MMedSci Nursing with Registration as an Adult Nurse

October 2011 NMC Curriculum

STUDENT HANDBOOK

26th November 2018
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.

*Dr Tracey Moore*
*Head of Department*
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INTRODUCTION

Welcome to the School of Nursing and to the Pre-registration MMedSci in Nursing Studies (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 alongside the University of Sheffield general student handbook.

This programme is different from other programmes in the University which generally do not have a vocational element to the same extent as your programme does. 50% of your programme will be spent in your future work environment where you are expected to engage with the work that takes place there. You are obliged 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 and your annual leave will be at different times to 'traditional' students.

In addition, this is a 2 year programme leading to eligibility to register with the UK Nursing and Midwifery Council (NMC). Whilst the NMC normally require a pre-registration programme to provide 4600 hours of training, because of your prior experience and learning, your programme lasts 3300 hours. This means that you have had to demonstrate that you already have 1300 of prior experience and learning. Documents will have been provided to ensure you demonstrate that you meet this important requirement of the programme regulations prior to your interview. You will also be expected to keep a further record of your experience and learning as part of your portfolio of learning.

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. It has been produced in good faith but changes will inevitably take place in the School and the University and some information we provide now could become out of date during the time you are a student on the programme. We undertake to inform you of any changes as quickly as possible. Please consult your email account regularly, as well as the notice boards within the School.

Most importantly, we are looking forward to working with you.

Kind regards

The Programme Team
1.1 THE UNIVERSITY OF SHEFFIELD

The School of Nursing and Midwifery is part of the University of Sheffield 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 Union of Students, 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 Union of Students and of a shared commitment to maintaining and enhancing excellence in the educational experience of students at the University.

1.2 THE SCHOOL OF NURSING AND MIDWIFERY

The School of Nursing and Midwifery was integrated into The University of Sheffield in 1995. It aims to combine research activities with the delivery of undergraduate, 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.

1.3 COMMUNICATION

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.

As part of your registration the University provides you with a computer account which gives access to computing facilities, library services and student information.

If CICS judge that you are a new student with the University, they will issue you with a CICS pack early in your first unit. This gives you a username, a password, and a brief guide to logging on to your account and to some of the services available.

Your account and CICS Pack need to be kept current and you should keep them safe until you have finished your programme. If you lose your account details, or if CICS have not sent you a pack, you will need to go to the CICS Centre in Hounsfield Road with your UCard to arrange a new account. Alternatively you can ring extension 21111 (0114 222 1111) to try and arrange a new account.

1.3.1 EMAIL

All University staff have an email address which can be found in the University telephone directory on the network. All students are automatically given University of Sheffield email addresses (Google mail) at the start of their programme.

You can access your mailbox through any computer connected to the internet anywhere in the world. As a student of this University you have free access to this system; and to the World Wide
Web, through desktop computers and terminals located in all University libraries and open access IT facilities such as the Information Commons on the main campus, which is open 24 hours a day almost all year round including holidays.

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

When contacting clinical areas/university staff you must only ever use your university email account.

1.3.2 MY SERVICES

It is not essential that you have your own computer at home but you will find it much easier if you have access to a computer in a place that you can study. It is likely that you will want to access information held in the secure areas of the University website and therefore will benefit from internet access.

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 MY SERVICES. This provides you with a method of accessing relevant programmes, your own file store and to items specific to your Programme. It has ‘groups’ facility to aid online collaboration.

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 Email from anywhere in the world
- Locate free computers on campus that you can use

1.3.3 MOLE

MOLE is ‘My Online Learning Environment’ – the virtual learning environment used by the University of Sheffield. You may well have encountered something similar on your degree course as MOLE is based on Blackboard/WebCT, so if either of these (or other systems like Moodle) are familiar to you, you will understand how it works.

Some distance learning courses are taught in an entirely online fashion using MOLE 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 MOLE works and what it contains.

1.3.4 INFORMATION COMMONS
The Information Commons is a recent exciting addition to the range of services available to our students. It offers the ultimate workspace for students, has over 500 computers, holds 100,000 books and has everything you may need to help with your studies. Key features include: open 24 hours a day, 7 days a week, group study rooms, silent study areas, a 72 seat internet café, self service book issue and return machines.

Further information can be found on www.sheffield.ac.uk/infocommons

<table>
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<tr>
<th>1.3.5</th>
<th>COMPUTING SERVICES: <a href="http://www.sheffield.ac.uk/cics">http://www.sheffield.ac.uk/cics</a></th>
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Any difficulties accessing your email 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 email address is helpdesk@sheffield.ac.uk.

IT and computer skills are essential in all areas of study and work. You may receive some help with these as an integral part of the course but there is also a wide range of courses and services provided by the University, details of these can be found at the Student Services Information Desk (SSiD) www.shef.ac.uk/ssid/. As well as dealing with a wide variety of student related questions and helping students and their supporters find their way to the appropriate specialists, SSiD provides a number of key administrative services.

<table>
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<tr>
<th>1.3.6</th>
<th>CLINICAL SKILLS: <a href="http://www.shef.ac.uk/aume/clinical_skills">http://www.shef.ac.uk/aume/clinical_skills</a></th>
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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](http://www.shef.ac.uk/aume/pae_dept) will often be involved in the sessions.
2.0 STRUCTURE AND MANAGEMENT OF THE PROGRAMME

2.1 THE PROGRAMME TEAM

The programme is based in the School of Nursing and Midwifery in the Faculty of Medicine, Dentistry and Health at the University of Sheffield. The School's address is:

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

In undertaking the MMedSci Nursing Programme you will be engaging with a group of academics who will facilitate your professional growth, development and learning in a most supportive environment. The breadth of their experience brings a stimulating blend of academic and clinical expertise to the programme and aims to provide you with an enjoyable and inspiring educational experience.

2.1.2 BACKGROUND TO THE PROGRAMME

The MMedSci Nursing was developed by the School of Nursing and Midwifery in 2018 after running a very successful Postgraduate Diploma nursing programme since 2009. This was in response to a period of sustained reform of UK health services. Shifting patterns of disease and population demographics 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.

The purpose and importance of nursing within this complex and evolving health care system was and still is, clearly described in all key policy documents (DoH 2007, DoH 2008, NMC, 2010; 2018). 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). This programme was developed in response to these current and imminent changes.

The MMedSci Nursing aims to prepare you for the complex world of health care practice and to be able to tolerate 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 attention 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.

Care pathways across a range of clinical specialities and population groups are emergent features of the New NHS (Kings Fund 2008). With care delivery becoming increasingly focussed 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 Primary Care Trust 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 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

The team have developed the programme within a framework that supports and values the following attributes to which nurses in all fields of practice should aspire:

<table>
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<tr>
<th>Holistic Knowledge and Practice</th>
<th>Synthesis of knowledge and the available evidence from a wide range of nursing and related theory and clinical practice experiences, with the aim of providing optimum quality of care for patients/clients and their significant others. This includes the ability to work effectively as a member of the inter-disciplinary team.</th>
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<tbody>
<tr>
<td>Saliency</td>
<td>Assessment of the needs of patients/clients and their significant others in a way that facilitates their participation in the care process and ensures that plans of care reflect their priorities and best interests.</td>
</tr>
<tr>
<td>Knowing the Patient</td>
<td>Respect for patients/clients and their significant others, valuing their life histories, their perspectives as experts in their own health career, and involvement as partners in the care process.</td>
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<tr>
<td>Moral Agency</td>
<td>Nursing care should be provided within a framework of sound ethical and legal principles, anti-discriminatory practice and the empowerment of patients/clients and their significant others.</td>
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<tr>
<td>Skilled Know How</td>
<td>Holistic, proficient and adept nursing care that encompasses excellence in clinical and inter-personal skills.</td>
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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 critically engage in current research, policy and practice in the field of Adult nursing and develop a range of clinical skills and knowledge commensurate with entry to the professional register.

2. To enable students to critically appraise and evaluate the theoretical and empirical elements of nursing, developing academic skills linking theory to practice

3. To provide an environment which develops students’ leadership and problem solving skills in contemporary health care settings.

### 2.1.5 PROGRAMME LEARNING OUTCOMES

Learning outcomes are structured around four key themes: professional and ethical values and behaviour, recognising and responding to care needs, the organisation of health and social care, health and wellbeing, and accessing, retrieving, evaluating and applying information, and have been developed to reflect the standards for pre-registration nurse education: Professional Values, Communication and Interpersonal Skills, Nursing Practice and Decision Making and Leadership, Management and Team-working (NMC 2010).

#### Knowledge and understanding:

- **K1** Critical and reflective knowledge and understanding of ethical and legal frameworks on the provision of anti-discriminatory and fair practice
- **K2** Critical and reflective knowledge and understanding of the impact of professional, political and national/local health service policies on the nature of nursing practice and care delivery
- **K3** Critical and reflective knowledge and understanding of the application of theory that informs the nursing care of patients within a range of health care settings
- **K4** Critical and reflective knowledge and understanding of the nursing contribution to inter-professional working and organisational leadership
- **K5** Critical and evaluative application of problem solving techniques in theory and practice
- **K6** Critical and reflective knowledge and understanding of care management in a range of settings
- **K7** Critical and reflective knowledge and understanding of professional accountability
- **K8** Critical and reflective knowledge and understanding of the best available evidence in the delivery and management of nursing care
- **K9** Critical and evaluative knowledge of the application of research methods
Skills and other attributes:

S1  Locate, review and reflect upon relevant literature and policy through synthesis of research and its impact upon practice and develop coherent evidence based arguments

S2  A high level of competence in communication and interpersonal relationships, in both patient care and classroom setting

S3  Ability to deal with complex issues systematically and creatively, make informed judgements and communicate conclusions clearly

S4  Apply relevant knowledge to a range of situations related to needs assessment

S5  Deal with issues systematically and creatively, making sound judgements in assessing, planning, implementing and evaluating nursing interventions, and have the ability to manage change

S6  Posses the professional attitudes that accompany their practice and that they adapt their behaviour appropriately to a variety of user groups

S7  The ability to take initiative in managing a nursing service, assume responsibility and be accountable for their professional nursing practice

S8  An enhanced ability to evaluate empirical and published information and produce original written reports and assignments and to plan realistically to meet these needs

S9  An enhanced ability to identify own learning needs and to plan realistically to meet these

S10  Critical development of lifelong skills for learning

S11  The ability to articulate critical understanding of the professional standards and requirements of registered nurses.

S12  A high level of competence in the organisation of portfolio work and management of their own time and work.

2.1.6 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 time frame in which they can/must be undertaken.

The Regulations for programmes in the School of Nursing and Midwifery can be found at: http://www.sheffield.ac.uk/calendar/regs

These should be read in conjunction with the general regulations at: http://www.sheffield.ac.uk/calendar

The regulations for NURt112 MMedSci Nursing (Adult) programme can be found at: https://www.sheffield.ac.uk/programmeregulationsfinder/programme?code=NURT112&org=SHEFFIELD&start=01-Aug-2018&moa=FT&year=2018

The specifications for the programmes delivered by the School of Nursing and Midwifery contain information on the aims and learning outcomes along with the teaching and assessment methods. These can be found at: http://www.shef.ac.uk/calendar/progspec/nur

Your programme code is NURT112
The MMedSci Nursing is run on a full time basis and lasts 105 weeks, 50% of which are spent in clinical practice. It comprises four practice-centred units of learning and includes seven weeks annual leave in each of the two years. (Leave must be taken as prescribed in the plan of training. Limited opportunities exist for variation and therefore only in very exceptional circumstances will the plan be altered).

The Programme consists of three parts/four units:

**Part One** is made up of one unit of learning intended to introduce you to nursing and health.  
**Part Two** comprises Unit 2 and Unit 3. These look at acute/critical care and long term care environments.  
**Part Three** is Unit 4; this prepares you for the management and organisation of care.

Details of all units can be found in Appendix 11

You will not be allowed to proceed 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 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 4 is successfully completed and your results ratified by the board of examiners.

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; and 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.

**UNITS OF LEARNING**

<table>
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<tr>
<th>PART 1</th>
<th>Unit 1</th>
<th>Foundations in Health and Nursing</th>
<th>30 credits</th>
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<tr>
<td>PART 2</td>
<td>Unit 2</td>
<td>Patients with acute and short term needs</td>
<td>30 credits</td>
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<tr>
<td>PART 3</td>
<td>Unit 3</td>
<td>Patients with long term conditions and complex needs</td>
<td>30 credits</td>
</tr>
<tr>
<td>PART 3</td>
<td>Unit 4</td>
<td>Transitions to practice: Managing and organising care</td>
<td>90 credits</td>
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Diagram 1: PROGRAMME STRUCTURE AND STUDENT SUPPORT INFRASTRUCTURE

PART 1

Unit 1 Foundations in Health and Nursing 30 Credits
450 hours theory and 450 hours practice
The first unit of the programme is designed as generic to all nurses in that it lays the foundations for many skills required in contemporary, professional nursing practice across all fields of nursing including Mental Health, Learning Disability, Mother and Child and Child as well as Adult. Each of the topics is addressed from a generalist and field specific view thus giving a broad and applied introduction to the study of nursing. This unit will include opportunities for you to study and begin to critically appraise the evidence base for nursing practice and to engage and reflect on its application during a linked, supervised clinical practice learning experience in the context of primary care. Opportunities to follow the patient’s journey will be provided to you so that you can begin to understand the complex interface between primary and secondary care services. You will also be encouraged and enabled to begin developing the skills of integrating the eclectic nature of nursing theory to practice so that you may care for the individual in and during the health encounter.

If you successfully achieve the practice outcomes for Part 1 of the programme, you will be given the opportunity to negotiate a period of focused clinical practice during the last two weeks of Unit 1 (weeks 21 & 22). This will allow you to enhance your knowledge and understanding of a particular
The area of your practice learning experience. (Students who fail to meet the required standards will utilise this period of time as part of a second attempt.)

Whilst not summatively assessed, this negotiated experience is seen as integral to enhancing your personal and professional development. You will be expected to organise the practice experience focussing on a specific aspect of practice/care/specialism/role in negotiation with your clinical mentor.

If you successfully complete all the assessment elements of Part 1, you will be permitted to move to Part 2.

**PART 2**

**Unit 2 Patients with Acute and Short Term Needs**

30 Credits

375 hours theory and 375 hours practice

The second unit of the programme is designed to enable you to critically develop your understanding of the evidenced based principles which underpin short term, acute and critical care nursing and interventions in a secondary care context. It offers a critical examination of the fundamental and specialist knowledge, skills and attitudes required of the nurse in the fields of medicine and surgery and you will be afforded opportunities to examine the nurse's role and contribution within the multi-disciplinary team. The unit will address issues raised in contemporary national and professional policy initiatives in relation to quality and diversity agendas. Practice learning experiences will centre around acute and critical surgical/medical care pathways and opportunities will be provided for you to care for patients undertaking a range of these.

During this practice learning experience you will be offered the opportunity to undertake a three week critical care practice learning experience in either, Accident and Emergency, Coronary Care, Intensive Care or Theatres.

**Unit 3 Patients with Long Term and Complex Needs**

30 Credits

375 hours theory and 375 hours practice

The third unit of the programme is designed to ensure you are able to synthesise knowledge from a range of perspectives and disciplines in order to provide proficient and holistic professional nursing care to adults with long term conditions and complex needs. It will be underpinned by the National Service Frameworks, relevant components of the Benchmark Statement for Nursing and national and local policy directives. The unit offers a dual practice learning experience in both Primary Care and Secondary Care contexts to actively facilitate skill development in multi-agency, multi-professional working. In this Unit you will gain experience in patient case management under the direct supervision of a clinical lead whilst working in areas such as rehabilitation, intermediate and continuing care services, rapid response teams, stroke outreach, palliative care, oncology or a hospice.

Students will submit assessment of practice documentation at week 69. Any students failing this element of the programme will utilise the remainder of the practice learning experience and weeks 71 and 72 as part of their second attempt.

