing knowledge, skills and practice within and across their chosen field. This will include an introduction to nursing within the UK healthcare system, nursing knowledge & theory and, an introduction to other sciences which underpin nursing and healthcare practice in the life science and social science domains. You will have the opportunity to develop clinical skills and knowledge in a

supportive environment by intensive engagement with clinical simulation learning opportunities on campus before heading out for actual clinical placements.

Year 1 Units of Learning Level 4

Year 1 – 120 Credits Level 4					
Semester 1	Semester 2	Semester 2 Ext.	Credits	Assessment	Practice
Public Health, Society & Nursing (FA)			10	15 minute oral group presentation (100%)	
Values Based Nursing (G)			10	Two parts (100%): 500 word formative draft and 2000 word essay	
Fundamentals of Anatomy and Physiology for Nursing (Bioscience 1) (G)			20	Unseen Exam 2 hours	
	Evidence Based Nursing Practice (FA)		10	Open Book Examination (2 hours) (100%)	
	Collaborative Care Planning (FS)		10	Detailed care plan resulting from holistic nursing assessment supported by evidence based rationale 1,000 words (100%)	
Essential Skills for Nursing Placement 1			20	•Completion of elements of SafeMedicate (50%) Completion of the online Northwest Clinical Skills	*

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				Framework (50%)	
	Clinical Placement 2		20	PAD	*
		Clinical Placement 3	20	PAD	*
Portfolio Development			0		

YEAR 2: DEVELOPING NURSING KNOWLEDGE, SKILLS & PRACTICE

The second year focus for you will be to build on and broaden their nursing and allied sciences' knowledge-base, skills and practice. There will be a greater emphasis on practice-based learning, simulation, interdisciplinary learning opportunities and optional studies, to include overseas placements and cross-field learning.

Year 2 Units of Learning (Level 5)

Year 2 – 120 Credits Level 5					
Semester 1	Semester 2	Semester 2 Ext.	Credits	Assessment	Practice
Applied Biosciences for Nursing Practice (Bioscience 2) (G)			20	2 hour exam (MCQ and short answers) based on a case study	
Developing Nursing Knowledge and Skills (FS)			20	Individual evidence based poster, equivalent to the effort required to produce an assessment of 3000 words (100%)	
Discovery Unit 1			10	See below	
	Discovery Unit 2		10	See below	
Clinical Placement 1			20	PAD	*
	Clinical Placement 2		20	PAD	*
		Clinical Placement 3	20	PAD	*
Portfolio Development			0		

Discovery Unit Menu (all 10 credits at level 5)

Unit	Assessment
Mental Health and Mental Ill Health in Children and Young People	Examination 1 hour (100%)
Dementia: Empowering and Creative Practice	Assignment 2500 words (100%)
Principles of Adult Critical and Intensive Care Nursing	Report 2500 words (100%)
Delivering Harm Free Care in Infection Prevention and Tissue Viability	A case study 2500 words (100%)
Palliative and End of Life Care	Individual vlog presentation – 10 min (1000%)
Introduction to Neonatal Low Dependency Care	Examination 1 hour seen (100%)
Negotiated Study	Essay 2500 words (100%)

YEAR 3: CONSOLIDATING NURSING KNOWLEDGE, SKILLS & PRACTICE

The third year focus for you will be to consolidate and gain confidence in your nursing and allied sciences' knowledge-base, skills and practice, in preparation for nursing registration and the award of an Honours degree. There will be continued emphasis on placement-based learning where you will be prepared for your transition to professional practice and a strong focus on leading and managing within nursing.

Year 3 Units of Learning (Level 6)

Year 3 – 120 Credits Level 6					
Semester 1	Semester 2	Semester 2 Ext.	Credits	Assessment	Practice
The Nurse as Leader, Manager and Coordinator of Care (FA)			20	Reflection (2500 words) and PDP (500 words) focusing on a leadership experience	
The Nurse as an Inquirer of Clinical Evidence (FA)			20	Annotated bibliography 4,000 words (100%)	
	The Nurse as a Facilitator of Learning (FA)		20	A patient teaching session (Equivalent 2500 words Teaching plan and 1500 self-assessment 100%)	
Clinical Placement 1			20	PAD	*
	Clinical Placement 2		20	PAD	*
		BNurs: Clinical Placement 3	20	PAD Portfolio reflection	*
		OR			
		MNurs: Advancing care - the social and political context of health and social care	20	Individual Presentation 10 min (20%) Essay 2,000 words (80%)	
Portfolio Development			0		

PROGRESSION TO MASTER OF NURSING PROGRAMME (MNurs)

The integrated Master's programme is for students who wish to take the opportunity to embark on advanced scholarship in nursing. In order to access the programme you must have achieved grades corresponding to an overall average 2:1 classification across year 1 (level 4) and year 2 (level 5) of the BNurs programme and eligibility for transition to the MNurs will be determined at the end of year 2. If you choose this option, you will undertake much of your learning with the BNurs students but will replace the Year 3 Clinical Placement 3 unit with the Level 6 theory unit 'Advancing care - the social and political context of health and social care'. You will then continue and advance your academic study at level 7 and register with the NMC on completion both practice and academic learning outcomes at the end of your 4th year. If you have elected to undertake the 4 year integrated master's programme, you must maintain a 2:1 average across year 2 and 3 (levels 5 and 6) in order to maintain your registration for the 4-year programme. Should you fail to achieve this level you will transfer to the BNurs programme and exit after 3 years.

Further details of the MNurs programme specification and units will be available to students via Blackboard.

COURSE UNIT INFORMATION

Further information on all BNurs/MNurs units is available via Blackboard :
(<http://online.manchester.ac.uk>).

PROGRAMME STAFF ROLES

See also [Contact Details](#) section.

Academic Advisors

At the beginning of the programme, you will be assigned an Academic Advisor for the duration of your programme of study and it is anticipated that your Academic Advisor will be the first point of contact for the majority of programme issues.

You will be notified of arrangements for your initial meeting with them where they will provide you with information about how and when they may be contacted. Some further guided group and individual meetings will be arranged, and details will be communicated to you, however for all other meetings it will be your responsibility to make contact/seek appointments with your Academic Advisor.

The specific role of the Academic Advisor is to:

- provide you with pastoral support and guidance including advising you of sources of additional help available within the University;
- give support and advice in relation to general study skills
- maintain a record of contact/meetings with you, either through contact sheet forms or electronic meeting summaries
- provide support should you need to attend Fitness to Practice / Health & Conduct Committee

As previously stated, as a minimum you should meet with your AA once a semester and this should be one to one, face to face. You might meet more often than this, make contact through email, telephone or other modes of communication. You are also free to contact other

members of staff for advice on urgent and non-urgent matters. The important thing is to stay in touch and let us know how we can help you.

You may request to change your Academic Advisor at any time by negotiation. If you feel there is a need to change your Academic Advisor you should first discuss any difficulties/problems with Gillian Singleton, Senior Academic Advisor.

You can also seek advice from other quarters, for example, the School Student Support Officer, the Student Union Welfare Section, or the Student Health Care and Counselling Service. Details of these and other services are set out in the Undergraduate Crucial Guide (<http://www.studentnet.manchester.ac.uk/crucial-guide/>).

Academic Assessors

The Academic Assessor role is a NMC requirement and they are responsible for collaborating with practice assessors to collate and confirm your achievement in the practice environment for each part of the programme, making recommendations for progression.

NMC regulations require that you do not have the same Academic Assessor in consecutive parts of your programme. Therefore, in year 1 and year 3, your Academic Advisor will also act as your Academic Assessor; in year 2 you will be assigned a different Academic Assessor but retain the same Academic Advisor.

Programme Director

The Programme Director has overall responsibility for the running of the Burs/MNurs (Hons) programme. They work closely with all members of the programme management team to support delivery of the programme.

Unit Lead / Seminar Lead

Each course unit you complete will be facilitated by a team of academic staff. You will find details of the staff associated with a course unit within the unit guides found on Blackboard (<http://online.manchester.ac.uk>).

For many units you will be allocated a seminar lead who will lead seminars and/or online group work. The overall unit lead will also be able to answer questions you may have including relating to assessment. Your seminar lead will be your first point of contact for unit-related issues.

Field Lead

For each of the three fields of nursing there is a nominated lead who is responsible for ensuring that the curriculum is fit for purpose across adult, child or mental health fields of nursing.

- Co-ordinate the development of a distinct and coherent field curriculum ensuring continuity throughout the student journey in accordance with NMC standards.
- Collaborate with the Programme Director and other members of the leadership team to ensure integration of core knowledge subjects.
- Articulate practice learning needs for students to meet requirements of their field of study.
- Work with course unit leads to ensure subject specialist requirements are addressed and delivered within the curriculum.
- Monitor student evaluations of course units and develop action plans to inform curriculum development.

Year Lead

For each of the four years of the programme there is a nominated lead who has a specific responsibility for student satisfaction and welfare.

- Work with programme leadership team and PS team to organise and deliver welcome week
- To be a focal point of access for students in the year, meeting regularly with student representatives (at least twice a semester) and take forward any issues raised to programme management level in line with University Policy re: student representation
- Attend and report back to Staff/Student Liaison Committee

Programme and Practice Learning Support Office (G319)

The Programme and Practice Learning Support office manages day-to-day administration of the programme, including timetabling, room bookings, registration, enrolments, attendance monitoring and practice learning.

The Programme Office is based on the ground floor of the Jean McFarlane Building.

All sickness and absence from theory and practice should be reported to the Programme Office via the [Self Certification of Illness Form](#) or [Notification of Absence Form](#) or exceptionally by email (studentabsence.nursing@manchester.ac.uk).

Placement allocation issues / queries can be referred to the Practice Learning Unit via email at allocations.nursing@manchester.ac.uk

See also [Programme Attendance](#).

EXTERNAL EXAMINERS

External Examiners are individuals from another higher education institution or organisation who monitor the assessment processes of the programme to ensure fairness and academic standards. They ensure that assessment and examination procedures have been fairly and properly implemented and that decisions have been made after appropriate deliberation. They can raise questions about the way the assessment process is conducted and make recommendations to the Examination Board regarding marking processes and standards. They ensure that standards of awards and levels of student performance are at least comparable with those in equivalent higher education institutions. External examiners are also consulted about proposals to change assessments and future assessment planning.

External Examiners' reports relating to this programme will be shared with student representatives at the BNurs/MNurs Programme Committee, where details of any actions carried out by the programme team, in response to the External Examiners' comments will be discussed. Students should contact their student representatives if they require any further information about External Examiners' reports or the process for considering them.

The External Examiners for this programme are:

Lesley Strouther (Programme External Examiner), Assistant Professor in Adult Nursing, University of Nottingham.

Year 1

Helen Clarke, Senior Lecturer Mental Health Nursing, University of Derby

Claire Sevenoaks, Senior Lecturer for Children’s Nursing, University of Greenwich
Lesley Strouther (Programme External Examiner), Assistant Professor in Adult Nursing, University of Nottingham.
Roslyn Mattukoyya, Senior Lecturer Adult nursing, Anglia Ruskin University

Year 2

Roslyn Mattukoyya, Senior Lecturer Adult nursing, Anglia Ruskin University
Emma Le Poidevin, Academic Lead for Quality Assurance, Institute of Health and Social Care Studies, Guernsey
Claire Sevenoaks, Senior Lecturer for Children’s Nursing, University of Greenwich
Tamsin Graham, Senior Lecturer, Teesside University
Liz Mills, Senior Lecturer, Children’s Nursing, Sheffield Hallam University

Year 3

Deborah Goode, Lecturer in Nursing, University of Ulster
Warren Stewart, Senior Lecturer, University of Brighton

MNurs Year 4

Pádraig Ó Lúanaigh, Director of Nursing at Mayo University Hospital, Castlebar, Co. Mayo, Ireland
Chris Allen, Senior Teaching Fellow, Adult Nursing, University of Southampton
Nicola Clarke, Senior Lecturer, Mental Health, Birmingham City Univeristy

Please note that it is inappropriate for students to make direct contact with External Examiners under any circumstances, in particular with regards to a student’s individual performance in assessments. Other appropriate mechanisms are available for students, including the University’s appeals or complaints procedures and the University of Manchester Students’ Union Advice Centre. In cases where a student does contact an External Examiner directly, External Examiners have been requested not to respond to direct queries. Instead, External Examiners should report the matter to their School contact who will then contact the student to remind them of the other methods available for students. If students have any queries concerning this, they should contact the Programme Office.

DEGREE REGULATIONS

University degree regulations are available at the University’s Teaching and Learning Delivery Office’s website: [TLSO](#) .

All students will be subject to the University’s degree regulations: [Degree Regulations](#)
The Faculty of Biology, Medicine and Health have agreed to a number of exemptions and clarifications of the University’s degree regulations due to the requirements of the Nursing and Midwifery Council. These are detailed below.

PROFESSIONAL REQUIREMENTS

The NMC dictate that the minimum award for a pre-registration nursing education programme is a degree in Nursing¹. There is no option to register for practice with the NMC if all 360 credits (honours award) are not successfully achieved.

Duration

¹ NMC (2018) Standards for pre-Registration Nursing Education

1. The BNurs (Hons) programme of study shall normally extend over three years full-time and not normally exceed a maximum period of five years. The BNurs (Hons) programme comprises a minimum of 4,600 hours in length and these hours are equally split between theory and practice learning. The period of study commences on the date you register for the BNurs (Hons) programme with the University of Manchester. The MNurs comprises one further year of study with an additional 120 credits.

Exceptions to the period of study shall be permitted where:

- a) you have satisfactorily completed an approved programme of study in another institution, subject to the University's regulations relating to the Accreditation of Prior Learning (APL). Evidence submitted by the applicant for APL should meet the requirements of the BNurs (Hons) programme.

Applications for APL will be considered for up to 50% (180 Credits) of the programme, in line with NMC Standards (2018).

- b) you have appropriate mitigating circumstances that allow interruption and/or extension to the programme

2. The BNurs (Hons)/MNurs programme is structured as follows:
Year 1 – 120 Credits at Level 4
Year 2 – 120 Credits at Level 5
Year 3 – 120 Credits at Level 6
Year 4 – 120 Credits at Level 7 (MNurs only)
3. You are required to attend 100% of the theory and practice based components of the programme.

Assessment

4. Compensation is not permitted between theory and practice components of assessment. No compensation is available for theoretical assessments (all work submitted must be passed at the required pass mark (normally 40%)) 50% at MNurs, final year

Progression

5. Progression to the final year (level 7) of the Integrated Masters is dependent upon you achieving an average of at least an upper second classification by the end of the second year in order to register for the Masters (level 7) element of the course.
6. If you commence the MNurs component and subsequently withdraw, you must complete the outstanding practice learning element including all proficiencies, in order to be eligible to register with the NMC to practice.
7. You are required to declare, at the beginning of each new year of study and upon return from interruptions, any changes to or that there are no changes to your health and your Disclosure & Barring Service record via a self-declaration.

Practice Learning

8. Students will be supervised by a practice supervisor and assessed by a practice assessor in the practice setting. The expectations of these roles are detailed in the online practice assessment document. An Academic Assessor will also be involved in this assessment process.

Completion

9. If you successfully complete all requirements for the Bachelor of Nursing (Hons) or MNurs award will be awarded one of the following, dependent upon the grades awarded for their assessment:

- a) First Degree (1st)
- b) Upper Second (2:1)
- c) Lower Second (2:2)
- d) Third/pass degree (3rd)

The classification of the award will be determined using the following calculations:

BNurs (Hons): 0.0 (Level 4), 0.33 (Level 5), and 0.67 (Level 6)

Masters 0.0 (Level 4), 0.2 (Level 5), 0.4 (Level 6) and 0.4 (Level 7)

10. If you fail to achieve 360 credits on the Hons programme you will be considered by the examination board and depending on the number of credits accumulated will receive an academic award in Healthcare Science in line with the credit and award framework outlined in the University's degree regulations. You **will not** be eligible for registration with NMC to practice nursing.
11. The University of Manchester must ensure that you have met all theory and practice requirements before confirming that they have successfully completed the programme.
12. You will qualify in a specific field of nursing practice and may apply to enter the NMC register as a nurse in that field, either Adult, Mental Health or Children's nursing.
13. All Nurses, regardless of field must 'be able to recognise and respond to the needs of all people who come into their care including babies, children and young people, pregnant and postnatal women, people with physical health problems, people with physical disabilities, people with learning disabilities, older people, and people with long term problems such as cognitive impairment' (NMC 2018) in order to meet all EU requirements and NMC requirements for training in general care in all fields of nursing.

EU DIRECTIVES

EU Directives require that nurses on the NMC Nursing Register have exposure to the following areas of practice:

- Adult Nursing
- Children's Nursing
- Mental Health Nursing
- Learning Disability Nursing
- General and specialist medicine
- General and specialist surgery
- Child care and paediatrics
- Maternity care
- Mental health and psychiatry
- Care of the old and geriatrics
- Home nursing

You will be required to evidence experience of these outcomes in your Portfolio by the end of Year 3, or end of Year 4 for MNurs students. You will be expected to avail yourself of

opportunities that arise throughout the course of the programme, including in Year 1. You will be provided with guidance on how to achieve this during your studies.

DBS and Annual Declaration of Good Health & Good Character

The offer of a place to study on this programme is conditional upon clearance of your suitability to practise Nursing, following investigation and consideration of any past criminal convictions or cautions. Enhanced disclosure will be undertaken through the [Disclosure and Barring Service](#) (DBS) as you enter the first year of the programme and may be repeated at any time during your studies. If information is subsequently provided through the DBS which indicates that you may not be a person fit to practise, full consideration will be given to your continuation on the programme, but you may be excluded from the programme at any point on the basis of information provided to us by the Disclosure and Barring Service.

IMPORTANT: You are responsible for keeping your certificate from your Disclosure and Barring Service and are advised to keep a record of your DBS number and issue date. In some practice areas you may be asked to provide evidence of your DBS number and issue date.

You are required to provide the School with information relating to any charges convictions or cautions, which you may have received either in this country or in other countries as soon as you can after receiving it. You must also complete this declaration on an annual basis. Any information provided is treated in the strictest confidence and may not necessarily lead to a reconsideration of your position on the programme. However, failure to disclose any information at this stage, which may be provided to us at a later date by the Disclosure and Barring Service through its enhanced disclosure, will be viewed most seriously and will result in a reconsideration of your suitability to practise. You will be sent an electronic form to complete at the start of each academic year.

