

Description

Faculty of Biology, Medicine and Health
School of Health Sciences Division of Nursing,
Midwifery & Social Work

Master of Science in Adult Nursing

Student Handbook 2025-2026

Version: August 2025



The contents of this handbook may be subject to change throughout the academic year. Please check your virtual learning environment (Canvas) regularly for any updates.

INTRODUCTION TO THE SCHOOL

Welcome from the Head of the Division of Nursing, Midwifery & Social Work, Professor Dawn Dowding



Dear Students

Welcome to Manchester University and the Division of Nursing, Midwifery and Social Work. As Head of Division I am delighted that you have decided to commence your nursing career with us. Our Division has an international reputation for the quality of its teaching and its research, across nursing, midwifery and social work as well as other disciplines.

As a student at Manchester you will be exposed to a range of different ideas, thoughts and opportunities, both within the Division and in the wider University community. I would like to encourage you to make the most of these, as nursing is a profession that is rapidly evolving and increasingly needing a range of skills and knowledge. I wish you well for your studies and look forward to meeting you all.

Dawn Dowding
Professor in Clinical Decision Making

The University's Vision for the Future:

We will be recognised globally for the excellence of our people, research, learning and innovation, and for the benefits we bring to society and the environment.

The foundation of this vision and strategic plan remains our three core goals of research and discovery, teaching and learning, and social responsibility, which are encapsulated in our motto: knowledge, wisdom and humanity. It builds on our strengths while taking the University in new directions.

Division of Nursing, Midwifery and Social Work

The Division of Nursing, Midwifery and Social Work is recognised for delivering world-class teaching and research across nursing, midwifery, social work and related disciplines. We currently provide

undergraduate and postgraduate education to more than 2,000 students in close partnership with the NHS and are ranked as the 7th best university in the world at which to study nursing (QS World University Rankings 2023).

Our research excellence was recognised by the results of REF 2021 and is underpinned by the production of collaborative, high-quality and impactful research which aims to improve health and social care at local, national and international levels.

Where to Find Further Information

In addition to this handbook, you are required to familiarise yourself with the information contained within the [A-Z of Student Services](#) and IT Services handbook. New students are given a copy of the appropriate handbooks at the beginning of their programme of study; alternatively, the information is available on our website.

This handbook is to be read in conjunction with the [SHS Student Handbook](#).

We will be happy to provide this handbook in large print if required.

SOCIAL & WORKING SPACES FOR STUDENTS

The Jean McFarlane Building has a central atrium which provides comfortable and flexible spaces for students to meet or work and is serviced by vending machines; more substantial catering is available in the adjacent University Place and vegan café. Wi-Fi is available in the atrium. Additional flexible working spaces are available on the 2nd floor where PCs are provided for individual / group work.

CONTACT INFORMATION

Division Contact Details

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

Tel 0161 306 0260

Fax 0161 306 7707

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

The Programme Team

All staff are located in the Jean McFarlane Building, Oxford Road, Manchester M13 9PL.

Director of Undergraduate Programmes **Samantha Freeman**

Room 5.323b samantha.freeman@manchester.ac.uk

Director of MSc in Adult Nursing **Ruth Heffernan**

ruth.heffernan@manchester.ac.uk

Programme Structure

This postgraduate programme is full time over two years.

- The MSc Adult Nursing will lead to registration as an adult nurse with the Nursing and Midwifery Council. The programme is a collaboration between the University of Manchester, and Manchester Foundation Trust. Although this is a post-graduate programme of study it is pre-registration course. The purpose is to prepare graduates for careers in adult nursing leadership, education and clinical academic careers.
- The MSc comprises a 50:50 split between theory and practice. Students will commence the programme with advance standing of 500 hours of theoretical learning, and 695 hours of practice in a healthcare related setting. The theory component will blend face-to-face and online learning, and self-directed study. Practice placements will take place at Manchester Foundation Trust, in addition campus based simulated practice, and clinical and mandatory skills teaching.

Year One (90 credits)

SEMESTER 1

Practice placement 1 (pass/fail)

Theory: Knowledge and Skills for Nursing 1 (45 credits)

Indicative content

Level 7 study skills

Reflective Practice

Biosciences: Anatomy, Physiology and Pharmacology

Public Health: Introduction to Long Term Conditions

Epidemiology and NHS Long Term Plan

Social determinants of health/Sociology/Health Inequalities

Illness prevention/Health promotion

Public health/Population health

Clinical Skills

Evidence Based Practice:

Research design and Evidence Based Practice

EXTENDED SEMESTER 2

Practice placements 2 and 3 (pass/fail)

Theory: Knowledge and Skills for Nursing 2 (45 credits)