If you successfully complete all the assessment elements of Part 2 you will be permitted to move to Part 3.
PART 3

Unit 4  Transitions to Practice: Managing and Organising Care  90 Credits
450 hours theory and 450 hours practice
The fourth unit of the programme is designed to ensure that you are able to synthesise knowledge from a variety of leadership and management theory and health care practices in order to deliver effective professional nursing care and management to a variety of patients in the Primary or Secondary Care Context of your choice.

In this unit you will continue to case manage those patients identified in Unit 3 under the supervision of a clinical lead (as described in the next section).

By the end of the programme you must have acquired 1650 theory and 1650 hours practice. This along with the 650 hours theory APEL and 650 hours practice APEL makes up the 4600 hours required for registration with the NMC as an adult nurse.

The relevant unit outcomes can be found at Appendix 11
The overview of the units and indicative content can be found at Appendix 14

Diagram 2: Developing Competence in the MMedSci Nursing programme
Unit 1 is undertaken in a Primary Care Context where you will be introduced to key concepts of Primary Care and Public Health. You will be placed within an established team of practitioners; you will work alongside a district nurse/community matron under direct supervision, and through the planned opportunities provided, begin to gain an understanding of how the NHS and health and social care interrelate and function. During this practice learning experience you will be required to support four patients/family/significant others on their journey across the health community and critically examine key aspects of the patients engagement within the multi-agency and multi-professional services.

Unit 2 is undertaken within a Secondary Care Context where you will be introduced to acute and critical care interventions and management. You will continue to build upon those experiences and competencies obtained in Unit 1, developing increasing proficiency in delivering holistic nursing care in a highly technical practice environment. During this practice learning experience you will work under the guidance of a first level nurse and you will be required to actively participate in four patient care pathways. Involvement in the care pathways will enable you to gain further insights and understanding of the patients’ health experience, further accommodate your clinical and procedural skills development and benefit from opportunities for involvement in inter-professional team working and clinical decision making.

On successful completion of this unit you will be given the opportunity to indicate where you would like to work in your final unit on the Programme (Unit 4). In providing you with a choice it is anticipated that subsequent practice learning experience opportunities will enable you to maximise your understanding of the health care context/organisation you have chosen and the extent to which an understanding of the organisation enables you to expand and increase your professional competence. In this unit, you will also undertake specific summative assessments in numeracy and aseptic technique as identified in the assessment documentation.

Unit 3 offers a dual practice learning experience: six weeks in a Primary Care context and six weeks in a Secondary Care context, focusing on the management and care of patients with long term conditions and complex needs. A rich practice experience is offered to enable you to demonstrate your increasing competence and knowledge in working within health care and across health agencies. With the support of a first level nurse you will be expected to take increasing responsibility for care organisation and management and this will be reflected in undertaking a case management workload of four patients.

Where possible the sequence of the practice learning experience will be planned to reflect your final practice learning experience choice i.e. if you have chosen your final placement to be undertaken within Primary Care then the first six weeks of Unit 3 will be undertaken in Secondary Care, followed by a further six weeks in Primary Care. Unit 4 will then offer a continued experience in a Primary Care context.

Unit 4 is the final unit of the programme and you can choose either a Primary or Secondary Care setting as your practice learning experience area. The focus of this unit is on leadership and management skills and you will be required to demonstrate these attributes during your care delivery, management and co-ordination of services for the patients within your care. With minimal support of a first level nurse you will be expected to engage actively as a member of the multi-disciplinary team, demonstrating strong co-ordinating, leadership and management skills to ensure that the required care and services are received by the patients in your care. Importantly, in retaining those patient cases agreed in Unit 3 these will afford you opportunities to consolidate your inter-professional, inter-agency working practices.
2.2 TEACHING AND LEARNING

The principal aim of the MMEdSci Nursing learning and teaching strategy is to harness the knowledge and expertise students bring to the programme in ways that empower students to accept and exercise responsibility and accountability for independent learning. With this in mind the approach to learning/teaching and assessment for your programme problem based learning (PBL). PBL is used to structure the programme in a way that confronts students with problems from clinical practice to stimulate learning. In placing the student at the centre of the learning process there is a strong emphasis on co-operative learning. PBL encourages deep as opposed to surface learning and assists students to manage unfamiliar situations, make reasoned decisions, adapt, participate in change and subsequently manage their 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 registration.

Problems will be presented to you 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 postgraduate students 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:

- 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.*
- On line learning resources through MOLE where you will be expected to engage in a range of online collaborative activities and discussions
- The compilation of a portfolio which will provide opportunities for you to reflect upon your personal encounters within the care environments in order to develop a personal theory base for professional practice

* Skills laboratory opportunities are structured throughout each unit of learning and in the latter units, the use of ‘Patients as educators’ will offer realistic simulation events.

2.2.1 SHARED LEARNING OPPORTUNITIES: COLLABORATIVE WORKING

One of the exciting features of your programme is the wide range of opportunities for inter-disciplinary, inter-agency and inter-professional working. 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 in the first and second year of 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.

### 2.2.2 MANAGING YOUR STUDY

The MMedSci Nursing 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.

301 is the University's Student Skills and Development Centre which opened in spring 2013. Based in redesigned premises at 301 Glossop Road, the Centre offers a flexible, modern space with a range of services and activities to support your skills development.

301 offers study skills and academic skills workshops and 1:1 support. More information about their services can be found at: [http://www.sheffield.ac.uk/ssid/301](http://www.sheffield.ac.uk/ssid/301)

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://www.sheffield.ac.uk/library](https://www.sheffield.ac.uk/library)

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 and links to these are in the School of Nursing and Midwifery General Handbook: [https://www.sheffield.ac.uk/snm/current](https://www.sheffield.ac.uk/snm/current)

If at any time you experience circumstances that prevent you from studying, attending the programme or submitting work you must make your Personal Tutor aware as soon as possible. Your Personal Tutor and the Programme Leader may be able to make special arrangements to accommodate the difficulties you are experiencing. We have a range of strategies to support you, but if you do need to take time out students also have the option of taking a period of Leave of Absence from the programme.

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**Leave of Absence**
Details of Leave of Absence procedures can be found within the School of Nursing and Midwifery General Handbook: https://www.sheffield.ac.uk/snm/current. The generally accepted position is that leave for up to one year may be granted for genuine personal, family, medical or financial reasons. Please be aware that the award must still be completed within the required time frame of two years.

If you require a leave of absence please submit a request form available at: https://www.sheffield.ac.uk/ssid/forms/circs outlining the reasons and length of time required to Mrs Tracey Pacan, the assessments officer, who will present it for consideration by the pre-assessment board. You should not arrange this with any other individual within the school as this will not be valid. Please email to t.m.pacan@sheffield.ac.uk.

### 2.2.3 CLINICAL PRACTICE LEARNING EXPERIENCE

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.

**Allocation of practice learning experience areas**

The School of Nursing and Midwifery has access to clinical facilities in Barnsley, Bassetlaw (Worksop), Doncaster, Rotherham, Chesterfield 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 Trust. This will normally be one of your three preferred locations that you negotiated 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.

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 contract 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. If you are allocated to an area that you think is inappropriate you must discuss this with your Personal Tutor/Placement coordinator 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 charter can be found at http://www.shef.ac.uk/snm/current/mentors/placement.html. Students are advised to familiarise themselves with this document prior to attending placement.
You will be supported by a number of individuals in clinical practice learning experiences:

- **Primary Mentor**
The allocated mentor must be a first level registered nurse whose name appears on the ‘Live Register of Mentors’. This mentor is required to assess and sign the record of assessment for each outcome/standard of proficiency and to indicate on the assessment form the result i.e. Progressing /Not Progressing, Pass/Fail for each competency statement. In Unit 4 the mentor will be prepared as a “Sign off” mentor. The mentor should be available for the student for at least 40% of the duration of the practice learning experience.

- **Associate Mentors**
An associate mentor is an appropriately qualified practitioner who accepts delegated responsibility for the supervision and support of the student in the absence of the student’s primary mentor.

- **University of Sheffield (UoS Tutor)**
The named University link who provides support to mentors and students in the practice setting.

- **Learning Environment Manager**
The person responsible for the quality of the learning environment and for liaising with the UoS Tutor.

**Uniform Policy/Dress Code**
The underlying principles of the University uniform policy (see Appendix 1) are a) patient safety and your own safety, and b) the promotion of a professional appearance. It is essential that you familiarise yourself with this policy and follow it. In most practice placements where you are required to wear a uniform this will be provided for you at the beginning of the programme and it must be returned at the end of the programme. If uniform items are not returned you will be invoiced for the full cost. If you require further replacement uniform items during the course of your programme you will be charged for them.

You will be required to comply with the University 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. All students must wear the correct uniform whilst on duty. Students’ cultural beliefs will be taken into account regarding the wearing of uniform. (This may need to be discussed with the individual Trust Hospital concerned).

**NB: You are not permitted to smoke outside trust properties/in the community whilst in your uniform**

**Limitations of Practice**
Within the turbulent and rapidly developing service delivery arena it is inevitable that at times student nurses 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 the student and their clinical assessor/mentor to seek guidance from their Personal Tutor or the UoS Tutor. (For further details see Appendix 2).

Students should not 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.
Students are expected to work the shift patterns relevant to the Trust and normally alongside their allocated mentor. This will include early, late and night shifts, and weekends.

**Supernumerary Status**
Students are Supernumerary throughout their clinical practice. For the purpose of this programme Supernumerary is defined 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 NMC (2018) [https://www.nmc.org.uk/globalassets/sitedocuments/na-consultation/standards-for-student-supervision-and-assessment.pdf](https://www.nmc.org.uk/globalassets/sitedocuments/na-consultation/standards-for-student-supervision-and-assessment.pdf)

In relation to student nurses and midwives, this means that they shall not, as part of the programme of preparation, be employed by any persons or body under a contract of service to provide nursing care. Students are, therefore, additional to the workforce requirements and staffing establishment figures. They may make a contribution to care as a student under appropriate supervision commensurate to their level of training.

The supernumerary status of nursing students is seen as driven by the student's learning outcomes. Supernumerary status therefore, allows students to develop personally and professionally to become competent practitioners. If at any time you feel your supernumerary status is being compromised please speak to the Learning Environment Manager, Clinical Link Teacher or your Personal Teacher.

### 2.2.4 QUALITY ASSURANCE/EVALUATION

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 from 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. Please see www.sheffield.ac.uk/snm/current/governance for information on governance structures.

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). 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.

The Practice Placement Quality System (PPQA) is a regional wide website run and maintained by Health Education Yorkshire and Humber (HEY&H). A section of this is available to students to view details about the clinical environment of areas before going on placement so that you know a little more about what to expect. This is also where you will evaluate each placement that you have been allocated to. Evaluations need completing within 2 weeks of leaving placement (this is the HEY&H policy) and we ensure this is done by asking you to include a copy of the evaluation with submission of your placement documentation. The site is also used to view and update placement audits and mentor updates although students cannot see this section.

2.2.5 COMPLAINTS

If you have cause to make a formal complaint, please follow the University procedure at http://www.shef.ac.uk/ssid/procedures/
2.3 PROGRAMME ASSESSMENT

The regulations for this programme of study may be consulted in the University of Sheffield Calendar, which is available at https://www.sheffield.ac.uk/programmeregulationsfinder/programme?code=NURT112&org=SHEFFIELD&start=01-Aug-2018&moa=FT&year=2018

Please see the Programme Leader or the Programme Coordinator if you would like further information.

2.3.1 SUMMATIVE/FORMATIVE ASSESSMENTS

Definitions

Summative assessment is the final assessment of a finished piece of work. This might be your mentor'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 Programme Leader will provide you with 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 date advised to you in writing. 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.

In clinical practice you will perform calculations related to the administration of medicines and patient deterioration as part of the achievement of competence. It is expected that, from Unit 2 onwards, 100% of your calculations will be correct.

Formative Assessment

In each of the units you will have the opportunity to obtain a formative assessment of the quality of your work, prior to the final summative assessment.

- Written assessments

An example of a formative written assessment could be an undeveloped version of the final assignment. This enables your personal tutor to give you constructive feedback concerning your writing style, method of referencing and the potential the work has for development into a summative assignment.
Discussion of formative work represents your only opportunity to identify weaknesses in essay writing and presentation skills prior to submission of the summative assignment. **It is strongly recommended that you take advantage of the opportunity to submit formative work and that you maintain contact with your personal tutor whilst in the clinical area.**

- **Clinical Assessment**
  The intermediate interview midway through your practice learning experience provides an opportunity for you to discuss your progress in clinical practice and affords both you and your mentor the chance to agree a plan of action to maximise opportunities for learning and for success in the final assessment of practice competence during the placement. **You are required to arrange an appointment for the intermediate interview with your mentor, allowing sufficient time for any action plan to be implemented. Please contact your UoS tutor if you are unsure of how to make these arrangements.**

The School of Nursing and Midwifery is committed to a tripartite process in clinical assessment and this will involve the student, mentor and clinical link at preliminary, intermediate and final interview stages. If the mentor has any concerns about progress, the Programme Leader will be informed and additional progress reviews may be arranged to ensure students are given every opportunity to demonstrate competence.

You will have a formative numeracy test in each unit. This will last 1 hour and be related to the calculations you will be expected to undertake in the practice learning experience. If it is identified that you are having issues with numeracy you will be referred to the unit for Maths and Statistical Help (MASH). [http://www.sheffield.ac.uk/mash](http://www.sheffield.ac.uk/mash)

- **Peer Assessment**
  As part of the formative assessment process you will be involved in the assessment of your peers. This will centre around the PBL exercises that you will complete in each unit. This will be undertaken using the documentation provided in Appendix 12. Support will be given in the use of these documents.

**2.3.2 ASSESSMENT OF ACADEMIC ACHIEVEMENT**

The QAA (2010) has determined the following requirements of master's level study i.e. that it should require students to demonstrate:

1. "**A systematic understanding of knowledge and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice**"
2. **A comprehensive understanding of the techniques applicable to their own research or advanced scholarship**
3. **Originality in the application of knowledge, together with practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline**
4. **Conceptual understanding that enables the student to critically evaluate current research and advance scholarship in the discipline**
5. **Evaluate methodologies and develop critiques of them and where appropriate, to propose new hypotheses**
AND have the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility, decision making in complex and unpredictable situations, and the independent learning ability required for continual professional development”.

The assessment strategy for each of the units on the programme requires you to demonstrate that you are able to meet these criteria, by exposing you to a range of challenging assessments, in which you must work systematically and critically to achieve success.

### 2.3.3 SUMMATIVE THEORETICAL ASSESSMENT OUTLINE

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment Title</th>
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| Unit 1 Foundations in Health and Nursing | Patchwork Text: Becoming a Professional Nurse  
Developing Professional Practice (portfolio part A) to be submitted as complete/not complete and formative feedback at the end of unit 1. To be summatively assessed at the end of programme. |
| Unit 2 Patients with acute and short term needs | Care Study: presentation and assignment  
Developing Professional Practice (portfolio part B) to be submitted as complete/not complete and formative feedback at the end of unit 2. To be summatively assessed at the end of programme. |
| Unit 3 Patients with long term and complex needs | Triple Jump Examination  
Developing Professional Practice (portfolio part C) to be submitted as complete/not complete and formative feedback at the end of unit 3. To be summatively assessed at the end of programme. |
| Unit 4 Transitions to practice: managing and organising care | Risk Assessment and Management: poster and assignment  
Developing Professional Practice (portfolio part D) to be submitted as complete/not complete and formative feedback at the end of unit 4. To be summatively assessed at the end of programme.  
Developing Professional Practice (portfolio incorporating parts A, B, C, D) 60 credit assignment to be submitted at the end of programme. |

**Unit 1**

**Patchwork Text: Becoming a Professional Nurse**  
30 credits

Patchwork text (Scoggins and Winter, 1999; Winter, 2003) is a series of written assignments which normally will have developed from work that you have completed for your problem-based learning
group feedback sessions. A patchwork text is a series of written pieces (these are the patches) that are joined and linked together by a reflective study (this is the stitching between the patches), which will require you to critically discuss what you have learned and how the written patches have contributed to your development.

The theme of the reflective study is ‘Becoming a Professional Nurse’. You will be given a number of options relating to your problem-based learning feedback sessions from which you should choose to include five in your patchwork text.