See also: [Behaviour & Professional Conduct](#)

Learning Contracts

Should you not make appropriate achievement and progression through the programme, a complete review will be made to ascertain what is required for you to achieve success. A learning contract will be developed by the Unit Team, which will indicate:

- Outcomes
- Dates for achievement
- What the evidence for the achievement of an outcome will be
- The support that is required to achieve those outcomes
- Dates and times of future meetings for guidance and support (formal records of all meetings will be kept and should be signed by yourself, your Academic Advisor and/or Unit Lead)

It is acknowledged that some students will require more help in grasping the academic starting platform. These needs should be identified, and remedied with a learning contract, within the first part of the course. It must be noted that there is a difference between remedial work to get students to the required academic level, and supervision and guidance to assist the student to achieve. It is not acceptable for remedial work to be constantly available.

Occupational Health Clearance

Continuation on the programme is conditional on continued health clearance. The BNurs/MNurs programme is predicated on an integrated model of learning combining both theory and practice. If at any stage the Division is notified that you are not fit to attend, either by an advisory notification from Occupational Health or through a GP fit note you would normally be placed on sick leave (attending neither theory or practice). A continued period of sick-leave may lead to a period of interruption from the programme. See also: [Attendance](#) and [Interruptions](#).

In order to maintain safety for the public, your colleagues and yourself, the Division will defer to the advice and recommendations of Occupational Health in matters of health and fitness for the programme.

During your programme you may be exposed to Exposure-Prone Procedures and you should follow the guidelines in the Division's Exposure-Prone Procedures Policy on the Placement Gateway in Blackboard. If you have any concerns about your own health in this regard please refer to the advice available on Blackboard.

The [Occupational Health Department](#) operate an 'open door' policy where you can make an appointment at any stage of your course. Where you self-refer to Occupational Health no report or contact with the Division is made without your consent. If it is mutually agreed that a report would be helpful then this will be undertaken with your consent.

If you have health concerns (physical or psychological) or a disability that affects your ability to study you may be referred formally to the Occupational Health Service by anyone with a concern e.g. Division, accommodation pastoral team etc. You may also be referred if study is affecting your health.

The referring party should advise you of the reason for referral. When referred, the Occupational Health department will email you to arrange an appointment time.

In making decisions with regards to medical fitness for the programme, Occupational Health will ensure that they comply with relevant legislation, e.g. Equality Act 2010 and National Fitness Standards:

http://www.heops.org.uk/uploads/1521730818HEOPS_Nursing_Student_fitness_standards_2015_v9.pdf.

The Occupational Health Physicians and Occupational Health Nurses are all bound by the Code of Professional Conduct as set out by the GMC and NMC and the information you provide to the Occupational Health Service is subject to the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and will only be divulged with your informed consent.

You must inform your Academic advisor or self-refer to Occupational Health if you are pregnant: see [Policy for Pregnant Students](#).

You must inform the Occupational Health Services of any needlestick or sharps injury which occurs whilst on placement in addition to meeting the accident reporting requirements of the NHS placement provider.

RESPONSIBILITIES OF STAFF AND STUDENTS

The Student Charter

Students on the BNurs/MNurs sign up to both the University's [Student Charter](#) and the [Division's Student Charter and Conditions of Practice Experience](#).

Checking Blackboard and your University E-mail Account

The Division uses [Blackboard](#) as the central location for information about all student resources. You will be given training on how to use Blackboard in your induction.

As a student you are required to check Blackboard daily, as this is where the Division would post both generic and specific information relating to course units and programmes. You will have access to course unit areas in Blackboard for the duration of the programme.

You are also required to check your university email account regularly as this is the agreed method of communicating with students so you will miss important information if you do not read your emails regularly.

Blackboard Student Community

The Blackboard student gateway has been devised to provide information that is generic to all course units within the programme. Each section has been structured to reflect the student's journey through the unit/programme;

- **Getting Started** - includes the quick guide and information concerning induction and welcome
- **On Your Course** – includes your Programme Handbook, Programme Overview (A-Z), Study Skills information and student forms
- **Assessments & Examinations** – includes Extension form, Mitigating Circumstances form, Academic Appeals form and information about Plagiarism and Academic Malpractice.
- **Practice Learning** – includes links to your placement allocation portal and practice learning contact information, and all practice learning forms, practice learning policies and guides, practice learning assessment information, and elective placements information.

ASSESSMENT

Introduction to Assessment

This section reflects the assessment regulations of the University of Manchester. The standard of the University's awards and the students' confidence in the equity and parity of the assessment of their work depends crucially on the scrupulous conduct of all matters relating to the assessment process.

The BNurs/MNurs programme is bound by the undergraduate degree regulations of the University of Manchester valid at the time of the student's admission to the University. In addition to these regulations, there is a requirement for additional rules and regulations in relation to nurse education, as prescribed by the Nursing & Midwifery Council (NMC).

All programmes of study need to be assessed and in this programme you will be assessed in both theory and practice elements.

The purpose of assessment is to form a judgement on the quality of your work, to ascertain and certify levels of achievement, and to enable examiners' to report on the standard of performance reached by students.

Assessments are either formative or summative. Formative work is designed to help you work towards the requirements of summative assessments. Summative assessments must be passed in order for an award to be conferred. Failure to pass all summative assessments will affect your progression through the course and may result in discontinuation of your studies.

All theory summative assessments are classed by level of study according to the Quality Assurance Framework for Higher Education Qualifications. First year (level 4) assessment normally precedes that of the second year (level 5) which in turn precedes Honours level in third year (FHEQ level 6). Masters Level (FHEQ level 7) refers to students undertaking the MNurs element.

The pass mark for all summatively assessed work is 40% unless stated otherwise. The pass mark in Year 4 of the MNurs programme will be 50%.

The course uses a variety of assessment methods such as written assignments, examinations, practice assessments online assessments, presentations. These examples are not exhaustive but give an idea of the variety of assessment methods.

The dynamic nature of nurse education, the variety of assessment strategies, and the changes in University regulations will lead to periodic review of the assessment information within this handbook.

You will be notified of updates through the Blackboard Student Community Area, it is important to check this information on a regular basis.

It is essential that you familiarise yourself with these regulations so that you are aware of the correct procedures to follow for all assessment matters.

Systems are in place to support your progression throughout the programme. Please take time to read the rest of this section as it will guide you through relevant processes. If you have a problem or concern at any stage of the assessment process it is beneficial to the student to deal with issues as they arise by contact their academic advisor in the first instance.

Range of Assessments

A range of assessments are utilised within the programme in order to assess your knowledge, understanding, and developing intellectual, practical and key transferable skills. This includes examinations, both seen and unseen that require you to demonstrate your knowledge of underpinning subjects and apply this knowledge under controlled conditions. Individual and group seminars utilised enable your knowledge and skills to be assessed through verbal presentations to academic and clinical staff and fellow students. The ability to communicate information and understanding using this format is an essential skill that will be required throughout your nursing careers. Group work also allow for assessment of your abilities to work together as a team.

Case studies, essays and critical reviews assess your ability to apply knowledge to specific aspects of clinical practice through written formats. Your Year 3 units assess your knowledge of a range of subjects including strategies for research and innovation, and your ability to construct logical and coherent arguments and rationales for proposals based on an in-depth understanding and critical analysis of a wide range of literature and research.

There is also a significant amount of practice assessment. Achievement of practice-based outcomes and competencies will be assessed by a Practice Assessor within the using a Practice Assessment Document (PAD). Your PAD will be accessed via an online system PARE (Practice Assessment Record and Evaluation). This is essential to assess your abilities to demonstrate achievement of the knowledge and skills necessary to meet the requirements of the NMC for entry to the field programme and subsequently for entry to the professional register. Completed 'Practice Assessment Documents' form part of your portfolio. You may wish to keep relevant pages from your PAD as evidence in your portfolio.

Whilst a distinction is made between the assessment of theory (in the form of written assignments and assessment under controlled conditions) and the assessment of practice (by the measurement of clinical competence and clinical judgement), the two processes are closely linked. For example, theoretical assessment may be based on students' actual clinical experience, or clinical case scenarios whereby nursing care is analysed, reflected upon and /or evaluated in written assignments. Similarly, the assessment of practice involves evidence of your reasoning, judgement and decision making skills through reflection and evaluation of clinical performance. The intention of the assessment of practice is to integrate the indicative content and learning outcomes of the unit, together with the appropriate competencies and outcomes related to practice.

For each assignment/examination, you will be provided with written guidelines to help you formulate your work. For those units incorporating both practical and theoretical assessment elements, both elements of the assessment must be passed in order for you to be awarded credit for the unit.

Preparing for Assessments

Thorough preparation for any form of assessment should enable you to reach your maximum potential.

In each unit of study you are allocated a seminar lead who will act as your academic teacher for that unit. The role of the seminar lead is to support your development during the unit in any aspect of study.

Academic support is normally timetabled within the unit programme where you can meet with your seminar lead and discuss issues relating to your assessment work.

Seminar leads are able to look at up to 500 words of formative work towards assignments. The 500 words should include a plan of your assignment, a sample passage of your writing and evidence of referencing both in-text and listed.

The purpose of this is to provide feedback on style and level of writing and ability to integrate evidence into your lines of discussion. Inclusion of a plan enables the seminar lead to determine whether or not all the guidelines for the assessment are being addressed.

Where the unit assessment is an examination you will have an opportunity to undertake practice questions. Normally feedback should not be requested on more than three questions.

It is recommended that you take the opportunity to gain developmental feedback by active participation in seminars, academic support sessions and/or by completing practice examination questions as appropriate.

Details of appropriate and specific academic support within units are contained within your unit handbooks and on the timetable.

Seminar leads may provide formative feedback from draft work normally no later than two weeks prior to submission.

Should a seminar lead be unavailable for any reason you are advised to contact the Unit Lead in the first instance for guidance.

Should you feel there are any adverse circumstances that may be affecting your ability to engage with your studies you are strongly advised to discuss these with your unit lead, academic advisor, or practice supervisor as appropriate.

MANAGEMENT OF THE ASSESSMENT PROCESS

University and Professional Requirements for Progression

Both the University and the NMC set requirements for progression from one part of the programme to the next.

NMC progression points exist before the end of each year of the programme, and at the end of year 3 for progression to the register.

University Progression points occur at the end of each academic year and, along with the professional requirement, will determine whether or not you may progress into the next year of study. University progression criteria require you to:

Reach the pass mark, at first attempt, in individual units totalling at least 40 out of 120 of the credits for that year

and

Reach the minimum pass mark overall.

Progression

You must achieve all the learning outcomes of Year 1 in order to progress into year 2 of the Programme and all the year 2 outcomes in order to be able to progress into year 3; failure to do so will normally result in you not being permitted to progress.

Guidelines for Assessment

Course Work Requirements

Guidelines for written assignments are provided in Unit guides available on [Blackboard](#).

Guidelines for each written assignment are discussed with you before the submission date.

If you are seeking further guidance on marked work you should review your feedback and contact the first marker of that work if further clarification is needed.

1. You must check each of your unit outlines very carefully to determine the course work requirements for that particular unit. It is strongly recommended that if you do not understand any aspect of an assignment or are otherwise experiencing some related difficulty you should contact the unit leader as soon as possible to discuss the situation. The self-recognition of academic limitations is not a point of failure. All tutors have a function to support students.
2. You must make a note of all submission deadlines for course work and make every effort to submit all your course work in on time. Penalties will be applied for failure to meet a submission deadline.
3. You need to submit each unit assignment via the online submission process. Alternatively, where online submission is not available another method of submission will be provided.
4. All work handed in must be accompanied by the relevant submission details completed by you, including your correct ID number and course unit code (beginning "NURS").
5. If due to illness mitigating circumstances or other serious personal problems you cannot hand a piece of course work in on time you must complete an extension request form and submit this along with any supporting evidence to the Examinations Office more than 1 day (24 hours) prior to the hand-in deadline date, to request some extra time to complete your course essay. Once agreed you will be emailed an alternative submission date.
6. Essays will usually be marked by a lecturer who has contributed to the teaching of the course being assessed, or another member of academic staff with expertise in the area being assessed.
7. Moderation should sample all fails, all borderlines (49%, 59%, 69% etc), and a sample (approximately 15%) of the remaining scripts. The total number of scripts moderated should be at least 20% of all submissions.
8. You must note that any grade or mark which you receive prior to the Examination Board is provisional, since the Board considers and makes final decisions on academic assessments.
9. Essays are the equivalent of examination scripts and as such you should exercise care over your work.
10. You must reference their work appropriately using the Harvard referencing system. Further details regarding this method of referencing are included in this [handbook](#). If you have correctly cited throughout your work but fail to provide a reference list, the assessment will be marked and a 10% reduction will be applied by the marker. The rubric will be used to reflect this mark reduction. A comment will be provided by the marker, in the feedback, noting the lack of a reference list. This change does not replace or impact on the policy pertaining to academic malpractice.
11. If you submit an essay which is outside the prescribed word limit you will be penalised by a reduction in the mark awarded. This may result in an essay which would have been considered to be a pass being deemed to be a fail.

Do not write your name on any part of the assignment as the assessment process is supposed to be anonymous. All work submitted online will be given a deadline of 12 noon on the submission date. This is an absolute deadline.

You must gain a receipt for the work to prove that you submitted the work on time. For work submitted online print out and keep the receipt for your records.

Confirm in writing that the work being submitted is your own work that it has not been plagiarised and has not been submitted for any other form of assessment anywhere else.

Word Limits

Each written assignment has a word limit. It is acceptable, without penalty, for you to submit an assignment within a range that is plus 10% of this limit. The rationale for this is to provide a degree of parity for marking and moderating purposes *and* allow you to demonstrate a degree of academic discipline. It is often more difficult to know what to leave out than it is to know what to put in.

It is not the practice of examiners to count the number of words contained in every assignment. You should clearly state the number of words on the submission cover sheet. This word count should not include the reference list or any appendices.

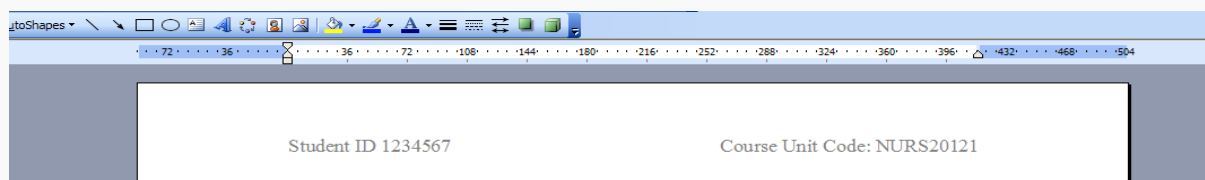
If you present an assignment that exceeds the maximum word limit, a penalty of 1% per 100 words above that limit will be imposed.

In accordance with accepted academic practice when you submit any written assignment for summative assessment in the format outlined above the notion of a word count includes the following without exception:

- All titles or headings that form part of the actual text. This does not include the fly page or reference list.
- All words that form the actual essay
- All words forming the titles for figures, tables and boxes, are included but this does not include boxes or tables or figures themselves
- All in-text (that is bracketed) references
- All directly quoted material

Presentation of Assignments

1. Presentation is an important aspect of assignment writing. Poor presentation of assignments can result in poor marks. You are strongly advised to take heed of the following guidelines. Further aspects of assignment presentation can be obtained from Academic Advisors, Unit leaders, and the study skills workbook.
2. All work handed in must be accompanied by the relevant submission details completed by you, including your correct ID number and course unit code (beginning "NURS"). This should be inserted into the header.



3. Each page must be numbered, preferably at the bottom centre position.
4. Each assignment must possess a reference list using the Harvard referencing style. You will incur a penalty for any assignment submitted without a reference list meaning a mark of 0% will be awarded.
5. Assignments should not be decorated. This is unacceptable in academic work.
6. The specific requirements for assessments can be found in the individual unit guide

Referencing - The Harvard System

Accurate referencing of all written work is essential as it enables readers to (i) assess the accuracy of the writer's interpretation of source material; (ii) check the writer's integrity; and (iii) easily seek out material that may be of interest to their own studies. All assignments completed for this programme of study are required to have a reference list.

Though there are many referencing/bibliographical systems around, the Harvard system is the system adopted by many of the prestigious social work and social science journals. More importantly, it is the system, which the Division of Nursing, Midwifery & Social Work has adopted.

This means that it is the only system, which is acceptable for any work submitted by students within the Division. Please see the Library's [Referencing Guide](#).

ACADEMIC MALPRACTICE: PLAGIARISM, COLLUSION, FABRICATION/FALSIFICATION

As a student, you are expected to cooperate in the learning process throughout your programme of study by completing assignments of various kinds that are the product of your own study or research. For most students this does not present a problem, but occasionally, whether unwittingly or otherwise, a student may commit what is known as plagiarism or some other form of academic malpractice when carrying out an assignment. This may come about because students have been used to different conventions in their prior educational experience or through general ignorance of what is expected of them.

This guidance is designed to help you understand what we regard as academic malpractice and hence to help you to avoid committing it. You should read it carefully, because academic malpractice is regarded as a serious offence and students found to have committed it will be penalised.

Academic malpractice is any activity – intentional or otherwise - that is likely to undermine the integrity essential to scholarship and research. Academic malpractice includes plagiarism, collusion, fabrication or falsification of results and anything else intended by those committing it to achieve credit that they do not properly deserve. In addition to the advice that follows, your Division will give you advice on how to avoid academic malpractice in the context of your discipline. It will also design assessments so as to help you avoid the temptation to commit academic malpractice. Finally, you should take note that work you submit may be screened electronically to check against other material on the web and in other submitted work.

Information on Academic Malpractice and how to avoid it can be found at <http://www.regulations.manchester.ac.uk/guidance-to-students-on-plagiarism-and-other-forms-of-academic-malpractice/>

The University Library has produced online resources to help students in avoiding plagiarism and academic malpractice at:

<https://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials/online-resources/>

Plagiarism

Plagiarism is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It also includes self-plagiarism (which occurs where, for example, you submit work that you have presented for assessment on a previous occasion), and the submission of material from essay banks (even if the authors of such material appear to be giving you permission to use it in this way). Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between:

- the ideas and work of other people that you may have quite legitimately exploited and developed, and
- the ideas or material that you have personally contributed.

