Faculty of Medicine, Dentistry and Health
School of Nursing and Midwifery

B Med Sci (Hons) Nursing (Adult)

2019 Curriculum

Programme Handbook

Welcome

A very warm welcome to the University of Sheffield and, in particular, to the School of Nursing and Midwifery. For many of you this may be the first time that you have accessed one of the many programmes offered by the University. Therefore, the principal aim of this handbook is to answer some of the questions you may have about the University, the School, the programme and your role as a student.

Successful completion of the programme will allow you to seek Registration on the appropriate part of the Nursing and Midwifery Council (NMC) Professional Register. The NMC is the Statutory Body which regulates the education and practice of the nursing, midwifery and health visiting professions.

I do hope you will find the programme stimulating and enjoyable. It has been designed to provide a breadth of experience in nursing practice in a variety of care settings, which is underpinned by appropriate theoretical knowledge.

You will be supported by a number of experienced, committed, professional people throughout your programme. However, you will be responsible for your own learning and are actively encouraged to participate in the decision-making processes of the organization and, in particular, your programme.

We believe that successful completion of the programme will enable you to function as a Registered Nurse in a wide range of health and social care settings. It is a foundation on which you can build many other skills and knowledge appropriate to your future career opportunities.

Professor Tracey Moore
Head of School of Nursing and MIdwifery

<u>CONTACT DETAILS FOR THE PROGRAMME TEAM</u>

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3a Clarkehouse Road
Sheffield
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SECTION 1: INTRODUCTION

Welcome from the Programme Team

Welcome to the School of Nursing and to the BMedSci (Hons) in Nursing (Adult) programme. We hope that you will find the programme stimulating and enjoyable and that this handbook will prove helpful to you during your time with us.

The handbook is intended to be a guide to the essential features of the programme, the regulations and requirements you are expected to adhere to and the standards we set ourselves in delivering the programme to you. It should be used in conjunction with the School of Nursing & Midwifery 'Information for Current Students' (general handbook) at www.sheffield.ac.uk/snm/current or from the direct link on Blackboard (under Programme Information tab).

The type of programme that you are on makes you different from other students within the University. Most programmes do not have a vocational element to the same extent as your programme does. This requires that 50% of your programme will be spent in your future work environment where you are expected to engage with the activities that takes place there. It also obligates you to comply with the requirements of the national and international bodies that regulate nursing. Some of the effects of these conditions are that your programme does not follow the conventional academic year, your annual leave will be at different times; you will have to attend the programme activities at different times.

It is important to note that, whilst this programme is approved by the University of Sheffield for the award of the BMedSci (Hons), it is also approved by the Nursing and Midwifery Council and therefore permits you to apply to be admitted to the register as an adult nurse once you have successfully completed. With this in mind, you are made aware that service users are our first priority and their safety is paramount. It is essential that you therefore read this handbook and any associated policies available to you. The NMC Standards for Education are set out here: https://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/

The handbook is an important reference tool for you - please take some time to read the information and do so at an early stage in the programme. Occasionally information in the handbook may be updated as policies and procedures change within the School, Faculty and/or University, so please check it periodically. We undertake to inform you of any changes as quickly as we are able to, so please consult your e-mail account regularly as well as the notice boards within the School.

We hope you enjoy the programme and the time you spend with the School and look forward to working with you.

Kind regards

The Programme Team

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BEING A STUDENT AT THE SCHOOL OF NURSING & MIDWIFERY

The School of Nursing and Midwifery is part of the University of Sheffield's Faculty of Medicine, Dentistry and Health and takes an active part in all Faculty and University activities and developments. Founded in 1905, the University of Sheffield is rightly regarded as one of the country's leading research and teaching Universities, and is consistently one of the most popular Universities in terms of applications per place. The University is also well known for its community spirit and the Student's Union, to which all students automatically belong, enjoys a national reputation for providing some of the best services and activities in any University. The University's Students' Charter is an expression of the close working partnership between the University and the Students Union and of a shared commitment to maintaining and enhancing excellence in the educational experience of students at the University. "Our Commitment" is included in your Blackboard site.

The School of Nursing and Midwifery was integrated with the University of Sheffield in 1995. It aims to combine research activities with the delivery of postgraduate and continuing professional development programmes. Our research and research-led education is shaped by local, national and international health and social care policy. We work closely with our partners in health and social care and design our programmes to meet the needs of the workforce. The School offers high quality graduate and postgraduate education, which is flexible and responsive to the needs of competing demands within a rapidly changing environment.

The programme team is based in the School of Nursing and Midwifery in the Faculty of Medicine, Dentistry and Health at the University of Sheffield, which is located at:

Barber House Annexe,
3a Clarkehouse Road,
Sheffield S10 2LA

In undertaking the BMedSci (Hons) in Nursing (Adult) Programme, you will be engaging with a group of academics who will facilitate your professional growth, development and learning in a most supportive and positively challenging of environments. The breadth of their experience offers a stimulating blend of academic and clinical expertise to the programme which we believe will provide you with an enjoyable and inspiring educational experience.

Good communication is a vital part of the School's operational effectiveness and this is especially important in relation to your programme. You will be provided with specific details about the team of academic and clerical support staff who will be supporting you during your time on the programme and there are a range of communication and information routes open to you.

Once you have registered with the University, you will receive a welcome pack from Corporate Information and Communication Service (CICS). This will provide you with a username and password to access the University computer system. You can change the password to something more memorable if you wish.

You can contact University staff involved in your programme via e-mail – their contact details can be viewed in the contacts list at the beginning of this document.

You can access your e-mails through any computer connected to the internet. As a student of this University, you have free access to the Internet within the University, via learning spaces situated throughout the campus. For more information regarding available learning spaces and computers currently available, click on this link: https://www.sheffield.ac.uk/learning-spaces

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NB. Academic and administrative staff will communicate with you through your University e-mail account. It is essential that you check your e-mail regularly as important changes to the programme will only be communicated to you via this system and not to your personal e-mail account.

The University provides a secure system that acts as an internet gateway to all types of information you might want to use. This is accessible from any computer inside or outside the University and is known as Blackboard. This provides you with a method of getting at relevant programmes, your own file store and to items specific to your Programme.

Benefits for students:
- Backup laptop or on campus computer files to U drive so you can access them from anywhere
- Access library account and online resources such as e-journals
- Access your University e-mail account
- Locate free computers on campus that you can use

Blackboard is the virtual learning environment used by the University of Sheffield.

Some distance learning courses are taught in an entirely online fashion using Blackboard but for your course, we use it to support other elements of your learning. It is used as a repository of teaching materials, a way of bringing important information to your attention, a communications centre for both synchronous discussion groups and synchronous chat rooms and a gateway to additional learning resources.

At the beginning of your course, you will be introduced to the way that Blackboard works and what it contains. Any difficulties accessing your e-mail or getting access to the secure areas of the School website from within or outside the University should be brought to the attention of the technicians at CICS who can be reached during office hours on 0114 222 1111 (internally on 21111). Their e-mail address is helpdesk@sheffield.ac.uk

SECTION 2: THE PROGRAMME

Section 2.1 STRUCTURE AND MANAGEMENT OF THE PROGRAMME

2.1.1 The Programme Team

The programme team are based at:

School of Nursing and Midwifery
The University of Sheffield
Barber House Annexe
3a Clarkehouse Road
Sheffield
S10 2LA

See the Contact details page for further information regarding the Programme Team.

2.1.2 Background to the Programme

The BMed Sci (Hons) in Nursing (Adult) programme was developed by the School of Nursing and Midwifery in response to a period of sustained reform of UK health services, health education and changes in funding. Shifting patterns of disease and population demographics have successfully brought fundamental changes to the purpose, organisation and resourcing of health and social care. Professional groups engaged in care delivery and management were being asked to accommodate new concepts and ways of working that challenge past perceptions, roles and conventions. Against this backdrop of reform, the future expectations for nursing are being crafted, with nursing being identified as having a significant role in achieving the goal of a flexible, patient centred, cost effective and efficient health service.

Current views and policy documents for the NHS all confirm the central role nurses will play in the reform and future management of care services. All emphasise the emergence of nurses as leaders, managers and co-ordinators of care, engaged as members of multi-disciplinary teams, prepared and empowered to lead change and clinical decision making. Alongside preparation for competent practice, nurses also need to be equipped with a range of intellectual and managerial skills that will deliver the confident and creative practitioner envisaged.

Change and uncertainty continue to be an integral part of the NHS experience and in addition, the Nursing and Midwifery Council introduced new standards for the preparation and education of student Nurses (NMC 2018). It is against these standards that this programme has been developed and will run alongside our MMedSci and Trainee Nursing Associate pre-registration programmes.

The BMed Sci (Hons) in Nursing (Adult) programme aims to prepare you for the complex world of health care practice and to be able to manage the uncertainty integral to this working environment. In doing so, you will develop an understanding of how the NHS and health and social care organisations function and interrelate, how policy and organisational factors impact on and influence the engagement and performance of all those involved and importantly, you will develop the technical, intellectual and inter-personal skills necessary to engage actively and competently in multi-disciplinary, inter-agency care delivery.
Throughout your programme, you will come into contact with and work alongside highly skilled, experienced and respected practitioners and academics, some of whom receive national and international recognition for their contribution to nursing and medicine. You will benefit from working with and caring for a range of patients and their families in a variety of health and social care contexts and you will be afforded opportunities to actively participate in care pathways and case management.

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Care pathways across a range of clinical specialities and population groups are emergent features of the NHS. With care delivery becoming increasingly focused on primary care services, your understanding of the role of nursing within multi-disciplinary, multi-agency working is paramount. To facilitate this, you will be located with a team in a Home Locality for the full duration of the programme as this will afford you a consistent and continuous relationship with team working, organisation and management. You will, of course, work in other contexts of care, but your Home Locality base will, as far as possible, remain constant throughout the programme. This should allow you to gain a clear understanding of the local services/ agencies and organisations which support and deliver care to the local population and enable you to develop links across all these with regards to supporting the patients in whose care you will be participating and managing.