The word allowance is 6,000 words and we suggest that at least 1,500 words are reserved for reflection.

**Developing Professional Practice Portfolio Part A**  Assessed as complete/not complete

The portfolio of learning is developed whilst on clinical placement and consists of a range of written reflections. Further information on the portfolio is given at 2.4.4.

Some of the portfolio will include items which are compulsory but are not given academic credit. These will be given a mark of complete or incomplete by your personal tutor. A full list of what to include is given in your module handbook and will be on MOLE.

Part of the portfolio will be academically assessed. Part A consists of 2 patient journeys (1500 words each). These will be submitted at the end of Unit 1 clinical placement for formative review by your personal tutor. It will be awarded a grade of complete or incomplete. You must be awarded a grade of complete in order to progress to Unit 2 in the programme. Your personal tutor will also give you feedback on your patient journeys which are due for formal submission as part of your completed "Developing Professional Practice Portfolio" at the end of programme.

The assessment is designed to ensure you develop competence in the four domains as identified by the NMC (2020). These being:

- Professional Values
- Communication and Interpersonal Skills
- Nursing Practice and Decision Making
- Leadership, Management and Team-working

**Numeracy**

In unit one you will also be required to sit a formal invigilated numeracy examination as required by the NMC. This will be a one hour invigilated examination and is designed to assess numeracy. A pass mark of 80% is required.

**The result of this examination will not contribute to the classification of your award.**

**Unit 2: Care Study**  30 credits

This assessment consists of two parts; a case presentation and a supporting assignment. You should choose one of the patients whose care pathway you have been following in this unit. You will present a 20 minute case study to two assessors and peers. This will account for 50% of your marks.

The care study assignment will complement the presentation by reflecting on the evidence base for the care delivered and this will also account for 50% of your marks.

The total word allowance for this assignment is 6,000 words and we advise that 1500 words are utilised for the presentation and 4500 words for the care study assignment.

**Developing Professional Practice Portfolio Part B**  Assessed as complete/not complete

The portfolio of learning is developed whilst on clinical placement and consists of a range of written reflections. Further information on the portfolio is given at 2.4.4.
Some of the portfolio will include items which are compulsory but are not given academic credit. These will be given a mark of complete or incomplete by your personal tutor. A full list of what to include is given in your module handbook and will be on MOLE.

Part of the portfolio will be academically assessed. Part B consists of critical reflections of your progression within the programme and identifying personal targets for the second half of your programme (3000 words). These will be submitted at the end of Unit 2 clinical placement for formative review by your personal tutor. It will be awarded a grade of complete or incomplete. You must be awarded a grade of complete in order to progress to unit 3 in the programme. Your personal tutor will also give you feedback on these critical reflections which are due for formal submission as part of your completed “Developing Professional Practice Portfolio” at the end of programme.

The assessment is designed to ensure you develop competence in the four domains as identified by the NMC (2010). These being:

- Professional Values
- Communication and Interpersonal Skills
- Nursing Practice and Decision Making
- Leadership, Management and Team-working

**Unit 3: Triple Jump Examination**

30 credits

This assessment has three stages and these will be completed within one week. Stage 1 and 3 are invigilated examinations:

Stage One is a 1.5 hour invigilated examination (50% of the marks): You will be presented with a client/patient scenario in examination conditions and in a given time, in writing you are required to make an initial assessment of the situation and you then have to suggest what you think some of the most critical issues involved that are for case management of this client/patient. There will be a choice of scenarios to choose from. At the end of the examination you will be provided with further information about the client/patient.

Stage Two: **This stage is not invigilated and is viewed as an information gathering stage.** The purpose of this stage is for you to have opportunity to review the literature and other sources of evidence to further your knowledge and understanding of how you would case manage in this situation to prepare you for Stage 3.

Stage Three is a 1 hour invigilated examination: (50% of the marks): Again in examination conditions you will present the evidence to justify the possible course of action in managing the clinical scenario. You will be required in response to specific questions to present a revised and updated analysis of the situation in writing.

The stages are weighted such that:

- Stage 1 is allocated 50% of the marks.
- Stage 2 is assessed in Stage 3.
- Stage 3 is allocated 50% of the marks.

Students must pass both elements of the assessment in order to achieve an overall pass grade. If you fail one of the stages then you must re-sit all of them.

**Developing Professional Practice Portfolio Part C** Assessed as Complete/Not Complete
The portfolio of learning is developed whilst on clinical placement and consists of a range of written reflections. Further information on the portfolio is given at 2.4.4. Some of the portfolio will include items which are compulsory but are not given academic credit. These will be given a mark of complete or incomplete by your personal tutor. A full list of what to include is given in your module handbook and will be on MOLE.

Part of the portfolio will be academically assessed. Part C consists of 3,000 word critical reflections on the 4 EU directives domains child/mother & child, mental health, learning disability linking them to your developing professional practice. These will be submitted at the end of Unit 3 clinical placement for formative review by your personal tutor. It will be awarded a grade of complete or incomplete. You must be awarded a grade of complete in order to progress to unit 4 in the programme. Your personal tutor will also give you feedback on your EU directive reflections which are due for formal submission as part of your completed “Developing Professional Practice Portfolio” at the end of unit 4.

The portfolio assessment is designed to ensure you develop competence in the four domains as identified by the NMC (2010). These being:

- Professional Values
- Communication and Interpersonal Skills
- Nursing Practice and Decision Making
- Leadership, Management and Team-working

**Unit 4: Risk Assessment and Management**

This assessment is in two parts; a written assignment and a poster display (70% for the assignment and 30% for the poster display).

For the written assignment you will choose one of the clients/patients that you have had the opportunity to case manage and reflect initially on the risk assessment and management for this individual and then move on to consider risk assessment and management implications for case managing a group of patients/clients. The word allowance is 4,000 words for the assignment and an equivalent of 2,000 words for the poster; a total of 6,000 words.

The content of the poster should be related to an aspect of risk assessment that is taken from your written assignment. The display should be imaginative, visually stimulating and useable in the practice setting.

**Developing Professional Practice Portfolio: Part D** Assessed as Complete/Not Complete

The portfolio of learning is developed whilst on clinical placement and consists of a range of written reflections. Further information on the portfolio is given at 2.4.4. Some of the portfolio will include items which are compulsory but are not given academic credit. These will be given a mark of complete or incomplete by your personal tutor. A full list of what to include is given in your module handbook and will be on MOLE.

This part of the portfolio will be academically assessed. Part D consists of 3,000 word critical reflection on your transitioning from student to registered nurse and your developing professional practice. This should critically reflect on your journey as a student nurse and preparation for becoming a registered professional nurse. With key targets for your preceptorship and future learning. This will be submitted at the end of Unit 4 clinical placement for formative review by your personal tutor. It will be awarded a grade of complete or incomplete. You must be awarded a grade
of complete in order to progress in the programme. Your personal tutor will also give you feedback on your transitioning reflections which are due for formal submission as part of your completed “Developing Professional Practice Portfolio” at the end of unit 4.

The portfolio assessment is designed to ensure you develop competence in the four domains as identified by the NMC (2010). These being:

- Professional Values
- Communication and Interpersonal Skills
- Nursing Practice and Decision Making
- Leadership, Management and Team-working

**End of Programme Final Assessment**  
**60 credits**  
This assessment consists of the four parts of the “Developing Professional Practice Portfolio” (A, B, C, D) and together they form a long study of critical reflection over the 2 year programme. You will already have been given formative feedback on each section after you submitted this as part of your clinical practice portfolio at the end of each unit.  
*The word allowance is 12,000 words*

For further information for each of the unit assessments, see the supplementary assessment document stored in MOLE.

### 2.3.4 ASSESSMENT OF THEORY

Each unit of the programme will be summatively assessed both in theory and in practice. You must be successful in all the assessments to be awarded a pass for the unit. You must meet all the elements of assessment in a part of a programme in order to proceed to the next part.

Under normal circumstances you will be entitled to two attempts at each summative assessment. If you fail at the first attempt you will be required to meet with the Programme Leader to discuss your progress and the implications for your programme of study. Failure at a 2nd attempt will result in meeting with the Director of Teaching and Learning to discuss your progress and the implications for your programme of study; this may result in a faculty review of progress. You will also be provided with information as to how you may appeal against the decision of the board of examiners if you feel that this is appropriate. If you are attending study block at this point, providing you are not at the end of a part, you will be allowed to continue on the programme until the commencement of clinical practice learning experience, when your training will be interrupted until the outcome of the meeting/review/appeal is known. If you are on practice learning experience when the result is published, training will be interrupted on the results date, pending the outcome of the meeting/review. During this period of interruption if you are in receipt of a bursary this will not be paid.

**Extenuating Circumstances**

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](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.

Extensions

If any student feels that they have circumstances preventing them from completing assessed work and feel they need an extension, they should formally request this in writing using the request form in appendix 13. 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 students 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
- 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.

USE OF UNFAIR MEANS (CHEATING) IN THE ASSESSMENT PROCESS (non invigilated exams): ADVICE TO STUDENTS

The University expects its graduates to have acquired certain attributes. (See the Sheffield Graduate) Many of these relate to good academic practice:
- a critical, analytical and creative thinker
- an independent learner and researcher
- information literate and IT literate
- a flexible team worker
- an accomplished communicator
- competent in applying their knowledge and skills
- professional and adaptable.

Throughout your programme of studies at the University you will work towards developing these skills and attributes. Your assessed work is the main way in which you demonstrate that you have acquired and can apply them. Using unfair means in the assessment process is dishonest and also means that you cannot demonstrate that you have acquired these essential academic skills and attributes.

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 (see definitions below). Rules about these forms of cheating apply to all assessed and non-assessed work.

1. **Plagiarism (either intentional or unintentional)** is using the ideas or work of another person (including experts and fellow or former students) and submitting them as your own. It is considered dishonest and unprofessional. Plagiarism may take the form of cutting and pasting, taking or closely paraphrasing ideas, passages, sections, sentences, paragraphs, drawings, graphs and other graphical material from books, articles, internet sites or any other source and submitting them for assessment without appropriate acknowledgement.

2. **Submitting bought or commissioned work** (for example from internet sites, essay “banks” or “mills”) is an extremely serious form of plagiarism. This may take the form of buying or commissioning either the whole piece of work or part of it and implies a clear intention to deceive the examiners. The University also takes an extremely serious view of any student who sells, offers to sell or passes on their own assessed work to other students.

3. **Double submission (or self-plagiarism)** is resubmitting previously submitted work on one or more occasions (without proper acknowledgement). This may take the form of copying either the whole piece of work or part of it. Normally credit will already have been given for this work.

4. **Collusion** is where two or more people work together to produce a piece of work, all or part of which is then submitted by each of them as their own individual work. This includes passing on work in any format to another student. Collusion does not occur where students involved in group work are encouraged to work together to produce a single piece of work as part of the assessment process.

5. **Fabrication** is submitting work (for example, practical or laboratory work) any part of which is untrue, made up, falsified or fabricated in any way. This is regarded as fraudulent and dishonest.

**How can I avoid the use of unfair means?**

To avoid using unfair means, any work submitted must be your own and must not include the work of any other person, unless it is properly acknowledged and referenced.

As part of your programme of studies you will learn how to reference sources appropriately in order to avoid plagiarism. This is an essential skill that you will need throughout your University career and beyond. You should follow any guidance on the preparation of assessed work given by the academic department setting the assignment.

You are required to **declare that all work submitted is entirely your own work**. Many departments will ask you to attach a declaration form to all pieces of submitted work (including work submitted online). Your department will inform you how to do this.

If you have any concerns about appropriate academic practices or if you are experiencing any personal difficulties which are affecting your work, you should consult your personal tutor, supervisor or other member of staff involved.
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: https://www.sheffield.ac.uk/library/study

The library also has information on reference management software: https://www.sheffield.ac.uk/library/refmant/refmant

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

What happens if I use unfair means?
Any form of unfair means is treated as a serious academic offence and action may be taken under the Discipline Regulations. For a student registered on a professionally accredited programme of study, action may also be taken under the Fitness to Practise 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 a PhD examination through to expulsion from the University in extremely serious cases.

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 students. This means that academic staff has access to specialist software that searches a database of reference material gathered from professional publications, student essay websites and other work submitted by students. It is also a resource which can help tutors and supervisors to advise students on ways of improving their referencing techniques. Your work is likely to be submitted to this service.

Please see appendix 4 for the School of Nursing & Midwifery Plagiarism Action Guide.

Word Allowance
Please access Assignment Word Limit within the Student Handbook
https://www.sheffield.ac.uk/snm/current/handbookcontent/assessprep

Any queries concerning any aspect of the above should be raised with the Programme Leader in the first instance.

Format of Assignments
Please access Formatting Assignments within the Student Handbook
https://www.sheffield.ac.uk/snm/current/handbookcontent/assessprep

Submission of assessments

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).
You are required to use the following general guidelines:

- Written work should be formatted as per Appendix 5
- 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
  - Module (Unit) Code and Title
  - Module (Unit) Lead
  - Word count
  - Indicate whether it is a first or second attempt

**Handing in other types of course work**

All other types of course work should be handed in by 1500 hours on the date of submission as stated in the unit handbook via the drop box located in Barber House Annexe. You should complete and attach a receipt for coursework form and deposit this along with the work. The box will be emptied at 1500hrs on the date of submission and any submitted after this time will be classed as late submissions.

Work such as portfolios which are too large to submit via the drop box should be submitted to the Administrative Team at Barber House Annexe, 3a Clarkehous Road, Sheffield, S10 2LA. Please ensure you obtain a receipt for your work.

Office hours are 0900 – 1700 and submissions will only be accepted between 0900 and 1500.

**YOUR UNIT LEADER WILL INDICATE THE METHOD OF SUBMISSION FOR THE INDIVIDUAL ASSESSMENTS.**

Failure to submit assignments on the date/by the time indicated will result in the assessment being recorded as a Fail.

**NB: Any assignment submitted after 1500 hours on the date of submission will be classed as a non-submission.**

**Submission of incomplete assignments**

The School Learning and Teaching Committee has agreed that if an incomplete assignment is submitted it should be marked as it stands. Therefore, if there is enough work within what has been submitted to warrant a pass grade then it should be deemed as passed and not be failed because it was incomplete. However the word limit must be within the guidelines stated otherwise zero grade will be awarded.

**Attendance at Examinations**

When you attend for an examination you will need to show your Ucard to the invigilator to gain entry to the examination room. If at any time you lose your Ucard you must report it lost immediately and promptly obtain a new one – and if this happens close to an examination and you cannot get a new card in time **YOU MUST** get a letter of identity signed by your Personal Tutor or
some other teacher who knows you personally – and present that letter instead of the card. A copy of that letter must be placed in your official records by the teacher issuing it.

All students are required to insert an identification number on each piece of work they submit for summative assessment and to produce an official identity card with that number on it when they seek to enter an examination room. The identification number required is your Registration number – (NOTE not the Library Number on your Ucard.)

You are required to inform your Personal Tutor if any circumstance prevents you from attending an examination. You will be advised of any action to be taken. If you are unable to attend due to illness you are required to submit a doctor’s certificate.

You are advised to read the General Regulations as to Examinations, of the University of Sheffield, which can be found at http://www.sheffield.ac.uk/calendar

### 2.3.5 MARKING PROCEDURES

All assignments will be marked using criteria developed for the School of Nursing and Midwifery's Postgraduate Diploma and Masters Programmes. Feedback on your performance in the assessments will be given to you using a format developed for these programmes. A copy of the marking criteria is supplied in the Assessment Strategy documentation on MOLE.

All unit assignments are graded either as a Pass, a Distinction, or a Fail.

Please access Marking Strategy within the Student Handbook https://www.sheffield.ac.uk/snm/current/handbookcontent/assessprep

Award of Distinction and merit in the MMedSci in Nursing (Adult) will be awarded on the basis of current university regulations

All work is marked by an academic tutor. For each unit, all fails and borderline passes plus 20% of the remaining assessments are moderated by a member of academic staff. These are then reviewed by the external examiner. The current external examiner for this programme is Alan Williams who is employed by the University of Nottingham.