To assist you, here is the library's [e-learning essentials guide](#).

Collusion

Collusion occurs when a student or students collaborate with another student or students, as an individual or group to gain a mark or grade to which they are not entitled. Students who allow another student to copy their work or who make their work available to another student are also committing collusion and both the copier and the provider of the work are liable to be penalised.

Fabrication / Falsification

Fabrication or falsification of data or results by individual students or groups of students is the presentation or inclusion in a piece of work of figures or data which have been made up or altered and which have no basis in verifiable sources; this may or may not involve other instances of academic malpractice.

If you commit any form of academic malpractice, teaching staff will not be able to assess your individual abilities objectively or accurately. Any short-term gain you might have hoped to achieve will be cancelled out by the loss of proper feedback you might have received, and in the long run such behaviour is likely to damage your overall intellectual development, to say nothing of your self-esteem. You are the one who loses.

The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include TurnitinUK, the plagiarism detection service used by the University.

As part of the formative and/or summative assessment process, you may be asked to submit electronic versions of your work to TurnitinUK and/or other electronic systems used by the University (this requirement may be in addition to a requirement to submit a paper copy of your work). If you are asked to do this, you must do so within the required timescales.

The Division also reserves the right to submit work handed in by you for formative or summative assessment to TurnitinUK and/or other electronic systems used by the University.

Please note that when work is submitted to the relevant electronic systems, it may be copied and then stored in a database to allow appropriate checks to be made.

ASSESSMENT PROCESS

How to Submit Assessed Work

All assignment texts must be submitted by 12.00pm on the date specified unless stated. All essays must be submitted online via Blackboard. When submitting your assignment online, this must include your reference list as part of the same document. For any student who has cited throughout their work but fails to provide a reference list, the assessment will be marked, and a 10% reduction will be applied by the marker. The rubric will be used to reflect this mark reduction. A comment will be provided by the marker, in the feedback, noting the lack of a reference list.

This change does not replace or impact on the policy pertaining to academic malpractice.

All work submitted online will produce an e-receipt which should then be printed off by you and kept for your records. This receipt is proof that the submitted assignment has been received by the examinations office. Failure to produce an e-receipt when questioning whether a submission has been uploaded will result in a non-submission and a mark of 0% being awarded. It is your responsibility to ensure that you have read and understand the online submission guidelines prior to submission. Regardless of whether you submit work in person, via post or online you must obtain a receipt that verifies on what date the essay was submitted. Unless an extension has been formally granted work must be submitted on or before the published submission date.

The submission of work online will be supported by the examinations office up until the deadline for a submission has passed. You are therefore encouraged to plan ahead and not leave the submission of work online to the last minute.

Once an assignment has been submitted it may need to be retained by the department for quality assessment purposes. Therefore, you must keep a copy of each assignment before submission to the department.

Location of Examinations Office

The Examinations Secretary is located in the Division of Nursing, Midwifery & Social Work exams office, Jean McFarlane Building, University Place. In recognizing 'normal office hours' (Mon-Fri 9.00am-4.00pm) you should take account of the normal breaks which occur during the working day in the morning and afternoon and at lunchtime.

Submission Dates

See the examinations folder on the [Blackboard](#) BNurs Student Community Area. Please note that examination dates are determined by the Central University Examinations team and will fall within the period specified on the assessments schedule unless stated. For information on late submission due to illness or other reasons please refer to the [Mitigating Circumstances](#) section of this document.

Late Submission Penalties

Any work that has been submitted after a deadline has passed is classed as late except in cases where an extension has already been agreed. There should be no discretionary periods or periods of grace. Work submitted at 1 second past a deadline or later will therefore be subject to a penalty for late submission. This guidance relates to first attempts only. If you submit resit/referred assignments after the deadline you will be automatically subject to a mark of zero. There is no sliding scale in operations for resits/referrals. There are no further resit opportunities for referred assignments that are submitted late.

No calculations are made for part-days. Any work submitted at any time within the first 24 hours following the published submission deadline will receive a penalty of 10% of the maximum amount of marks available. Any work submitted at any time between 24 hours and up to 48 hours late will receive a deduction of 20% of the marks available, and so on, at the rate of an additional 10% of available marks deducted per 24 hours, until the assignment is submitted or no marks remain.

The full late submission policy can be found here
<http://documents.manchester.ac.uk/display.aspx?DocID=29825>

Requesting an Extension

Extensions to agreed assessment dates are not granted as a right, but where exceptional circumstances exist you should normally request an extension in the following way:

Extensions can only be granted by the Examinations Officer or his/her nominee.

Applications for extensions must normally be made in writing using the appropriate online form. It is your responsibility to ensure that this form is completed accurately and is legible. All extension requests must normally be accompanied by documentary evidence from an independent third party.

The link to the extension request form can be found in each online submission area on Blackboard.

Applications for extensions should be submitted to the Assessments Office as soon as it is realised that an extension may be required. This should **not** normally be within 1 working day of the submission date. If an extension is requested within the 1 working day of submission please refer to the Mitigating Circumstances section in this document.

Automatic extensions are normally given where you are ill in the two weeks prior to the submission date where the illness is certified by a doctor.

Extensions will **not** normally be granted for any IT related problem. As a student of The University of Manchester you have access to your own Cloud space to save files, more details can be found here <https://www.itservices.manchester.ac.uk/students/>. You are therefore strongly advised to complete any assignment well before the final submission date to avoid last minute problems.

If you have number of assignments and/or examinations in a short period of time, this will **not** constitute sufficient reason for the granting of an extension.

Mitigating Circumstances

Sometimes circumstances or events beyond your control may adversely affect your ability to perform in an assessment to your full potential or to complete an assignment by the set deadline. In such cases **mitigation** may be applied, i.e. treating marks or results in a way that recognizes the adverse impact that may have resulted from those circumstances or events, or waiving penalties that would arise from late submission.

Mitigation **will not result in the changing of any marks**, unless penalties for late submission are waived after an assignment has already been marked. Instead, mitigation

may result in some marks being disregarded and the assessment being excused because it was adversely affected.

You should first seek advice from your academic advisor as to whether the adverse circumstances are sufficient to warrant consideration by the Division's Mitigating Circumstances Panel. Advice should also be sought as to whether it is in your interest to consider alternative remedies such as a deadline extension, re-scheduling of an assessment within a current assessment period (if possible), or sitting an examination at the next available opportunity. In very serious cases, you might even be best advised to interrupt your studies for a period of time.

It is important to remember that, in order to qualify for consideration, the adverse circumstances or events must be *unforeseeable* or *unpreventable*, and sufficiently disruptive to have a *significant adverse* effect on your academic performance or your ability to complete assignments by the due date.

All requests for mitigating circumstances must be submitted within 5 days of the assessment deadline affected. This is an absolute deadline. Students who submit after this deadline must provide a credible and compelling reason why they were unable to submit their case by the required timeframe.

If you are sick on the last day of submission and thereby fail to submit an assignment, the BNurs Examination Office must within 5 working days of the submission date, receive a certificate of sickness, signed by a doctor, or doctor's letter. If either of these is not forthcoming, a fail grade will be awarded.

If you have sickness thus certified, another submission date will be provided. The amount of time normally allowed is equivalent to the amount of continuous sickness from the original submission date until return to the programme.

If the period of sickness is short and it is a first attempt, the work will generally be marked with the submitted scripts. If the period of sickness is long and/or it is not a first attempt another date for results will be provided. This is normally six weeks after submission.

Policy and Procedures on Mitigating Circumstances

The University has a generic policy regarding [mitigating circumstances](#). You can also find further information in [A Basic Guide to Mitigating Circumstances](#).

MARKING CRITERIA – GUIDELINES FOR ACADEMIC ACHIEVEMENT

General Statements

Specific guidelines for each assignment will be issued by the unit leader. However, a set of general marking criteria is in use across the Division and these apply to all academic work at undergraduate level. These are as follows:

General Statements which apply across all Levels

At every level you should apply presentation guidelines as set out in the programme handbook/guidelines for the assessment.

At every level you should adhere to the recommended method of referencing as set out in the programme handbook.

At every level you should demonstrate (as a minimum) knowledge/awareness of acceptable standards of practice.

At every level you are required to address the aims of the assessments as set out in the assessment guidelines.

You are advised to stay within the recommended word limit for assignments + 10%. The penalty which may be levied for words in excess of this limit will be a ratio of 1% per 100 words.

The Division uses one set of generic marking criteria to mark all assessments. The marking criteria are structured on 9 themes:

1. Transferable skills
2. Learning outcomes and assessment criteria: adherence to the criteria for assessment in the question.
3. Structure, planning and organization.
4. Evidence of reading that is appropriate, relevant, broad, and accurately recorded.
5. Use of research to support the discussion
6. Knowledge and understanding of the topic, the main issues and the concepts
7. Application of theory to practice
8. Reflection on practice which identifies professional development and responsibility
9. Arguments: the understanding of the topic and associated issues/debates

The level descriptors increase incrementally each year of the programme according to the academic level. All marking will reflect the descriptors and marks will be allocated from 0-100%.

The full marking criteria are available in the Assessments area of [Blackboard](#). You are encouraged to familiarise yourself with the descriptors to gain a better understanding of the academic level required of your assessments for each year of the programme, as well as understand how marks are awarded according to the descriptors.

ACADEMIC APPEALS & STUDENT COMPLAINTS

- Students have a right of appeal against a final decision of an Examination Board, or a progress committee, or a graduate committee or equivalent body which affects their academic status or progress in the University.
- Students thinking of appealing should first discuss the matter informally with an appropriate member of staff, in order to better understand the reason for the result or decision.
- Should you wish to proceed to a formal appeal, this must be submitted within the timeframe outlined in the Academic Appeals Procedure to the Faculty Appeals and

Complaints Team, Room 3.21, Simon Building, University of Manchester, M13 9PL (e-mail: FBMHappealsandcomplaints@manchester.ac.uk).

- The Academic Appeals Procedure (Regulation XIX) and associated documents, including the form on which formal appeals should be submitted, can be found at www.regulations.manchester.ac.uk/academic

3. PRACTICE LEARNING

Practice learning accounts for fifty percent of your programme and equates to at least 2,300 hours of practice. This will be captured through practice learning, practice on campus weeks and simulated learning.

You are required to have the opportunity to experience a range of practice learning environments to enable you to meet the NMC (2018) standards and competencies for progression through the programme and for registration. Throughout the programme you will be allocated via a placement process to a range of practice learning environments that will offer a range of learning experiences, including the NHS and Private Independent and Voluntary organisations. These will be across a variety of inpatient and outward facing settings.

The maximum expected travel time to your learning environment is normally 90 minutes each way. In an effort to minimise travel time where possible every effort will be made to ensure that you will be allocated to learning environments in accordance with your term-time postcode and field of nursing study. A copy of the map which details the Greater Manchester footprint for learning environments can be accessed via [Blackboard](#) (Under Allocations, in the Practice Learning Gateway).

QUALITY ASSURANCE

The criteria for selecting, monitoring and enhancing the practice learning environments has been developed in partnership with practice and University colleagues and is based on the Health Education England Quality Framework (2017-2018).

All practice learning environments are audited by an allocated Lecturer who works in partnership with the learning environment and Practice Education Facilitator (PEF). The audit focuses on standards to ensure that the learning environment provides a high quality safe learning environment in line with North West regional network standards. Your feedback on your practice learning experience is essential as part of this ongoing commitment and quality improvement.

HOW WILL I FIND OUT ABOUT MY LEARNING ENVIRONMENT ALLOCATION?

You will be notified of your allocation to a learning environment at least 4 weeks prior to commencement.

You must ensure that you plan your travel to meet the shift pattern requirements for your learning environment. Your learning environment will normally be within the Greater Manchester footprint, but please note that depending upon availability and capacity your learning environment may be outside of this footprint

You can find further information and contact details, as well as links to Google maps, the GMPTE route finder and Trust / Organisation websites via the Practice Learning Gateway in [Blackboard](#).

You must contact your learning environment area 2 weeks prior to your start date to discuss arrangements for arrival.

HUB AND SPOKE MODEL

The hub is your allocated learning environment area. In discussion with your Supervisor you can identify spoke opportunities to enhance your learning experience. These must be agreed with your Practice Supervisor/ Assessor and contribute towards the learning outcomes outlined in your Practice Assessment Document (PAD) for that learning period.

WHAT DO I NEED TO DO IN PREPARATION FOR MY LEARNING EXPERIENCE?

Practice Assessment Document (PAD)

Prior to starting your practice experience you will need to be familiar with your Practice Assessment Document (PAD). Your PAD will be accessed using an online system called PARE <https://onlinepare.net>. The Online Practice Assessment Record and Evaluation (PARE) tool is a Health Education North West initiative supported by a team of Academics, developers and administrators from across the region. Early in the programme, you will be provided with information about PARE including full training and guidance on how to register access and interact fully with the system.

PARE enables you to interact with your Supervisor/Practice Assessor/Academic Assessor/Academic Advisor online and record the practice hours you complete using an online timesheet. There is the facility and refer back to previously completed learning experiences when required by your Practice Assessor and Academic Assessor.



Once you have accessed PARE you will need to complete an individual reflection and self-assessment prior to an initial meeting with your Supervisor and/or Practice Assessor.

- Your nominated Practice Assessor will normally be allocated before or at the beginning of each practice learning experience
- You will practice under the support and guidance of a supervisor(s) who will ensure that students are appropriately supervised at all times during practice learning, including while on spoke learning experiences
- Appropriate risk assessments must be available in order to ensure student safety needs are met.
- Students remain supernumerary during all practice learning experiences.
- If students have identified additional learning needs in the practice learning environment they will be supported through the Division's Reasonable Adjustments for Practice learning strategy, and completion of an Individual Student Support Plan (ISSP) if appropriate, supported by your Academic Advisor and/or Academic Assessor. Copies of both documents and further information are available in the Practice Learning Gateway.

PARE also allows you to provide feedback and evaluation of your experience in your learning environment in an easy and timely manner. The feedback that you provide is essential to ensure that practice learning experiences are enhanced and supported for all learners in practice.

Professional Portfolio

The NMC require that all Registered Nurses maintain a Portfolio in order to maintain NMC registration via the process of revalidation. As a student you will be given the opportunity to develop the knowledge and skills to build up your portfolio. The portfolio will allow you to collate evidence of your growth and development as a practitioner over the programme and beyond.

You will be provided with information about your e-Portfolio on [Blackboard](#) and you are required to engage in the development of your e-Portfolio as you progress through the programme. It is your responsibility to ensure that you make your e-Portfolio available to your Supervisor/Practice /Academic Assessor and Academic Advisor as requested.

Your Academic Advisor/and or Academic Assessor is available for you to discuss your portfolio development and practice learning progress.

WHO WILL BE AVAILABLE TO SUPPORT ME DURING MY PRACTICE LEARNING EXPERIENCE?

(See also: [Programme Staff Roles](#))

You will receive preparation for your exposure to practice through timetabled sessions with programme staff, practice colleagues and with your Academic Assessor/ Advisor prior to commencing your practice learning experience.

The NMC (2018) Standards for Student Supervision and Assessment (SS&A) have identified three key roles to help support your development. The purpose of this tripartite arrangement is to ensure there is a collaborative approach to your progression and that it is based on an understanding of your achievement across theory and practice and embeds a greater degree of objectivity into the process.

1. Practice Supervisor
2. Practice Assessor
3. Academic Assessor

An outline for the roles is detailed below:

Practice Supervisors (PS)

Registered nurses, midwives or other registered health or social care professionals. They have current knowledge and experience and are appropriately prepared for the role in which they;

- Ensure safe and effective learning experiences
- Facilitate independent learning
- Provide co-ordination and continuity of support and supervision
- Ensure observation on your conduct, proficiency, and achievement of programme outcomes are shared with key staff , for example other Supervisors
- Contribute to assessment and records regular feedback

They have responsibilities for overseeing your progress during your learning experience and may undertake your initial interview supporting you to identify your learning needs, discussing the learning opportunities and completion of your learning plan.

Supervisors have an important role in *contributing* to your assessment and giving you regular feedback collaborating with other Supervisors and your nominated Practice Assessor. You may, depending on your allocated learning environment, have several Supervisors supporting your development.

Practice Assessors (PA)

Registered nurses with current knowledge and expertise and are appropriately prepared for the role in which they;

- Conduct assessments, informed by feedback from Practice Supervisors
- Make and record objective decisions, drawing on records, observations, student reflection and other resources
- Periodically observe you in practice (by objective evidence based assessment)
- Gathers and coordinates feedback from Practice Supervisors and other relevant people
- Schedules communication with Academic Assessors at relevant points
- Will review assessment documentation in your PAD that has been completed by your Supervisor and a range of other health or social care professionals who have contributed to your development
- Will assess your conduct, proficiency and achievement of learning outcomes and will complete the mid-point and final summative interview and confirmation of proficiencies at the end of the time in your allocated learning environment in the first and second semester.

As well as undertaking the required supervision and assessments, the role of the Practice Supervisor and Practice Assessor also includes identifying relevant learning opportunities and creating learning and development plans with the student.

Academic Assessors

Registered nurses, on the university programme team, that are nominated for each Part of the programme and are appropriately prepared for the role, which includes;

- Working in partnership with the Practice Assessor to evaluate and recommend you for progression for each part of the programme. In this context a part refers to the end of each year
- Undertake scheduled communication between Academic and Practice Assessors
- Understands your learning and achievement in practice
- Undertake scheduled communication and collaboration with your Practice Assessor
- Collate and confirm your achievement of the proficiencies and programme outcomes based on assessment and information that is objective and fair

You will be allocated an Academic Assessor for each Part of the programme), and within each part there are different levels of performance that you need to demonstrate.

Academic Assessors will collate and confirm your achievement of the proficiencies and programme outcomes. They will review your progress throughout the year and complete the final assessment in collaboration with the Practice Assessor, having considered your progress and all the evidence.

If there are any development needs in relation to your performance, they will work with the Practice Assessor in agreeing an action plan.

Your Academic Assessor will complete your Ongoing Record of Achievement (OAR) in the online PARE system detailing any particular recommendations, points to consider or exceptional practice for your next Academic Assessor and all relevant people.

Your Academic Assessor in the final allocation to a learning environment in year three (part 3) will review and confirm overall achievement in collaboration with your Practice Assessor to recommend progression to registration in your Ongoing Record of Achievement (OAR) in PARE.