You are embarking on an exciting, innovative and challenging Programme which will inspire you for your future role in nursing. We are very much looking forward to working with you.

2.1.3 Programme Philosophy

This programme is based upon the central tenants of the Nursing and Midwifery Code (2018) and the students have been selected based on core personal values and with the desire to be the best they can be and with the resilience required to be a safe and effective practitioner.

On this programme, we will provide an innovative learning culture which is ethical, open and honest that respects the values of equality and diversity. We will facilitate your learning in a safe, supportive and empowering environment. You will join a vibrant and welcoming community which will facilitate inter-professional learning and team working. You will be constructively challenged and coached for success by expert patients, peers, clinicians and academics. Central to your achievement on the programme is a pro-active, reflective and positive approach to lifelong learning to enable you to develop knowledge, skills and attitudes to become a professional nurse.

Students on the programme are encouraged and supported in working towards professional practice that upholds these aspirations.

2.1.4 Programme Aims

1. To enable students to engage with practice in the field of Adult nursing and develop a range of skills, knowledge, attitudes and values commensurate with the role of the nurse in the 21st century.
2. To enable students to critically appraise the theoretical and empirical elements of nursing, developing the academic skills that link theory to practice.
3. To enable the student to achieve all the requirements as stated in the NMC's 2018 Standards for Pre-Registration Nursing.

2.1.5 Programme Learning Outcomes

The Learning Outcomes reflect the NMC Future Nurse Standards of Proficiency for registered nurses (2018).These cross all 4 fields of nursing (adult, child, learning disability and mental health) so you can meet the person centred holistic care needs of the people you encounter in your practice   On an adult programme you must be able to demonstrate a greater depth   of knowledge and the additional more advanced skills required to meet the specific care needs in your chosen field of nursing practice.

Knowledge and understanding:

K1 Critical understanding of relevant ethical and legal frameworks

K2 Critical understanding of the impact of professional, political and national/local health service policies/standards/guidance on the nature of nursing practice and care delivery

K3 Critical understanding of the application of theory and evidence-based practice that informs person-centred nursing care and management of patients across all stages of life and within a range of care settings

K4 Critical understanding of the nursing contribution to inter-professional working and organisational leadership

K5 Critical application of problem solving techniques in theory and practice

K6 Critical understanding of safe and quality care management in a range of settings

K7 Critical understanding of professional accountability

K8 Critical understanding of the best available evidence in the delivery and management of nursing.

K9 Across a range of audiences, demonstrate a critical understanding of teaching and learning within the nurses role; and the importance of being a positive role model

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Skills and other attributes:

S1 Access and critically analyse relevant research, literature and policies/standards/guidelines and their impact upon practice in order to develop coherent evidence based arguments

S2 Demonstrate competence in communication and relationship management skills across all patient groups, within team working and classroom settings.

S3 Ability to reflect upon and manage complex issues systematically and creatively, make informed judgements and communicate conclusions clearly.

S4 Apply relevant knowledge to manage issues systematically, making sound judgements in assessing, planning implementing and evaluating nursing interventions and have the ability to manage change.

S5 Have the ability to manage one's self and others working in the context of continual change and challenging environments

S6 Possess the professional values, attitudes and emotional intelligence to adapt behaviour appropriately when working with people

S7 Demonstrate initiative and competence in managing and coordinating patient care needs whilst assuming responsibility and being accountable for safe professional nursing practice

S8 An ability to evaluate empirical and published information and produce original written reports and assignments and demonstrate the ability to meet deadlines

S9 Apply relevant knowledge to improve and maintain the mental, physical and behavioural health and wellbeing of people, families, communities and populations within a local, national and global context

S10 Demonstrate the safe and effective standard required for undertaking nursing procedures whilst delivering holistic care

S11 Demonstrate the critical development of resilience and lifelong skills for learning

S12 Demonstrate the ability to work in partnership with people to optimise health and wellbeing

S13 Possess the skills and knowledge to competently lead care

2.1.6: The Sheffield Graduate

Through studies at Sheffield, all graduates will have had the opportunity to develop the Sheffield graduate attributes: Please see:
http://www.sheffield.ac.uk/sheffieldgraduate/studentattributes

The following table maps these against the outcomes of this programme:

Graduate Attribute	Programme Learning Outcome
Knowledgeable in their subject area	K1-8 S1,2,4,6,8,9,10
Equipped to work collaboratively and confidently both outside and across disciplines	K2,4,5,6,8,9 S2,3,5,6,7,9,12,13
Confident in applying their knowledge and skills to authentic challenges	K1-9 S1-13
Able to exhibit ethical behaviour	K1 S1,4,6
Experienced in the processes and methods of research	K3,5,8 S1
A critical and analytical thinker	K1-9 S1-13
Creative and innovative, and able to understand and manage risk	K1-9 S1-13
Equipped with appropriate information and digital literacy skills	K5,6,9 S1,2,3,5,7,8,11,13
Confident in considering issues within local, national and international contexts, equipped to work in diverse cultural settings	K1,2 S1,2,3,4,7,12
Aware and respectful of a range of perspectives and considerate of diversity	K1-9 S1-13
Experienced at working in partnership with others, including communities and external partners	K2,3,4,7 S2,3,5,6,7,9,12
Able to translate and adapt knowledge, and apply lateral thinking in problem solving	K1-9 S1-13
A lifelong learner who understands the importance of continual development	K2,3,7,8,9 S1,5,8,11
An excellent team worker, and able to manage their time efficiently	K3,4,5,6,7,8,9 S2,3,4,5,6,7,9,12,13
A skilled communicator, comfortable with different styles and audiences	K3,4,5,6,9 S2,3,4,5,6,7,8,9,12
Reflective, self-aware and able to take ownership of their own learning	K2,3,5,6,7,8,9 S3,5,6,8,11
Professional and adaptable, resilient and flexible in their approach.	K1-9 S1-13

In addition, there are also attributes that are expected from students in the Faculty of Medicine, Dentistry and Health

http://www.sheffield.ac.uk/faculty/medicine-dentistry-health/learning-teaching/mdhgraduate

FMDH Graduate Attribute	Programme LO
Be adaptable and responsive, with the ability to tolerate uncertainty in a constantly changing environment. For this, a broad understanding of concepts of health, illness, public health and global healthcare is essential.	K1,2,3,5,6,8 S1,2,3,4,5,6,7,9,13
Show personal responsibility and accountability in care delivery, demonstrating good character and excellent interpersonal sensitivities.	K1-9 S1,-13
Be able to sustain the ongoing development of their professional knowledge and skills.	K3,5,7,8,9 S1,3,4,5,6,8,9,11
Be able to work collaboratively, often as part of an inter-professional team, to enhance and improve patient outcomes and healthcare delivery.	K2,3,4,5,6,7,8,9, S2,3,4,5,6,7,9,10,12
Have the skills to develop, evaluate and use evidence effectively in clinical practice, care delivery and/or management.	K2,3,5,8,9 S1,3,4,8,9,10,11

2.1.7 Programme Structure

The regulations that set out the structure of your programme govern both the units that you can undertake, the order in which they are taken and the timeframe in which they can/must be undertaken.

The Regulations for programmes in the School of Nursing and Midwifery can be found at: https://www.sheffield.ac.uk/programmeregulationsfinder/faculty?code=FCM&year=2017

These should be read in conjunction with the general regulations at: https://www.sheffield.ac.uk/polopoly_fs/1.663713!/file/XIV_general-university-regulations.pdf

Your programme code is NURU###

The BMed Sci (Hons) in Nursing (Adult) is delivered on a full time basis and lasts 156 weeks, 50% of this time is spent in clinical practice and 50% in the University environment. It comprises six practice-centred units of learning with each being 6 months long. Each year is called a 'part'. This means that each 'part' must be completed in full before progressing onto the next 'part'. The programme includes annual leave and must be taken as allocated in the training plan.

The Programme consists of three parts made up of six units:

Part One is made up of two units of learning intended to introduce you to nursing and health. Unit 2 will reinforce knowledge/skills acquired in unit 1 to ensure a good foundational knowledge is developed which subsequent units build on.

Part Two comprises Unit 3 and Unit 4. These look at acute and critical care and long term and complex care environments.

Part Three focusses on the transition as you work towards becoming an autonomous healthcare professional and prepares you for managing and organising care, incorporating units 5 and 6.

You will not be allowed to proceed from Part 1 to Part 2 until you have successfully completed all the required components in Part 1 and your results have been ratified by the Board of Examiners. Neither will you be able to proceed from Part 2 to Part 3 until you have successfully completed all the required components of Part 2 and your results have been ratified by the Board of Examiners. Finally, you will not complete the Programme until Unit 6 is successfully completed and your results are ratified by the Board of Examiners.

Compensation is not permitted on this programme so all elements must be passed in order to achieve an overall pass.

The structure of the programme will enable you to understand the broad continuum of health and normality; disordered physiology and the concept of ill-health; the notion of care within the therapeutic relationship; the need to restore health from birth to old age within a range of health care settings. You will be offered many opportunities to examine the role and contribution of nursing within multi-disciplinary, multi-agency working and your practice experiences will offer meaningful links between the theory and practice of nursing.

Programme Structure

UNIT	TITLE	Theory Hours	Practice Hours	Credit Value
	PART 1			
1	Foundations in Health and Nursing 1	450	375	60 credits (level 4)
2	Foundations in Health and Nursing 2	375	450	60 credits (level 4)
	PART 2			
3	Developing Nursing Practice: Caring for people with Acute and Short Term Needs	375	375	60 credits (level 5)
4	Developing Nursing Practice: Caring for People with Long Term and Complex Needs	375	375	60 credits (level 5)
	PART 3			
5	Transition to Professional Nursing Practice 1	375	375	60 credits (level 6)
6	Transition to Professional Nursing Practice 2	450	450	60 credits (level 6)
	Totals	**2400**	**2400**	**360 credits**

As you can see from the table above, the programme has been structured to ensure you meet the minimum requirements in terms of theory and practice hours as set by the NMC (2018). Details of all the units can be found in the individual unit handbooks, which will be available via Blackboard.