Please note that you must NOT, under ANY circumstances attempt to contact the external examiner.

### 2.3.6 PUBLICATION OF SUMMATIVE ASSESSMENT RESULTS
Results of assessments will be emailed to individual students by close of business on the date of publication or published via MOLE dependent upon the mode of submission. If you have failed your assessment this will also be posted the day after the assessment board has ratified the results.

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

If an assignment result is not finalised, it will be published as ‘pending’. This is likely to be the case when students have been granted extensions to submission dates or when there has been a delay in the work being processed. Students are advised to contact their personal tutor to ascertain the likely publication date.

At progress points 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. Once seen and approved by the external examiner the results will be published ratified on order for you to progress to the next part of the programme or complete the programme and seek registration as an adult nurse.

2.3.7 COLLECTION OF SUMMATIVE WORK

Marked summative assignments and exam marking sheets not submitted via MOLE will be available for collection from the School Office after publication of results. If not collected these will be destroyed after 1 month.

If you have failed an examination you are encouraged to contact your personal tutor to gain access to your examination answer booklet, which you can view with your personal tutor. The booklet cannot be taken away and must be returned to the School Office when the tutorial review has finished.

Right of Appeal
Following notification of the decision of the Board of Examiners you will be provided with the information you will need should you wish to appeal against any decisions made relating to your progress.

Appeals procedure
If you disagree with an academic decision and would like to apply for a reconsideration of a recommended grade, you have the right to appeal. Following notification of the decision of the Committee, you have 14 days in which to appeal against this, if you so wish. This will involve a complete re-hearing of the case by the Appeals Committee of the Senate.

Details on appeals are available the Students Services website https://www.sheffield.ac.uk/ssid/complaints-and-appeals/appeals

2.3.8 RESUBMISSIONS

If you are unsuccessful in an assessment in any aspect of the Programme you will be able to be reassessed on ONE occasion only. Reassessment is only allowed with the express permission of the Board of Examiners under University regulations for postgraduate study. This applies both to written academic assessments and to practical clinical assessments.
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 re-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 capped grade (of 50), if your attempt is successful. In addition, written feedback on the strengths and areas for the improvement of your work will be provided.

Any student who is unsuccessful at the first attempt 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.

### 2.3.9 PRACTICE LEARNING EXPERIENCE ASSESSMENT

As well as the assessment of theory you will also be assessed in practice. All students must have the appropriate occupational health clearance prior to commencing placements. If required some students may need to undergo risk assessment as advised by the occupational health department. If this is necessary you will be contacted by the placements officer.

Assessment in practice will involve the completion of a number of formative and summative documents as follows:
### SUMMATIVE

#### UNIT 1
- Assessment of Practice Record (showing achievement of competencies)
- Portfolio

#### UNIT 2
- Assessment of Practice Record
- Numeracy assessment
- Aseptic-technique assessment

#### UNIT 3
- Assessment of Practice Record

#### UNIT 4
- Assessment of Practice Record

### FORMATIVE

- Skills passport
- EU directives
- Intermediate interview
- Developing professional practice part A

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<th>Assessment of Practice Record</th>
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<td>Developing Professional Practice Parts A, B, C, D</td>
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### whilst formative documents do not contribute to the overall academic outcome they are required as part of NMC registration and contribute to the summative process.

The assessment is designed to ensure you develop competence in the four domains as identified by the NMC (2010). These being:

- Professional Values
- Communication and Interpersonal Skills
- Nursing Practice and Decision Making
- Leadership, Management and Team-working

Competence is defined as follows:

"The combination of skills, knowledge and attitudes, values and technical abilities that underpin safe and effective nursing interventions".

(NMC 2010, adapted from Queensland Nursing Council 2009)

You will also be assessed by your mentor on professional behaviours during your practice learning experience and these will be graded as excellent, good or poor; the latter being associated with not achieving or fail. However, assessment of competence will be deemed safe or unsafe and be awarded pass or fail accordingly.

Adult nursing students are required, as part of their clinical practice assessment, to record exposure to clinical experiences in Mental Health, Child, Mother and Child and Learning Disabilities to meet the EUC requirement of the programme. Please see the EU directives documentation (available in MOLE).

### Signatures in Assessment of Practice Records

All students intending to join the health professions must be aware of the importance of accurate record-keeping and the need for ethical conduct in connection with signatures. Please ensure that attendance and performance on a placement is confirmed in the Assessment of Practice Record by the signature of each of your mentors and by submission of the Record, when required, for signature by your Personal Tutor. Any difficulty in obtaining the signature of a mentor must be discussed with
your Personal Tutor. Please be aware that the forgery of a signature is a very serious disciplinary matter. It is likely to lead to the student being charged under the Discipline Regulations of the University. The University Discipline Committee will take a serious view when deciding the penalty for such misconduct.

The School of Nursing and Midwifery may, in addition, advise the NMC that a student found to have forged a signature is not of good character. The student could then be refused registration as a nurse.

### 2.3.10 PROGRESSION ON THE PROGRAMME

Progression is dependent on you successfully completing summative assessments of theory and practice at the end of each part of the Programme (Unit 1, Unit 2/3 and Unit 4). Should you fail to satisfy the Board of Examiners in any aspect of the summative assessment you will be allowed one further submission/attempt. Further attempts may be granted dependent on individual circumstances and the outcome of any appeal as stipulated by University Regulations. However, if this occurs at a progress point, you may need to be back-schooled (i.e. step off the programme and re-join the cohort behind yours at the appropriate point).

If you fail to achieve all competency based Standards of Proficiency in the practice setting, these standards must be re-addressed in the following unit and must be attained at each progression point of the programme. It should be noted that all Standards of Proficiency must be achieved in the unit preceding the progression point (Unit 1 and 3). Credit from an earlier unit is non-transferable as it is expected that you will maintain a steady progression and demonstrate the competencies within each speciality.
2.4 PROGRAMME REQUIREMENTS

Please see regulation 57 of the university general regulations to be found at http://www.sheffield.ac.uk/calendar which clearly states that you must not undertake any other academic study whilst a student on this programme.

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 leader 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 0 grade for submitted work or have credit withheld for failing to attend/engage appropriately with the programme.

Exceptional circumstances which may influence a student’s ability to meet this attendance requirement will be considered by the School’s pre-assessment 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.

Your academic and practical performance and progress will be continuously monitored and assessed throughout the programme by a variety of methods including examinations, assignments and practical assessments.

2.4.1 MANDATORY SESSIONS

Certain taught sessions/directed work in the programme are classed as mandatory. The nature of these sessions/directed work is such that they require recorded evidence of your attendance/completion. You must attend/complete all mandatory sessions/directed work. Some mandatory sessions and annual updates must be attended before you go into clinical practice. Failure to do so may delay you attending the practice placement. Attending mandatory sessions in the clinical area does not constitute recordable attendance as recognised by the School of Nursing and Midwifery. Mandatory sessions must be attended within the School of Nursing and Midwifery.

To fulfil our legal obligations it is essential that student attendance at mandatory sessions is monitored and that a clear audit trail is evident. (Refer to Appendix 6)

2.4.2 ATTENDANCE

The Nursing and Midwifery Council clearly identify the number of hours in practice and theory that students are required to attend to be able to complete the programme of study and register with the NMC. The University also has standards in relation to attendance that need to be met if students are to remain on University programmes. All absences will also 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).
You are required to sign a register when attending your academic base. If you do not sign the register and no sickness report has been received you will be marked absent. Your Programme Coordinator monitors registers daily. Random auditing of registers will take place. Any student found to have fraudulently claimed attendance will be subject to disciplinary action.

The School is required to report on attendance to a number of different organisations.

Any excess time lost during the programme will need to be made up. If the amount of time is within the permitted limit, these excess days can be made up in annual leave or during free time (after negotiation with the Student Placement Department). However, it may be necessary to be back schooled to another cohort if too much time is missed. You will not be allowed to complete your training unless you have made all excess days up. It is essential that we keep a record of your attendance on the programme. Any time taken off from the programme will be calculated and will need to be made up. How you make the time up will depend upon what has been missed.

- If you miss the whole or a substantial part of a practice learning experience which is an NMC or programme requirement, then arrangements will need to be made for you to repeat this practice learning experience.

- If you miss the whole/substantial part of a practice learning experience, where you are unable to successfully complete your competencies and you are at the end of a part of your programme, you will be back schooled so that you can successfully complete the practice learning experience and achieve the required standards of proficiency prior to progressing to the next part of the programme.

- If you miss a substantial part of any theory or practice element within your programme, and this time cannot be made up prior to integrating back to your existing cohort, then you will need to be back grouped into another intake.

MAKING UP EXCESS ABSENCE

In the context of this programme absence includes:

- Sick Leave
- Authorised Absence
- Unauthorised Absence
- Compassionate Leave

The specific type of absence will be recorded on the student’s record.

2.4.3 NIGHT DUTY EXPERIENCE

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. Adult Branch students are required to undertake and record a minimum of 48 hours night duty.
This can occur during any part of the programme but students electing to undertake their final practice learning experience in community may not have the opportunity to undertake night duty so it is advised that this is completed before the end of Unit 3. This must be arranged locally, with your mentor and the relevant manager at the practice learning experience being fully informed and in control of arrangements. It usually involves you ‘working’ the same shifts as a regular mentor during a period of ‘internal rotation’ shift working. Optimally each student will undertake night duty at the same time as their mentors. The required amount may be taken as a single spell or cumulatively acquired in smaller amounts.

It is recognised that night duty shift patterns vary across and between placement provider organisations. Consequently 37.5 hours equates to 1 week of night duty. **Wherever possible full shifts rather than part shifts should be undertaken.**

You will need to negotiate arrangements locally with the managers of the clinical placement or their representatives. Link Teachers liaise, if necessary, with clinical staff, practice learning managers and students and assist with the interpretation of this requirement to ensure that local conditions are taken into account and suitable arrangements are made.

You will be required to keep a record of the time that you have spent on night duty. The record, which is a simple list of dates and times, must be included on the form in your Assessment of Practice Record and each entry must be signed and dated by an appropriate member of clinical staff or a link teacher.

Records will be maintained for each student and as with other programme requirements, if the correct amount of time is not accumulated you will be deemed to have not completed the programme. This may necessitate extending the programme in order that the requirements for night duty are met. This extended period of time may not be supported by bursary. Any individual variation to the above will need the agreement of the Personal Tutor and Programme Leader.

**Please be aware that it may be difficult to complete night duty on community based placements and you should plan your night duty around the type of placement you intend to take in unit 4.**

### 2.4.4 PORTFOLIO

As part of your personal development you are required to keep a portfolio of learning; this is a **compulsory component** of your programme. You will receive a portfolio when you commence the programme. The portfolio is an opportunity for you to collect evidence demonstrating the knowledge, skills and attitudes required to be a registered nurse. The clinical skills passport will be included in the portfolio for you to record the development of your clinical skills as you progress through each of the units. You are also required to demonstrate successful attainment of the professional behaviours expected of a nurse; these form part of your assessment of practice document and will be discussed both in your practice review meeting with your mentor and also at the end of unit review meeting with your personal tutor. A detailed inventory is provided for you to cross reference against when you are reflecting on your progress and development. Additionally, to meet EU requirements, you must record evidence of your experiences in Mental Health, Learning Disability, Child, and Mother and Child Nursing. You will be provided with information regarding the collection of this evidence in Unit 1. Please see separate documentation for Portfolio development and recording EU directives in MOLE.

At the beginning of each unit you will be informed of what would be expected to be included in the portfolio.
2.4.5 NUMERACY TESTS

Throughout the programme you will be required to complete formative tests to assess your level of ability in certain skills/subjects. For example, you will be required to complete numeracy tests based on drug calculations, in every unit of learning. These tests will help you to identify your strengths and weaknesses, allowing you to direct your own learning.

2.4.6 NMC DECLARATION OF GOOD HEALTH AND GOOD CHARACTER

All practicing nurses are required to register with the Nursing and Midwifery Council (NMC). Upon successful completion of this programme you will be able to apply for entry to the Register. For your application to be successful, the NMC must receive from the School an affirmative written declaration to support the Registration. This is a document signed by a designated party on behalf of the School to indicate that you are a suitable candidate for entry to the Register of Nurses.

The Declaration is required in addition to evidence that you have completed the required amount of time, all programme requirements and passed the summative assessments.

Under normal circumstances the Declaration will be signed by the Programme Leader and in instances where that person has reservations the final decision on signing will be made by the Dean. It is important to note that the NMC legislation does not allow you to challenge this decision.

To enable the School to discharge its responsibilities in this respect your conduct will be judged against that required of a Registered Nurse by the NMC and as stated in The Code (NMC 2018). The Code and other guidance papers can be accessed at: https://www.nmc.org.uk/standards/code/ and they will be discussed during appropriate teaching sessions.

2.4.7 CAUTIONS AND CRIMINAL CONVICTIONS

On your application form and at interview you were asked to declare any criminal convictions. If at any time during the programme you receive a police caution, criminal conviction or are bound over, you must inform the Programme Leader immediately. The nature of the offence will determine the action taken. Because this programme leads to professional registration, failure to inform the Programme Leader of cautions and criminal convictions may lead to disciplinary action and a referral to the Fitness to Practice committee. Information on this committee can be found at: https://www.sheffield.ac.uk/ssid/complaints-and-appeals/fitness-procedures

At the beginning of the unit 3 you will be formally asked to confirm that there have been no changes to your health/character.
3.1 STUDENT SUPPORT

The following section identifies roles and facilities which are available for you to access and utilise during the next two years.

3.1.1 ACADEMIC STAFF

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

The Programme Leader 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 students (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 see appendix 8 for guidance.

The Unit Tutor will be allocated at the beginning of each unit and will be responsible for your academic support. In Unit 1 your Personal Tutor will also act as the Unit Tutor. In the remaining units you will be allocated a Unit Tutor from the unit team.

Feedback

You will be provided with formative feedback on drafts as per the guidance in appendix 9.

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.

3.1.2 CLINICAL STAFF

Whilst on practice learning experience you will be allocated and supported by a named mentor. The mentor is responsible for assessment of your practice and signs to verify that you have met the necessary standards of proficiency for the unit. Mentors have undergone a period of training in assessment and are qualified nurses. This arrangement is designed to enable you to develop a learning partnership with a qualified nurse who will assist you to meet your learning objectives and ensure that your progress is assessed and appropriate records compiled and necessary personnel informed.
3.1.3 ADMINISTRATIVE SUPPORT

You will receive administrative support from Tina Allsopp, Programme Coordinator located in room A17 at Barber House Annexe. The office is open 0900-1700, Monday to Friday.

The Student Placement Office, located at Sheffield Hallam University, is responsible for allocating students to clinical and non-clinical placements and maintaining related statutory records. Detailed allocation schedules for each student are produced. These schedules are known as ‘Change Lists/Student Information Lists’ and are issued at least five weeks before a placement is due to commence and displayed on the notice board within the School.

3.1.4 SUPPORTING EACH OTHER

It is expected that students will frequently work and learn together. Not only will transferable team-building and leadership skills be developed in this way but also students 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.

3.1.5 UNION OF STUDENTS

When you become a University of 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.

This hub of facilities and services, central to your life as a Sheffield student, was rated as the best in the country in the 2015 Times Higher Education Student Experience survey. The Students Union has now received this award for seven years running!

You can find out more information about the Student’s Union at http://su.sheffield.ac.uk/. 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, exams, finances and immigration.

The Student Services Information Desk (SSiD) is the ‘one-stop shop’ information service for general student related issues. They aim to coordinate central communications to students and answer the majority of student related enquiries from a single location.

Walk in Student Centre: Based in the Students’ Union building past, present and future students are able to get most answers and documents on a single visit.

Contact Centre: The SSiD Contact Centre supports our interaction with students and their supporter over a variety of media, including telephony, e-mail, social media, internet chat and other online systems

Comprehensive Web Presence: They have developed over 2,000 web pages containing useful and interesting information about many aspects of University life.
More information is available from their web pages https://www.sheffield.ac.uk/ssid.