Practice Education Facilitator (PEF)

A PEF is a placement provider employee whose role is to facilitate learning in practice for all undergraduate healthcare students, with a particular focus on quality assurance and inter-professional learning. The PEF has an overview of your placement, and is a point of contact if needed. Please refer to the Practice Gateway for further information.

University Link Lecturer (ULL)

An ULL acts as the primary link between the university and practice,

The ULL role includes:

- working effectively as a team with PEFs, taking a risk assessment approach, to ensure the provision of appropriate learning environments, and to provide student, Supervisor and Practice Assessor support
- working collaboratively with all stakeholders and ensure that good channels of communication are in place.

A list of ULLs is located in the Practice Learning Gateway within Blackboard.

INTEGRATION OF LEARNING: THEORY AND PRACTICE

The schedule for practice learning is consistent and equal to theory for each year of the Programme. You can access more detail on your Programme Overview in the Practice Learning Gateway.

PRACTICE LEARNING ENVIRONMENTS: SUPERNUMERARY STATUS

During the three-year course of study, when in practice you are supernumerary. This means you are not part of the workforce numbers, but are part of the team. This does not mean you are unable to undertake any practice. You will be expected to observe and participate in practice activities contributing to the team and practice with supervision, as appropriate to your level and abilities.

ATTENDANCE REQUIREMENTS DURING YOUR PRACTICE LEARNING EXPERIENCE

Shift Working whilst in your allocated learning environment

The Nursing and Midwifery Council state that students must “experience the range of hours expected of registered nurses...” (NMC, 2018).

Whenever you are in practice you must start the shift at the scheduled start of shift and finish at the scheduled end of shift. Depending on the learning environment students may work a range of shift patterns. The shift patterns may comprise of:

- Early shifts
- Late shifts
- Long days
- Night shifts
- Weekends

Shift patterns should primarily reflect the requirements of the NMC, that you experience care delivery throughout the twenty-four hour period, as well as the educational needs of the student. It is anticipated that in general, both students and supervisors will be able to negotiate and plan appropriate shift patterns individual student needs (for example, occupational health recommendations).

For more detailed guidance regarding shift working (i.e. shift lengths, breaks, gaps between shifts, weekend work and bank holidays) please refer to the 'Guidance for Shift Working' document available within the [Practice Learning Guidance section](#) of the Practice Learning Gateway within Blackboard. Guidance on self-care, including sleep, hygiene, preparing for changes to shift patterns and getting home safely is also provided within this document.

Reasonable Adjustments in Practice Learning Environments

As previously noted, there is an expectation that you will work a shift pattern which is of an educational advantage to you and suitable for the learning environment. If however you have a disability, learning difficulty or long-term condition with specific requirements in terms of reasonable adjustments in your allocated learning environment, this may be accommodated. Communication with your Supervisor/Practice Assessor is important in order to ensure a collaborative decision can be made regarding adjustment to working patterns. Practice Supervisors, Practice Assessors and Academic Assessors have an important role in supporting and guiding you through your learning experience. This includes facilitating any reasonable adjustments you may require to achieve the maximum benefit from your allocated learning environment.

For more detailed guidance regarding disclosure of disabilities, learning difficulties or long-term conditions please go to the Practice Learning Guidance section of the Practice Learning Gateway within [Blackboard](#). E.G Guidelines for Disclosure of Disabilities, Specific Learning Difficulties and Long-Term Health Conditions, Individual Student support Plan.

What do I need to do if I am unable to attend the Learning Environment?

If you are ill during your practice learning experience on the first day of absence you should inform your Supervisor /learning environment manager of the reason. You should also complete the [Self Certification of Illness Form](#) or exceptionally by email (studentabsence.nursing@manchester.ac.uk) on the same day. You can report this illness yourself or you can ask someone else to report it on your behalf if necessary.

If you are unable to attend your learning environment for any reason it is important that all relevant people are informed in the interest of professionalism and safety.

If you are a member of a University activity group that meets on a Wednesday afternoon, you can discuss this with your Supervisor/Practice Assessor in your learning environment.

Falsification of hours whilst in practice is viewed extremely seriously by the Division as it is a fundamental breach of the NMC (2018) Code and will result in an immediate referral to Health and Conduct Committee.

What do I need to do if I have concerns about my Practice Learning Environment?

Should you have any areas of concern relating to your learning environment you can discuss these with your Supervisor /Practice Assessor, PEF, Unit Lead or Academic Assessor or Academic Advisor as soon as is reasonably practicable and in keeping with the NMC (2018) Code. The Division, in partnership with practice colleagues and partner HEIs, has developed student guidance to help you understand the process you need to follow if you have concerns regarding your learning environment or if you witness or are involved in a critical incident or near miss.

Guidance for escalating concerns regarding practice can be found within the [Practice Learning community gateway](#) within [Blackboard](#) (under Practice Learning Policies and Guides).

ASSESSMENT IN PRACTICE

Your practice assessment document (PAD) has been developed to ensure that student nurses are prepared to successfully meet the *Future Nurse: Standards of proficiency for registered nurses* (NMC 2018) at the point of registration. The NMC standards specify the knowledge and skills that registered nurses must demonstrate when caring for people of all ages and across all care settings and comprise seven platforms and two annexes.

Practice learning accounts for fifty percent of the nursing programme and equates to at least 2,300 hours of practice. This is captured through practice learning environments, Practice on Campus weeks and simulated learning opportunities.

What will I be assessed on?

Outcomes will vary for each learning environment and will meet the programme outcomes and the seven platforms and two annexes as defined by the NMC (2018) where appropriate. This will enable you to demonstrate that you can provide care for people who have complex mental, physical, cognitive and behavioural care needs across a range of settings including people's own homes, in the community or hospital or any health care setting.

The platforms 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. Coordinating care
- Annexe A: Communication and relationship management skills
Annexe B: Nursing procedures

Assessing level of competence

Within the PAD three key statements have been developed to reflect the level of performance that the student is required to demonstrate at the end of each Part, as well as the level of assistance that may be required at each stage where the student by the end of the Part 3 is practising independently, competently and confidently. The following three levels of performance are to be met by the end of each Part:

By the end of Part 1	Guided participation in care and performing with increasing confidence and competence
By the end of Part 2	Active participation in care with minimal guidance and performing with increased confidence and competence
By the end of Part 3	Practising independently with minimal supervision and leading and co-ordinating care with confidence

In addition to achieving the required level of performance at the end of the Part, the student is assessed against a specified set of criteria related to knowledge, skills, attitudes and values for each component of assessment within the PAD. These criteria are used to assess the student on different in your allocated learning environments across the year as they work towards the overall performance level to be achieved by the end of the Part.

If the student's performance gives cause for concern at the mid-point interview or at any point during the experience feedback must be given and an action plan written to enable the student to address these concerns prior to the final interview. The Practice Assessor must communicate with and involve the Academic Assessor in developing this action plan.

Who will assess me?

You will receive ongoing feedback from your supervisor(s) and a range of registered health and social care professionals who will also contribute to your assessment formatively. For the most part this will be documented in your PAD on a regular basis.

Your nominated Practice Assessor for each allocated learning environment will review the evidence within your PAD document and liaise with your Practice Supervisor(s) on your performance.

In addition your Practice Assessor will undertake objective evidence based assessments of their own, to inform their overall decision on your attainment of the proficiencies and programme outcomes. They will also collaborate with your Academic Assessor who will review your progress during each learning experience

On your final practice learning experience each year your Academic Assessor will make the recommendation for progression with a nominated Practice Assessor having reviewed your progress over the year.

Your Academic Assessor will complete your Ongoing Record of Achievement (OAR) in the online PARE system detailing any particular recommendations, points to consider or exceptional practice for your next Academic Assessor and all relevant people.

In year three (Part 3) in your final allocated learning environment your Academic Assessor following consultation with your Practice Assessor will review all the evidence and confirm overall achievement to recommend progression to registration in your Ongoing Record of Achievement (OAR) in PARE.

Structure of your support in practice

You will have at least three formal meetings during each time in your allocated learning environment

It is important that you take an active part in these interviews and are able to assess your own development and identify where further learning is required.

Initial Assessment	Identify learning needs and opportunities
Interim Assessment	Review progress, identify areas of achievement and where support is needed
Final Assessment	Discuss overall performance and whether the practice outcomes have been achieved.

Your PAD has been designed around the following Components of Assessment and Feedback:

- Initial, Mid-Point and Final Interviews
- Professional Values
- Proficiencies
- Episode(s) of Care
- Medicines Management
- Patient/Service User/Carer Feedback Form
- Record of working with and learning from others/inter-professional working
- Record of communication/additional feedback
- Record of peer feedback – Parts 2 & 3
- Ongoing Achievement Record

During the time in your allocated learning environment, you will be expected to take responsibility for your own learning. This means that you will need to:

- Plan how to achieve the outcomes and competencies required.
- Gather evidence to present to your Supervisor/ Practice Assessor showing how each outcome has been achieved
- Maintain a diary of significant learning experiences. In this you should be able to demonstrate how practical experiences have influenced the way your nursing practice is developing in relation to specific outcomes and competencies.

Evidence of Progression

Your Practice Assessor/Academic Assessor will make a judgement on the proficiencies and programme outcomes to be achieved and this will be recorded as:

P Pass	You have met the required criteria Refer: You have failed to achieve some/all of the learning outcomes
D Defer	You have had adequate opportunities but have not reached the required standard of achievement in meeting the outcomes/practice skills.

Failure to achieve in practice

You are expected to achieve all the standards or competencies and practice skills specified in the PAD.

If at any time a Supervisor /Practice Assessor feel that you are not progressing, they must inform you at the earliest opportunity. The outcome of the meeting must be documented within the PAD. The Practice Education Facilitator should be contacted for help and support and your Academic Advisor must be contacted.

If you fail to achieve any of the practice outcomes at the first attempt in practice, a second attempt in the form of a learning contract is implemented. A third final attempt may be granted, by the Examination Board, subject to mitigating circumstances, to enable you to progress on the programme.

If an Examination Board has documented evidence that (a) your work or attendance or both have been unsatisfactory, and (b) you have been formally warned of the unsatisfactory work or attendance but have not shown significant improvement acceptable to the Board, then the Board has the right to refuse you reassessment.

At the end of a practice learning experience if you been notified by your Practice Assessor / Academic Assessor that you have failed to achieve the practice outcomes for a unit, in part or full, you will be invited to attend a meeting with the Academic Assessor to discuss a learning contract. Depending on the circumstances surrounding the failure to achieve in clinical practice, you may have the following options open to you:

If you have failed the PAD you will be referred to the Programme team who in liaison with the appropriate Unit Lead will develop an appropriate Learning Contract. This is normally implemented in the first five weeks of the next practice learning experience providing the learning outcomes can be achieved in that learning environment. If the Learning outcomes cannot be achieved in that learning environment, you may be offered the opportunity to undertake your learning contract in the first weeks of the summer vacation period.

Or

In the event that the above is not appropriate, you will be offered the opportunity to interrupt your studies. You will then be invited to return to the programme at the commencement of the Unit in the following academic year or at an appropriate point, in order to have a second attempt at the practice learning experience

At this meeting, an action plan will be devised to assist you to succeed at the second attempt. The contents of this Learning Contract will be conveyed to your Practice Supervisor and Practice Assessor either in a new clinical area or on the same clinical area, whichever is most appropriate. With the Learning Contract in place your Practice Supervisor and Practice Assessor can then tailor the clinical experience to meet your individual learning needs. Collaboration both the Academic Assessor may also facilitate this.

It is the learning environment Practice Assessor's responsibility to deem whether you have passed or failed the practice element of a practice-based unit of study and to collaborate with the Academic Assessor at the end of each year; part.

They may ask others for their opinions to help clarify any ambiguity or doubt e.g. Supervisors and your Academic Assessor but the final decision regarding whether you pass or fail is the Practice Assessors and Academic Assessors (at the end of each year).

This decision will be final and will not be overruled unless due process has not been followed in terms of you and your Practice Supervisor/Practice Assessor/Academic Assessor not having documented issues as they have arisen as part of the practice learning experience process during the preliminary intermediate or final interview as appropriate to the issue or need that required identifying.

It is your responsibility to ensure that documentation is completed. You will be able to access previously completed PADs via PARE for your portfolio.

Making up hours

During each practice learning experience you are required to maintain a record of the number of hours undertaken using the timesheet on PARE. This will then be signed at the end of the week by the identified Practice Supervisor / Practice Assessor who is able to verify the hours in practice. The timesheet (Record of Practice Hours) will be used to determine whether you have completed the appropriate number of hours (2,300) in practice at the end of the programme.

An audit of hours completed will form part of your annual progression. You will not normally be able to take a deficit of hours past each annual progression point. This is to ensure that you commence the next academic year with no hours outstanding.

As stated previously, you may be expected to work various shift patterns throughout the 24-hour period depending on your year of study on the programme.

You are responsible for ensuring you undertake a reasonable and appropriate shift pattern. If you have concerns regarding your shift pattern you should contact your supervisor / practice assessor in the first instance and your PEF / academic assessor/ academic advisor if needed.

The front loading of hours should not occur. If you are found to be doing this, you will be referred to the Academic Lead for Practice Governance and Programme Director. The Practice Education Facilitator will also be informed.

Practice Learning Assessment Summary

1. Like Academic assessments, all practice learning assessments need to be passed in order for an award to be conferred.

You will have access to

- a) Supervisor(s) in practice
- b) a Practice Assessor
- c) an Academic Assessor for each year (each part)

2. The Supervisor will give verbal and written comments on your progress in achieving the desired outcomes and practice skills. This will be assessed continuously as you move through the practice learning experience by the Supervisor / Practice Assessor and specifically both midway and at the end of each time in your allocated learning environment. Your Academic Assessor will also review your progress.

3. It is your responsibility to ensure that these meetings occur. The Practice Education Facilitator / Academic Assessor should be contacted if you encounter difficulty in being able to organise these meetings.

4. Supervisor(s), Practice Assessors and you need to be familiar with the documentation on PARE before any entries are made. Should there be any problems associated with the understanding of this documentation the Academic Assessor should be contacted.

5. You are expected to achieve all the outcomes and practice skills specified for each year

6. Failure to achieve one of the outcomes specified for each year or learning experience (unless it is not applicable) will constitute a fail grade being awarded.

7. Should you not be making satisfactory progress at any time you should be informed by your Practice Supervisor. This must be documented by the Practice Assessor in

the PAD and discussed with your Academic Assessor. An action plan will be developed in conjunction with you, your Academic Assessor and Practice Assessor.

8. Details of submission dates for completed PAD documents can be found in the Examinations area on the BNurs Blackboard student community area.
9. In the event of sickness you will be contacted to discuss your return to your studies.

4. STUDENT PROGRESSION

ATTENDANCE MONITORING AND STUDENT WELLBEING

In keeping with [Regulation XX – Monitoring Attendance and Wellbeing of Students](#), the University records and monitors your attendance to:

1. support academic attainment and progression;
2. ensure student wellbeing; and
3. satisfy external reporting/accreditation requirements.

As a student on the BNurs/MNurs programme you are required to attend both the University (for theoretical aspects of the course) and clinical placement (for practice-learning). In accordance with the NMC Stands for education, you will need to complete 4600 hours of learning over the course of your BNurs programme, 50% of which takes place in practice. For students on the MNurs programme you will need to complete 6000 hours of learning over the 4-year programme, 2300 hours in practice and 2700 hours in theory.

You are expected to engage fully with all both theory and practice components of the programme. **This includes attending/completing 100% of University timetabled teaching activities (synchronous and asynchronous lectures, seminars, skills teaching, Academic Adviser meetings, etc.), practice hours for each clinical placement, and completing independent study as indicated on the timetable.**

A full version of the BNurs attendance policy as approved by the programme committee is available in Nursing Gateway on Blackboard.

Reporting Absence

It is important that you are aware of attendance expectations and keep the Division appropriately informed of any issues affecting their ability to attend either theory or practice. If you are unable to attend you must notify the Division at the start of your period of absence. This can be done by submitting a [Self-Certification of Illness Form or a Notification of Absence Form](#); in exceptional circumstances you may email BNursyear1@manchester.ac.uk.

You should detail the reason for the absence (for example: sickness, childcare) and the anticipated length of the absence. If you are absent on placement days should also contact your clinical placement to inform them of your absence – an important professional responsibility. You should also notify your academic adviser of any sickness or absence affecting your attendance.

The Division differentiates between authorised and unauthorised absence from the programme. Absence from the programme can be authorised due to documented sickness, or by an Academic Adviser or Year Lead for other reasons. Please note that due to NMC regulations, all absences including authorised absences must be made up in order to complete the programme.

Absences due to sickness of between 1 and 7 days can be self-certified by returning a [Self-Certification](#) form (completed within 7 days of your absence). Sickness absences of more than 7 days can only be certified by a doctor's note. Absences due to other reasons such as carers leave, compassionate leave or attendance at an interview or conference can be authorised by an Academic Adviser who will complete an authorised absence form which is submitted to the Programme Office.

Links to both Self-Certification and Absence Notification Forms can be found on [Blackboard](#).

Attendance Monitoring

Due to the professional nature of the course there is a 100% attendance expectation. Any time missed must be make up in order to meet the requirements of the NMC.

On campus attendance:

Attendance will be recorded at all on campus sessions. The lecturer will stipulate which method of recording attendance will be in place and it is your responsibility to ensure you register yourself present at all activities. Note that your lecturer will have access to the register during the session to see who has signed in.

It is your responsibility to ensure that you register your attendance. You will be advised how to registration will take place.

Any theory session that is missed needs to be completed through private study. You need to complete the work and then fill in a [Missed Teaching](#) form (available from Nursing Gateway – Forms & Uniforms) The form should be sent, along with any supporting evidence of the work you have completed, to your unit teacher/unit lead for approval. Some sessions cannot be made up via the missed teaching process. You will be advised about other options for catching up this missed learning opportunity.

On practice days, you must report your absences to the Trust, Allocations Team and your Academic Advisor, irrespective of plans for the time to be made up.

Trigger points

In order to support academic attainment and monitor wellbeing, Academic Advisors will be given regular updates of their Advisees' attendance profiles. Students who reach trigger points (detailed below) will be flagged to the Programme Manager / Academic Advisor for follow up.