Indicative content

Biosciences: Pathophysiology and Pharmacology

Health Promotion

Self management of long term conditions

Tissue viability

Health Psychology and Behavioural Science

Ethics

Health Informatics/Digital Health

Palliative Care

Clinical skills

Year Two (90 credits)

SEMESTER 1 and EXTENDED SEMESTER 2

Practice placements 4, 5 and 6 (pass/fail)

Numeracy Assessment (100% pass mark)

The MSc incorporates Safe Medicate which will be completed during Practice on Campus. This package includes health numeracy assessments which will be undertaken at various points throughout the two years. The 100% pass mark requirement is by the end of year two. This will ensure the programme includes a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100% (NMC, 2018)

Theory: three course units

Research in Professional Practice (45 credits)

Advanced Clinical Decision making (15 credits)

Leadership for Management Innovation and Education (30 credits)

Framework

The University of Manchester's Learning, Teaching and Assessment Strategy provides the framework for the programme, you can find the [regulations here](#) or further details and guidance on the [SHS Hub site](#) (University of Manchester sign in required for both).

This ensures that all graduates will be offered a facilitative curriculum able to meet the changing needs of students and their employers. The programme structure promotes students as active participants, placing them and the patients and their families that they work with at the centre of the learning process. Learning and teaching methods are designed to enhance the development of both personal and professional knowledge within a supportive, collaborative environment.

A primary objective of PG study is that students develop their abilities as independent critical thinkers able to make complex and informed decisions and function as autonomous practitioners

Knowledge and understanding will be facilitated through a range of blended approaches including traditional lectures, seminars, interactive workshops and online activities/ discussions, group work/presentations and problem-based learning. Intellectual skills will be developed through participation in a range of activities including the directed and independent study allied to each unit, as well as the preparation and submission of assignments with both formative and summative feedback.

Practical skills will be developed through a diverse range of clinical placements, and on-campus simulated learning, and mandatory and clinical skills training. Regular tutorials with academic staff will allow further reflection of the development of knowledge and skills and discussion re: optimal strategies of integrating theory into routine clinical practice.

- All students must successfully complete 1,605 hours of practice learning. The programme is divided into three parts with two practice learning environments in each.
- In order to progress to parts two and three, you must successfully complete the previous part/s.
- **All taught course units and practice learning are compulsory.**
- The **pass mark** for taught course units for all postgraduate students is **50%**.
- If a student has achieved between 40-50% in an individual element of a multi assessment unit, but achieved over the 50% within the unit mark they have been passed
- Any student below 40% for an individual element must resubmit that element
- For any student who has cited throughout their summative assessment submission but failed to provide a reference list, the assessment will be marked, following which a 10% reduction will be applied by the marker. A comment will be provided in the feedback noting the absence of a reference list.
- This change does not replace or impact the policy pertaining to academic malpractice.
- If you fail any assessed work, you will have the right to **one** re-submission subject to agreement by the examination board in line with the University regulations.

- Any further re-submissions are at the discretion of the examination board.
- Because the MSc in Adult Nursing is also a professional qualification, **no compensation** is allowed between elements of a course unit, all of which must be passed.
- **If you do not achieve a pass in practice learning you will not be eligible for the award of an MSc in Adult Nursing. However, if you meet the requirements of the Regulations, you may be awarded an MSc in Health Studies (180 credits), Postgraduate Diploma in Health Studies (120 credits) or Post Graduate Certificate in Health Studies (60 credits).** These awards **do not** provide a qualification which will enable you to apply for registration with the NMC or practice as a nurse.

ASSESSMENT

Assessment Regulations

Postgraduate Taught degrees at the University of Manchester are based on the [National Framework for Higher Education Qualifications](#) (FHEQ). This framework requires you to achieve credit at mastersâ?? level in order to attain an award. For a standard postgraduate taught Masters programme this will normally mean passing 180 credits. A standard postgraduate diploma will normally have 120 credits and a postgraduate certificate 60 credits. The way in which you study these credits will be defined later in the programme handbook and the programme specification.

The University sets standards relating to your performance on every unit but also on your progression through the programme. Your programme and course unit specifications will set out the requirements for passing the credit on individual units.

Please be aware that the MSc in Adult Nursing Programme has some specific requirements to the University degree regulations due to being accredited by the Nursing and Midwifery Council. These are as follows:

1. The Pass mark for masterâ??s level is 50% as stated in the University regulations.
2. Compensation is not permitted
3. The referred capped mark will be at the lowest pass mark
4. Referral in half the taught credits equates to 70 credits
5. Accreditation of prior learning can be obtained for up to 50% of the programme

Please be aware that the MSc Adult Nursing has some higher requirements to the University degree regulations and details of these are outlined in this handbook.