Students also have access to confidential counselling, please access: http://www.sheffield.ac.uk/ssid/counselling/useful-contacts

### 3.1.6 STUDENT REPRESENTATION

Every group of students is 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 the student’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 key committees with student representation are:

- Teaching and Learning Committee
- Board of Studies
- Staff-Student Committee

Please see www.sheffield.ac.uk/ssid/current/governance for information on governance structures.

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.

### 3.1.7 LIBRARY SERVICES

As a student on this course you will have full access to the University of Sheffield Library: https://www.sheffield.ac.uk/library

The Library is here to support you in your studies. There is a wealth of material available; over 1,400,000 printed volumes and an extensive range of electronic resources including ebooks, ejournals and subject databases. All electronic resources are accessible both on and off-campus via your MUSE login.

**The electronic library**

Logging into MUSE gives you personalised access to all the University Library’s online resources. From myServices connect to StarPlus, the Library catalogue. Use the catalogue to:

- find all electronic & print books, journals and databases.
- place book requests and manage your library account.
- access myResource lists.
- access subject guides and the Information Skills Resource where you can improve your academic skills.
Sites & services
There are four Library sites for you to choose from:

The Information Commons (IC) – open 24/7, every day of the year, and holding core texts found on module reading lists. There are 1300 study spaces and over 500 PCs. It has bookable group study rooms, silent study areas and a cafe.

The Health Sciences Library – based in the Medical School, with a second site at the Northern General Hospital. These sites specialise in medicine, dentistry, nursing and health related subjects.

Western Bank Library – containing material in the fields of arts, humanities, science, architecture, social sciences, management, and East Asian studies. It has a large reading room and houses the Library's Special Collections and the National Fairground Archive.

The Diamond – due to be open in September 2015 with over 1000 new study spaces and 24/7 facilities.

A valid UCard is needed to gain entry to all Library sites and to borrow books. You will also need your UCard to use photocopying, printing and scanning facilities. Computing facilities and wi-fi are also available at all sites.

Sources of help & guidance
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 222 7200

3.1.8 INFORMATION FOR DISABLED AND DYSEXIC STUDENTS

If you have an impairment or condition that can make it difficult for you to undertake study-related tasks like sitting exams, reading, planning and writing assignments, attending classes and taking notes in them or delivering presentations, then you are likely to be eligible for disability support and we strongly encourage you to contact the Disability and Dyslexia Support Service (DDSS).

The DDSS is a confidential and friendly service which offers a range of support, including:

- Liaising with academic staff and central services about disabled students’ support needs
- Helping students to apply for Disabled Students’ Allowances
- Organising support workers, e.g. note takers, readers, library support, scribes, interpreters
- Advising on specialist equipment and technology
- Referring dyslexic students for study skills support, at the English Language Teaching Centre
- Referring students who think that they might be dyslexic for diagnostic assessments with an Educational Psychologist
- Putting students in contact with local and national external agencies who offer support and advice to disabled people on specific issues
- Formalising alternative arrangements for examinations and assessments, e.g. extra time in examinations; reasonable adjustments to assessment tasks; or alternative assessment formats.
More information about the DDSS (including their contact details) can be found at: http://www.shef.ac.uk/disability/.

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

David Reid is the School of Nursing and Midwifery's Disability Liaison Officer. He can be emailed on d.rodriguez@sheffield.ac.uk or telephone 0114 222 2060.

Recording of lectures

The recording of lectures by students is only permitted in certain circumstances. Please use the form in Appendix 10 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.

3.1.9 STUDENT WELFARE

The Students' Union is located on Western Bank, a little way along from the Children's Hospital and next to the Octagon Centre. Students who would like help in the following areas can go to the Students Services Information Desk in the Students' Union.

- academic (reviews, appeals)
- finance (funding, hardship, benefits, debt, disability, council tax, some employment issues)
- housing (contracts, repairs, eviction, university accommodation)
- international students (immigration, asylum, leave to remain, public funds)
- harassment
- learning disabilities – please contact Students Services Information Desk

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

THINGS NOT GOING RIGHT?

If things aren't going right for 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.
3.2 CAREERS

The Careers Service is based at Edgar Allen House, 241 Glossop Road, Sheffield S10 2GW Tel: 0114 2220910 and offers students lots of opportunities to develop employability skills, from employer-led skills workshops on themes such as communication, negotiation or leadership skills through to award-bearing employability schemes like the Skills for Work Certificate. They also offer help with improving your CV, filling in application forms and advising on interview techniques.

They can also help you improve your CV, application form and interview techniques as well as giving you the opportunity to meet employers through careers seminars, talks and recruitment fairs.

See [http://www.sheffield.ac.uk/careers](http://www.sheffield.ac.uk/careers) to find out more about the Careers Service.

3.2.1 APPROACH TO LEARNING

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 the student to be independent is central. The teacher acts as a facilitator of learning rather than an instructor.

3.2.2 CONFIDENTIALITY

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 mentor for advice before sharing.

YOU MUST NEVER DISCUSS YOUR CLINICAL EXPERIENCES (EVEN ‘ANONYMISED’) ON SOCIAL NETWORKING SITES. DOING SO MAY LEAD TO FITNESS TO PRACTICE/DISCIPLINARY PROCEDURES.

See the following sites for information relating to fitness to practice and discipline:

- [www.sheffield.ac.uk/ssid/procedures/fitness](http://www.sheffield.ac.uk/ssid/procedures/fitness)
- [http://www.shef.ac.uk/ssid/procedures/discipline](http://www.shef.ac.uk/ssid/procedures/discipline)

For advice about using social media please also see:

- [https://sites.google.com/a/sheffield.ac.uk/hashtagsandhealthcare/](https://sites.google.com/a/sheffield.ac.uk/hashtagsandhealthcare/)
- [https://www.nmc.org.uk/standards/guidance/social-media-guidance/](https://www.nmc.org.uk/standards/guidance/social-media-guidance/)

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 Data Protection Act (1998) and in accordance with University regulations.
You must not mention individuals or institutions in academic work. If this happens your work will be returned to you and you will need to make the necessary amendments within 7 days otherwise a fail (o) grade will be awarded. A copy of the original work will be retained to ensure that the same work (albeit anonymised) is resubmitted.

### 3.2.3 REPORTING OF SICKNESS/ABSENCE

If you are unable to attend practice placements because of sickness you should ring and inform both Tina Allsopp, Programme Coordinator and your clinical placement area before 10am. If you are not on placement during the period of sickness you only need ring Tina Allsopp, Programme Coordinator, again before 10am. When you ring, please clearly state your name and cohort.

When your period of sickness ends you should also inform Tina Allsopp, Programme Coordinator and your clinical base (if currently on placement).

When you are next due in school you are required to complete the appropriate documentation.

1. For sickness up to and including 7 days a student self-certification form
2. For sickness exceeding 7 days the Extenuating Circumstances Form must be supported with GP certification.

Forms (and their accompanying notes) can be accessed at: [http://www.sheffield.ac.uk/ssid/forms/circs](http://www.sheffield.ac.uk/ssid/forms/circs)

The completion of these forms is a University requirement.

For further specific details, please refer to the Absence Policy on MOLE.

### 3.2.4 PREGNANCY

If you become pregnant during the programme, you must inform your Personal Tutor as soon as possible so that guidance may be given and to allow for adjustment of your Plan of Training. 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 offered in accordance with the prevailing policies, practices and regulations related to leave associated with childbirth.

The School will inform the placement department at Sheffield Hallam University if a student is pregnant and a risk assessment will be undertaken in the clinical area.

### 3.2.5 ANNUAL LEAVE

Annual leave periods are identified on your Plan of Training. It is not possible to support individual leave arrangements. Annual leave will only be changed in exceptional circumstances which you should discuss with the Programme Leader. Students are requested to submit any requests to change annual leave to the Programme Leader before making any holiday arrangements.

### 3.2.6 TRAVEL EXPENSES

If you have any queries regarding your travel expenses claim, you must contact:-

NHS Students Bursaries
An online email form for enquiries which is available via www.nhsbsa.nhs.uk/Students/3953.aspx. This web page also gives details of the callback service.

3.2.7 GENERAL INFORMATION

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 Ucard.

Housing/Accommodation Charges
Local arrangements will be made regarding accommodation charges within University accommodation or Nurses’ Homes. Students are advised to contact the relevant Nurses Home or University Housing Department (if you are residing in university accommodation) should you require further information.

Personal Details
You MUST inform the School of Nursing and Midwifery (the Programme Coordinator at your theory base) AND the Student Grants Unit of any changes to your personal details, including change of name or address. You must also change these details through your MUSE account.

3.2.8 HEALTH/STAYING FIT

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 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.

You are required to register with the University Student Health Service (see http://www.sheffield.ac.uk/health) or a local doctor and dentist as soon as possible. The University Student Health Service and the NHS Occupational Health services at your Clinical Placement site may be able to direct you to convenient local practices.

The University operates a Student Health Service and there are links at each School site with local NHS Occupational Health departments. 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. More information about sport at The University of Sheffield can be found here: [http://www.sheffield.ac.uk/postgraduate/whyshef/sport-fitness](http://www.sheffield.ac.uk/postgraduate/whyshef/sport-fitness)

**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 may be obtained at any time from the health services mentioned above. Any requests from Occupational Health to attend appointments must 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 mentor will give you practical advice on this matter, as will the local guidance documents related to that particular placement.

**HIV/AIDS and Sexual Health**
The increase in HIV/AIDS and sexually transmitted diseases has become a major concern for society in general and health care personnel in particular. In line with the policies of the Department of Health and the NMC, the School aims to treat any HIV infected student or staff member with sensitivity and achieve a balance in providing a supportive environment for them, whilst protecting patients and clients from risk of infection.

The Departments of Genito-Urinary Medicine in each major hospital offer confidential guidance and advice on all matters concerning HIV/AIDS and sexually transmitted diseases.

**Hepatitis B**
All health care workers should be aware of the hazards associated with the Hepatitis B virus and the benefits of being immunized against it. You are required to undergo an appropriate immunisation programme prior to commencement of practice placements.

**No Smoking Policy**
All National Health Service, 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.

**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 mentor or the facility management during a practice learning experience.
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.

**Procedure in the Event of an Accident**

The Policy within the University of Sheffield is that all accidents, incidents, dangerous occurrences and near misses arising out of, or in connection with, your studies at the university shall be reported via the University’s online reporting system within 24 hours of occurrence. To report an accident, incident, dangerous occurrence or near miss go to: [www.sheffield.ac.uk/hs/accident](http://www.sheffield.ac.uk/hs/accident)

### 3.2.8 PERSONAL SAFETY AND SECURITY

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 website: [http://www.sheffield.ac.uk/students/news/stay-safe-1.373958](http://www.sheffield.ac.uk/students/news/stay-safe-1.373958) and 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.

### 3.2.9 Religious needs

If you require time off for religious festivals then you should apply for special leave as per the absence policy on MOLE. During practice placements, 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 Beechill 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](http://www.sheffield.ac.uk/ssid/exams/observance).

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**A FINAL WORD**
The Government, the School, the University and the national bodies governing the profession, view nurse education as a serious matter. As a consequence there are many statutory and non-statutory regulations which make obligations upon the School and its students and staff.

This Student Handbook contains a summary of those obligations, which are themselves subject to change periodically. Up to date information on specific regulations is held by the School managers and the Programme Leader.
APPENDIX 1

UNIFORM POLICY/DRESS CODE

The aim of this policy is to promote safety to yourself and patients, uniformity and a professional appearance.

In most practice learning experience areas you are required to wear a uniform. This will be provided for you and it must be returned if you leave the programme within the first twelve months. You must comply with this University Uniform Policy whilst in clinical areas where the wearing of a uniform is required. This policy must be read in association with local Trust/Hospital Policies and where variation occurs Trust Policy must be followed. All students must wear correct uniform whilst on duty.

NB: Students’ cultural beliefs will be taken into account regarding the wearing of uniform. However, this needs to be discussed with the individual Trust/Hospital concerned.

Style of Uniform
Students are issued with tunics and trousers. Plain socks black/navy to be worn with trousers. Male students should wear the trousers provided by the university. NB: Where variation occurs Trust policy must be followed.

Shoes
Black/navy non-slip flat or low heeled shoes with rubber soles should be worn for your own comfort and safety and to ensure a quiet environment for the patients. Heel height should be no more than 1.5 inches. Lace-up duty shoes are recommended as they provide the most support. Boots and trainers must not be worn.

Hair
Should be neat and tidy and if worn loose must be no longer than collar length. Long hair must be tied up. Discreet hair accessories, slides, combs, scrunchies etc must be navy/black.

Men should be clean-shaven or have a neatly trimmed moustache and/or beard.

Jewellery & Nursing Accessories
Scissors, pens, name badges and fob watches must be securely fastened to the uniform. For patient safety, wristwatches must not be worn when attending to patients/clients. Badges should be kept to an absolute minimum (i.e. 1 name-badge and 1 union-badge).

The wearing of jewellery is discouraged. If it is worn the following principles must be followed:

- One wedding band/ring
- One small earring stud per ear, no more than 2mm in diameter
- Visible body piercings (e.g. nose/eyebrow studs) will not be allowed. Any piercing holes that are open to potential infection should be covered with waterproof tape.
- The wearing of any other accessories is not acceptable.

Make-Up
Perfume/aftershave and all other forms of make-up should be unobtrusive.

Nails
Nails must be kept short, neat and clean and be of appropriate length for patient care. Nail varnish must not be worn in clinical settings to minimise the risk of cross infection (Gould and Brooker, 2000).
**Acrylic/false nails must not be worn.** There is evidence (Hedderwick et al, 2000) to suggest that these cause an increase in transmission of micro-organisms and harbour more pathogens than natural nails.

**These requirements are designed to reduce the proven risk of hazards to patients and staff through infection transmission and injury of various kinds, e.g. during moving and handling.**

**Wearing and Laundering of Uniforms**

In areas where uniform is worn, students must change out of uniform before leaving their clinical base. Where this is not possible i.e. Community settings, the uniform should be completely covered, e.g. with a full-length coat, before leaving your clinical base.

Facilities for the laundering of uniforms are provided in the clinical areas. Home laundering is not recommended, as most domestic machines do not achieve the required temperatures to adequately decontaminate items. The current recommendations for laundering of uniform include a process of thermal disinfections, whereby items are washed at either 70°C for 3 minutes or 65°C for 10 minutes followed by a short disinfections programme (DoH, 1997). Students electing to launder their own uniforms must accept full responsibility for their actions and any consequences.

**Dress Code**

In instances where uniform is not required you must comply with the local dress code as defined by the placement provider. This is a particularly important part of the therapeutic process in some instances, e.g. mental health placements. You are therefore advised to check that you know the requirements prior to each practice learning experience.

The use of various types of protective clothing will be advisable, or even essential, in some situations. Where this is the case you must seek guidance from staff in the immediate situation and comply with local policies in this respect. Examples include clinical areas such as specialist critical care units, operating theatres, X-ray facilities and clinical procedures involving particular infection risks.

Whilst plastic aprons should always be worn when undertaking any procedures involving blood and body fluids, the nurse's uniform also serves to provide protection for both nurse and patient and reduce the potential for transfer of infection. Consequently, changing facilities are provided in all areas to which students are allocated.
APPENDIX 2

LIMITATIONS OF PRACTICE

Within the turbulent and rapidly developing service delivery arena it is inevitable that at times student nurses 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 the student and their clinical assessor/mentor to seek guidance from their Personal Tutor or the clinical link lecturer.

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:

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

ii) If, having done this, there remain areas of uncertainty then the lecturer should consult with the Programme Leader with a view to establishing a greater degree of clarity.

iii) In the event that ambiguity remains, seek the view of the Director of Teaching and Learning 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.

Students are expected to work the shift patterns relevant to the Trust and normally alongside their allocated mentor. This is likely to include early, late and night shifts, Bank Holidays and weekends.

APPENDIX 3

REFLECTION ON PRACTICE

Student Guidelines for Reflection on Practice Forums

Aims Reflection on Practice Forums
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 mentor
- 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 mentor/ assessor if you are asked to do so.
APPENDIX 4
Plagiarism Action Guide

The following table has been developed to assist markers in instigating the appropriate course of action when they detect a high level of similarity in a student’s work that has been submitted to ‘Turnitin’.