By the end of the programme, you must have acquired 2300 theory and 2300 hours practice. This makes up the 4600 hours in total and meets the requirement for a minimum of 4600 hours for registration with the NMC as an adult nurse. You will see from the table on page 13 that you complete an additional 100 hours in both theory and practice during the 3 year programme. This allows for short periods of absence during the programme, such as short-term sickness.

BLACK HOLE PERIODS

These periods on the training plan are neither theory nor practice and are not counted into your training hours. These are periods that may be utilised by students to either:

Make up excess absence prior to a progress point
OR
Undertake a second attempt at a failed element of practice prior to a progress point

For students not requiring to undertake the above, these are periods for reflection and opportunities will be available in the second year 4 week black hole period to undertake some voluntary opportunities to broaden your knowledge and experience.

2.2 PRACTICE LEARNING

2.2.1 Practice Learning Experiences

Practice experience is organised between the Home Locality and the University. A variety of experiences will be provided in order to ensure you are able to achieve the practice requirements for admission to the NMC register for adult nurses and that you are fit for purpose as a nurse. Placements are provided in order for you to meet learning outcomes specific to the part of the programme you are undertaking and are based around this and not specific environments of care. During the programme, you will be exposed to a range of placements which offer various clinical experiences, supported by a team of experienced healthcare professionals.

You will be supernumerary whilst in placement. This is defined by the NMC (2019) as:

'Students in practice or work placed learning must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting, this means they are supernumerary.'

Placements should enable students to learn to provide safe and effective care, not merely to observe. Students can and should add real value to care. The contribution students make will increase over time as they gain proficiency and they will continue to benefit from ongoing guidance and feedback. Once a student has demonstrated that they are proficient, they should be able to fulfil tasks without direct oversight. The level of supervision a student needs is based on the professional judgement of their supervisors, taking into account any associated risks and the students' knowledge, proficiency and confidence.

Students should not undertake any activity in practice that is beyond their scope of practice. You need to recognise your limitations in practice and seek knowledge, understanding, training and appropriate supervision before carrying out activities.

PLEASE REFER TO THE PRE-REGISTRATION PRACTICE PLACEMENT HANDBOOK FOR ALL INFORMATION RELATING TO PLACEMENT.

THE TRAINING PLAN COVERING THEORY AND PRACTICE BLOCKS CAN BE FOUND IN BLACKBOARD

SECTION 3: TEACHING AND LEARNING STRATEGY

You will be encouraged and expected to take responsibility for your own learning within a teacher/student partnership. The School has a student-centred approach to teaching and learning. Our belief in the need for you to be independent is central. The teacher acts as a **facilitator of learning** rather than an instructor. A creative and flexible approach to learning, recognising and promoting activities that support the overall aim of the programme in developing a compassionate, competent and confident nurse and a motivated, autonomous, life-long learner, is encouraged.

A blended learning approach, designed to encourage students to behave in ways most likely to achieve the necessary outcomes, is used with teaching, learning and assessment activities aligned to the learning outcomes. The use of this approach in the programme means that materials can be presented in multiple formats for access in a different variety of ways – thus enabling learning to take place both on, and off, campus. In placing you at the centre of the learning process there is a strong emphasis on co-operative learning. A variety of approaches encourages deep, as opposed to surface learning that takes into account your needs and assists you to manage unfamiliar situations, make reasoned decisions, adapt, participate in change and subsequently manage your own lifelong learning. In many ways the approach mirrors the complex world of health care practice and in doing so, offers a realistic, albeit challenging, preparation for practice.

Complementing this approach there are a range of learning strategies incorporated within your programme, some examples of which are indicated below:

- Guided study to provide a structured opportunity for shared learning
- Experiential learning situations to develop and explore interpersonal skills whilst offering a safe environment within which to develop your therapeutic, technical skills, organisation and management skills.
- Reflection on experiences and learning opportunities is a key learning strategy in order to develop a personal theory base for your professional practice. See **Appendix 2.**
- On line learning resources where you will be expected to engage in a range of online activities and discussions
- Practical sessions, simulation suite, taught, whole and small group discussion, tutorials, presentations.

In Part 1 of the programme, you are introduced to reflective and analytical concepts through classroom and supervised placement experiences which will cement your understanding of the role and contribution of nursing within contemporary health and social care. This early stage of the programme is carefully planned to ensure that you are inducted fully to the underlying principles of learning and the on-line environment. This will help you to develop competence and confidence in planning, innovation, self-motivation and digital literacy skills.

Parts 2 and 3 of the programme continue to develop specific knowledge and skills in the nursing care and management of adults within multi-professional, multi-agency practice providing opportunities for you to develop care delivery, management and co-ordinating skills. Research appreciation, methodologies, design and methods are threaded through the programme enabling students to critically examine the evidence underpinning their practice. In addition, engagement in problem based learning and enquiry based learning will be developed to help you develop further competence and confidence in planning, innovation and self-motivation but additionally there will be a greater focus on problem solving and decision making; the very skills which underpin independent professional action and which foster leadership in practice.

In problem based learning (PBL), problems will be presented before the material has been learned rather than after as in the more traditional 'problem-solving approach'. PBL will enable you to learn and acquire key skills in an active, integrated and cumulative manner. Learning will take place in an environment that values your prior experience, particularly relevant to you as you bring a varied range of valuable past experiences to the programme. It will enable you to demonstrate your ability to assess and manage work in conjunction with peers, fostering a notion of individual and collective thought, thus enhancing your skills in team working. The PBL approach will enable you to build on previously acquired knowledge, skills and attitudes which are transferable to Adult nursing.

Complementing this approach there are a range of learning strategies incorporated within your programme, some examples of which are indicated below:

- **Lectures**

  Lectures will be the main form of delivery in part 1. This will ensure that you receive and take on board essential factual information to prepare you for the role of the nurse in the practice learning environment.

  Peer Assisted Study Sessions (PASS) will be used during part 1 to support the acquisition of transferable skills, partnership working, and a deeper understanding of learning and to promote confidence and a sense of community and belonging during the transition to University phase.

  From part 2 onwards teaching will be supported by problem based learning activities as noted below.

- **Seminars**

  These are either staff or student – led and are used throughout the programme but will vary depending on the unit undertaken. They are designed to reinforce information imparted through lectures by allowing students to work through, analyse, understand and respond to that information. They are used to enable students to make the link between theory and practice.

- **Online study**

  Lectures will be supplemented, but not replaced by, on line study materials in order that you can develop knowledge acquired through lectures further. This will be via resources made available on Blackboard and/or live online sessions using Blackboard Collaborate.

- **Practice Learning**

  You will spend 50% in the clinical practice area. You will be supported by an appropriately prepared practice supervisor. The level of supervision will reflect your learning needs, stage of learning and developing competence.

- **Problem based learning**

  From part 2 of the programme you will be introduced the concept of problem based learning. You will be introduced to problems via triggers and will work in groups to present novel and creative solutions to these problems. You will be supported by teaching staff who will deliver fixed resource sessions and oversee feedback

- **Peer Assisted Study Sessions (PASS)**

  This is an academic support project, overseen by the 301 Student Skills and Development Centre. PASS uses the skills and experience of higher year students to provide study support for 1st year students on the same course. Higher year students are trained as 'Peer Assisted Study Session Leaders'. PASS Leaders learn how to use their knowledge and experience to facilitate study sessions for new students. Please see:

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https://www.sheffield.ac.uk/ssid/301/peerlearning/pass/home

- **Clinical skills sessions**
  Evidence based practice sessions will be delivered by appropriately skilled teachers. The school have access to a clinical skills facility and this is used to develop your clinical skills competence throughout the programme using simulation. http://www.shef.ac.uk/aume/clinical_skills

Clinical Skills Facility

The School of Nursing and Midwifery has access to a world class clinical skills facility located at Samuel Fox House at the Northern General Hospital Campus. Many of the skills sessions you have will be delivered there and Patients as Educators http://www.shef.ac.uk/aume/pae_dept will often be involved in the sessions.

Evidence based practice sessions will be delivered by appropriately skilled teachers. The school have access to a clinical skills facility and this is used to develop your clinical skills competence throughout the programme using simulation. You should refer to the clinical skills development framework and the clinical skills passport for more information.

You will have formative assessments of clinical skills at the end of each pre-placement study block. These will help you develop skills required for each part and enable you to complete the clinical skills passport and therefore contribute towards the development of competence.

3.1 Interdisciplinary, inter-agency and inter-professional working and learning

One of the exciting features of your programme is the wide range of opportunities for inter-disciplinary, inter-agency and inter-professional working and learning. The context of practice is complex and with the blurring of many professional boundaries, it is also challenging. The role of the nurse is multi-faceted and this programme is set out to enable you to gain understanding, skill and confidence to work within the many different care contexts. Importantly, the programme is about skilled, compassionate, professional care giving and you will be required to actively engage and develop your care giving skills as the programme unfolds.

Your programme will provide you with many opportunities to work with and alongside many health professionals as you grapple with the complexities of the nursing role. An important inclusion within this programme is the opportunity to work with students within the faculty/wider university and engage in joint academic and practice learning. These will be structured, planned events undertaken throughout your programme.

These planned opportunities will help you establish an understanding of the key relationships that are essential for effective inter-professional working practice and importantly the contribution each makes to the patient's health experience.

3.2 Support Systems at University

The BMedSci (Hons) Nursing (Adult) programme provides you with challenging and stimulating opportunities both in theory and practice. Successful completion requires you to manage all learning opportunities effectively. If difficulties arise, assistance is always available from members of the academic staff.