Programme Aims â?? The aims of the programme are to produce graduate nurses who are:

- | | |
|----|---|
| 01 | Employable, caring, research-minded and digitally ready |
| 02 | Able to work in partnership with other disciplines, and with users of healthcare and their friends, families and carers |

- 03 Equipped to contribute to leading innovation and transformation in nursing and be connected to world leading research groups, gaining insight into clinical academic careers
- 04 Proficient in the outcomes defined by the professional registration body
- 05 Aware of f local (Greater Manchester), national and global challenges in public and population health

Intended Learning Outcomes

A. Knowledge & Understanding On completion of the programme students will have achieved knowledge and understanding in the following areas at level 7 in the Higher Education Qualifications Framework, such that they will be able to demonstrate:

- A1. Knowledge, critical understanding and application of the proficiencies associated with accountable professional practice within the discipline of adult nursing
- A2 Ability to critique and evaluate the philosophies, models and frameworks for legal, ethical, safe and competent adult nursing care
- A3 Critical understanding of the application of sociological and behavioural theories to adult nursing, and a critical awareness of how health and social care philosophy and policy translate into ethical and evidence-based nursing practice
- A4 Ability to critique the application of the principles of public health and health promotion both to their own wellbeing and to the wellbeing of service users in the context of the wider determinants of health and ill health, and the needs of the population of Greater Manchester and the UK.
- A5 Knowledge and critical understanding of the concepts of human anatomy, physiology and pathology that underpin the assessment of health needs and the planning, implementation and evaluation of person-centred care from conception to death
- A6 Knowledge and critical understanding of the nature, purpose, value and application of different approaches to leadership, management, innovation and change management across settings, and along the spectrum of health dependency as part of an interdisciplinary team.
- A7 Knowledge and critical understanding of the monitoring and quality improvement processes that underpin the delivery of safe and effective nursing care.
- A8 Ability to effectively retrieve and critically appraise a range of data/information that underpins and informs the evidence base for adult nursing practice.
- A9 Critical understanding and application of a variety of research methodologies and methods
- A10 Digital literacy and critical understanding of health informatics.
- A11 Critical insight into their role as supervisors and educators in professional practice settings.

B. Intellectual Skills On completion of the programme students will have achieved intellectual skills in the following areas level 7 in the Higher Education Qualifications Framework, such that students will be able to demonstrate:

- B1 Skills in critical evaluation, synthesis and application of knowledge and research evidence from a range of sources and disciplines.
- B2 Originality in the application of knowledge and research evidence whilst appreciating its limits and having the confidence to challenge orthodoxy.

- B3 Logical and systematic thinking and the ability to draw reasoned conclusions and sustainable judgements, engaging effectively in debate about current research and advanced scholarship in the discipline.
- B4 Ability to critically reflect on their own professional development to identify abilities, limitations and opportunities to improve their performance as practitioner, supervisor and educator in a range of practice settings.
- B5 Ability to act with professional integrity, demonstrating fitness to practise, purpose and achievement of the NMC (2018) standards for pre-registration nursing.

C. Practical Skills On completion of the programme students will have achieved practical skills as stipulated in the NMC proficiencies for practice in the following areas at level 7 in the Higher Education Qualifications Framework: Hence, students must be able to:

- C1 Provide, lead, and manage evidence based, high quality person-centred nursing care with confidence and compassion across a range of health and social care settings and in partnership with the interdisciplinary team, service users and their carers.
- C2 Effectively communicate and manage relationships with individuals of all ages with a range of mental, physical, cognitive and behavioural health challenges.
- C3 Undertake systematic, holistic assessment and accurate recording of the health and social needs of individuals, groups and communities, drawing on evidence from the forefront of the discipline.
- C4 Create and maintain safe environments of care through the effective use of quality assurance and risk management strategies.
- C5 Demonstrate the ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- C6 Adapt and respond appropriately to changing situations of care, demonstrating commitment to the principles of inter-professional learning and working whilst acting independently where appropriate.
- C7 Embrace practice innovation and entrepreneurship, engaging key stakeholders in the development, design and execution of services where appropriate.
- C8 Employ skills to design, develop and manage ethically sound research.
- C9 Demonstrate skills in supervision and support of junior colleagues and peers.

D. Transferable Skills and Personal Qualities On completion of the programme students will have achieved transferable skills and personal qualities in the following areas at level 7 in the Higher Education Qualifications Framework such that they are able to:

D1.	Exercise initiative and demonstrate the academic skills and curiosity required for continued professional development, for entering higher-level study, or for scholarly output.
D2	Manage both independent study and the demands of professional practice effectively.
D3	Demonstrate excellent digital literacy to develop fundamental skills for life-long learning.
D4	Demonstrate advanced verbal, non-verbal and written communication skills in a variety of settings with a range of individuals.
D5	Demonstrate competent public speaking and presentation skills to accurately and reliably communicate information to a live audience that may include peers or practice colleagues.
D6	Work co-operatively, effectively and equally with colleagues as a member of a team.
D7	Critically reflect on their academic and professional performance, individual leadership, communication, negotiation and interpersonal skills. development plan and lifelong learning strategy.