On all programmes it is recommended that all students submit their own work via ‘Turnitin’ where this is possible.

The table is not definitive, there will still be occasions when professional judgement will need to be exercised.

Sources of plagiarism are identified as below:-

- Published material
- Database sources
- Another student’s work
- This student’s previous work, which may be:
  - a previous attempt at this assignment or
  - a previous assignment for another unit/module

Plagiarism may also be identified as poor or inappropriate referencing that may be as a result of inexperience. If, in the markers professional judgement, this is deemed to be the case the action guide below does contain appropriate action to be taken.

If the marker requires any clarification regarding their concerns then they should consult with the director/deputy director of learning and teaching.

It is important that programme/unit leaders ensure that information on avoiding plagiarism is included at the beginning and end of all taught units on part time programmes. On full time programmes sessions should be timetabled at the beginning of each semester. For units delivered on-line or by distance learning the unit/programme leaders should ensure that students are given the opportunity to complete the distance learning package.

<table>
<thead>
<tr>
<th>Inappropriate Referencing v Plagiarism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence of inappropriate referencing.</strong></td>
</tr>
<tr>
<td><strong>Plagiarism</strong></td>
</tr>
</tbody>
</table>

Prior to considering the options below the marker should read the report and make an appropriate adjustment where the similarities identified by turnitin are judged unreliable.

For UG and PG dissertation/theses please see the general university regulations

<table>
<thead>
<tr>
<th>Percentage of work plagiarised</th>
<th>Evidence of inappropriate referencing</th>
<th>Plagiarism</th>
</tr>
</thead>
</table>
### Up to 49%

1st Instance
Student will be seen by unit/programme leader
Action as identified on the marking criteria should be followed.
Tutorial support is offered as part of feedback.
Letter 2 to Student
2nd Instance
As for Plagiarism

A 0 grade will be awarded
The student will be seen by the Programme Leader and personal teacher/unit leaders.
A record will be entered in the student’s personal file.

### 50-100%

A 0 grade will be awarded
The student will be seen by the Programme Leader, personal teacher/unit leader and/or Director/Deputy Director of Learning and Teaching.
A record will be entered in the student’s personal file.
Tutorial support is offered.
The student may be referred to faculty/NMC/regulatory body where appropriate.
APPENDIX 5
PRESENTATION OF ASSIGNMENTS

Format of written work:

You should adhere to the following principles:

- Assignments should be printed on A4 single-sided sheets
- Pages should be numbered at the foot of the page
- At the top of each page your Student Number should be included
- Do not put your name on the assessment as work is marked anonymously.
- The font used should not be smaller than 11 pt
- Line spacing should be set at 1.5 lines
- Referencing should follow the Harvard system as described by the University
- A word count should be provided.
- Scripts written under formal examination conditions must be written legibly.

All written work is submitted electronically via Turnitin

Word allowance:

Each 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.

1. Each candidate will be required to state the number of words they have used. This information must be given on the title page.

2. Candidates whose work is of a pass standard but outside the +/- 10% allowance will be penalised and a mark of 0 will be recorded on the assessment profile.

Any queries concerning any aspect of the above should be raised with the Pre-registration Postgraduate Diploma in Nursing Programme Leader in the first instance.

Plagiarism:

When submitting written work for assessment, it must be your own original work. Plagiarism and collusion are not allowed.

Plagiarism is passing off others’ work as your own, whether intentionally or unintentionally, to your benefit.

Collusion is a form of plagiarism where two or more people work together to produce a piece of work all or part of which is then submitted by each of them as their own individual work.
An electronic plagiarism detection system (Turnitin) is in use within the School of Nursing and Midwifery.

Submission of plagiarised work may lead to a referral to the Discipline/Fitness to Practice Committee.

**Examination Numbers**
When you attend for an examination you will need to show your Ucard to the invigilator to gain entry to the examination room. If at any time you lose your Ucard you must report it lost immediately and promptly obtain a new one – and if this happens close to an examination and you cannot get a new card in time **YOU MUST** get a letter of identity signed by your Personal Tutor or some other teacher who knows you personally – and present that letter instead of the card. A copy of that letter must be placed in your official records by the teacher issuing it.

All students are required to put an identification number on each piece of work they submit for summative assessment and to produce an official identity card with that number on it when they seek to enter an examination room. **The identification number required is your Registration number** - **NOTE** not the Library Number on your Ucard.
ASSESSMENT FRONT PAGE - SPECIMEN

University of Sheffield

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

Pre-Registration MMedSci Nursing (Adult)

Summative assessment submission

Programme - Part 1 - Unit 1

Date for submission: eg, 04/05/2016

Assignment title: eg, Becoming a Professional Nurse

Student/candidate details

Identification (Registration) number: eg, 12345678

Intake: eg, September 2015

Word count: eg, 2100
APPENDIX 6

MANDATORY SESSIONS

What are mandatory sessions?
Certain taught sessions/directed work in the curriculum are classed as ‘mandatory’. The nature of these sessions/directed work are such that they require recorded evidence of students’ attendance/completion. Students must attend/complete all mandatory sessions /directed work. Some mandatory sessions and annual updates must be attended before students go into clinical practice. Failure to do so may delay students attending the practice placement. Attendance at sessions in the clinical area does not constitute recordable attendance as recognised by the School of Nursing and Midwifery.

List of mandatory sessions

1. **Annually**
   a. Basic Life Support
   b. Information Governance
   c. Infection control
   d. Student and patient Safety
   e. Equality, diversity and human rights
   f. Fire safety

2. **Within 15 months**
   a. Moving and Handling

If possible you should attend the above sessions prior to clinical practice learning experience but you must complete within the first year of the course.

To fulfil the School’s legal obligations it is essential that student attendance at mandatory sessions is monitored and that a clear audit trail is evident. To facilitate this, the following procedure is in operation and it is imperative that all staff ensure their compliance.

1. Session lecturer to obtain mandatory session register from Programme Coordinator prior to session.
2. All students attending the session are required to sign the register.
3. On completion of the session the lecturer should return register to Programme Coordinator. Session register to be filed in the Group Folder
4. Programme Coordinator to send out pro-forma letter to any student failing to attend the session advising them to contact the session lecturer. Copy of letter to be placed in student’s file
5. List of names of absentee students to be sent to session lecturer
6. Student and session lecturer to negotiate and agree an appropriate time to meet the intended outcomes. This may be attendance at a future timetabled session by arrangement with session leader, or special arrangements may be made to provide the necessary input.
7. Lecturer to inform Programme Coordinator of the arrangements made for the student to meet the session outcomes.
8. Date and group student attended session to be recorded on copy of the letter in student file.
9. Any students not attending annual updates of Moving & Handling, CPR, Fire (arranged by students on clinical site) will not be allowed to attend placement until the outcomes have been met.

10. Mandatory sessions that are cancelled are to be brought to the attention of the Programme Leader as a matter of urgency.
**APPENDIX 7**

**ABSENCE**

The Nursing and Midwifery Council clearly identify the number of hours in practice and theory that students are required to attend to be able to complete the programme of study and register with the NMC. The University also has standards in relation to attendance that need to be met if students are to remain on University programmes. All absences will also 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).

You are required to sign a register when attending your academic base. If you do not sign the register and no sickness report has been received you will be marked absent. Your Programme Coordinator monitors registers daily. Random auditing of registers will take place. Any student found to have fraudulently claimed attendance will be subject to disciplinary action.

The School is required to report on attendance to a number of different organisations.

Any excess time lost during the programme will need to be made up. If the amount of time is within the permitted limit, these excess days can be made up in annual leave or during free time (after negotiation with the Student Placement Department). However, it may be necessary to be back schooled to another cohort if too much time is missed. You will not be allowed to complete your training unless you have made all excess days up. It is essential that we keep a record of your attendance on the programme. Any time taken off from the programme will be calculated and will need to be made up. Depending on what you have missed during the time off will determine what needs to be done to make the time up.

- If you miss the whole or a substantial part of a practice learning experience which is an NMC or programme requirement, then arrangements will need to be made for you to repeat this practice learning experience.

- If you miss the whole/substantial part of a practice learning experience, where you are unable to successfully complete your competencies, and you are at the end of a part of your programme, you will be back grouped so that you can successfully complete the practice learning experience and achieve the required standards of proficiency prior to progressing to the next part of the programme.

- If you miss a substantial part of any theory or practice element within your programme, and this time cannot be made up prior to integrating back to your existing cohort, then you will need to be back grouped into another intake.

**MAKING UP EXCESS ABSENCE**

Absence which does not exceed 24 days (6 days per unit) over the two years of the programme will not need to be made up. Any time over and above this will be recorded as excess absence and needs to be made up before completion of the programme. (Excess absence needs to be made up from where the time was lost – i.e. time lost from practice needs to be made up on placement etc.).

**SICKNESS/ABSENCE - INFORMATION FOR STUDENTS**

Please refer to the policy on MOLE
APPENDIX 8
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:
(a) Being an important port of call for you for general academic advice on matters such as personal academic achievement.
(b) 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?

1. 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.

2. 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.

3. Re-cap on Induction / Intro Week
Your tutor will be able to clarify some of the things you were told during induction / intro week if you are still confused. They might ask you questions to establish if there is any remaining confusion (for example regarding timetabling, knowing your way around campus and so on).

4. 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).

5. 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 student; 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 students 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!

APPENDIX 9
PRINCIPLES OF FEEDBACK

The following principles of feedback have been drafted after both staff and students raised issues of consistency in the application of the existing standards. They have been written with regards to the following:

EXISTING STANDARDS
UNIVERSITY GUIDELINES
STUDENT FEEDBACK
LeTS Toolkit

FEEDBACK
Feedback exists in any process, activity or information that enhances learning by providing students with the opportunity to reflect on their 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/module 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 already done and is often module-specific.

**PRINCIPLES**

**Student engagement with feedback is important**
Students need to seek formative feedback when developing work for submission and make the most of opportunities made available to them.
Feedback is regarded as a process whereby students and staff work together to promote individual learning and development.
Students need to be aware of how to utilise both formative and summative feedback to develop their academic abilities.
When unsure of who their personal/academic tutor is, or from whom they should be seeking feedback, students should contact the course coordinator or programme leader.

**Feedback is for learning**
Students should seek formative feedback early on in the assessment process in order to ensure time for development of work if required.
Students should be able to obtain formative feedback on drafts in order to develop ideas further.
Formative and summative feedback should affirm what is positive and offer encouragement where improvement is needed.
Feedback may be given in a variety of forms this may be dependent on the module assessment and/or the needs of the student.
Opportunities for reflection on feedback should be provided if required by the student.

**Feedback is timely**

**Formative feedback**
You will receive feedback throughout your units if you request this, it should be timed to help with your final assessment.
Work submitted for feedback within 5 working days of assessment submission date will not be considered in other than exceptional circumstances.

Students should not expect to receive formative feedback on more than two occasions for each assignment. In the case of longer pieces of work, such as dissertations, this may not be the case but will be stated in the handbook.

Students should receive acknowledgment of receipt of work submitted for formative feedback within 48hrs (2 working days); in event of non-receipt of acknowledgement, students are required to contact the programme administrator. Feedback should be provided by the tutor within 5 working days; if this does not happen the student should contact the programme administrator.
In the event of a tutor being absent/sick for longer than 5 working days, an email "vacation" message will be used to inform students of the absence and what cover has been arranged for the provision of formative feedback.

**Summative feedback**
Feedback on assessed work is as stated in the assessment calendar
Feedback is clearly communicated

**Formative**
Feedback on written drafts will reflect four key areas covered by the marking criteria in order to give students an overview of relative strengths and weakness:
- structure/flow of assignment
- critical analysis
- application to assignment guidelines/context
- referencing
Additional comments

Detailed corrections to drafts using track changes will not be made. This includes corrections to grammar, syntax and content. Attention will only be drawn to the need to address deficiencies in this area when required. This is in order to ensure that there cannot be a case made for collusion. Where students need signposting to academic support mechanisms this will be discussed with the student and raised with the personal tutor.

**Summative**
Summative feedback should provide a justification for the grade awarded along with comments on strengths weaknesses and areas for improvement. In the case of a second attempt where the maximum grade awarded is 40 for UG and 50 for PG the student should be given an indication of the band in which the grade would have been if it was a first attempt.

**Feedback is consistently delivered**
Your feedback will be delivered in an accessible and consistent manner, and will relate to module assessment criteria and learning outcomes.
There will be an opportunity to view exam scripts.

**Feedback quality is maintained**
The school will monitor student views on feedback and will ensure that which you receive is of good quality. Your student reps will be involved in the process of maintaining that quality.

NB: Students with extenuating circumstances for which the school has a record may have/make alternative arrangements for support.
APPENDIX 10

Written Permission to Audio Record Lectures

Student and lecturer to complete Parts A and B together:

Student's name.......................... Date of Lecture..............................
Course................................. Lecturer’s name..............................

A: Learning need

Tick one option

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

- 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 students 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.

<table>
<thead>
<tr>
<th>Signature of student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of lecturer</td>
<td>Date</td>
</tr>
</tbody>
</table>
APPENDIX 11
Pre-registration Postgraduate Diploma in Nursing
UNIT LEARNING OUTCOMES AND INDICATIVE CONTENT

Unit 1 Details

Learning outcomes:

Professional and Ethical Practice
A critical awareness and application of the ethical, legal and anti-discriminatory principles relevant to nursing practice.

Care Delivery
A synthesis and appropriate application of knowledge, skills and attitudes associated with the organisation, delivery and management of nursing care as outlined by the NMC 2004 and those pertaining to the National Service Frameworks.

Care Management
A critical and evaluative analysis of the role of the nurse within the multi-disciplinary, multi-agency arena demonstrating a critical understanding of the principles of collaborative working.