The programme is demanding both mentally and physically. For these and other reasons it is wise to take action to ensure that you remain fit and healthy. Moreover, the programme itself contains

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consistent emphasis on the positive promotion of good health, and increasingly nurses, midwives and other health professionals are expected to be suitable role models for patients, clients and others.

Please ensure that you are registered with a GP. The University does operates a student Health Service. The aims of these services include:

- To protect personnel from the adverse effects on health of work and study related activity
- To promote positive health attitudes and lifestyle
- To encourage preservation of health and well-being in social, work and study contexts.

The work of these services includes health screening, health assessment after illness or injury, vaccination programmes. They also offer counselling services and advice on safe working practice, the work and study environment, occupational hygiene and accident prevention.

A large and growing number of accessible fitness, sport and recreation services are offered by the University and various NHS units. These include swimming, aerobics, weight-training and most regular sports. You will be offered opportunities to join the various sports clubs at the University.

If you have a disability, medical condition, or specific learning difficulty that may impact on your studies you should inform your Personal Tutor as soon as possible, who will explain more about the University Policy on support for special needs and the University Counselling Service.

It is important that you give attention to this **at the start** of the programme or as soon as possible if such needs arise after starting. If at any time your Personal Tutor advises you to seek professional help regarding your learning it is expected that you will respond appropriately to their advice.

If you have a specific learning need you can request to audio record lectures – please see **Appendix 4** for more information and the form you will need to complete.

If you require alternative exam arrangements, please make sure that you contact the DDSS at the earliest opportunity.

OR

Contact David Reid, the School of Nursing and Midwifery's Disability Liaison Officer (d.reid@sheffield.ac.uk).

For more information on support for students with disability, dyslexia, pregnancy and health issues please read the Professional Standards Handbook (sections 9 & 10)

The Programme Leader, the teaching team and clinical staff will all be supporting you as you progress through the programme.

The **Programme Lead** is responsible for the organisation and delivery of the programme. Any matters relating to these areas should be discussed with this individual.

The **Personal Tutor** has a particular responsibility to provide individual pastoral support to a number of designated Student (see University Student Charter at http://www.shef.ac.uk/ssid/ourcommitment). The Personal Tutor will work with you to identify your learning needs, guide you through the programme, monitor your progress and maintain relevant records (please refer to the Personal Tutor Standard – Appendix 3).

Please see http://www.sheffield.ac.uk/lets/pp/support/tutorslf

The **Programme Co-ordinator** is located in the School Office at Barber House Annex. The office is open 0900-1700, Monday to Friday. The programme support for Undergraduate Nursing Programme is Gary Toon Snm-nursing@sheffield.ac.uk, Tel: 0114 2222064

If you feel you are struggling with any aspect of the programme you are advised to discuss this with your Personal Tutor as soon as you recognise you are having difficulties. There are many avenues of support and resources available to you. For example, the Academic Skills Hub (TASH), 301 study skills centre http://www.sheffield.ac.uk/ssid/301, maths and statistical help (MASH), library, Student's Union, UoS Students Support Services offer interactive online and face to face resources which will enable you to identify ways in which you can enhance your academic/maths skills, identify your needs and which will direct you to resources to facilitate your development needs. The University library also offers a wide range of on-line resources to aid students with their studies. You can find out more about these useful resources at: https://librarydevelopment.group.shef.ac.uk/
and:
http://www.sheffield.ac.uk/library/infolit/index
You'll find all the information you need to get started in the library at
http://www.sheffield.ac.uk/library/services/new
For subject-specific guidance contact your liaison librarian;
Anthea Tucker - Liaison Librarian for Medicine, Dentistry & Health, email a.l.tucker@sheffield.ac.uk
Tel: 0114 222 7318
Or for general enquiries contact the Library helpdesk; Email: library@sheffield.ac.uk
Tel: 0114 2227200

Blackboard has study skills links that will assist you to navigate the support available to you; they are also available via the University home page.http://www.sheffield.ac.uk/ssid

Things not going right?

If things aren't going right for you, you may find the necessary support services at http://www.shef.ac.uk/ssid/sos . You are also encouraged to speak with your personal tutor or the Programme Leader at the earliest opportunity.
The number of the Student Services Information Desk is 0114 222 1299, email ssid@sheffield.ac.uk ,
and their homepage is located on http://www.shef.ac.uk/ssid/ or can be accessed at present from the University Home Page (http://www.shef.ac.uk) by clicking on "Current Students".

Student counselling services are available and details of this can be found at:
www.sheffield.ac.uk/counselling/students

Students Union

When you become a Sheffield student, you automatically become a member of what is generally held to be the best Union of Students in the UK. The Union is at the heart of the campus. Its shops, cafés and bars are open seven days a week, from breakfast into the night.

There are over 300 student-run clubs and societies (including the Nursing and Health Society), taking in the recreational, academic, religious and political. The range of events is extensive and in addition, the Give it a Go scheme - offering students the chance to try out new activities without making a major commitment - has proved very popular. The Student Volunteering programme has also been praised as a showcase project at the National Student Volunteering Awards.

The Union provides support for students through facilities like the Student Advice Centre, (0114) 222 8660, a professional service providing specialist advice on issues like housing, academic problems, finances and immigration.

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Students also have access to the confidential Counselling Service provided by Sheffield University. The service is based at 36 Wilkinson Street, Sheffield S10 2GB, Tel: (0114) 222 4134, Fax: (0114) 222 4190.

Peer Support

It is expected that nursing students will frequently work and learn together. Not only will transferable team-building and leadership skills be developed in this way but also you can give one another support. This peer support is invaluable. The informal sharing of feelings, information and ideas can be especially helpful when you are facing the inevitable (but hopefully rare) major challenges thrown up by working with people in stressful situations.

In addition, you will meet other students who have progressed further in the undergraduate nursing programme programme who will be able to answer some of your questions and support you. The University also has a peer mentoring system to support new undergraduates. Further information can be found here: https://www.sheffield.ac.uk/ssid/mentoring

Student Reps

Every group of Nursing students are invited to elect one or two of their peers to act as their representatives on a range of issues related to the programme. Group representatives get together to discuss matters of common interest, share information, assist each other and meet with other people involved with the programme to ensure that yours and your peer's perspective and view are considered. Student representatives sit on a range of key committees and provide valuable input to the development, progress and evaluation of the programme. Your participation is actively encouraged and your co-operation in making it work will be both welcomed and valued.

The School participates in the Student Ambassadors for Learning & Teaching (SALT) scheme – a network of students working on Learning & Teaching projects. The Ambassadors influence, improve and develop how students learn and how they are taught at a departmental, faculty and University level.

Council Tax

If you require a council tax certificate, please contact the Student Services Information Desk. You can request a council tax certificate on-line using the University Web pages. The address is: www.shef.ac.uk/ssid/forms/

The completed forms will be available for collection from the Student Services Information Desk, Firth Court, Sheffield one week after the date of application, upon presentation of a valid U card.

SECTION 4. SUPPORT AND SUPERVISION IN PRACTICE LEARNING

During the programme, you will spend 50% of your time firstly observing and then taking shared responsibility for the nursing care of people who are in need of health care. Practice experience will be gained in a wide variety of clinical settings in hospitals and in the community. Before commencing clinical practice placements, there are certain mandatory training sessions that must be completed in order to protect both yourself and the public. It is your responsibility to ensure you have attended the required mandatory sessions and have up-to-date proof of this.

Allocation of practice learning experience areas
The School of Nursing and Midwifery has access to clinical facilities in Barnsley, Bassetlaw (Worksop), Chesterfield, Doncaster, Rotherham and Sheffield. Students may be allocated to any of these practice areas, in the interest of gaining access to the most suitable learning experience available. It is anticipated that most of your practice learning experiences will be within the same locality and this will be known as your Home Locality. This will normally be one of your preferred locations that you expressed as a preference during the admission process. Occasionally, due to local demands or pressures on practice learning experience areas, it may be necessary to place you at a different site for your clinical experience. The placements are arranged jointly with our regional service providers. There are various formal processes which determine the placement capacity of local services. The placements support various other healthcare practitioner students and are allocated in partnership with other local Universities using detailed criteria and intricate systems. This is to ensure agreed numbers of students in placement areas are maintained, all students are appropriately supported, best use of capacity is achieved and most suitable placements are allocated.

Clinical practice learning experiences are vital opportunities to gain privileged access to nursing care and work situations involving clients, relatives, significant others and a multitude of professional and non-professional workers. Such access is afforded under agreement and on the understanding that the rights of the individuals and organisations concerned will be fully respected by students.

You are not allowed to change or organise your own practice learning experience areas. However, it may be possible to arrange short visits such as half-day, full-day visits to alternative areas/clinicians within the same locality as your placement if supported by your supervisor to do so.

If you are allocated to an area that you think is inappropriate, you must discuss this with the Placement Team/Personal Tutor as soon as you become aware. You must declare to the Nurse in Charge if you have a family member or friendship relationship with any person receiving care in the placement area in which you are working. If you have any doubts, please consult the Nurse in Charge and/or your Personal Tutor. This action is necessary in order to protect patient/client consent and confidentiality.

Placement Charter

The Placement Charter clarifies the expectations and responsibilities of all those involved in the clinical education of students, to ensure that the clinical experience is as valuable as possible for all. The aim therefore is to ensure that students are prepared to be fit for purpose as registered nurses in order to give effective care to patients/clients and their carers. The Placement Charter can be found in the Pre-registration Practice Placement Handbook.

You will be supported by a number of individuals in clinical practice learning experiences:

School Placement Team
The school placement team is responsible for liaising with the placement allocation team; academic assessors, practice placement co-ordinators from each of the Trusts; placement leads from other Universities; Health Education Yorkshire and Humber. It is the placement team's responsibility to

ensure that clinical placements are suitable, safe and a good learning experience using information on the placement audit.