The role of the Programme Manager / Academic Advisor in attendance monitoring is a supportive one, to ensure that you are well and engaging with the programme. Academic Advisors will treat cases of poor attendance on an individual basis but would normally complete a 'poor attendance interview' and agree a range of actions with you. These may include regular meetings, referral to Occupational Health or revisiting guidance on the attendance requirements.

Trigger point	Detail	Action
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First	10 hours of unauthorised absence	Programme Manager contacts student to ensure they are aware of absence notification procedure, reminds of how to make up missed session and encourages student to seek support from AA if there any issues affecting attendance (AA copied in).
Second	15 hours of unauthorised absence OR Ongoing problems with attendance relating health or personal difficulties	Academic Advisor informed and student invited to a meeting to discuss their attendance; practice attendance will also be reviewed. A plan for making up missed theory and/or clinical hours agreed. An informal warning may be issued, with requirement to improve attendance.
Third	20 hours of unauthorised absence OR Ongoing problems with attendance relating health or personal difficulties	As above. A formal warning may be issued, with requirement to improve attendance.
Forth	25 unauthorised absence OR Ongoing problems with attendance relating health or personal difficulties	As above. Programme Director informed. Student may be compelled to interrupt the programme, or asked to clarify whether they have withdrawn. Student may be referred to Health & Conduct Committee.

Consequences and sanctions

Academic Advisors aim to support students to full attendance. If you do not meet the attendance requirements despite supportive measures you may be advised to interrupt the programme or be invited to the Fitness to Practice / Concerns Review Panel. Sanctions of the Fitness to Practice / Concerns Review Panel in matters of poor attendance include formal written warnings, requiring you to repeat their year of study, discontinuation from the programme and referral to the Faculty of Biology, Health & Medicine Fitness to Practise Committee. The guidance on Managing Attendance and Reporting Absence can be found in [Appendix II](#) and in the [BNurs Student Gateway](#).

If you are absent without explanation or contact for an extended period you will be asked to formally clarify your intentions regarding the programme. Failure to respond to this will lead to discontinuation from the programme, using the last known date in attendance.

Advice & Support

You are encouraged to be proactive in seeking support and managing any issues that impact your attendance or wider ability to engage with the programme. Academic Advisors are the primary source of pastoral support within the programme, but you may also access support from the Senior Academic Advisor, Year Lead and Student Support Office within the Division, as well as University services including Occupational Health, the Disability Support Office and the Counselling Service.

See also: [Student Support](#).

PROGRAMME CHANGES, INTERRUPTIONS AND WITHDRAWALS

It is the expectation that you will pursue your studies on the BNurs (Hons) programme on a continuous basis for the duration of your programme, and complete within 3 years of commencement. Those completing the integrated masters MNurs programme are expected to complete within 4 years of commencement.

If you are experiencing uncertainty about your position on the programme should contact your Academic Advisor for advice and support in the first instance. The Year Lead or Senior Academic Advisor are also able to offer you support.

Programme Changes

Due to commissioned numbers, there is not normally facility to apply to change to a different field of nursing. If you are concerned about your choice of field should contact your Academic Advisor or Year Lead. Field Leads may also be able to offer you support.

If the Programme Management Team are able to offer additional spaces in a particular field of nursing, you will be advised of the application process and deadline. Due to the field-specific curriculum content in Year 1, applications to change field would not be accepted after Year 1 of the programme.

Withdrawals

If you are considering withdrawing from the programme, you are strongly advised to speak to your Academic Advisor immediately as they may be able to present an alternative perspective on your situation and will certainly be able to offer advice on how to proceed. It may be the case that you choose to interrupt your studies rather than fully withdraw.

If, for whatever reason, you have firmly decided to withdraw from the programme, inform your Year Lead as soon as possible verbally and in writing (e-mail is sufficient). It is obviously important that you keep the Division fully informed of your intentions or actions and the University is obliged to inform the appropriate Trusts of your decision. You will be requested to return library books, your uniform(s) and student ID badge.

Policy for Pregnant Students

If you become aware that you are pregnant you should initially inform your Academic Advisor. You should arrange to meet with your Academic Advisor to secure a referral to Occupational Health and to discuss your plans for maternity leave. You should also examine with them the implications for your studies in relation to sharing information with clinical colleagues if on placement and also the need to secure a formally agreed authorised absence from your studies via the interruptions policy as extant within undergraduate programmes.

In all instances you are required to inform the School of your pregnancy and to secure an appointment with [Occupational Health](#) to ensure that all necessary support mechanisms and reasonable adjustments are in place to protect yourself.

Prior to any period of interruption you will need to meet your Programme Director and Academic Advisor to formalise and agree the interruption. At this interview you should complete a Request for Interruption Form and agree the date of interruption and a

provisional return date. It is your responsibility to contact the school 15 weeks prior to your return to confirm your intentions.

If you would prefer to take a shorter period of leave you should meet with your Academic Advisor and Programme Director to agree the date of the interruption and a provisional return date, and to discuss how any assessment or time away from practice would be made up following a return to the programme.

You are required to provide the University with some form of confirmation of the pregnancy before commencing maternity leave, for example, a MATB1 form, which is available from a GP or midwife. This form is usually provided once a pregnancy has been established for 20 weeks.

If you are in receipt of the Learning Support Fund (LSF) – Training Grant, Parental Support and Exceptional Support Fund – you may be considered for continued payment up to the last date of the payment term in which you began your authorised period of leave. There are 3 terms in the LSF payment year; November, March and May. No further LSF payments will be made until you return to the programme.

Please self-refer to Occupational Health in the first instance if you experience any problems with your pregnancy that you feel impacts on your programme of study.

Pregnant Students and Practice Placements

For students engaging in clinical practice a Risk Assessment will be required:

Students must inform the placement manager of their pregnancy on each placement so that a risk assessment specific to the area can be undertaken and recorded. Likely areas to be considered may include:

- Participation in manual handling procedures
- Exposure to radiotherapeutic investigations
- Sequencing and length of shift patterns
- Exposure to infectious disease
- Working in Theatres
- Preparation and administration of cytotoxic chemotherapeutic agents
- Exposure to hazardous waste
- Provision of Uniforms
- Access to rest areas
- Students who are non-responders to Hepatitis B vaccination, may require restrictions to practice based on risk assessment.

Students Returning to Study

You will be informed that you must take at least two weeks compulsory leave following birth by law: [Pregnancy and Maternity Rights](#).

It is your responsibility to contact the school 15 weeks prior to your return to confirm your intentions.

You will be required to have a review with Occupational Health prior to your return to secure clearances to recommence your programme of study.

Interruptions Policy

It is the expectation that you pursue your studies on a continuous basis for the duration of your programme. It is recognised however that you may encounter unforeseen circumstances which may significantly disrupt your studies and prevent them from completing the programme in the normal timeframe.

Where circumstances significantly disrupt your ability to engage with the programme, a temporary interruption may be granted at the discretion of the relevant programme team. There are two categories of interruption:

- Interruption by student request (including maternity leave)
- Interruption by Divisional committee (including Health & Conduct Committee or by a Programme Director)

In each case, the programme's nominated individual (normally the Programme Director or Cohort/Year Lead) would design a personalised return-plan to give you the opportunity to complete the programme at a later date. The date of return is normally dictated by the scheduling of units that you need to complete or the availability of a specific placement to be undertaken.

Whilst on interruption you will have a status of 'Leave of absence'. This means that depending on the length of your interruption, you will lose access to Blackboard and will have limited access to the Library and other university facilities. You will however have continued access to your IT account, student email and MyManchester.

Taking an interruption will affect financial support available, fees and immigration status (for international students). Further details are available in your Programme Handbook.

Approval of Interruption

To ensure consistency, all interruptions will be formally noted for audit processes by the Director of NHS Contracts and Division Information Manager after being approved by the Programme Director. Approval may include consultation with appropriate members of programme staff, including:

- Programme Director/nominated deputy or Year Lead with knowledge of programme-specific issues
- Exams Officer or Exams Manager, to review academic profile and suitability of return plan
- Senior Academic Advisor, Student Support Officer (or nominated deputy) to provide guidance on student support or pastoral issues

The Programme Director will normally give provisional approval for your interruption request at your meeting with them; final approval will be confirmed in the interruption letter which you should receive within 5 working days of the meeting.

Returning from Interruption

Once on interruption, it is your responsibility to keep in contact with the Division and confirm your intention to return to the programme. You will be given specific instructions for confirming your intention to return in your interruption approval letter, but will be required to give adequate notice for the Division to make administrative arrangements for your return. Returning from interruption may be subject to conditions set by the Programme, including academic progress or health clearance on approval by Fitness to Practise Committee. Where a return from interruption is conditional, this will be clearly indicated in the interruption approval letter.

Interruption by Student Request

If you feel that you would benefit from a leave of absence from the programme for any reason, you should initially discuss this with your Academic Advisor. You are encouraged to be proactive in accessing support, advice and guidance from your Academic Advisor, Year/Field Lead, Occupational Health, the Disability Support Office and Student Support Office as may be beneficial.

Formal requests for interruption are made by meeting with your Programme Director or Cohort/ Year Lead (or their acting deputy) to complete an Interruption Request Form. If you are requesting interruption should provide third-party evidence of your circumstances to enable the programme to fully consider whether an interruption is the best course of action for the you. Documentation submitted in support of an interruption may be shared with the Examinations Office in order to apply the mitigation circumstances policy to assessments affected by the circumstances leading to your interruption. Once used, evidence will be treated confidentially and kept on your file.

As the interruption meeting will include advice and guidance on the practicalities of interrupting and a personalised return plan it is anticipated that the request form would be completed during the meeting. In exceptional circumstances only this may be completed remotely. Final approval will be confirmed in the interruption letter which you should receive within 5 working days of the meeting.

As stated above support and guidance on the interruptions process is available via a number of means including Programme Directors, Academic Advisor, Student Support and Cohort/Year Leads. It is important to ensure that all cases for interruptions are dealt with in an efficient and proactive manner as future tuition fee and bursary funding may be affected.

Interruption by Divisional Committee

In rare cases, the Division may require a student to interrupt your programme. You would normally interrupt the programme as soon as it became apparent that either:

- a) You are in breach of the professional progression requirements of your programme
- b) You are not fit for study on the recommendation of Occupational Health
- c) You have failed to meet the attendance requirement of your programme as detailed in the relevant programme handbook
- d) The Programme Director judges that you will be unlikely to be able to meet the professional progression requirements and it in your best interest to commence a period of interruption immediately.

This regulation is designed to protect you by minimising the amount of time that students repeat, which will impact funding.

Financial Support

Such a change in circumstances may have implications for your student finance and accommodation so we strongly recommend that you contact your Student Finance company and the University's Student Services Centre (<mailto:ssc@manchester.ac.uk> / 0161 275 5000) for full details of how you will be affected. Further guidance can also be found here: <http://www.studentsupport.manchester.ac.uk/finances/a-z/student-finance-change-of-circumstances/>.

If you are in receipt of a student loan it is your responsibility to contact Student Finance UK to suspend your student loan.

Tuition Fees:

If you receive a tuition fee loan from **Student Finance**, the amount you borrow depends on the date you interrupted.

You will not be charged fees during your interruption. If you are **self-funding**, and have overpaid fees i.e. for a period longer than your interruption date, you can request a refund or have the portion saved for next year. You should speak with the Student Services Centre for further information funding@manchester.ac.uk

Student Finance Maintenance Loans: We will inform Student Finance that you have interrupted your studies. They will recalculate your entitlement of maintenance loan and grant based on the date you last attended. This could mean that you have received more than entitled to, and they will ask you to **pay back any overpayment of maintenance grant**. If you have interrupted for health reasons, with your permission, we can ask Student Finance to pay an additional discretionary 60 days allowance of funding. More information can be found on the Money Advice Team Fact Sheet: <http://documents.manchester.ac.uk/display.aspx?DocID=25907>

Access: During a period of interruption you are not a registered student. Your access to University premises will be the same as a member of the public; you will lose onsite IT and library access. However, you will retain access to My Manchester, your student email account and the Careers Service. You will lose access to some resources in Blackboard so download any materials that you will need. You can access:

Lecture podcasts via <https://video.manchester.ac.uk/lectures>

Blackboard archives via https://online.manchester.ac.uk/bbcswebdav/xid-380106_1

Visa: UKVI will be notified of your interruption and your visa will be cancelled; you will need to return home within 60 days. If you need advice about the implications your interruption will have on your immigration status, please contact the Student Immigration Team at the Student Services Centre (contact details below).

Interruptions Procedure: Interruption by student request

If you are considering interrupting your studies, it is recommended that you speak initially to your Academic Advisor, who will be able to signpost additional advice and guidance.

If you decide to make a formal request to interrupt, you will meet with your Programme Director (or their nominated deputy such as a Cohort/Year Lead) to complete an interruption interview and the interruption request form.

The interruption interview will discuss:

- Your current academic profile and its implications for progression and returning
- Your reasons for requesting interruption and any supporting evidence
- Possible return plans
- Any conditions set on returning to the programme
- Implications of interruption for financial support, administrative arrangements and visas (if applicable)
- Administrative arrangements for interruption and return from interruption

If exceptional circumstances prevent a student from attending an interruption interview in person, the request form may be completed by the student and sent to the Programme Director.

If an interruption request is being completed remotely, forms must be returned within 10 working days of a student being absent. Students who are absent without explanation will be treated in line with their programme's attendance policy, and may be asked to clarify their status or face discontinuation.

Interruption request and return plan is considered by the student's Programme Director. The Programme Director may consult with an appropriate panel of staff including:

- Programme Director, or nominated deputy with knowledge of programme-specific issues
- Exams Officer or Exams Manager, to review academic profile and suitability of return plan
- Senior Academic Advisor, Student Support Officer (or nominated deputy) to provide guidance on student support or pastoral issues

Interruption is supported by Programme

Yes

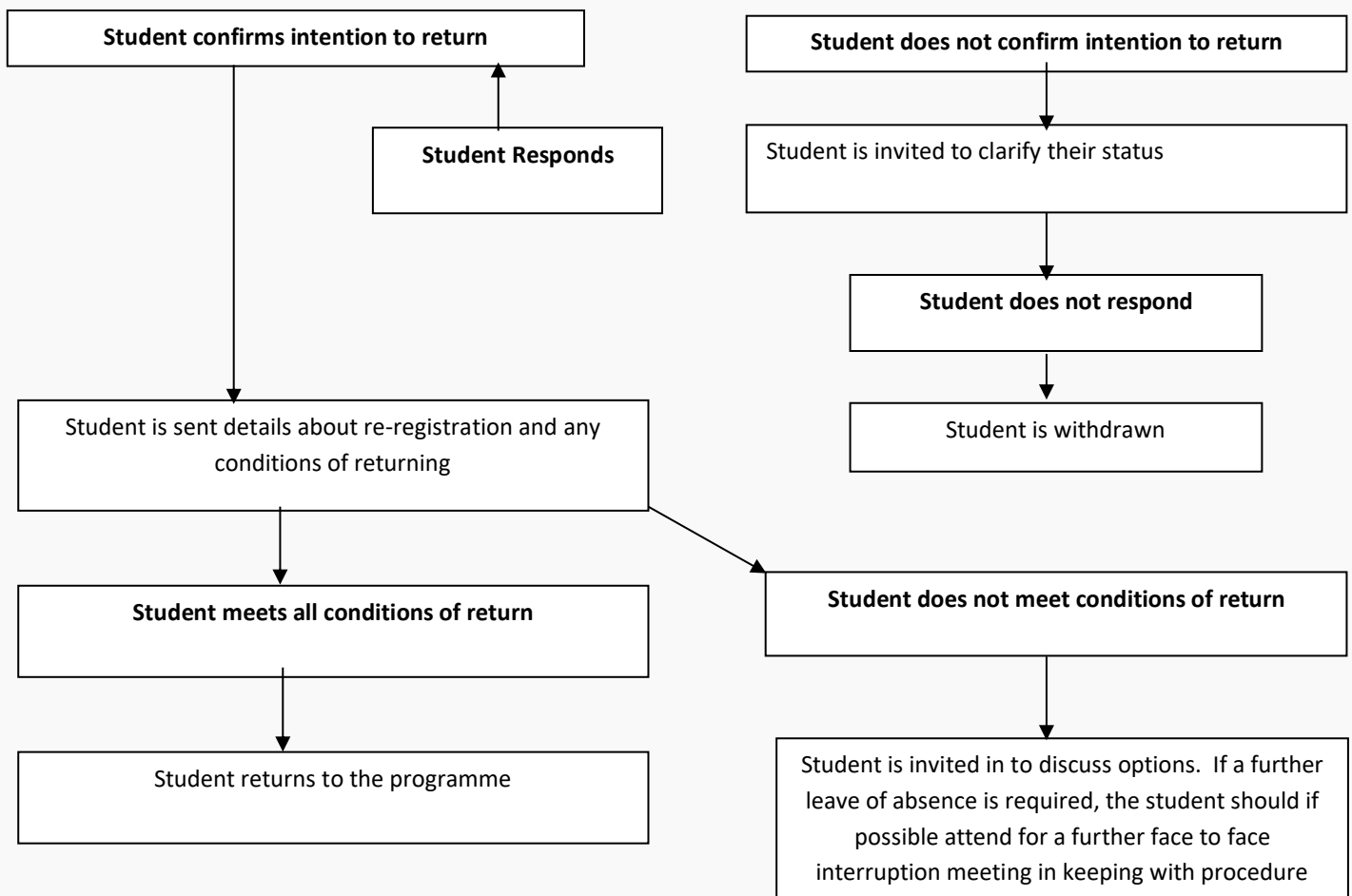
Not supported at this time – further information needed

Interruption is noted for audit purposes by Director of NHS Contracts and School Information Manager. Student record is updated. If applicable, NHS Business Services Authority and Student Finance and other parties are informed.

Programme Director or nominated deputy meets with student to discuss alternatives or amend return plan.

Student is sent an interruption letter confirming arrangements for the period of interruption, return date and any conditions for return.

Return from Interruption



Student Finance: If your return date is in the next academic year, Student Finance will not automatically carry over your loans so **ensure you re-apply.**

If you interrupted for health reasons: Before you return, you must submit evidence from a medical professional that you are now **well enough to resume your studies.** We may refer you to the University Occupational Health Department so this can be confirmed and we will arrange this before your return date. We will also arrange for you to meet with the Senior Adviser to discuss ongoing health needs. We may also refer you to the Disability Advisement and Support Service (if you are not already registered with them) if your condition is ongoing.