Personal and Professional Development
Demonstrate a commitment to the need for continuing professional development and personal supervision activities for themselves and others, in order to enhance knowledge, skills and attitudes.
## Unit 1 INDICATIVE CONTENT

<table>
<thead>
<tr>
<th>Professional and ethical values and behaviour</th>
<th>Recognising and responding to care needs</th>
<th>Organisation of health and social care</th>
<th>Health and wellbeing</th>
<th>Accessing, retrieving, evaluating and applying information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional regulation</td>
<td>Communication skills</td>
<td>National and local policy</td>
<td>Biology</td>
<td>Evidence based practice</td>
</tr>
<tr>
<td>Professional behaviours</td>
<td>The Nursing Process</td>
<td>NHS and social care structure</td>
<td>Physiology</td>
<td>Research</td>
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<td>Punctuality</td>
<td>Nursing models and frameworks</td>
<td>Organisations within NHS and social</td>
<td>Pathophysiology</td>
<td>Reading research papers</td>
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<td>Patient centred care</td>
<td>care</td>
<td>Microbiology</td>
<td>Problem-based learning</td>
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<td>The 6 Cs</td>
<td>Assessment of needs</td>
<td>Resources and resource allocation</td>
<td>Parasitology</td>
<td>Academic writing</td>
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<tr>
<td>Compassion</td>
<td>Assessment tools</td>
<td>Patient and public involvement</td>
<td>What is health?</td>
<td>Portfolio development</td>
</tr>
<tr>
<td>Dignity</td>
<td>Care planning</td>
<td>Integrated care</td>
<td>Measuring health</td>
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<td>Respect</td>
<td>Care implementation</td>
<td>Settings for care delivery</td>
<td>Determinants of health and wellbeing</td>
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<tr>
<td>Candour</td>
<td>Evaluating care</td>
<td>Multi-professional, multi-agency</td>
<td>Mental health</td>
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<tr>
<td>Diversity and inclusion</td>
<td>Guidelines, protocols and standards</td>
<td>practice</td>
<td>Learning disability</td>
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<tr>
<td>Anti-discriminatory practice</td>
<td>Anatomy and physiology</td>
<td>Violence and aggression</td>
<td>Mother and child</td>
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<tr>
<td>Confidentiality</td>
<td>Pathophysiology</td>
<td>Holistic care</td>
<td>Child</td>
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<tr>
<td>Ethical treatment of people</td>
<td>Pharmacology</td>
<td>Patient centred care</td>
<td>Clinical skills</td>
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<td>Clinical skills</td>
<td>Stress</td>
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<td>Concepts of professionalism</td>
<td>Health education</td>
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<td>Record keeping</td>
<td>Health promotion</td>
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<td>Information governance</td>
<td>Promoting rest and sleep</td>
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<td>Safeguarding</td>
<td>Vital signs</td>
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<td>Raising and escalating concerns</td>
<td>Administration of medication</td>
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<td>Portfolio development</td>
<td>Wound care</td>
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<td>Recognising limitations</td>
<td>Assessment of chronic wounds</td>
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<td>Developing and maintaining</td>
<td>Aseptic technique/socially clean</td>
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<tr>
<td>professional competence</td>
<td>dressings</td>
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<tr>
<td>Intrapersonal practice (self-awareness)</td>
<td>Moving and handling</td>
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<td>Personal safety</td>
<td>Basic life support</td>
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<td>Self-awareness</td>
<td>Observations – BP, TPR, peak flow,</td>
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<td>oxygen saturation, height and weight</td>
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<td>Pressure ulcer prevention</td>
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<td>Injection technique</td>
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<td>Blood glucose monitoring</td>
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<td>EU directives</td>
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<td>Nutrition</td>
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<td>Urinary catheterisation</td>
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</table>

## RECOMMENDED READING
Pre-registration Postgraduate Diploma in Nursing

UNIT LEARNING OUTCOMES AND INDICATIVE CONTENT

Unit 2 Details

Professional and Ethical Practice
Explore professional and ethical dilemmas and critically evaluate the decision making processes arising from care delivery of the adult within secondary care services

Care Delivery
Deliver care and reflect upon practice to critically evaluate the evidence base underpinning the delivery of holistic care to patients with acute and short term needs

Care Management
Critically evaluate research underpinning policy and practice which ensure safe management of care within secondary care services, recognising the essential nature of multi-disciplinary/ multi-agency collaboration

Personal and Professional Development
Critically reflect on one’s own development needs and take action to meet identified knowledge and skills deficits
### Unit 2 INDICATIVE CONTENT

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<th>Accessing, retrieving, evaluating and applying information</th>
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<td>Partners in care</td>
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<tr>
<td>Candour</td>
<td>Identifying patient needs</td>
<td>IP roles and responsibilities</td>
<td>Vulnerability</td>
<td>Problem based learning</td>
</tr>
<tr>
<td>Consent</td>
<td>Planning, implementing and evaluating care</td>
<td>Risk assessment</td>
<td>Quality of life</td>
<td>Portfolio development</td>
</tr>
<tr>
<td>Deprivation of liberty (DoLs)</td>
<td>Nutritional support – enteral and parenteral feeding</td>
<td>Discharge/transfer planning</td>
<td>Body image</td>
<td>Information technology</td>
</tr>
<tr>
<td>Withdrawal of treatment</td>
<td>Fluid balance</td>
<td>Referral</td>
<td>Stress and coping strategies</td>
<td>Technology in care delivery</td>
</tr>
<tr>
<td>DNACPR</td>
<td>Promoting self-care</td>
<td>Prioritising care</td>
<td>Sexuality, sex and gender</td>
<td>Sources of information and support</td>
</tr>
<tr>
<td>Refusal of treatment</td>
<td>Care/patient pathways</td>
<td>Individualised care</td>
<td>Gender reassignment</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Supporting patients’ decisions</td>
<td>The deteriorating patient</td>
<td>Work life balance</td>
<td>Pain and pain management</td>
<td>Presentation skills</td>
</tr>
<tr>
<td>Organ donation</td>
<td>Peri-operative care</td>
<td></td>
<td>Behavioural sciences</td>
<td>Academic writing</td>
</tr>
<tr>
<td>Recognising limitations</td>
<td>Administration of medicines</td>
<td></td>
<td>Acute pathophysiology</td>
<td></td>
</tr>
<tr>
<td>Developing and maintaining professional competence</td>
<td>Meeting physical and oral hygiene needs</td>
<td></td>
<td>EU directives</td>
<td></td>
</tr>
<tr>
<td>Engaging with patients and families</td>
<td>Oxygen administration and management</td>
<td></td>
<td>Mental health</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>Fluid replacement therapy</td>
<td></td>
<td>Learning disabilities</td>
<td></td>
</tr>
<tr>
<td>Developing and maintaining professional competence</td>
<td>Care of the surgical patient</td>
<td></td>
<td>Mother and child</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resuscitation in the acute care setting</td>
<td></td>
<td>Child</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Isolation nursing</td>
<td></td>
<td>Ionising radiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stoma care</td>
<td></td>
<td>Suicide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acute pain assessment and management</td>
<td></td>
<td>Para-suicide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Neurological assessment</td>
<td></td>
<td>Infection control</td>
<td></td>
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<tr>
<td></td>
<td>Normal blood results</td>
<td></td>
<td>Asepsis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last offices</td>
<td></td>
<td>Pharmokinetics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparing patients for investigations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urine testing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The table continues with similar entries for the remaining topics mentioned in the document.
RECOMMENDED READING


Pre-registration Postgraduate Diploma in Nursing
UNIT LEARNING OUTCOMES AND INDICATIVE CONTENT

Unit 3 Details

Professional and Ethical Practice
Critically evaluate the principles of professional, ethical and legal perspectives underpinning adult nursing within transitional and continuing care contexts

Care Delivery
Assimilate knowledge and understanding for the delivery of care interventions to maintain, promote optimum physical, social, psychological and spiritual health of patients’, families and communities adapting to the consequences of long term illness and disability

Care Management
Critically evaluate the range of skills and diverse strategies required for the delivery of care in primary, transitional and continuing care settings, valuing the essential nature of multi-disciplinary/multi-agency working in promoting quality of life from a holistic perspective

Personal and Professional Development
Critically reflect on one's own development needs and take action to meet identified knowledge and skills deficits and contribute to the learning experiences and development of others to ensure safe and effective practice
<table>
<thead>
<tr>
<th>Unit 3 INDICATIVE CONTENT</th>
<th>Recognising and responding to care needs</th>
<th>Organisation of health and social care</th>
<th>Health and wellbeing</th>
<th>Accessing, retrieving, evaluating and applying information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and ethical values and behaviour</td>
<td>Identification of needs</td>
<td>Collaborative care</td>
<td>Behavioural Sciences</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Recognising abuse</td>
<td>Care planning</td>
<td>Partners in care</td>
<td>EU Consolidation</td>
<td>Assessment of learning needs</td>
</tr>
<tr>
<td>Adult safeguarding</td>
<td>Evaluation of care</td>
<td>Family</td>
<td>Mental health</td>
<td>Evidence based practice</td>
</tr>
<tr>
<td>Whistleblowing</td>
<td>Long-term conditions</td>
<td>Transitions in care</td>
<td>Learning disabilities</td>
<td>Portfolio development</td>
</tr>
<tr>
<td>Patient safety</td>
<td>Chronic patho-physiology and the effects of ageing</td>
<td>Contemporary policy/legislation</td>
<td>Child</td>
<td>Reflective practice</td>
</tr>
<tr>
<td>Religion and culture</td>
<td>Pharmacology</td>
<td>Facilitating person-centred care</td>
<td>Mother and child</td>
<td>Presentation skills</td>
</tr>
<tr>
<td>Diversity and inclusion</td>
<td>Nutritional assessment and assisting with meals</td>
<td>IP roles and responsibilities</td>
<td>Infection control</td>
<td>Examination techniques</td>
</tr>
<tr>
<td>Record keeping</td>
<td>Chronic pain assessment and management</td>
<td>Coping strategies</td>
<td>Cognitive impairments</td>
<td></td>
</tr>
<tr>
<td>Information governance</td>
<td>Continence assessment and management (urinary and faecal)</td>
<td>Public health</td>
<td>Dependence/independence</td>
<td></td>
</tr>
<tr>
<td>Best interests</td>
<td>Assessing and managing constipation</td>
<td>Understanding technology in healthcare</td>
<td>Bereavement</td>
<td></td>
</tr>
<tr>
<td>Developing and maintaining professional competence</td>
<td>Positioning of patients with specific conditions</td>
<td></td>
<td>Inequalities in health</td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td>Pressure ulcer risk assessment and prevention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enabling</td>
<td>Communication skills</td>
<td></td>
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<tr>
<td>Empowerment</td>
<td>Promoting and supporting self-care</td>
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<td>Teamwork</td>
<td>End of life care</td>
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<td>Partnership working</td>
<td>Preventing the possible complications of immobility</td>
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<tr>
<td>Interagency working</td>
<td>The assessment and management of chronic wounds</td>
<td></td>
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<tr>
<td>Interprofessional communication</td>
<td>Falls risk assessment and prevention</td>
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<td>Information governance</td>
<td>Basic life support</td>
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<td>Moving and handling</td>
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<td><strong>Coping strategies</strong></td>
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<td><strong>Public health</strong></td>
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<td></td>
<td><strong>Understanding technology in healthcare</strong></td>
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<td></td>
<td><strong>Behavioural Sciences</strong></td>
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<td><strong>EU Consolidation</strong></td>
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<td><strong>Mental health</strong></td>
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<td><strong>Learning disabilities</strong></td>
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<td></td>
<td><strong>Child</strong></td>
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<td></td>
<td><strong>Mother and child</strong></td>
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<td><strong>Infection control</strong></td>
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<td></td>
<td></td>
<td><strong>Cognitive impairments</strong></td>
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<td></td>
<td></td>
<td><strong>Dependence/independence</strong></td>
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<td></td>
<td><strong>Bereavement</strong></td>
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<td></td>
<td></td>
<td><strong>Inequalities in health</strong></td>
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</table>
RECOMMENDED READING


Colver A & Longwell S (2013) ‘New understanding of adult brain development: relevance to transitional healthcare for young people with long term conditions.’ *Archives of Disease in Childhood* 98 (11) 902-7


Mental Health Act (1983) A guide from MIND


https://www.nice.org.uk/guidance/cg91

NICE (2009) ‘Medicines adherence: Involving patients in decisions about prescribed medicines and supporting adherence.’ Care Guideline No. 76
https://www.nice.org.uk/guidance/cg76

https://www.nice.org.uk/guidance/cg123

National Framework for Continuing Nursing Care

Kings Fund


Pre-registration Postgraduate Diploma in Nursing
UNIT LEARNING OUTCOMES AND INDICATIVE CONTENT

Unit 4 Details

**Professional and Ethical Practice**
Critically evaluate the concepts drawn from ethics, law and the Code of Professional Conduct, using an evidence base for fair, safe and effective implementation of adult nursing within either primary care and public health or in secondary care.

**Care Delivery**
Critically evaluate the relevant evidence based theoretical and clinical frameworks required when assessing, planning implementing and evaluating health risk and needs for individuals.

**Care Management**
Critically evaluate the concepts of safe, evidence based practice in keeping with the multi-disciplinary/multi-agency role of the nurse that is congruent with clinical governance.

**Personal and Professional Development**
Critically evaluate the need for continuing professional development and personal supervision activities for oneself and others in order to enhance knowledge, skills, values and attitudes.
<table>
<thead>
<tr>
<th>Unit 4 INDICATIVE CONTENT</th>
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<tbody>
<tr>
<td><strong>Professional and ethical values and behaviour</strong></td>
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<tr>
<td>Teaching and assessing</td>
</tr>
<tr>
<td>Developing and maintaining professional competence</td>
</tr>
<tr>
<td>Decision making</td>
</tr>
<tr>
<td>Problem-solving</td>
</tr>
<tr>
<td>Diversity, inclusion and human rights</td>
</tr>
<tr>
<td>Professional standards</td>
</tr>
<tr>
<td>Recognising limitations</td>
</tr>
<tr>
<td>Best interests</td>
</tr>
<tr>
<td>Record keeping</td>
</tr>
<tr>
<td>Scope of practice</td>
</tr>
<tr>
<td>Information governance</td>
</tr>
<tr>
<td>Raising and escalating concerns</td>
</tr>
<tr>
<td>Time management</td>
</tr>
<tr>
<td>Information giving</td>
</tr>
<tr>
<td>Person centred care</td>
</tr>
<tr>
<td><strong>Recognising and responding to care needs</strong></td>
</tr>
<tr>
<td>Identification of needs</td>
</tr>
<tr>
<td>Prioritising care needs</td>
</tr>
<tr>
<td>Care planning</td>
</tr>
<tr>
<td>Evaluation of care</td>
</tr>
<tr>
<td>Breaking bad news</td>
</tr>
<tr>
<td>Managing violence and aggression</td>
</tr>
<tr>
<td>Conflict resolution</td>
</tr>
<tr>
<td><strong>Organisation of health and social care</strong></td>
</tr>
<tr>
<td>Organisational structures</td>
</tr>
<tr>
<td>The role of trust governing bodies</td>
</tr>
<tr>
<td>Reporting to the board</td>
</tr>
<tr>
<td>Skill mix</td>
</tr>
<tr>
<td>Safer staffing levels</td>
</tr>
<tr>
<td>Delegation</td>
</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>Complaints</td>
</tr>
<tr>
<td>Major incidents</td>
</tr>
<tr>
<td>Team role concepts/ boundaries</td>
</tr>
<tr>
<td>Difficult situations</td>
</tr>
<tr>
<td>Audit</td>
</tr>
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<td>Medicines management</td>
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<tr>
<td>Drug ordering and disposal</td>
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<td>Policy making</td>
</tr>
<tr>
<td><strong>Health and wellbeing</strong></td>
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<tr>
<td>Communities and global health issues</td>
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<td>Determinants of health and wellbeing</td>
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<td><strong>Accessing, retrieving, evaluating and applying information</strong></td>
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<td>Critical appraisal</td>
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<tr>
<td>Research methods</td>
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<td>Dissemination</td>
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<td>Teaching and assessing</td>
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<tr>
<td>Evidence based practice</td>
</tr>
<tr>
<td>Portfolio development</td>
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<td>Presentation skills</td>
</tr>
<tr>
<td>Academic writing</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>Job applications and interview techniques</td>
</tr>
<tr>
<td>Role transition</td>
</tr>
<tr>
<td>Preceptorship</td>
</tr>
<tr>
<td>Continuing professional development</td>
</tr>
</tbody>
</table>

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RECOMMENDED READING


# APPENDIX 12

## PBL Peer Feedback Sheet

**PRE-REGISTRATION MMedSci NURSING (ADULT)**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>LEVEL M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort:</td>
<td>Date of assessment:</td>
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</table>

### Knowledge and Understanding

<table>
<thead>
<tr>
<th>Addressing the topic</th>
<th>Peer Score</th>
<th>Tutor Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions drawn</td>
<td></td>
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</table>

### Presentation Skills

<table>
<thead>
<tr>
<th>Visual material</th>
<th>Peer Score</th>
<th>Tutor Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of visual aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pace and Timing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of Speech</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planning and Organisation

<table>
<thead>
<tr>
<th>Opening</th>
<th>Peer Score</th>
<th>Tutor Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Communication Skills

<table>
<thead>
<tr>
<th>Posture</th>
<th>Peer Score</th>
<th>Tutor Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Final score

<table>
<thead>
<tr>
<th>Peer Score</th>
<th>Tutor Score</th>
</tr>
</thead>
</table>

### Comments on strengths


### Points for future development:


### Programme Leader’s signature

Signature: Date:
## Presentation Marking Grid

<table>
<thead>
<tr>
<th></th>
<th>STUDENT:</th>
<th>POST GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HELPED</td>
<td>95</td>
<td>18</td>
</tr>
<tr>
<td>PRESENTED</td>
<td>88</td>
<td>10</td>
</tr>
<tr>
<td>POSTED</td>
<td>82</td>
<td>0</td>
</tr>
<tr>
<td>78 75 72</td>
<td>68 65 62</td>
<td>58 55 52</td>
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</table>