Learning Environment Manager

The Learning Environment Manager is based in clinical practice and has a key responsibility for ensuring that the quality of the practice learning environment is maintained and that the learning resources and learning opportunities available appropriately reflect the stage and level of your programme. They allocate you to a placement assessor and review student evaluations and meet regularly in the LEM Forum to discuss student issues.

Practice Supervisors

These are registered nurses, nursing associates or other registered health/social care professionals who have undertaken preparation for the role. In many areas you will be supported by a number of Practice Supervisors. Most areas will adopt a team-based approach for student supervision. Practice supervisors have an important role in supporting and guiding students through their placement learning experience and give feedback to you in order to ensure safe and effective learning. Practice supervisors also contribute to your practice assessment through the recording of feedback on your progress towards, and achievement of proficiencies, which will be reviewed by the Practice Assessor.

More information about this role is in the **Practice Assessment Document** (PAD). More information on formative and summative feedback is given in the 'School feedback strategy' on Blackboard.

Practice Assessor:

This will be a registered nurse who has undertaken preparation for the role. All students on an NMC approved programme are assigned to a Practice Assessor who are responsible for assessing and confirming your achievement of the proficiencies. The Practice Assessor will review your Practice Assessment Document (PAD), observe you in practice and use your evidence provided within the PAD to complete the mid-point interview/assessment and final interview/assessment. If students are not meeting the required standard at any point, this is highlighted as a development need and an action plan will be instigated to address specific needs within a specified timeframe. In the event of an action plan being required, the Practice Assessor will seek guidance from the Academic Assessor and senior practice representative.

More information about this role is in the **Practice Assessment Document.** More information on formative and summative feedback is given in the 'School feedback strategy' on Blackboard.

Academic Assessor

These are registered nurses who work for the University who have been suitably prepared for the role. Academic assessors are members of the School of Nursing & Midwifery team who are allocated to you for each 'part' of the programme. The name and contact details of your Academic Assessor will be given at the start of each 'part' of the Programme. The Academic Assessor will work in partnership with the Practice Assessor and recommend you for progression for each 'part' of the programme. The Academic Assessor will participate in scheduled communication and collaboration with the Practice Assessor. If you require an action plan, a face-to-face meeting with the Practice Assessor, Academic Assessor and yourself will take place.

More information about this role is in the **Practice Assessment Document.** More information on formative and summative feedback is given in the 'School feedback strategy' on Blackboard.

University Link Teacher

All Trusts have a University of Sheffield, School of Nursing & Midwifery teacher who provides a link between the University and each Trust. The link teacher will work strategically with the Trust staff to develop and evaluate the quality of the practice learning environments. The link teacher will complete educational audits when required.

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PLEASE REFER TO THE PRE-REGISTRATION PRACTICE PLACEMENT HANDBOOK FOR DETAILED INFORMATION REGARDING PLACEMENT.

SECTION 5. PROGRAMME ASSESSMENT

The regulations for this programme of study may be consulted in the *University of Sheffield Calendar,* which is available at http://www.shef.ac.uk/govern/calendar/regs.html.
Please see the Programme Leader or the Programme Coordinator if you would like further information.

Your academic and practical performance and progress will be continuously monitored and assessed throughout the programme by a variety of methods that are designed to test your attainment of specified learning outcomes in clinical practice and in your academic work. The Programme Leader and Unit Lead will provide you with detailed written guidance on assessments and details will be on MOLE. Dates for submission will be in Unit Handbooks and on your MOLE site.

5.1 Summative/Formative Assessments

Definitions
Summative assessment is the final assessment of a finished piece of work. This might be your Placement Assessor's final assessment of your achievement during a clinical placement or the marks you gain for a piece of academic work.

Formative assessment involves the assessment of work in progress and can include intermediate assessments of your progress during a placement experience or discussion of assignment plans and drafts. No grade is given for formative work. The formative assessment strategy is designed to provide you with feedback to foster your development, skills of team work and promote self-monitoring. This is commensurate with the process of problem-based learning.

Interpretation within your Programme
Your clinical and academic progress will be monitored and assessed throughout the programme by a variety of methods that are designed to test your attainment of specified learning outcomes in clinical practice and in your academic work. The Unit handbooks and Assessment Strategy documents provide you with more detailed written guidance on assessments.

Summative Assessment
Each individual unit is assessed summatively both in clinical practice and in theory. All practice assessment booklets and assignments should be handed in to the Programme Coordinator by the deadline dates advised to you in Unit Handbooks. **Assignments not handed in by the specified date and time and for which no extension has been obtained will be assigned the grade of 'Fail'.**

Below are the assessments for each unit. Please refer to the unit handbook, Assessment Strategy and MOLE site for academic assessment details.

Further details of your practice assessment are available on your guide to using the Practice Assessment Document.

Unit	Assessment (With Type and Grade Weightings in brackets)
1	• Practical communication assessment with accompanying written summary (summative 50%) • Anatomy and physiology exam (summative 50%) • 1000 word reflection on an alternative field of nursing (formative) • Health Numeracy Test (formative) • Practice Assessment Document (PAD) (summative PASS/FAIL)
2	• 2500 word essay that explores the concept of health and factors that can influence this (summative 50%) • Anatomy and physiology exam (summative 20%) • Health Numeracy exam (summative 0%) • 1000 word reflection on an alternative field of nursing (summative 30%) • Practice Assessment Document (PAD) (summative PASS/FAIL)
3	• Structured Clinical Examination (summative 40%) • Pharmacology presentation with supporting paper (summative 30%) • 1000 word reflection on an alternative field of nursing (summative 30%) • Practice Assessment Document (PAD) (summative PASS/FAIL)
4	• Triple Jump Examination (summative 40%) • Education resource aimed at patients/carers with long term and complex care needs (summative 30%) • 1000 word reflection on an alternative field of nursing (summative 30%) • Practice Assessment Document (PAD) (summative PASS/FAIL)
5	• 4000 word evidence based practice literature review (summative 60%) • Health numeracy exam (summative 0%) • Develop and deliver a teaching session on an aspect of communication (summative 40%) • Practice Assessment Document (PAD) (summative PASS/FAIL)
6	• 6000 word assignment Developing clinical practice to support service development (summative 60%) • Poster presentation (summative 40%) • Practice Assessment Document (PAD) (summative PASS/FAIL)

5.2 Practice Assessment Document

In order to be successful in achieving your practice assessments, you need to evidence your achievements within the Practice Assessment Document (PAD). A range of evidence can be collected in order to evidence your learning and proficiency. **It is the student's responsibility to gather sufficient evidence for the Practice Assessor and Academic Assessor to make their decision on progress and success.**

Examples include:

- Episodes of care
- Feedback from patients/service users/carers
- Record of working with and learning from others/inter-professional working
- Record of communication /additional feedback
- Testimonies from staff, patients/clients/carers can be written directly into the PAD or photographed and scanned and uploaded.
- Reflections on your experiences, learning and progression.

All students are required, as part of their clinical practice assessment, to record some evidence of exposure to clinical experiences in alternative fields of nursing Mental Health, Child, Adult, Learning Disabilities and in Mother and Child. You should ensure there are reflections relating to these areas in your PAD. Experiences in practice will also support your academic assessment related to fields of nursing.

Further guidance can be found in the 'Guide to using the MYEPAD'.

5.3 Recording Hours

An accurate record of practice hours must be kept in your PAD on an on-going basis and signed and dated by an appropriate member of clinical staff. These are checked and confirmed at the end of each unit. Please note that there must be evidence that you have experienced 24 hour care within this programme.

You must sign the class register when attending your study days. This is your responsibility and failure to sign when no sickness report has been received will mean you are recorded as absent and your study hours will not be recorded for that day. This could affect the total number of hours required for successful completion for each Unit and therefore your progression on the programme. Random auditing of registers will take place. Any student found to have fraudulently claimed attendance will be subject to disciplinary action. The School of Nursing & Midwifery is required to confirm the number of hours you have completed to the NMC at the end of the programme. At the end of the programme, the number of theory and practice hours you have accrued will be given to you in writing.

All absences may be considered by future employers (this includes time which has been made up, as it is not possible to delete any absences from a student's record).

5.4 Absence from the Programme

If you are unable to attend lectures because of sickness, you should ring and inform Gary Toon, Programme Coordinator, prior to the start of the study day. If you are unable to attend placement, inform **_both_** your clinical base AND School of Nursing & Midwifery Programme Coordinator as soon as possible. **When you ring, please clearly state your name and cohort.**

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When your period of sickness ends, you should also inform the Programme Coordinator and your clinical base**.**

You are required to complete the appropriate documentation.
- For sickness up to and including 7 days a Special Circumstances Form (self-certification)
- For sickness exceeding 7 days the Special Circumstances Form must be supported with GP certification.

The School of Nursing & Midwifery require copies because the completion of these forms is a University requirement. If you have prolonged periods of absence, you may need to be supported to catch-up what you have missed or assist you with a 'leave of Absence'. Failure to report absence to the School may result in you being unable to complete the programme.

If you become pregnant during the programme, you must inform the Programme Lead as soon as possible so that guidance may be given and to allow for assessment of support required. This is very important as certain clinical environments involve a high risk of exposure to anaesthetic gasses, ionising radiation and extreme physical exertion. Alternative arrangements will be organised, where possible, in accordance with the prevailing policies, practices and regulations related to leave associated with childbirth.

Culture & Religion

If you require study time off for religious festivals, then you should apply for special leave as per the absence policy on Blackboard. During clinical practice, students should follow the Home Trust policy on specific religious and cultural requirements.

Prayer rooms are available on the top floor of Barber House and in the Medical School at Beech Hill Road.

Religious Holidays and Examinations

Please complete a 'Request for Religious Observance Form' at the beginning of each semester. Click here for more information http://www.sheffield.ac.uk/ssid/exams/observance .