Under our regulations, long-term conditions will not normally be considered by the Faculty more than once. This means that you are unlikely to be able to apply for mitigation for the same reasons in the future unless there is a major change or exacerbation in your situation.

If you are re-starting the year or semester: you should be aware of the dangers of **self-plagiarism** especially in relation to your dissertation. Self-plagiarism is essentially re-using a piece of your own work that you have already submitted for as a coursework assignment; e.g. if you submitted an essay to your academic adviser for a tutorial assignment and then used part or all of that essay in an assignment for a lecture unit, you would be guilty of self-plagiarism. The same is true if you submit a piece of work that you completed LAST YEAR for an assignment during the CURRENT academic year and also if you submit it for an assignment in the same unit.

Visa: Please email supportoffice.sbs@manchester.ac.uk 2-3 months before your return date to request a new CAS.

COMPLETIONS WITH THE NMC / APPLICATION FOR REGISTRATION

A personal identifying number will be allocated to you prior to completion of the course. This number does not permit you to work as a Nurse in any capacity and is purely for communication with the NMC. Details of this will be sent out to you by e-mail. It is your responsibility to ensure that all personal details held on record are correct.

Following ratification of final results at the Awarding Examination Board, details of students who have successfully completed the programme will be forwarded to the Nursing and Midwifery Council. A Declaration of Good Health and Good Character is signed by the Programme Director or their nominee and sent to the NMC. The Division will receive confirmation that this information has been safely received.

You will normally receive a registration pack from the NMC within two weeks of completion information being sent from the Division. To be entered on the register, the NMC must have received a completed registration pack from you and the Declaration of Good Health and Good Character from the Division.

It takes approximately five weeks from the Awarding Examination Board for you to be placed on the register as a practitioner. **It is important that you apply to register with the NMC within five years of your completion date or you will not be able to register with them.** If you do not register your qualification within five years, you may have to complete a pre-registration programme again. You may apply for jobs before your registration is live, but you must be aware that any employment offer will be subject to successful registration. It is your responsibility to liaise with their prospective employer if there is any known delay to registration. Failure to do this may jeopardise your offer of employment.

5. BEHAVIOUR & PROFESSIONAL CONDUCT

BEHAVIOUR & CONDUCT

You are expected to behave in a professional manner when within the University premises and follow guidelines regarding any matters relating to your health and safety. Any student demonstrating inappropriate behaviour may be asked to leave the premises and may be referred to the Occupational Health Department or to the Fitness to Practice / Concerns Review Panel.

You are expected to behave in a professional manner when on placement. Any student demonstrating inappropriate behaviour may fail their placement report, may be asked to leave the placement and will be reported to the University.

Inappropriate behaviours include being under the influence of alcohol or illegal drugs, being rude or aggressive to fellow students or staff, smoking in restricted areas or putting students' or staff member's health and safety at risk.

See also: [Dignity at Work & Study](#) and [Regulation XVII Conduct & Discipline of Students](#) and [Supporting Trans Staff and Students at the University](#).

Dignity at Work and Study

The University seeks to create a study environment which is free of harassment and which protects the dignity of all students irrespective of sexual orientation, racial or ethnic background, religion or disabled status. It regards sexual, racial or personal harassment as most serious and requires all students to observe its policy in this area. Personal harassment takes many forms. It is uninvited and unwanted actions which cause offence and/or embarrassment, fear, stress or tension. It can be an isolated act such as a comment or wilful gesture, or it can take the form of repeated behaviour against a person.

In cases where a complaint of harassment is substantiated, the individual responsible may be subject to disciplinary action under [General Regulation XVII \(Conduct & Discipline of Students\)](#).

The University Policy Statement on Dignity at Work and Study for Students contains details of the University Resources, policies and procedures and will be given to all students at registration. The full university policy on-line it is located at the following web address [University Policy Statement on Dignity and Work](#).

Confidentiality

By the nature of nursing, you will be exposed to confidential information about patients/clients and others. Breaching confidentiality may only be appropriate in exceptional circumstances. Inappropriate breaching of confidentiality is a betrayal of trust and is a serious matter and as such may lead to disciplinary action. All students will undertake education and training in Data Protection and Information Governance via the University and our practice partners. Any breach of information governance will result in disciplinary action for the student

All student nurses are expected to abide by the NMC code (NMC 2018) which covers issues of confidentiality.

You must not give information to the Press regarding events which take place in the Division or any of the placement areas. Any enquiries from the Press must be directed to the Chief Executive or the Senior Officer (if in a clinical placement) or Head of School.

If you are requested to make a statement, help and advice should be sought from a tutor within the Division as soon as possible.

Regarding Confidentiality in Assessments please refer to the exams and assessments area on the Blackboard Study Gateway

STUDENT UNIFORM POLICY

Introduction

Wearing a uniform is essential to project a smart, professional image in the workplace. Nursing and Midwifery students of the University of Manchester are required to be well presented at all times in the clinical area, as they are not only representing their profession, but also the University. Patients and clients can be assured of your commitment to best practice in infection prevention and control if your uniform is clean and you dress according to appropriate standards.

Most Trusts that you are likely to work in will have their own uniform or dress code and you are required to strictly adhere to those policies, in addition to the Division's policy.

The policy below applies to all Nursing and Midwifery students who undertake placements organised by the Division. This policy supplements the Communication and Dress Code for Students at The University of Manchester available at: <http://www.https://documents.manchester.ac.uk/display.aspx?DocID=46912>

Failure to comply with the uniform policy will be regarded as unprofessional behaviour and steps will be taken to invoke the Division's procedure regarding discipline if necessary.

University of Manchester Student Nurse/Midwife Uniform

You will be provided with a maximum of three complete sets of uniform by the University at the beginning of your programme of study as follows:-

- White dress with purple trim and University Logo
- Or
- White tunic with purple trim and University Logo and navy blue trousers

Replacement Uniforms

'Alexandra' is the only University approved supplier for University of Manchester student Nurse/Midwife uniforms.

You can purchase additional sets of uniform from the University suppliers at the same cost as paid by the University at the time of ordering.

Additional uniforms can be ordered and purchased by students from the supplier at the time of initial 'fitting' and any replacement/additional uniforms subsequently required can be ordered via the [supplier web](#) site using the unique code which you can obtain from BNursYear1@manchester.ac.uk. You are responsible for the costs of any additional and/or replacement uniforms, and any additional delivery costs. Instructions for setting up your account and ordering replacement uniforms are available in the [BNurs Gateway](#).

You must only use the University approved supplier for any additional or replacement sets/items of uniform as these are supplied to a strict specification in line with relevant local and national guidance.

You will be provided with a University name badge bearing your full name, designation (student nurse or student midwife) and the logo of the University of Manchester. These must be worn at all times as part of the uniform in addition to any badge provided by the placement provider.

Replacement University name badges can be ordered from the Programme Support Office, G.319 Jean McFarlane Building.

Where this Policy Applies

When in placement in clinical / community environments you must wear your University of Manchester uniform at all times whilst at the placement.

Due to the nature of work and specific patient/client groups they serve, some Trust staff will in some clinical areas wear their own clothes. In these instances you will be required to wear your own clothes but these must be appropriate to the work environment, look clean and smart and adhere to any local policies.

Plain, appropriate clothing must be worn and no advertisement logos or slogans should be visible.

University uniform must also be worn when undertaking any clinical skills training sessions in the University or in the Trust. This includes any training undertaken in the clinical skills laboratories at the University such as moving and handling and basic life support training and update sessions.

You must not, as far as possible, wear your uniforms outside of the placement area and must either change into your own clothes upon completion of a shift, or wear a coat that covers the uniform entirely. The Department of Health advises that the public do not like to see hospital staff in uniform away from the workplace because they may perceive this as a risk to hygiene and infection control in the workplace.

Uniform Appearance and Care

A clean uniform must be worn for every new shift. You are responsible for washing and ironing your own uniforms. The Department of Health recommends that uniforms be washed at a minimum of 60° Celsius for at least 10 minutes which is sufficient to remove most micro-organisms. Uniforms must look clean and neat at all times. If an item gets stained or damaged then a replacement must be obtained as soon as possible (see [above](#) for how to obtain replacement or additional uniforms).

Adjustments to the uniform for cultural / ethnic or religious reasons will be considered where possible but must be in line with national and local policies. In relation to the University supplied items of uniform, adjustments are limited to an extended length of sleeve but all dresses or tunics must have sleeves that finish no more than 6cm below the elbow. This is in order to comply with health and safety, and infection control policies. Such uniforms will be available from the approved University supplier and if required, this must be made clear at the time of initial fitting or when ordering replacements or additional items. The wearing of long-sleeved garments under a dress or tunic is not permissible.

Black headscarf / turban / skull cap may be worn.

The correct size of uniform must be worn and students must not wear cardigans or other over garments in the clinical areas.

Appropriate shoes must be worn. These must be black, flat soled, full shoes not boots, which cover the entire foot, have a non slip rubber sole, and be plain (not suede or canvas). It is not acceptable to wear any other type of shoe.

Tights that are black or skin coloured only may be worn, with no embellishments. Only plain black socks may be worn.

Whilst on placements the following will also apply:

- Hair must be tidy and long hair must be tied/clipped back off the face and collar. Protruding hair decorations must not be worn. If required, neutral colour decoration should be used to secure hair.
- Long hair should be firmly tied back in such a way as not to interfere with duties or patient care.
- Beards and moustaches should be neatly trimmed.
- Fingernails should be clean, short and free of all nail polish. Acrylic nails must not be worn at any time due to the risk of infection (McNeil 2001)
- If make-up is worn, this should be discrete and false eyelashes are not acceptable. Perfumes and after-shave should be used sparingly.

- In the interest of infection control and minimising risks to the student and the patient/client NO jewellery other than small, plain stud earrings (one per ear) and one plain band ring is permitted at any time whilst wearing uniform. Wristwatches and bangles must not be worn when attending to patients.
- Any visible piercings must be removed whilst in the clinical area and / or treating patients or clients.
- Tattoos that may cause offence should be covered accordingly and should adhere to the required dress code described above.

CLINICAL SKILLS LABORATORY: STUDENT CONDUCT

You must follow the regulations below when using the laboratories:

- A clean uniform must be worn in accordance with the Uniform / Dress Code as detailed above
- If you turn up late to a skills session you may be refused entry at the discretion of the facilitator / lecturer (you may have missed important health and safety instructions at the start of the session)
- On entering the laboratory bags, coats scarves and hats are to be placed in the area designated by the facilitator / lecturer
- Mobile telephones must be switched off
- No food or beverages to be consumed in the laboratory, including chewing gum.
- Immediately report breakages or faulty equipment to the facilitator / lecturer
- Immediately report accidents or other adverse incidents to the facilitator / lecturer and complete the appropriate incident reporting form.

RELATIVES IN CLINICAL PRACTICE

If you have a relative, partner or close friend in a specific clinical area, either as a patient or a member of staff, it is extremely unlikely that you would be allocated to this area. However should this occur please inform your AA and follow the Placement Change Request Procedure (Guidance available via the practice learning gateway within Blackboard). There are potential problems regarding conflict of interest by all concerned in these circumstances. Should the Practice Learning Unit be made aware of such a situation, they will not establish such an allocation. We would not wish you or any student to be disadvantaged by such a situation, or indeed for a Supervisor to be placed in a potentially difficult position. Individual Trusts' policies regarding partners/relatives working together may not mimic our guidelines, and it is often the case that related persons work alongside each other. However, those are employment situations and do not relate to students.

SOCIAL NETWORKING

In addition to the [NMC Guidance](#) the Faculty of Biology, Medicine & Health have produced the guidance below for healthcare students about the benefits and potential dangers of social networking and suggests ways in which their personal and professional interests, and those of others, can be protected while in the online environment. Students on professional

courses must be extra careful about what is posted on social media accounts and who can have access to their accounts. If a student is found to be using a social media account in a way that brings the Nursing profession into disrepute, then disciplinary action will follow.

Guidance on Social Networking for Healthcare Students

What is the purpose of this document?

This document provides advice and guidance for healthcare students about the benefits and potential dangers of social networking and suggests ways in which their personal and professional interests, and those of others, can be protected while in the online environment.

What are social networking sites used for?

Social networking is a popular online activity: millions of people of all ages and backgrounds use social networking sites every day. Online social networking sites, such as [Facebook](#), [Twitter](#), and [MySpace](#) are used:

- To keep in touch with friends, both in words and through sharing music, video and other types of files ([YouTube](#) is also used for sharing videos, and [Flickr](#) for sharing images, online).
- For educational and professional benefit, through sharing information about the latest developments in treatments and practice, problem-solving, encouraging participation, and community building.
- To forge new relationships based on common interests.
- To make their views and opinions known.
- To take part in discussions on virtually any subject.

People often interact with social networking sites over long periods of time and, occasionally, excessive activity of this nature may have detrimental effects on their work or study.

What is the social networking environment?

It is important to remember that social networking sites are public and therefore, in theory, accessible to anybody. In many cases, ownership of the material posted on them belongs to the site, not the person who posted it, and so sites such as [Facebook](#) are free to use it in any way they see fit. Material posted online remains there permanently, if not as part of an active page then as part of easily-accessible 'cached', i.e. historical, versions of it.

Who visits social networking sites, and why?

Anybody can visit social networking sites and gain access to the information that is uploaded to them. These people include:

- Your intended audience, i.e. your friends, colleagues and others, to share information and to keep in touch.
- Potential employers, who are, increasingly, using social networking sites to gather information about people who have applied for positions within their organisations.
- Criminals, including sexual predators who could use information about you to compromise your safety or wellbeing, and fraudsters, who could steal information about you and impersonate you online, to your potential cost.
- The police, as part of investigations into illegal activities.

- Professional healthcare bodies such as the [General Dental Council](#), [General Medical Council](#), [General Pharmaceutical Council](#), [Health Professions Council](#), and [Nursing & Midwifery Council](#), who may access information directly or be asked to investigate material referred on to them by other people.
- Patients, clients and other service users, who may be looking for healthcare information in general, or for your views and comments in particular. Your professional relationship with your patients, and your career, could be compromised at any time by indiscriminate posting of details about patients or inappropriate information about yourself.

What precautions should be taken when social networking?

The same ethics, morals and penalties apply to online social networking as to any other activity. This is particularly true for healthcare students and professionals, who are expected by the University of Manchester, their professional bodies, and by the public generally, to meet the same standards of behaviour both in and out of their professional settings. Healthcare students from Divisions in the Faculty of Medical and Human Sciences should therefore conduct themselves appropriately online, and take reasonable precautions to ensure that the information they upload cannot be used in a way that could place them, or others, at a disadvantage, either personally or professionally, now or at any time in the future.

The following pointers may be helpful:

- Do everything that you can to limit access to your posts to those for whom they are intended. Change security settings if possible to restrict unwanted access.
- Consider the language and terminology that you use when you are online and make sure that it is appropriate.
- Avoid posting personal information such as phone numbers or personal addresses, of you or anybody else, since these may fall into the hands of criminals.
- Use your common sense. If you feel that a post, a picture, or a video that you are about to upload might have repercussions for you later, or might not be in good taste (e.g. it relates to sexual activity or inappropriate behaviour, or it expresses inappropriate views), then simply do not post it. Once it is online it is there for good.
- Make sure you are thinking clearly before you go online. If, for any reason such as the effects of medication, stress or inebriation, your judgement might temporarily be impaired, you may be tempted to post something that you otherwise would not.
- Do not post material that might be considered offensive and/or derogatory, that could cause somebody else to feel bullied, harassed, or that could harm somebody's reputation. If you have a grievance about an individual related to your programme, follow it up through the recognised channels in the Division, Faculty and/or the wider University.
- Avoid posting confidential information about patients, clients and service users that could violate professional codes of conduct.
- It is imperative that if you post anything about somebody else, including any images of them, it is done with their knowledge and consent. It might seem inoffensive to post images of friends, relatives, staff or other colleagues, but it might easily cause offence that you had not intended or could not have foreseen.

- Try to make sure that the people to whom you give access to your information use it sensibly, and also that they themselves do not upload potentially incriminating material about you, which can be just as damaging.
- Avoid joining any groups that could be seen as discriminatory or judgemental in nature.

Are there any related policies and guidance in the University?

[The University's Conduct and Discipline of Students \(Regulation XVII\)](#) document states that a student may be liable to disciplinary action in respect of conduct which, amongst others:

“involves violent, indecent, disorderly, threatening or offensive behaviour or language (whether expressed orally or in writing, including electronically) whilst on University premises or engaged in any University activity” and “involves distributing or publishing a poster, notice, sign or any publication which is offensive, intimidating, threatening, indecent or illegal, including the broadcasting and electronic distribution of such material”.

Regulation XVII also states that:

“the conduct covered (above) shall constitute misconduct if it took place on University property or premises, or elsewhere if the student was involved in a University activity, was representing the University, was present at that place by virtue of his or her status as a student of the University or if the conduct raises questions about the fitness of the student on a programme leading directly to a professional qualification or calling to be admitted to and practise that profession or calling.”

The University of Manchester's [Dignity at Work and Study Policies and Procedures](#) give information about the nature and consequences of acts of misconduct while social networking, such as discrimination, bullying and harassment², and the penalties that they may incur. These policies should be read in conjunction with this guidance. The University's Dignity at Work Procedure for Students states:

“Any cases of harassment, discrimination and bullying will be taken very seriously by the University and, where necessary the appropriate procedure will be used to investigate complaints. Similar arrangements will be used in dealing with complaints made by members of staff or by visitors to the University.”

“Cases of proven harassment, discrimination or bullying may be treated as a disciplinary offence where it is not possible to reach a compromise or resolution.

² **Harassment** is unwanted conduct that may create the effect (intentionally or unintentionally) of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment which interferes with an individual's learning, working or social environment or induces stress, anxiety or sickness on the part of the harassed person.

Discrimination takes place when an individual or a group of people is treated less favourably than others because of their race, gender, gender reassignment, marital status, status as a civil partner, disability, age, religion or belief, sexual orientation or other factors unrelated to their ability or potential.

Bullying can be defined as repeated or persistent actions, criticism or personal abuse, either in public or private, which (intentionally or unintentionally) humiliates, denigrates, undermines, intimidates or injures the recipient. It should, in particular, be borne in mind that much bullying occurs in the context of a power imbalance between victims and alleged perpetrators.