### PLANNING AND ORGANISATION

<table>
<thead>
<tr>
<th></th>
<th>Excellent introduction with explicit outline of presentation</th>
<th>Very good introduction with very clear outline of presentation</th>
<th>Good introduction with clear outline of the presentation</th>
<th>Satisfactory introduction with fairly clear outline of the presentation</th>
<th>Adequate introduction with some outline of the presentation</th>
<th>Poor introduction with limited outline of the presentation</th>
<th>Minimal introduction and outline of the presentation</th>
<th>Introduction vague and no outline of presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td>Very well organised with logical flow of content</td>
<td>Well organised with logical flow of content</td>
<td>Satisfactory organisation with logical flow of content</td>
<td>Adequate organisation with fairly logical flow of content</td>
<td>Poor organisation, with disordered flow of content</td>
<td>Minimal organisation with disordered flow of content</td>
<td>No apparent organisation</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>Excellent summary that draws together the elements succinctly and effectively</td>
<td>Good summary that draws together the elements</td>
<td>Satisfactory summary that draws together the elements fairly well</td>
<td>Adequate summary with an attempt at drawing the elements together</td>
<td>Poor summary with limited attempt at drawing the elements together</td>
<td>Minimal summary with poor attempt at drawing the elements together</td>
<td>No summary or attempt very poor</td>
<td></td>
</tr>
</tbody>
</table>

### COMMUNICATION SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Relaxed and open posture. Confident, animated and lively presentation, uses appropriate gestures</th>
<th>Relaxed and open posture. Confident and lively presentation, uses appropriate gestures</th>
<th>Relaxed and open posture. Confident and lively presentation, uses appropriate gestures</th>
<th>Relaxed and open posture. Confident and lively presentation, uses appropriate gestures</th>
<th>Slightly tense initially but settles down and relaxes. Uses gestures</th>
<th>Slightly tense some of the time. Uses some gestures</th>
<th>Appears nervous and uncomfortable, few gestures</th>
<th>Rigid and tense. Inappropriate gestures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Appropriate use throughout the presentation extended to the whole group</td>
<td>Appropriate use during the presentation with very minor lapses</td>
<td>Appropriate use during the presentation with a few lapses</td>
<td>Satisfactory use during the presentation most of the time</td>
<td>Adequate use during the presentation some of the time</td>
<td>Adequate use during the presentation some of the time</td>
<td>Minimal use during most of the presentation</td>
<td>None or avoided during the presentation</td>
</tr>
<tr>
<td>Use of language</td>
<td>Extensive use of appropriate vocabulary</td>
<td>Very good use of appropriate vocabulary</td>
<td>Good use of appropriate vocabulary</td>
<td>Satisfactory use of appropriate vocabulary</td>
<td>Adequate use of appropriate vocabulary</td>
<td>Poor use of vocabulary</td>
<td>Limited use of vocabulary</td>
<td>Very restricted Vocabulary. Use of Colloquialisms and/or grammatical inaccuracies</td>
</tr>
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<td>--------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Interaction</td>
<td>Excellent at promoting lively group discussion. Non judgmental approach</td>
<td>Very good at promoting group discussion. Non judgmental approach</td>
<td>Good at promoting group discussion. Non judgmental approach</td>
<td>Satisfactory at promoting group discussion. Interrupted appropriately occasionally</td>
<td>Some group discussion promoted. Interrupted appropriately at times</td>
<td>Some attempt at promoting group discussion without rapport</td>
<td>Reluctant to promote group discussion. Little rapport</td>
<td>Fails to promote group discussion. Judgmental approach</td>
</tr>
<tr>
<td>Responding Skills</td>
<td>Uses a full range of responding skills proficiently</td>
<td>Uses a wide range of responding skills competently</td>
<td>Uses a range of responding skills competently</td>
<td>Uses a range of responding skills effectively most of the time</td>
<td>Attempts to use a range of responding skills but inept at times</td>
<td>Uses a minimal range of responding skills</td>
<td>Uses a limited range of responding skills</td>
<td>Fails to respond in an appropriate manner</td>
</tr>
</tbody>
</table>

**KNOWLEDGE AND UNDERSTANDING**

**Addressing The Topic**

| Excellent treatment of chosen topic. Discussion confident, clear and convincing demonstrating a high level of understanding. Clearly applies and evaluates concepts in practice | Very good treatment of chosen topic. Discussion clear and convincing demonstrating a high level of understanding. Applies & evaluates concepts in practice. | Good treatment of chosen topic. Discussion convincing demonstrating a very good understanding. Shows some application and evaluation of concepts in practice. | Satisfactory treatment of chosen topic. Discussion convincing demonstrating a good understanding | Adequate treatment of chosen topic. Discussion convincing demonstrating understanding most of the time | Poor treatment of chosen topic. Discussion unconvincing at times. Some understanding demonstrated | Superficial treatment of chosen topic. Discussion unconvincing only limited evidence of understanding | Minimal treatment of chosen topic. Discussion unconvincing, no understanding demonstrated |
### Supporting Literature

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### Conclusions

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<td>Conclusions demonstrate independent and creative thought. Relevance to practice clearly identified</td>
</tr>
<tr>
<td>78-72</td>
<td>Satisfactory conclusions. Some personal opinion evident. Some relevance to practice identified</td>
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### Presentation Skills

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<td>78-72</td>
<td>Good visual aids. Clear and easy to read</td>
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#### Use of Visual Aids

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<td>58-52</td>
<td>Adequate regard of environment and audience most times</td>
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<td>Slightly unclear with</td>
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<td>minimal expression</td>
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APPENDIX 13
Extension request form
UNIVERSITY OF SHEFFIELD
SCHOOL OF NURSING & MIDWIFERY

PROFORMA FOR COMPLETION BY STUDENTS WHO WISH TO REQUEST AN EXTENSION TO THEIR SUBMISSION DATE FOR ASSESSMENTS

The School of Nursing and Midwifery has a written policy on the circumstances under which an extension may be granted, which is strictly adhered to, as part of the process to ensure a fair and consistent approach to assessment for all students.

An extension can only normally be granted in the following extenuating circumstances:

- **Sickness**: periods of sickness will qualify when supported by self-certification or a certificate from a registered medical practitioner.

- **Bereavement / Compassionate Leave**: discussion with your personal academic supervisor / course leader is required to agree an appropriate time frame, based on the number of days which have been lost during the preparation of the work.

- **Family Crises**: this includes sickness in a close relative (partner, child, parent), marital breakdown, accidents e.g. burglary, house fire.

Please complete this form giving any information that may help in deciding if an extension should be granted regarding this assessment.

Student Name: ____________ Registration Number: ______________________

Theory base: ______________ Academic group: ________________________

Programme of Study: __________________ Cohort: ___________________

Programme Code (NURU Number):______ Unit of Study (SNM Number)_____

Assessment Due Date: ____________ Assessment Title:__________________

Personal Tutor:________________________

Please give your reasons for requesting an extension below (including the dates that the issues has been affecting you, what impact these circumstances have had regarding preparation for this assessment etc…) continue overleaf if necessary…

Upon completion, please submit this form to Mrs Tracey Pacan in the assessments office, by NO LATER than 1 week preceding the original submission date. A request made after this date will not be granted unless the circumstances are genuinely unforeseen.

If an extension is granted, confirmation of the extension will be issued in writing by the assessments officer. When an extension is granted, the work may not be marked according to the Assessment Calendar dates. Therefore, a publication date for results may not be available.

*School use only:
Upon receipt, the personal tutor should complete the ‘Request to extend assignment submission date form’ in line with website guidelines, attaching a copy of this document to the form.*
Leave of Absence request form

UNIVERSITY OF SHEFFIELD
SCHOOL OF NURSING & MIDWIFERY

PROFORMA FOR COMPLETION BY STUDENTS WHO WISH TO REQUEST A LEAVE OF ABSENCE FROM THEIR PROGRAMME OF STUDY

You may need time off your course for various reasons. The University uses the term ‘leave of absence’ for approved breaks lasting more than a week or two. During a period of leave of absence you remain registered as a student but are not required to attend university or undertake any course work/exams. It is worth considering if -

- You need time to deal with health, personal or financial issues that are interfering with your studies

Please complete this form giving any information that may help in deciding if a leave of absence should be granted regarding this assessment.

Student Name: __________________ Registration Number: _______________________
Programme of Study: ___________________ Cohort: ___________________________
Programme Code (NUR Number): _______ Unit of Study (SNM Number) ___________
Assessment Due Date: __________ Assessment Title: ___________________________
Personal Tutor: __________________________

Please give your reasons for requesting a leave of absence below (including the dates that the issues has been affecting you, what impact these circumstances have had regarding preparation for this assessment etc…) continue overleaf if necessary...

Upon completion, please submit this form to the School Examinations Officer at any time before the submission date. A request made after this date will not be granted unless the circumstances are genuinely unforeseen.

If a leave of absence is granted, confirmation will be issued in writing by the Schools Examination Officer.

94
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**APPENDIX 14: OVERVIEW OF CONTENT AND DEVELOPMENT THROUGH PROGRAMME**

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<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional and Ethical Values and Behaviour</strong>&lt;br&gt;A critical awareness and application of the ethical, legal and anti-discriminatory principles relevant to nursing practice.</td>
<td><strong>Professional and Ethical Values and Behaviour</strong>&lt;br&gt;Explore professional and ethical dilemmas and critically evaluate the decision making processes arising from care delivery of the adult within secondary care services.</td>
<td><strong>Professional and Ethical Values and Behaviour</strong>&lt;br&gt;Critically evaluate the principles of professional, ethical and legal perspectives underpinning adult nursing within transitional and continuing care contexts.</td>
<td><strong>Professional and Ethical Values and Behaviour</strong>&lt;br&gt;Critically evaluate the concepts drawn from ethics, law and The Code (NMC, 2015), using an evidence base for fair, safe and effective implementation of adult nursing care.</td>
</tr>
<tr>
<td><strong>Recognising and Responding to Care Needs</strong>&lt;br&gt;A synthesis and appropriate application of knowledge, skills and attitudes associated with the organisation, delivery and evaluation of nursing care.</td>
<td><strong>Recognising and Responding to Care Needs</strong>&lt;br&gt;Assess, plan, implement and evaluate the care of patients with acute and short term needs.</td>
<td><strong>Recognising and Responding to Care Needs</strong>&lt;br&gt;Critically evaluate the evidence underpinning care with a particular focus on identifying and addressing risk.</td>
<td><strong>Recognising and Responding to Care Needs</strong>&lt;br&gt;Critically evaluate the evidence underpinning care with a particular focus on identifying and addressing risk.</td>
</tr>
<tr>
<td><strong>Organisation of Health and Social Care</strong>&lt;br&gt;An appreciation of current health policy and the structure of health and social care in England, and a critical and evaluative analysis of the role of the nurse within the multi-disciplinary, multi-agency arena.</td>
<td><strong>Organisation of Health and Social Care</strong>&lt;br&gt;Critically analyse the contribution of teamwork to the delivery of individualised care.</td>
<td><strong>Organisation of Health and Social Care</strong>&lt;br&gt;Critically evaluate the range of skills and diverse strategies required for the delivery of care in primary, transitional and continuing care settings, valuing the essential nature of multi-disciplinary/multi-agency working in promoting quality of life from a holistic perspective.</td>
<td><strong>Organisation of Health and Social Care</strong>&lt;br&gt;Using evidence, critically analyse a range of management and leadership models and strategies.</td>
</tr>
<tr>
<td><strong>Health and Wellbeing</strong>&lt;br&gt;A critical analysis of the determinants of health and wellbeing, and an understanding of healthy body systems.</td>
<td><strong>Health and Wellbeing</strong>&lt;br&gt;Explore the impact of illness on body systems and on the individual.</td>
<td><strong>Health and Wellbeing</strong>&lt;br&gt;Critically evaluate the definition of health in people with long term conditions and complex needs, and explore the impact of ill health on the individual and significant others.</td>
<td><strong>Health and Wellbeing</strong>&lt;br&gt;Critically analyse the impact of nursing on addressing the determinants of health and wellbeing, and explore health from a community and wider global perspective.</td>
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<tr>
<td><strong>Accessing, Retrieving, Evaluating and Applying Information</strong>&lt;br&gt;Demonstrate a commitment to evidence based practice and the application of skills associated with the identification and utilisation of appropriate sources of evidence.</td>
<td><strong>Accessing, Retrieving, Evaluating and Applying Information</strong>&lt;br&gt;Critically reflect upon one’s own development needs and take action to meet identified knowledge and skills deficits.</td>
<td><strong>Accessing, Retrieving, Evaluating and Applying Information</strong>&lt;br&gt;Critically appraise existing evidence which underpins practice and develop skills in disseminating knowledge, skills and best practice.</td>
<td><strong>Accessing, Retrieving, Evaluating and Applying Information</strong>&lt;br&gt;Critically evaluate the need for continuing professional development and identify strategies for your continuing personal and professional development.</td>
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</table>
Develops an understanding of relevant professional, nursing and health concepts and is able to apply to practice

Is able to apply concepts into appropriate nursing contexts and reflect critically on the impact of nursing/care

Is developing autonomy and is able to deal with and manage complex situations, and engage in strategic decision making.

<table>
<thead>
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<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
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APPENDIX 15
POLICY FOR THE SUBMISSION AND CONSIDERATION OF EXTENUATING CIRCUMSTANCES

1: It is the individual responsibility of students to notify the Extenuating Circumstances board, at the earliest opportunity, if there are any circumstances that might have a bearing on their performance in assessments or on attendance/engagement with the programme of study.

2: Students should provide notification by completion and submission of an Extenuating Circumstances Form http://www.sheffield.ac.uk/ssid/forms/circs along with any additional relevant documentary evidence where appropriate. This should only be completed after reading the explanatory notes.

3: The student should hand this completed form, in person by mail or from their personal university email account, to the nominated person in the schools assessment office.

4: In other than exceptional circumstances the deadline by which students should notify the Extenuating Circumstances board of their circumstances is no later than 2 weeks (14 calendar days) prior to the board at which their results will be ratified.

5: Any supporting evidence should also be made available to the pre-assessment board in order for them to be able to make a decision. The board may request evidence and this may delay decisions and therefore the publication of results.

6: The form must be countersigned by the personal tutor, or academic supervisor where no personal tutor has been designated, or their named alternative indicated on any vacation message unless a different signatory has been agreed with the personal tutor/academic supervisor.

7: Students should not hand completed forms to any other member of staff or individual to submit or complete on their behalf. If the board receives information late because of this they will not be able to consider the circumstances. Please see point 16.

8: It is the personal responsibility of students to ensure that the completed forms and any supporting evidence are submitted within the required time frame to the schools assessments officer.

9: The pre-assessment board may also take into account medical circumstances when considering performance in assessed work and examinations or attendance and engagement, provided that adequate and written medical evidence is submitted.

10: The student should submit written medical evidence which states the nature, the date of onset and the duration (where this can be judged) of the medical problem.

11: Where a student has medical problems that are ongoing and/or chronic and that affect more than one examination period the student should keep their personal tutor/academic
supervisor informed and may be required to submit further written medical evidence for subsequent examination periods.

12: Students with ongoing medical conditions may be eligible for support from the Disability and Dyslexia Support Service (DDSS) and should refer to the DDSS website for information (www.shef.ac.uk/ssid/disability).

13: Where a student has disclosed a disability and where details have been passed to the Departmental Disability Liaison Officer by the Disability and Dyslexia Support Service, the student will not be expected to submit further written evidence at subsequent assessment and examination periods.

14: On occasion, where any additional information concerning the impact of the disability at a particular examination period needs to be considered by the Examiners, the student should submit an Extenuating Circumstances Form but will not normally be expected to submit further written evidence. The student will, however, be expected to provide evidence to support other extenuating circumstances, not related to their disability.

15: Where Extenuating Circumstances have affected coursework but not invigilated examinations, the Extenuating Circumstances board may consider granting an extension to the deadline for submission in the first instance.

16: Notification of medical or personal circumstances, including assessments of dyslexia, which have not been submitted within the specified deadline will not normally be considered by the meeting of departmental examiners and will need to become the subject of an appeal under the Academic Appeals Regulations following publication of examination results to students.

17: Students citing dyslexia as mitigation must be registered with DDSS.