Engagement

In addition to attendance, you must also demonstrate engagement and show that you are applying yourself to the programme. If this is not done, it may be taken as evidence that you are not progressing as expected which will result in an investigation by the School and your employer.

For your programme, there is a **100% attendance requirement** in relation to *both* timetabled taught sessions and in clinical practice. It is important that you attend taught sessions as the content delivered is required to enable you to meet the learning outcomes in the assessment of theory/practice. Please contact the programme lead if you have not been able to attend sessions, as you may be unable to submit your work for assessment, be returned as not completed, be awarded a zero grade for submitted work or have credit withheld for failing to attend/engage appropriately with the programme. This may also result in a referral for consideration under the progress or fitness to practice regulations also to be found at http://www.sheffield.ac.uk/calendar

Exceptional circumstances which may influence a student's ability to meet this attendance requirement will be considered by the School's Extenuating Circumstances Board. You must satisfactorily meet programme requirements to show that you are applying yourself to the programme. If this is not done, it may be taken as evidence that you should be excluded from the programme. Failure to complete all programme requirements before the end of the programme may require you to extend your programme of study in order to complete them before Registration with the Nursing and Midwifery Council.

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5.5: Marking

All summative academic assessments will be marked and then moderated within the School of Nursing & Midwifery using the marking criteria and feedback sheet, as found in the relevant unit handbook. Your work and internal feedback/grade will be sent to the Programme External Examiner for external moderation. The role of the External Examiner is to comment on the quality of both the work and the marking. Your grades will be ratified at the Board of Examiners. All ratified results are then published approximately 6-8 weeks after the submission date. The dates of publication will be in your unit handbook. On the date of publication, you may access your results via MOLE, the instructions for this will be available on your unit pages.

At progress points (end of 'Part' ie end of Unit 2 and Unit 4) your results may be published un-ratified in order to allow you time for a second attempt before the end of the part of the programme you are completing.

As per University of Sheffield and School of Nursing & Midwifery standards, if you fail a summative assessment at the first attempt, you will normally be given one further attempt. It is your responsibility to check MOLE after results have been published as any fail letters will be found here. If you fail at the first attempt, you will be required to meet with the Programme Leader/Unit lead to discuss your progress and the implications for your programme of study. Reassessment is only allowed with the express permission of the Board of Examiners under University regulations for undergraduate study. This applies both to written academic assessments and to practical clinical assessments.

If you are unsuccessful at the first attempt you will be interviewed by a senior member of the School of Nursing and Midwifery staff, in accordance with School policy. This is because further failure may lead ultimately to discontinuation of your studies on the programme.

If you are unsuccessful in the first attempt, whether academic or clinical, you will normally be allowed **four weeks** from the publication of the results of your first attempt, in which to submit. Individual arrangements will be made if you need to be reassessed in a clinical practice placement. This is necessary to ensure that you can be appropriately supported in preparing for reassessment. A resubmitted assignment or assessment of practice will be awarded a pass grade (Max 40), if your attempt is successful. In addition, written feedback on the strengths and weaknesses of your work will be provided.

Failure at a 2nd attempt will result in you remaining on the programme until the outcome of any appeal after which your status on the programme will be reviewed.

All summative practice assessments will be assessed by the Practice Assessor and confirmed by the Academic Assessor. Your Practice Assessment Document and evidence will be sent to the programme External Examiner, along with feedback comments from the Practice Assessor/Academic Assessor, for external moderation. If you fail to reach all the proficiencies required for a particular unit, you will be given one further attempt.

Assignments not handed in by the specified date and for which no extension has been obtained will be assigned the grade of 'fail'. Please see the assessment strategy documentation (stored in MOLE) for more information on assessments.

The regulations for this programme of study may be consulted in the *University of Sheffield Calendar*. Please see the Programme Leader or the Programme Co-ordinator if you would like further information.

5.6: Feedback for Assessments

Feedback exists in any process, activity or information that enhances learning by providing you with the opportunity to reflect on your current or recent level of attainment. It can be provided individually or to groups. It can take many forms. It is responsive to the developmental expectations of particular programmes and disciplines.

Formative feedback

Is **'*feedback for learning'*** and is provided during the unit to help improve the way you learn and enhance future academic performance.

Summative feedback

Summative feedback is **'*feedback on learning'*.** It gives an idea of what was done well or not so well in work/assessments already done and is often unit-specific. Further details on both formative and summative feedback is found in the School of Nursing & Midwifery 'Feedback Strategy' found on MOLE and in the general handbook.

You should expect to receive **summative** written feedback on all non-invigilated course work any time after the date of publication as stated on the assessment calendar. If you would like additional feedback from the marker, it is your responsibility to organise a meeting for this with the marker. Feedback should explain why you have received a particular grade, the strengths and weaknesses of the work and notes on how the work could be improved. You should use this information to improve your performance in subsequent assessments.

If your assessment was an invigilated examination, you can request to see your paper with your personal teacher present who will give you verbal feedback on performance; this should be followed up by written feedback. You should utilise this feedback to improve your performance at subsequent examinations.

You are advised to contact your Unit Lead as soon as possible if you have been unsuccessful in an assessment.

If an assignment result is not finalised, it will be published "pending". This is likely to be the case when apprentices have been granted extensions to submission dates or when there has been a delay in the work being processed. Apprentices will be informed but are advised to contact the Assessment Officer, Tracey Pacan at t.m.pacan@sheffield.ac.uk if there are queries or concerns.

5.7: Extenuating Circumstances

Performance in your assessment
If you feel that you have had medical or personal circumstances that may have affected performance in examinations or assessments, you should download the 'extenuating circumstances' form to be found at http://www.sheffield.ac.uk/ssid/forms/circs
and complete this after reading the explanatory notes.

The completed form should then be handed/emailed to the assessments officer, Mrs Tracey Pacan, t.m.pacan@sheffield.ac.uk - **no later than 2 weeks before the examinations board at which your work is to be considered.**

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This will be considered by the pre- assessment board who will inform you of the outcome. Requests should not be submitted to any other member of support staff or academic staff. Arrangements must not be made outside of this board as these would not be valid. Verbal agreements should not be made between apprentice trainees and lecturers as these would also not be regarded as valid by the examinations board.

Requesting an Extension

If you feel that you have circumstances preventing you from completing assessed work and feel you need an extension, you should formally request this in writing using the request form to be found at http://www.sheffield.ac.uk/ssid/forms/circs and complete this after reading the explanatory notes.

This should be sent to the assessments officer, Mrs Tracey Pacan, **no later than 1 week before the submission date of the assessment.** This will be considered by the pre- assessment board who will inform you of the outcome. Requests should not be submitted to any other member of support staff or academic staff. Arrangements must not be made outside of this board as these would not be valid. Verbal agreements should not be made between apprentice trainees and lecturers as these would also not be regarded as valid by the examinations board.

Please note:

The following are not normally considered as extenuating circumstances:

- Work related issues
- Annual leave: Unless pre-booked (evidence required) before acceptance of a place on the programme
- Concurrent assessments
- Non-receipt of UCard
- Computer problems. You are advised to:
    - Back up work on disc
    - Email your assignment/work to your university account so that you can pick work up on the university system

PLEASE NOTE THAT EXTENSIONS MUST BE APPLIED FOR IN WRITING AND YOU SHOULD ENSURE YOU HAVE WRITTEN CONFIRMATION OF THE NEW SUBMISSION DATE OTHERWISE A FAIL TO SUBMIT WILL BE MARKED ON YOUR RECORDS.

5.8: Unfair Means

What constitutes unfair means or cheating?

The basic principle underlying the preparation of any piece of academic work is that the work submitted must be your own work. Plagiarism, submitting bought or commissioned work, double submission (or self-plagiarism), collusion and fabrication of results are not allowed because they violate this principle. Rules about these forms of cheating apply to all assessed and non-assessed work.

Detection of Unfair Means

The University subscribes to a national plagiarism detection service which helps academic staff identify the original source of material submitted by trainees. This means that academic staff have access to specialist software that searches a database of reference material gathered from professional publications, trainee essay websites and other work submitted by trainees. It is also a resource which can help tutors and supervisors to advise trainees on ways of improving their referencing techniques. Your work is likely to be submitted to this service. Please see http://shef.ac.uk/trainees/donotcheat

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What happens if I use unfair means?

Using unfair means in the assessment process is **dishonest** and also means that you cannot demonstrate that you have acquired the essential academic skills and attributes required for your programme. Any form of unfair means is treated as a serious academic offence and action may be taken under the Discipline Regulations

As this programme leads to NMC registration, conduct related to unfair means places doubt on your professional values. All issues of dishonesty will be rigorously investigated and if found proved will initiative **Fitness to Practice Regulations**.

Where unfair means is found to have been used, the University may impose penalties ranging from awarding no grade for the piece of work or failure in an examination, through to expulsion from the University in extremely serious cases.

We strongly advise you to refresh your learning on 'avoiding plagiarism' prior to submission of assessments (details on MOLE under the library heading). Further details regarding unfair means are available in the general handbook.

The University Library offers a range of online resources which provide information on referencing appropriately and avoiding plagiarism. Their comprehensive support can be found here: http://www.librarydevelopment.group.shef.ac.uk/
The library also has information on reference management software
http://www.shef.ac.uk/library/refmant/refmant.html

The **English Language Teaching Centre** operates a **Writing Advisory Service** through which trainees can make individual appointments to discuss a piece of writing. This is available for all trainees, both native and non-native speakers of English.
http://www.shef.ac.uk/eltc/services/writingadvisory

5.9: Assessment Word Allowance

Written Assessments
Each written assignment has an allocated word allowance. All words (including names and dates for references) from the first word of the introduction to the last word of the conclusion constitute the word count. Title pages, appendices and reference sections are not included in the word count. Please note:

- Candidates are required to state the number of words they have used. This information must be given on the title page.
- Measures will be introduced to check the accuracy of candidate statements. These will include checks during marking and moderating.