Some cases of harassment, discrimination or bullying if proven could result in dismissal for staff members or expulsion for students.”

In addition, the University’s [A-Z of Student Services](#) states that:

“The University expects its members to treat one another with respect. There are established procedures to use if you are dissatisfied with any aspect of the University’s facilities and services, and you are encouraged to use these procedures to bring such matters to the University’s attention. Inappropriate or defamatory comments about either the University or its members in any media (print, broadcast, electronic) contravene the University’s regulations and offenders may be liable to disciplinary action.”

What do the Professional Bodies say?

Professional body codes and guidance also explore the potential consequences of social networking activity:

General Dental Council: [‘Standards for Dental Professionals’](#)

Paragraph 4.2, ‘Protect the confidentiality of patients’ information’:

“(You must) not post any information or comments about patients on social networking or blogging sites. If you use professional social media to discuss anonymised cases for the purpose of discussing best practice you must be careful that the patient or patients cannot be identified. “

Paragraph 9.1, ‘Be trustworthy’:

“(You must) ensure that your conduct, both at work and in your personal life, justifies patients’ trust in you and the public’s trust in the dental profession”.

General Medical Council: [‘Good Medical Practice’](#)

Paragraphs 65 to 69, ‘Act with Honesty and Integrity!

*“You must make sure that your conduct **at all times** justifies your patients’ trust in you and the public’s trust in the profession”.*

“When communicating publicly, including speaking to or writing in the media, you must maintain patient confidentiality. You should remember when using social media that communications intended for friends or family may become more widely available.”

Nursing and Midwifery Council: [‘Your Code of Conduct applies to your Personal Life’](#)

“Nurses, midwives and nursing associates may put their registration at risk, and students may jeopardise their ability to join our register, if they act in any way that is unprofessional or unlawful on social media”.

What conclusions can be drawn from all of this?

If the way you conduct yourself online breaks laws, or goes against the codes of practice set down by your professional healthcare body, then you risk the same penalties as you would in any other setting. These include referral to the Faculty Fitness to Practise Committee and potential damage to your career, fines, and even imprisonment.

FITNESS TO PRACTISE COMMITTEE

The University is required to ensure that students on any programme, which includes practical training in a professional role and leads to the right on completion to practice as a registered professional, are of good health and good character. It is a requirement of the Nursing and Midwifery Council (NMC) that, when a student completes the programme and applies for registration, the University confirms that the student is of good health and good character. Further information on health and character as a nursing or midwifery student can be found here: <https://www.nmc.org.uk/education/becoming-a-nurse-midwife-nursing-associate/guidance-for-students/>

The University has a duty to safeguard present or future patients, clients and/or service-users, staff, the student, other students and/or members of the public; protect the health and wellbeing of the student; comply with the requirements of the NMC and uphold the reputation of the profession. If during the programme there are concerns about a student's character or health, that give rise to concerns about the student's fitness to practise, professional behaviour and/or suitability for the programme and/or registration with the NMC, a referral may be made to the School of Health Sciences Fitness to Practice Committee or the Faculty of Biology, Medicine and Health Fitness to Practice Committee. The Faculty of Biology, Medicine and Health Fitness to Practise Procedure can be found on [FFTP Process](#).

SUMMARY DISCIPLINARY PANEL

It is expected that students maintain good academic practice during their studies at the University. Academic malpractice is a type of misconduct which can be subject to the University's disciplinary processes <http://www.regulations.manchester.ac.uk/academic-malpractice/>.

The University is committed to encouraging and educating students in good academic practice and various courses and support are available to help students maintain good academic practice, this includes the online resource 'My Learning Essentials' <https://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials/online-resources/>.

In cases where an allegation of academic malpractice has been made, a referral may be made to the School of Health Sciences Summary Disciplinary Panel or the Faculty of Biology, Medicine and Health Summary Disciplinary Panel in line with the University's "Academic Malpractice Procedure" and "Procedure for Summary Disciplinary Panels". These documents can be found on [Blackboard](#).

Students on a professional programme of study may also be referred to a Fitness to Practice should the programme judge the act of academic malpractice to raise concerns in relation to Fitness to Practise.

CONDUCT AND DISCIPLINE OF STUDENTS

- General University information on the Conduct and Discipline of Students can be found at <https://www.staffnet.manchester.ac.uk/tlso/academic-appeals-complaints-and-misconduct/conduct-and-discipline-of-students/>.
- Faculty policies for students on Communication and Dress Code, Social Networking and Drugs & Alcohol can be found at:
 - <http://documents.manchester.ac.uk/display.aspx?DocID=29038> (Communication and Dress Code)
 - <http://documents.manchester.ac.uk/display.aspx?DocID=29039> (Drugs & Alcohol)
 - <http://documents.manchester.ac.uk/display.aspx?DocID=29040> (Social Networking)

STUDENT COMPLAINTS

- The University's Student Complaints Procedure (Regulation XVIII) and associated documents, including a complaints form, can be found at www.regulations.manchester.ac.uk/academic
- The University has separate procedures to address complaints of bullying, harassment, discrimination and/or victimisation - see <https://www.reportandsupport.manchester.ac.uk/>
- Students thinking of submitting a formal complaint should, in most instances, attempt informal resolution first (see the procedure). Formal complaints should be submitted on the relevant form to Faculty Appeals and Complaints Team, Room 3.21, Simon Building, University of Manchester, M13 9PL (e-mail: FBMHappealsandcomplaints@manchester.ac.uk).

HEALTH CLEARANCE

Continuation on the programme is conditional on continued health clearance: see [Occupational Health clearance](#).

You are expected to be proactive in managing both physical and psychological health issues and seek support from your Academic Advisor or self-refer to Occupational Health if you have any concerns about the impact of health issues on your ability to study.

It is your responsibility to attend agreed health screening, referral and immunisation appointments and specifically to securely retain the vaccination history information provided by Occupational Health at the end of the course of vaccines. Occupational Health recommends that no student commences on clinical placement until they have had an initial health screening appointment. You are encouraged to advise Occupational Health if you have any significant health related concerns that could affect your fitness to for the programme.

Crisis counselling is provided by the Universities Counselling service however Occupational Health can offer support and advice with regards fitness to return to the programme.

Occupational Health will advise the Division if you do not attend a formal appointment and this may impact your progression.

Please note that the Universities Counselling and Wellbeing services offer confidential help with any personal issues affecting work, self-esteem, relationships, sexuality, mental health and general well-being. See also

<https://www.counsellingservice.manchester.ac.uk/wellbeing/>.

If you have a disability or an issue such as Dyslexia, Dyspraxia, Dyscalculia then the Disability Advisory & Support Service [DASS] would welcome you registering for advice and additional support. See also: <http://www.dass.manchester.ac.uk/>

GOOD HEALTH AND GOOD CHARACTER

You must declare any criminal convictions, cautions, reprimands or warnings received (either in this country or overseas) that may call into question your good character as soon as possible, as this may impact your continuation on the programme. For each year of your studies, you will be required to complete an annual self-declaration of Good Health & Good Character confirming your continued good character.

POLICY ON RELIGIOUS OBSERVATIONS

Information on the University Policy on Religious Observations can be found at: <https://staffnet.manchester.ac.uk/tlso/policy-guidance/assessment/practice-of-assessment/religious-observance/>

The Faculty of Biology, Medicine and Health has also produced guidance for healthcare students on fasting and caring: [Fasting and Caring - Looking after yourself and your patients during Ramadan: guidance for health care students.](#)

PART-TIME EMPLOYMENT

You are advised to think carefully about how you will balance work in theory and practice against the demands of part-time employment and to limit any hours they work accordingly. The Division is not able to provide character references for part-time employment undertaken during a programme of study, but will provide details of your programme of study.

If however you do have a part-time job in a particular clinical area, please inform the allocations department. We recommend that you do not have a clinical placement in the same area as your part-time job, due to the conflict of interests which may arise.

UNIT EVALUATIONS

Since we are encouraging you to develop your willingness and ability to ask searching questions about nursing practice, we expect you to offer equally appropriate criticisms of our work in nursing education. In this respect, we agree to accept your evaluation of our work.

You, as new nurses, carry forward our aspirations, and you will help to assure the on-going development of nurse education.

6. STUDENT SUPPORT

DIVISION & UNIVERSITY SUPPORT SERVICES

The Division's Student Support Office is able to provide support on a wide-range of academic and personal issues. They are able to link you to resources within the Division and wider University. The office is also able to help you with financial issues including funding and bursaries. The Student Support Office also administers the PASS scheme and supports student representation. Links to all student support services can be found at: [A-Z of Student Services](#)

Student Support Office – Jean McFarlane Building 3.335b

Opening hours: Monday – Friday 9.00-16.00

Email: <mailto:sso.intern@manchester.ac.uk>

Tel: 0161 306 7717/7725

Twitter: https://twitter.com/NMSW_UG

We are also able to offer online meetings via Zoom or Microsoft Teams. If you would like to arrange an online meeting email sso.intern@manchester.ac.uk.

STUDENT SUPPORT CONTACTS & LINKS

University of Manchester Students' Union (UMSU)

Web: <http://manchesterstudentsunion.com/>

Email: info.su@manchester.ac.uk

Tel: 0161 275 2930

Student life is not just about studying. It's about making friends, gaining skills and experience, taking a stand, earning a crust, exploring a new city and getting the right support from the University.

UMSU is the UK's largest Students' Union, providing students with space, resource and money to amplify student life.

Counselling Service

Web: <http://www.studentnet.manchester.ac.uk/counselling/>

Email: counselling.service@manchester.ac.uk

Tel: 0161 275 2864

The University of Manchester Counselling Service offers confidential help with any personal issues affecting work, self-esteem, relationships, sexuality, mental health and general well-being. No problem is too small and getting help early can save stress and further problems later on. Counselling can provide a valuable opportunity to work on personal issues in a confidential setting with someone independent from your own life.

The Counselling Service is freely available to all University of Manchester students and staff. Our team of professional counsellors has a wide range of experience and qualifications, including extensive expertise in counselling and psychotherapy, which allows us to help people cope better with problems affecting their work or general well-being.

Disability Advice and Support Service (DASS)

Web: <http://www.dass.manchester.ac.uk/>

Email: dass@manchester.ac.uk

Tel: 0161 275 7512

The DASS provides support for students with disabilities, specific learning difficulties and long term health conditions and also offers support and advice to prospective students. They provide a confidential service and work together with students to manage the level of disclosure within the University in order to provide agreed support.

Occupational Health

Web: <http://www.occhealth.manchester.ac.uk/>

Email: waterloocchealth@manchester.ac.uk

Tel: 0161 275 2858

On-going support for all students is provided by the Occupational Health Department. The aim of the service is to promote the health and wellbeing of all students and the prevention of illness and injuries at work. This is achieved by ensuring students are offered at commencement an initial health screening appointment where key health related information is provided and appropriate immunisation provided.

Careers Service

Web: <http://www.careers.manchester.ac.uk/>

Email: careers.info@manchester.ac.uk

Tel: 0161 275 2829

The Careers Service aims to improve the employability of students by providing them with key skills and knowledge. To help students formulate and implement well-informed choices about their careers they deliver and manage numerous services, projects, courses and events. The Careers Service work in partnership with colleagues across The University of Manchester and with organisations across the UK.

IT Services and E-Learning

Details of what IT support is available and how to access it can be found on the [FBMH eLearning Support page](#).

Login to the Support Centre online to log a request, book an appointment for an IT visit, or search the Knowledge Base.

Telephone: +44 (0)161 306 5544 (or extension 65544). Telephone support is available 24 hours a day, seven days a week.

In person: Walk-up help and support is available at the Joule Library, Main Library or Alan Gilbert Learning Commons:

STUDENT REPRESENTATION AND FEEDBACK

Students form the heart of any university. You are both the receivers and creators of knowledge and a university must ensure that your experience - academic, social and supportive - is maximised to your benefit. In order to do this the University of Manchester and the Students Union work together to ensure that excellent representation is provided.

Student representatives are elected at the beginning of the academic year for each programme and each year, and where relevant, each field, within a programme. More information can be found on student representation in the student support pages on [Blackboard](#) or by contacting sso.intern@manchester.ac.uk

Role of a Student Representative

The role of student representatives is to represent the views of students on a particular course to the academic staff at various meetings of the Division. This ensures that students have a voice and are participating in developing learning and teaching within the Division
Responsibilities include:

- Identifying student issues and needs. When necessary referring them on to the relevant people who can assist them.
- Providing another layer of support for new and existing students.
- Attending and participating in various meetings held at the University.
- Consulting, involving and reporting to students.
- When arranged, attending Student Representative training sessions.
- Providing a link between the staff and students at the Division.
- Keeping informed of developments within their programme of study.
- Promoting equal opportunities.
- Contributing to the growth and development of the Staff Student Liaison Committee by providing ideas and suggestions.

Benefits of Being a Student Representative

By committing time and effort student representatives reap many benefits and develop transferable skills. These include:

- Increased involvement in their educational experience at the Division. Knowing that students can make a positive impact on the lives of present and future students.
- Involvement in an extra-curricular activity.
- The opportunity to meet other students across the Division and University.
- Representation and advocacy skills.
- Listening and communication skills.
- Organisation and time management skills.

- Negotiation skills.
- A certificate from the Division to evidence the activity in professional profiles.

The Division also benefits through:

- Consultation with students.
- The opportunity to improve the quality of its courses and student satisfaction.
- Enabling students to understand the Division's policies and processes.
- Promoting an increased sense of belonging to the Division amongst students.
- Having an active staff-student dialogue outside of the realms of teaching.

Meetings to Attend

All representatives will be required to regularly attend the previously mentioned *Staff Student Liaison Committee* which discusses cross-programme issues and is held five times per academic year (the first meeting is a student representative training session).

In addition, representatives attend their own Programme Committee. Programme Committees are responsible for the review procedures of their respective programmes. The Programme Committee manages programme development, assessment of individual units, student related matters and any other matter relating to the Programme. Each Programme Committee has student representatives from each year group.

Representatives may also be invited to participate in other committees, working groups, workshops and reviews related to academic programmes. Cohorts and years should have representation at all meetings. However, as there will be several representatives for each year /cohort you are encouraged to work as a team to facilitate this.

Although student representatives will receive an authorised letter of exemption (from lectures and clinical areas) to attend them, it is understood that as students it is not possible to attend all meetings. Therefore, apologies can be emailed a week in advance of the meeting, including any issues, ideas/suggestions that can be read to the meeting. Email is the main mode of communication between student representatives and University staff.

PEER ASSISTED STUDY SESSIONS (PASS) AND PEER MENTORING

All first year students are placed in a PASS group which is led by two leaders who are current year 2 or 3 students. PASS utilises the experience and expertise of the higher year, volunteer students (PASS Leaders) who have been trained as facilitators, not teachers or tutors, to support their group of students in finding solutions to their problems themselves, through discussion and guided questioning.

PASS leaders will introduce themselves to their group through activities in Welcome Week and continue to support their group throughout the academic year in a series of compulsory timetabled sessions. The agenda for the sessions is led by the group who indicate to the PASS leaders the topics and /or skills that they would like to be addressed. The leaders

then plan interactive tasks and activities. The PASS leaders are supported by the Student Support Manager and the Year 1 lead. Information on PASS can be found in the Student Support pages on [Blackboard](#) or by contacting sso.intern@manchester.ac.uk.

Optional peer mentoring groups for year 2 students may be offered by 3rd year students in Semester 1 to support the 2nd year students as they settle into year 2 and adjust to their new NHS Trust sites.

7. LEARNING RESOURCES

LIBRARY FACILITIES

[The University of Manchester Library](#) consists of the Main Library, Alan Gilbert Learning Commons (AGLC), and several site libraries, and provides you with the resources and support you need throughout your BNurs programme. The two most relevant locations for you are the Main Library and the AGLC. The Main Library houses all of the essential text books whilst the AGLC provides a 24/7 learning environment..

As the third largest academic library in the country, and one of only five national research libraries, the Library has an extensive collection of resources, including eBooks, databases and journals available online.

The 'My Home' tab in [MyManchester](#) contains your library summary, including current loans, reservations and charges and links to the resource bank. Other Library services can be access via 'My Learning' within MyManchester.

Getting Started

You will need your student card to access all library sites around campus. Many of our services and resources also require you to confirm that you are a registered student. This authentication can be your student card, the ID number on the card, your Library PIN, the central username and password you use to log on, or a combination of these.

There is a [subject guide](#) for Nursing and Midwifery students giving all of the latest information on resources and services available to you. This is a good starting point if you are looking for any library resources or information related to your course.

My Learning Essentials is the name of the Library's study skills programme. As part of this programme we provide face-to-face [workshops](#) and [online tutorials](#) covering a wide range of subjects from presentations skills to referencing.

Each course module in Blackboard includes an online [reading list](#), so you can quickly check availability and directly access e-books, digitised chapters and e-journals or articles.

The Main Library

[The Main Library](#) holds the principal collection of Nursing books and journals. Nursing textbooks are located on Floor 2 of the Blue Area, together with books in other related

subjects. Nursing journals held in print are on Floor 1 of the Green Area in the Clinical Sciences sequence; further relevant periodicals are shelved in other areas of the Main Library. [Library Search](#) is the name of the Library's catalogue. You can use Library Search to find out what items are available and where to find them, including eBooks and online journals. One of the great features of Library Search is that you can search down to the article level in journals (and databases) without having to go to the journal homepage.

The Main Library offers group study rooms, individual study space options and computer clusters. Wi-Fi is available throughout the building and a cafe lounge can be found on the ground floor. The Library has long opening hours and extends these during exam periods. Please check [Locations and Opening Hours](#) for full details on opening hours and facilities.

The Alan Gilbert Learning Commons

The AGLC is a state-of-the-art learning environment with 24/7 opening hours throughout term-time. The Learning Commons has flexible open learning spaces with multimedia facilities, computer clusters and 30 bookable group study rooms with whiteboards and media screens.

IT FACILITIES

University Computer Facilities

Students at the University have access to a wealth of resources including research support services, PC clusters, email and Internet access, wireless access, Microsoft applications, printing facilities, network document storage, student portal, eLearning environment and the extensive electronic resources managed by The University Library.