Presentations
Each assessed presentation has a time allocation and your presentation will be timed by the assessor. Depending on the time allowed, there will be a minute or so lee-way. The assessor will warn you when you are nearing the end of your time allowance (how this will be done will be agreed before the assessment starts). Once your time runs out, you will have to stop and the presentation will be assessed on what has been presented.

Exams
Exams have a strict time allowance which is monitored by the official invigilator. Once the time has been reached for the exam you will be asked to stop. Some students may have additional time

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allocated as advised by DDSS or occupational health. If you require additional time, then please seek advice from DDSS, occupational health.

Further information is given on the School of Nursing & Midwifery Assessment Allowance policy in the general handbook. This also gives details of penalties awarded for breaches.

5.10: Submitting Written Assignments

The School of Nursing and Midwifery uses the 'Turnitin' system via MOLE for the submission of assessed coursework. This means that you need to submit electronic copies of your work, the instructions for submission can be found by going into the assessments section of your unit on MOLE. Staff can then use this system to check for similarity to other submitted or published works. The system is not a substitute for personal scrutiny of your work; it simply acts as an alert (for example, by identifying large passages of text that match text from existing sources).

Before submitting your work please read the 'checklist prior to submission' which will remind you of all the presentation details and things of note you need to attend to prior to submission.

You are required to use the following general guidelines:
- Submitted work should have an Assignment Cover Sheet, this can be downloaded from MOLE.
- All assignments must be submitted by 1500 on the hand-in date stated in your unit handbook.
- You should make sure that all essential information is entered on the Assignment Cover Sheet:
- Your student Registration Number (do not put your name on the assignment)
- Date of Submission
- Unit Code and Title
- Unit Lead
- Word count
- Indicate whether it is a first or second attempt

Late submissions will be deemed a fail.

ISSUES OF NOTE IN PRACTICE

Uniform Policy/Dress Code

You will be required to comply with your employer's Uniform Policy whilst in practice, learning experiences requiring the wearing of a uniform. This Policy must be read in association with local Trust Hospital Policies and where variation occurs Trust Policy must be followed. You must wear the correct uniform whilst on duty. Your cultural beliefs will be taken into account regarding the wearing of uniform (this may need to be discussed with the individual employer and placement provider concerned) although health, safety and clinical rules and regulations must be followed at all times.

Limitations of Practice
Within the turbulent and rapidly developing service delivery arena, it is inevitable that at times you will be asked to engage in aspects of care delivery that could be seen as beyond your usual scope of practice. At such times, it is incumbent on you and your Practice Supervisor to seek guidance from the Learning Environment Manager, Clinical Educator, Programme Lead.

You should not undertake any activity in clinical practice that you have not been trained for.
You need to recognise your own limitations and seek knowledge, understanding and training before

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carrying out any activity. Please refer to **Appendix 1** for action to take if asked to do something beyond your capabilities that causes concern.

5.11: Confidentiality

In practice, this is a matter of great concern for all those engaged in health care. During your studies, especially on your practice learning experiences, you must respect the confidentiality of all the information that you acquire. Your teachers and supervisors will give you specific guidance on dealing with confidentiality and your obligations in relation to it, at various points during the programme. The general principle to be applied in the early stages of the programme is: **"share information only with those it belongs to and those authorised to have it"** - and if in any doubt, ask a teacher or designated nurse supervisor for advice before sharing.

YOU MUST NOT DISCUSS YOUR CLINICAL EXPERIENCES ON SOCIAL NETWORKING SITES. THIS MAY LEAD TO DISCIPLINARY PROCEDURES.

Please see:
https://www.nmc.org.uk/standards/guidance/social-media-guidance/

Confidentiality in Assessments

Individuals and institutions should not be named in assignments, neither should data be collected from patients, relatives or staff for assignments unless it is a requirement of the unit and appropriate approval has been granted.

Information that is not in the public domain, that identifies individuals or institutions or that is subject to copyright should not be included in appendices. Should this occur, the work will be returned to the apprentice trainee and will require resubmitting with the identified information removed. Please see the School of Nursing & Midwifery policy in the General Handbook

Maintaining Confidentiality of Your Personal Details

The School maintains manual and computerised records of your progress that contain information personal to you. These records are kept in a secure state and can only be accessed by authorised personnel. You have the right to view your personal records under the General Data Protection Regulation (2018) and Data Protection Act (1998) and in accordance with University regulations.

Please remember that you **MUST** inform the School of Nursing and Midwifery (the Programme Coordinator at your theory base) of any changes to your personal details, including change of name or address.

5.12: No Smoking Policy

All NHS, University and School premises are designated no smoking areas. No Smoking notices must be observed at all times. Assistance with stopping smoking is available from the health services mentioned above.

5.13: Health and Safety at Work

All staff are required under the Health and Safety at Work Act to report hazards of which they become aware. You should report these to the Programme Co-coordinator when in the School and to your supervisor or the facility management during a practice learning experience.

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All accidents occurring on NHS, School or practice learning experience premises of any kind must be reported to Departmental Health and Safety Officer (your Programme Coordinator will tell you who this is) and the relevant documentation completed. Failure to report an accident promptly may affect any subsequent claim you may have.

On many occasions during your time on the programme you will be faced with situations in which risks to your personal safety will be increased. Those in direct connection with the programme may include travelling to and from placements and places of residence at unusual times of day or night when shifts start or finish. Specific guidance in relation to this matter will be offered early in the programme, but it is essential that from the outset you recognize your responsibility for your own personal safety and take appropriate measures.

For practical advice about Personal Safety and Security, refer to the following websites: http://www.sheffield.ac.uk/trainees/news/stay-safe-1.373958 and http://www.sheffield.ac.uk/security/advice/personalsafety .You are advised not to take large sums of money or valuable possessions into School or practice placement premises.

Losses should be reported to a member of the School staff or, if on a practice placement, to the local security personnel. The School does not accept liability for any loss of or damage to any personal property.

5.14: Infectious Diseases – General Advice

During your programme you will encounter situations where there is a significantly increased risk of exposure to infectious diseases. It is critical that you learn the implications of this for your health and the potential consequences for your studies.

Further information and guidance on this subject will have been given in pre-programme information and may be obtained at any time from the health services mentioned above. Any requests from Occupational Health to attend appointments should be adhered to.

When allocated to practical placements it is vital that you are familiar with and understand the particular local infection control requirements in order to protect yourself and others. Your supervisor will give you practical advice on this matter, as will the local guidance documents related to that particular placement.

Night Duty

The Nursing and Midwifery Council require students to experience 24 hour care. As part of clinical practice experience, all students are required to undertake a period of night duty. Students are required to undertake and record a minimum of 48 hours night duty undertaken during the 3 year programme.

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SECTION 6. QUALITY ASSURANCE/EVALUATION

Throughout your programme, you will have formal and informal opportunities to express your individual perception of the quality of your academic and practical learning experiences by means of an evaluation system. You are encouraged to comment on the effectiveness of teaching and clinical supervision and support in clinical practice and these opinions form an important part of the programme monitoring and review process.

The evaluation strategy is based on the belief that all involved in the programme, whether you, the clinical or teaching staff, or visiting speakers should be enabled to contribute to its development. The mechanisms for internal monitoring and evaluation of your programme are carried out under the direction of the Programme Leader and include the following:

- Formal and informal opportunities to express your individual perception of the quality of your academic and practical learning experiences
- Evaluation of the effectiveness of teaching and clinical supervision and support in clinical practice. These opinions form an important part of the programme monitoring and review process (Teaching Quality Assessment Strategy/Educational Audit).

You are encouraged to be honest and provide constructive feedback. You should only raise sensitive issues from practice if you have first addressed them with the appropriate clinical staff. It is inappropriate for you to bring such issues to the attention of teaching staff without being prepared to deal with them in a professional manner within the clinical area. **However,** if you have concerns about aspects of practice, conduct of staff, health and safety issues, care of people then you will need to follow the mandatory training you have had in 'Raising & Escalating Concerns' and follow the School of Nursing & Midwifery/employers/placement provider policy that you have been taught as mandatory training. Details are also found in the General Handbook.

If you have cause to make a formal complaint about your degree programme, please follow the University procedure at http://www.shef.ac.uk/ssid/procedures/

Whilst you are a student, you will have opportunities to evaluate the quality of your programme of study and its individual units. Student evaluation is an essential part of assuring the quality of departments' provision and provides us with essential feedback on your experiences of your programmes of study.

All programme evaluation is subject to university policy. Course evaluation is conducted formally at the end of each unit. Evaluations are collected to form part of a report that is submitted to the Board of Studies which meets annually and make recommendations based on the findings. The following issues are usually addressed:

- Teaching and Learning support
- Module Content
- Assessment and Feedback
- Overall satisfaction

We will endeavour to provide you with feedback on the issues that students have raised through the evaluation process and how we are addressing these. It is important that we receive a good response rate to student evaluations, as your feedback is an essential part of helping us to maintain the quality of teaching and learning provision, and may benefit you and future students. Quality reviews of departments' teaching and learning consistently demonstrate ways in which student feedback often does lead to changes being made to units and programmes.

You may wish to nominate/elect a representative to discuss issues at a Board of Studies (See 3.1.6). Management of evaluation is reported form Boards of Studies to the Staff Student Committee and the School Learning and Teaching Committee. It also reported to the University through the Annual Reflection of the Faculty of Medicine, Dentistry and Health.

In addition to theory, you will also be expected to contribute to the evaluation of clinical placements and you will be offered:

- Formal and informal opportunities to express your individual perception of the quality of your practical learning experiences
- Evaluation of the effectiveness of teaching and clinical mentorship and support in clinical practice.

These opinions form an important part of the programme monitoring and review process. (Teaching Quality Assessment Strategy/Educational Audit)
You are encouraged to be honest and provide constructive feedback (See Guidelines in Appendix 3).

Raising/Escalating Concerns

You should only raise sensitive issues from placement if you have first addressed them with the appropriate clinical staff. It is inappropriate for you to bring such issues to the attention of teaching staff without being prepared to deal with them in a professional manner within the clinical area. The NMC 'Raising Concerns: Guidance for nurses, midwives and nursing associates' (2018) state that, 'We recognise that it is not always easy to report concerns. You may not know how to, or you may worry that you are being disloyal, or fear reprisals from your employer's reaction. It may also be particularly difficult for those of you who work and live in remote and small communities. However, the health and wellbeing of the people in your care must always be your main concern. Raising your concern early can prevent minor issues becoming serious ones, and so protect the public from harm and improve standards of care.'   **For more information on raising concerns, please refer to the Pre-Registration Practice Placement Handbook, Appendix 4.**

SECTION 7. DECLARATION OF GOOD HEALTH & GOOD CHARACTER

Applicants are interviewed prior to being accepted on the programme using value based assessment. In addition, DBS police checks are conducted and occupational health clearance is sought. If anything should change in regards to your health and behaviour, this must be reported immediately to your employer and to the School of Nursing & Midwifery. For example if you receive a police caution, criminal conviction, or charged with a criminal offence. You should also inform the School if you are subject to disciplinary action in any other employment in which you are engaged. Failure to do so will be regarded as concealment, which is not compatible with professional values and associated with dishonesty. Failure to inform the Programme Leader of the above may lead to disciplinary action within the University as well as with your employer. The nature of the offence will determine the action taken but this will need to be discussed with your employer.

At the end of year one (Unit 2) and year two (Unit 4) you will be required to sign a 'good health & good character' form to indicate whether there is anything changed regarding your DBS status or your health. Omissions and inaccuracies declared on this form will be regarded as concealment, which is not compatible with professional values and considered dishonest behaviour.

At the end of your programme, the Programme Lead will need to declare to the NMC that you have Good Health and Good character. This is required in order for your name to be added onto the

professional register. This is **in addition** to you passing all other requirements and assessments of the programme.

SECTION 8: CLASSROOM ETIQUETTE

The recording of lectures is only permitted in certain circumstances. Please use the form in Appendix 7 to negotiate this with the lecturer responsible for the session(s) you wish to record.

Mobile phones and computers must not be used to record lectures.

SECTION 9: CAREER ADVICE

As members of the University of Sheffield, all students in the School of Nursing and Midwifery have access to the full range of support offered by the University Careers Service, which is based on the main university campus on the corner of Glossop Road and Durham Road, next to the Trainees' Union: 388 Glossop Road, Sheffield S10 2JA, Tel: 0114 222 0910.

Although you are currently in employment, you may still wish to discuss career opportunities and future job applications. The range of help offered includes:

- Access to careers information e.g. on occupations, employers, postgraduate study, career management skills in the Careers Service Information Room.
- Take away leaflets on a variety of issues including career planning, making applications, job search, and interview preparation.
- The Careers Service website 'Directions' **http://www.shef.ac.uk/careers** provides a range of general information trainees. 'Nursing Directions' contains specialist information for nurses and midwives.
  http://www.shef.ac.uk/careers/trainees/worktypes/nursing/
- Individual advice, guidance and support as appropriate to trainees. This might be to discuss future career plans in more detail, for help in preparing for job interviews or to offer assistance to trainees who have specific concerns e.g. programme change queries, the impact of a disability/health problem on future employment.
- Access to a range of career planning programmes such as Prospects Planner, available through all networked computers across the University and employer videos.
- Careers Service events and workshops, as well as employer presentations (full information is available from the 'events' section of 'Directions'.
  http://www.shef.ac.uk/careers/events

Section 10: REGISTERING YOUR AWARD WITH THE NMC

Important:

Please note that following successful completion of the BMedSci (Hons) Nursing (Adult) degree, you will have 5 years in which to register your award of Registered Nurse (Adult) with the NMC.

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If you fail to register your qualification within 5 years you will need to undertake additional education and training or gain such experience as is specified in the NMC standards in order to register as a Registered Nurse with the NMC.

APPENDIX 1: LIMITATIONS OF PRACTICE

Within the turbulent and rapidly developing service delivery arena, it is inevitable that at times you will be asked to engage in aspects of care delivery that could be seen as beyond their usual scope of practice. At such times, it is incumbent on you and your clinical supervisor to seek guidance from the School of Nursing & Midwifery.

It is not appropriate to closely define and delineate what is or is not seen as acceptable practice, but members of the School of Nursing and Midwifery can give appropriate and legitimate advice when required to do so, using the following guiding principles:

- Check the Assessment of Practice documentation. Students should perform in practice to a level of proficiency consistent with that is described within the programme assessment information for the part of the programme they are undertaking.

- If, having done this, there remain areas of uncertainty then staff should consult with the Placement Leader with a view to establishing a greater degree of clarity.

- In the event that ambiguity remains, seek the view of the Director of Professional Programmes which should be accepted as definitive.

Students are advised not to undertake any activity in clinical practice that they have not been trained for. Students need to recognise their own limitations and seek knowledge, understanding and training before carrying out any activity.

APPENDIX 2: REFLECTION ON PRACTICE
Guidelines for Reflection on Practice Aims

Reflection on Practice
  To:
- Provide you with the opportunity to constructively reflect upon your clinical experiences Facilitate the strengthening of links between the theory and practice of nursing
- Enable you to critically reflect upon your integration into the multi-professional team, in a safe environment supported by clinicians and lecturers
- Enable you to critically analyse the nature of the learning environment
- Enable you to critically evaluate your personal integration into the nursing and inter- professional team
- Provide you with the opportunity to enhance your skills in portfolio development
- Provide you with the opportunity to enhance your skills in reviewing collated evidence and identify areas of personal growth and limitations
- Enable you to develop the skills of creating a professional portfolio for continued professional development and lifelong learning

Achieving the aims

A variety of mechanisms could be used and we would encourage you to undertake a combination of the following approaches to maximise your learning.

- Reflect upon what you have learned during your clinical experiences and document these experiences
- Reflect upon your personal growth and development recognising your strengths and limitations. Develop learning objectives which will address your areas of weakness and enhance your areas of strength
- Reflect upon how you are achieving your competencies/ outcomes identifying key knowledge, skills and attitudes
- Develop action plans to provide a basis for discussion with your supervisor
- Reflect upon the theoretical input prior to your clinical experience and identify links between the theory and practice of nursing
- Reflect upon and document your experiences which contribute to the achievement of EU outcomes
- Prepare material which can be utilised in the timetabled reflection sessions
- Write a personal action plan to address personal learning needs

Evidence of learning

Record your personal learning in your portfolio as evidence of personal and professional development. This evidence should be utilised during the timetabled reflection session at the end of each Unit and may also contribute to your end of Unit interview with your personal tutor. You should also be prepared to share this evidence with your supervisor/ assessor if you are asked to do so.

APPENDIX 3: YOUR PERSONAL TUTOR

By the end of the first week of the course you should have been given the name of your personal tutor.

The role of your personal tutor typically includes the following:

- Being an important port of call for you for general academic advice on matters such as personal academic achievement.
- Monitoring your overall academic performance and offering you appropriate guidance. (c)Signposting services that you might access to support your further development. (d)Encouraging you to become a reflective learner, to engage in Personal Development Planning and to give timely consideration to your career plans and other future aspirations.
(e)Ensuring that meetings/opportunities for discussions are arranged at appropriate intervals and that you have the necessary staff contact information.

You first tutorial meeting usually takes place during the first two weeks of the course.

What should the first tutorial cover?

- **The role and purpose of personal tutorials**

Your personal tutor should explain that their main role is to help you with academic achievement and personal development and also to help you address any problems that you may have.

- **Clarify expectations**

Your tutor will explain how the personal tutorial system operates in the School, share contact information, and explain their personal preferences, expectations and boundaries in relation to how they conduct tutorial arrangements. For example some tutors may be involved in research and may not always be in Barber House Annexe on the days you are attending whilst others will usually be in their office when you are around.

- **Getting to Know You**

Your tutor will probably ask you general questions in order to get to know you such as where you are from, and what hobbies or interests you have. They might also ask you whether you have any specific worries (how to reference is a common one) or whether you have any problems or conditions which might affect your study (e.g. you might get anxious in certain situations).

- **Answering your questions**

At the end of the meeting your tutor will invite questions in order to clear up any remaining issues e.g. about the course, whether there is anything that you are anxious about with respect to being a trainee; and so on.

Your personal tutor is there for YOU, to offer support and advice throughout the programme. As a minimum, you are required to meet with your personal tutor at the beginning of the programme and then towards the end of each unit. This is the minimum amount of contact required but many trainees will meet their tutors more frequently than this. Your personal tutor will write your final course summary which is used as your reference so it is a good idea to get to know each other before then!

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APPENDIX 4: Written Permission to Audio Record Lectures

Student Nurse and lecturer to complete Parts A and B together:

Trainee's name……………….   Date of Lecture………………………

Course…………………………   Lecturer's name……………………

A: Learning need

I have provided evidence that I have a formally recognised learning need including a recommendation that my learning would be supported by me audio-recording lectures
OR
I request permission to record this lecture because English is not my first language and my learning would be supported by me audio-recording lectures

B: Agreement

Tick one option

- I agree that the audio-recording of this lecture is for my own personal educational use.

- I agree that I shall not share this recording with anyone else. This includes other trainees or sharing via social networking sites.

- I agree that the audio-recording I make of this lecture will be kept securely by me and deleted once I have finished using it for my own educational purposes.

- I am aware and agree that any breach of this agreement will be reported by the School of Nursing and Midwifery to the University of Sheffield for consideration of appropriate disciplinary action.

Signature of trainee	
Date	
Signature of lecturer	
Date	

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