As a new student you will be introduced to the University's IT facilities at your induction. In addition to your Faculty and Division IT provision, you will find IT facilities in areas of high student use, such as Jean McFarlane Building (George Kenyon cluster), John Rylands Library and the Joule Library. The two libraries also house the IT Service Desks where you can get help and information.

You will find the most up-to-date information about IT services on the [IT Services website](#). Packed full of information, the website provides details of the services available to users including useful information about day-to-day help and support and information about protection from the latest viruses etc. We recommend you visit the 'Getting Started' section of the site first.

University PC Clusters

The University's Public PC Clusters are available for any staff or student to use. Operated on behalf of the University by the IT Services division, they are present at various locations on campus and also in some Halls of Residence. Opening times for each cluster will vary but at least one cluster operates 24/7 and two clusters operate extended opening times including weekends.

Some clusters will be booked for teaching and learning purposes at various times, therefore you are advised to visit the website:

<http://www.itservices.manchester.ac.uk/pcclusters/pcclusterlocations/> or the Central IT Service Desk for the latest opening times and PC Cluster information.

Student IT Support Helpdesk

Tel 0161 306 5544

E-Mail: it-servicedesk@manchester.ac.uk

Divisional Computer Facilities

Computing facilities for the Division are available on the 2nd floor of the Jean McFarlane Building a.

The facilities provided have nursing specific applications and there are 40 computers. Students can access the full range of online resources available including Blackboard and the University Library electronic resources.

Printing has to be paid for, via print credits purchased from the Manchester Computing Shop or print robots situated around the University's campus.

Access to the computers is via a standard University username which is obtained from any of the main campus computers displaying the standard log in screen or from the registration computers at Jean McFarlane Building, by answering the questions when prompted students can gain access to and receive their username and password. This will enable them to use any of the computers to which any student has access.

STUDY SKILLS

Each student will start their programme with a mix of different skills. We have identified a number of Study Skills that are vital for you to master early in your study, in order to achieve your full potential on the programme. These include academic writing, Harvard Referencing, Using IT software, Numeric and Literature skills.

The Study Skills Unit is available in your programme Gateway on [Blackboard](#) – select 'On Your Programme' section and the link to 'Study Skills Support' In addition you can visit the Palgrave publishers website as this also contains information regarding study skills and is freely available to all students www.skills4study.com. There is a specific section on plagiarism referencing and critical thinking skills which can be accessed as an audio presentation by clicking onto the MP3's icon button or by following.

Each programme of study will provide an introduction to relevant study skills during enrolment. If you feel that you may have a learning disability further assistance may be available, please see your Academic Advisor or the Disability Support Officer at the Jean McFarlane Building.

SOCIAL & WORKING SPACES FOR STUDENTS

The Jean McFarlane Building has a central atrium which provides comfortable and flexible spaces for students to meet or work. Wi-Fi is available in the atrium.

8. Appendices

APPENDIX 1: DIVISION OF NURSING, MIDWIFERY & SOCIAL WORK STUDENT CHARTER AND CONDITIONS OF PRACTICE EXPERIENCE



Division of Nursing, Midwifery and Social Work School of Health Sciences Conditions of Practice Experience

The [University of Manchester Student Charter](#) has been developed jointly by the University and the Students' Union; the Division of Nursing Midwifery and Social Work endorses this charter. It establishes clear and mutual expectations for the experience of all students: undergraduate, postgraduate taught and postgraduate research. It sets out what you can expect from the University and what the University expects of you as partners in a learning community under the following headings:

- ❖ Our learning experience
- ❖ Personal and academic development
- ❖ Communicating and interacting with each other
- ❖ Respecting and valuing each other
- ❖ Being part of our community

As a health/social care student you will have additional responsibilities under the heading of Developing Professional Practice. These responsibilities to service providers and users are detailed in the Conditions of Practice Experience below.

Conditions of Practice Experience

You should apply the guidance given by your professional body at the links below in both your academic and practice work and behaviour:

NMC Code of Conduct - <https://www.nmc.org.uk/standards/code/>
HCPC Standards of conduct, performance and ethics - <https://www.hcpc-uk.org/resources/standards/standards-of-conduct-performance-and-ethics/>
Standards of Proficiency – Social Work (<https://www.hcpc-uk.org/resources/standards/standards-of-proficiency-social-workers-in-england/>)

Developing Professional Practice

Together we will:

- be guided by the University's and Providers' policies and procedures
- perform all activities with guidance from and reference to the standards of professional bodies and current and relevant legislation in order for you to become a professional who is fit for award, employment and purpose
- ensure a safe environment where there is respect and dignity, and within which it is possible to raise and escalate concerns encountered during the practice experience in a timely way
- provide opportunities for you to develop your evidence base for practice where this is required
-

As a student I will:

- Maintain my health and good character by ensuring that I:
 - attend all required Occupational Health Service appointments
 - notify the Division of any situation which might result in the receipt of a police reprimand, caution or conviction
 - complete the annual declaration of Good Health and Good Character
- ensure I access all placement experience information in a timely way and contact my practice experience provider before the placement begins
- engage with the activities of the practice experience under the supervision and guidance of an appropriate member of the provider's staff
- maintain confidentiality with all forms of information I may have access to, see or hear
- ensure I present myself professionally at all times taking note of any regulations relating to uniform and personal appearance
- ensure I complete all patient/service user documentation in a timely, accurate and understandable way and obtain a staff signature where it is required to do so
- understand that my practice documentation is my responsibility and ensure it is available to practice area staff when I am there
- liaise with my Practice Assessor / Supervisor(s) to ensure that any practice experience documentation is completed in an honest, timely and appropriate way
- submit all practice documentation following University guidelines and deadlines
- engage in the assessment/feedback processes designed to support my practice development
- take part in evaluative processes which facilitate the development of practice experiences for all students take responsibility for my personal money or property whilst on Providers' premises

As a University, and in negotiation with Providers, we will ensure your practice experience:

- is prepared and audited in line with professional and University guidance
- has sufficient appropriately trained staff to support your development of practice based skills
- is appropriate to your stage in the programme
- is communicated to you within the timeframe set out by the University
- is supported by allocations procedures to ensure your practice experiences facilitate development of your professional practice
- provides you with a supportive framework to resolve any challenges you may encounter

I acknowledge that I have read the Student Charter and the Conditions of Practice Experience and agree to fulfil my role as laid out in these documents.

Student	Academic Advisor
Name	Name
Signature	Signature
Date	Date

APPENDIX 2: GUIDANCE ON MANAGING ATTENDANCE AND ABSENCE REPORTING

Our NMC validated curriculum (NMC 2009) requires student to complete 100% of their clinical hours and academic learning hours in order to meet the requirements for registration as a nurse and to develop skilled and knowledgeable nurses. Students who engage well with the learning materials and opportunities provided tend to do well in their studies and their professional development.

In accordance with the 'University of Manchester Policy on recording and monitoring Attendance' (UoM 2014), the programme has a policy of recording, monitoring and responding to attendance and engagement issues, with the aim of assisting students to access appropriate support with issues affecting welfare and attendance so they are able to meet the attendance requirements of the programme or to recognise when this is not achievable.

In line with the University policy, if a student does not manage to comply with the required steps to improve their attendance, the Examination Board may refuse them permission to proceed on their programme. The student would have the right to appeal any such decision and would be notified of the timeframe for this process.

As completion of the whole programme is required (NMC 2009), students who have outstanding theory or practice attendance requirements at the end of the final year will need to continue on the programme until all hours (theory & practice) have been completed. The student will need to self-fund this extra time. Students will be encouraged to make up missed time within each academic year to avoid building up a large amount of 'making up time' using the 'making up time in practice policy' and 'making up theory time policy'.

Recording attendance and engagement

Instructions for students

- For **synchronous** (live face-to-face or online) sessions, which you must attend at the stated time, your registers will be available 10 minutes before the start time of each activity until the end of the activity via the paper register, or **MyAttendance app in MyManchester**. Unless instructed otherwise by your lecturer, it is your responsibility to register yourself as present at all activities
- For **asynchronous** (recorded online) sessions, that are in your timetable but that you can view during a 7 day period, you can:
EITHER
 - complete the registers in MyAttendance if you undertake the activity during the timetabled slot
OR
 - complete the registers embedded within each of your units in **Blackboard**. These registers will be available from the start time of each activity and will remain open for 7 days. You should only sign the register once you have completed the session i.e. listened to a recorded lecture.
- Students who fail to confirm their attendance at a synchronous session or who do not complete the Blackboard register for asynchronous sessions within the 7-day period

MUST complete a Missed Teaching Form (MTF) to evidence their learning and send this to their Seminar Lead (SL).

- If non-completion of work/non-attendance is due to absence for health or other non-health related reasons then students should also complete the appropriate absence form; links to all forms, including MTFs are available in Blackboard (BNurs Student Gateway; Forms and Uniforms folder).
- The SL may wish to discuss MTFs with students before signing off the learning and they will let students know if this is the case; once signed off the deficit in hours will be removed from the student's non-attendance record.
- Students who are struggling to meet the attendance requirements are strongly advised to discuss this with their Academic Advisor.
- Students should not approach the programme administrator to request additions to the register.

Missed Teaching Forms

Missed teaching can be 'made up' using the missed teaching form. The student must provide evidence of how they have engaged with the material. Where possible, podcasts and recordings are available in Blackboard to facilitate this process.

IMPORTANT: Missed teaching forms should be submitted by e-mail to the Seminar Lead along with any appropriate evidence; the Seminar Lead will forward the completed form to the Programme Team once approved.

Sessions that cannot normally be made up through private study may include:

- Skills lab or practical sessions.
- Tutorials/seminars involving discussion and interaction
- Inter-professional learning activities involving discussion & interaction
- Special events.

Missed teaching Forms should clearly indicate the session being made up, the date and nature of the session, the number of attendance hours missed and being made up and the work that has been done to catch up the missed material.

Examples of acceptable evidence include:

- Annotated PowerPoint handouts indicating that the student has listened to the podcast and engaged with the material
- Own notes relating to the topics covered in the session.
- Annotated additional reading relating to the topics covered in the session
- Completed quizzes or activities

The amount of evidence required should be in proportion to the length of the session.

Seminar Leads may decline to sign the missed teaching form if the work submitted does not indicate that the student has engaged with the material, eg if the student has simply cut & pasted the lecturer's PPT slides into a word document.

Forms should be presented in the same year/semester that the unit is being taught. Lecturers may decline to sign missed teaching forms presented outside this period. Students should aim to have all missed session from the academic year caught up by the end of the academic year.

Once approved by the Seminar Lead, missed teaching forms will be sent to the programme secretary who will remove the deficit hours from student non-attendance records.

Students are expected to make up missed theory time through theory-related activity. Attendance at some optional sessions or conferences can be accepted as an alternative way of making up missed theory learning – see Attendance at Conferences Policy on Nursing Gateway.

Attendance at compulsory NHS Core skills practical sessions

Some practical sessions may be identified as compulsory (ie required in order to be allowed in practice or to continue in practice). These will include sessions linked to on-line NHS Core Skills which are also compulsory. One repeat session can be arranged for those who did not attend. Failure to meet the requirements for attending placement will result in being withdrawn from placement until this can be achieved.

Students will need to seek an alternative opportunity to complete the skills session eg accessing a session in the Trust or joining a different year group or a BNurs group.

Making up missed practice hours

Please see the making up practice hours policy on the Practice Learning Gateway

Reporting the reason for absence

If no reason for absence has been given, the absence will be recorded as 'unauthorised'. Students should therefore indicate the reason for an absence of up to 7 days (theory or practice) in the following ways:

- **On all occasions, complete either a [self-certification form](#) for all sickness absence of 7 days or less or a [notification of absence](#) form for all non-health related absence.**
- If you cannot access these forms, you should email Studentabsence.Nursing@manchester.ac.uk
- Contact the seminar/unit leader as a courtesy to let them know you will be absent and provide a brief reason for the missed the session.
- Email their Academic Advisor to keep them informed and to discuss any difficulties they are experiencing which are affecting their ability to attend.
- If missing a practice day, the student should contact the placement area to notify their mentor/ward manager/team leader that they will not be attending and also contact their academic advisor to let them know they are not attending.

Absences due to sickness of more than 7 days should be certified by a sicknote, a fitnote, a Dr's letter or an Occupational Health letter. A copy should be emailed to the Academic Advisor and copied to the programme administrator.

Authorised absences can be agreed by the Academic Advisor. These can be agreed in response to significant personal difficulties, for a period up to 3 weeks. Please note, this time will need to be made up in order to meet the NMC completion requirements.

Students must not arrange holidays during term time. These are always classed as unauthorised absence. Taking unauthorised leave may result in a referral to the Fitness to Practice / Health & Conduct Committee.

Monitoring sickness and absence in relation to university days

Triggers for action in relation to unauthorised attendance are set out below.

First trigger – 10 hours of unauthorised absence

Response: the programme manager will email the student (AA copied in) indicating

- That their attendance is being monitored.
- Reminding them of the full attendance requirements.
- Reminding them of the need to complete unit registers or the relevant online form if they are unable to complete their learning activities if ill or absent.
- Reminding them of how to make up missed sessions.
- They will also be directed to seek support from their Academic Advisor.

Second trigger – 15 hours of unauthorised absence or on-going problems with attendance relating to health or personal difficulties

Response: The Academic Advisor will be notified that the student has hit this second trigger in relation to unauthorised absence. The student will be asked to attend a meeting with their AA to discuss their attendance. At the meeting:

- They should be given an opportunity to discuss any factors making it hard for them to attend and helped to develop an action plan to improve attendance.
- Their practice attendance will also be reviewed.
- Students should be referred to any relevant support services to assist them eg 'My learning essentials', student support, occupational health, DASS or the counselling service.
- Students should be reminded of their professional responsibility to attend and the need to meet the programme attendance requirements.
- Students should be reminded of the appropriate ways to make up missed clinical hours and missed theory sessions.
- An informal warning may be issued with a requirement to improve attendance.

Third Trigger – 20 hours of unauthorised absence or on-going problems with attendance relating to health or personal difficulties

Response: The Academic Advisor will be notified that the student has hit this third trigger in relation to unauthorised absence. The student will be asked to attend a meeting with their AA to discuss their attendance. At the meeting:

- As above and
- A formal warning may be issued with a requirement to improve attendance.

Forth Trigger – 25 hours of unauthorised absence or on-going problems with attendance relating to health or personal difficulties

Response: The Academic Advisor will be notified that the student has hit this forth trigger in relation to unauthorised absence. The student will be asked to attend a meeting with their AA to discuss their attendance. At the meeting:

- As above and
- The student may be referred to the Fitness to Practice / Health & Conduct Committee.

The Academic Advisor will discuss with the Programme Director situations where students are struggling to attend due to acknowledged reasons. It may be appropriate to suggest that a student consider interruption if they cannot meet the attendance requirements or their difficulties combined with their poor attendance is affecting their ability to progress on the course.

If a student has not attended either theory or practice for 4 weeks with no communication to explain their absence, they will be written to by recorded delivery, asked to clarify whether they are still on the programme and be invited to attend a meeting with their Academic

Advisor and the Programme Director. If no reply is received or the student does not attend to attend a meeting with the Programme Director or their Academic Advisor, they will be referred to the Health& Conduct Committee who may decide to discontinue them from the programme.

Recording Attendance in Practice

You are responsible for documenting your attendance in practice via the P@RE timesheets and for asking your mentor/supervisor to sign to confirm the hours you have worked on a weekly basis. You should ask for the whole sheet to be signed by their Mentor/Practice Assessor at the end of the placement. Leaving timesheets unsigned for a long time may result in the clinical nurse no-longer being available to sign them or to remember what shifts you worked, so these hours may be lost. Therefore it is important to get these signed as soon after completion as possible (NB weekly timesheets may be signed by the nurse via the students log-in).

If you are off sick on a placement day, you must inform your placement area you they are not going to attend. You must also email your Academic Advisor and the Allocations Team to indicate that you will be absent from practice. You should indicate that you were off sick on the P@RE timesheet.

Practice supervisors and practice assessors have a responsibility to monitor student attendance in placement so they can confidently sign the P@RE timesheets and report absent students to the university via the contact number 0161 306 7809 or email Studentabsence.Nursing@manchester.ac.uk or by emailing the student's Academic Advisor/Academic Assessor (contact details available via the P@RE system).

Recording attendance in relation to case-holding experience

The unit lead will give specific guidance about how you are to record their practice hours for your case-holding work.

Monitoring attendance in practice

You should self-monitor their attendance which requires completion of 22.5 hours in a split week and 37.5 hours in a full practice week. If you are not being given enough clinical shifts to meet these requirements, it is your responsibility to raise this with the placement team and seek support from your AA to ensure you have enough shifts. If you are falling behind in meeting their clinical hours requirements, you should discuss this with your Academic Advisor and where feasible, use the making-up practice hours policy to beginning to catch up these hours so you are on track by the end of the year. Each year you should complete **840 hours** of practice learning which should be documented in P@RE.

Your Academic Advisor will review practice attendance at least twice a year at each progression point. Students who are falling behind (eg 40 hours deficit) in meeting their placement hours requirements will be:

- Given an opportunity to discuss any factors making it hard for them to attend and be helped to develop an action plan to improve attendance.
- Referred to any relevant support services to assist then eg student support, occupational health, DASS or the counselling service.
- Helped to develop a Support in Practice Plan in relation to agreed reasonable adjustments if appropriate.
- Reminded of the appropriate ways to make up missed clinical hours and missed theory sessions and helped to develop an action plan to address the deficit.
- Monitored by their Academic Advisor.

Students reaching 100 hours of missed practice time (more than 2½ weeks of full time work) without reasonable explanations about the reason for absence and no evidence of improving attendance may receive an informal warning.

Students reaching 150 hours of missed practice time (4 weeks of full time work) without reasonable explanations about the reason for absence and no evidence of improving attendance may receive a formal warning.

Further on-going absences from practice may result in a referral to the Concerns Review Panel / Fitness to Practice / Health & Conduct Committee.

If there are recognised factors affecting the student's ability to meet the attendance requirements for practice, they will be supported to maximise their attendance but may be advised to interrupt their studies and return to the programme when they are better able to meet the practice learning requirements.

You will not be able to be presented to the NMC for registration until all theory and all practice hours have been completed and documented. You may need to self-fund any making up time at the end of the programme.

Student Attendance Monitoring Process