TEACHING AND LEARNING PROCESS

Teaching and learning methods

A range of teaching and learning methods, including on-line learning, is used to facilitate achievement of unit and programme learning outcomes. Knowledge and understanding outcomes are facilitated through lectures and seminars (both face-to-face and on-line), small group tasks, individual student seminar presentations, self-assessment exercises and directed reading.

Intellectual skills are developed similarly through participation in a range of activities including directed and independent study associated with each unit. Individual and group exercises, student debates and formative presentations allow you to develop intellectual skills in a supportive environment. Preparation of assignments (formative and summative) including feedback and support from academic staff is also seen as a critical component of facilitating the critical and analytic skills and abilities expected of postgraduate students.

Practical, experiential exercises are included in some units, both in on-line and face-to-face e.g., clinical skills, case studies, critical incident analysis. These provide you with opportunities to develop clinical skills, critical reflection, problem solving and decision-making skills, which can be put to practical use in practice.

The programme is underpinned by a set of key transferable skills, which are developed through a broad range of teaching approaches. For example, formative and summative presentations, including written work and in some units seminars, encourage you to enhance your communication and presentation

skills. Whilst it is acknowledged that postgraduate students who will have undertaken a first degree or equivalent, should be expected to have developed many of these skills already, within the context of this programme the aim is to enhance and develop these to a higher level and in the specific context of Nursing practice. There is a major focus on enhancing critical reflection and the ability to critically analyse and problem solve complex and unpredictable Nursing issues and situations where knowledge is imperfect or uncertain.

On-line learning

A number of course units have an online element to maximise access and increase flexibility of learning. The University and Division have extensive experience and good practice in on-line learning with dedicated e-learning technologists and learning materials that include rich on-line audio/video/desk-top teleconference technologies; on-line problem/enquiry-based learning; interactive materials, exercises, and self-assessment tools. On-line units of learning employ a range of technologies and materials that allow the expertise of academic staff and your thoughts and experiences to combine and shape the learning process. This is achieved through the use of: on-line lectures; video interviews and video clips; audio streams and podcasts; rich media presentations; collaborative text-based environments e.g. discussion groups (facilitated and moderated by staff), wiki's, and blogs; reflective tools e.g. learning journals; formative assessments and feedback e.g. on-line seminars, formative tests and MCQs.

Knowledge and understanding outcomes are facilitated using a wide range of on-line materials; directed reading; participation in interactive on-line exercises and discussion board postings and responses (facilitated and moderated by staff). Exercises for you to undertake, reflect on, document and then submit on-line postings and receive feedback are a key learning strategy used to develop practical skills relevant to the aims and outcomes of the course units and programmes.

CURRICULUM CONTENT

The following table summarises the curriculum content of the programme:

Course unit	Assessment type, length, weighting within course unit	Credits
YEAR 1 – all course units are compulsory YEAR 1 SEMESTER 1		
Knowledge and Skills for Nursing 1	VLOG (19%) Exam (37%) Care Study (44%)	45 credits
Placement 1	PAD	Non-credit bearing
YEAR 1 – EXTENDED SEMESTER 2		
Knowledge and Skills for Nursing 2	Presentation (19%) Exam (37%) Care Study (44%)	45 credits
Placements 2 and 3	Practice Assessment Record and Evaluation (PARE) document	Non-credit bearing
YEAR 1 – FULL YEAR		

Professional Development	Practice portfolio	Non-credit bearing
YEAR 2 ??? all course units are compulsory YEAR 2 ??? SEMESTER 1 AND EXTENDED SEMESTER 2		
Advanced Decision Making in Professional Practice	Assignment (100%)	15 credits
Leadership for Innovation and Education	Reflective piece (100%)	30 credits
Research in Professional Practice	Research Report (100%)	45 credits
Placements 4,5 and 6	PAD Numeracy assessment ??? SafeMedicate.	Non-credit bearing
Professional Development	Practice Portfolio	Non-credit bearing

Compulsory Course Units

All course units on the MSc Adult Nursing are compulsory. Course Unit outlines can be found via your [My Manchester](#) Student Portal as part of the Course Unit Publishing (CUIP) project.

Programme Dates

Welcome Week/Induction/Registration

During the first week of the programme the students are invited to take part in an induction or Welcome week programme whereby they are orientated to the university, Division of Nursing, Midwifery and Social Work, the programme, the Faculty of Biology, Medicine and Health and the academic and administrative staff via a series of activities workshops and social events.

Semester Dates [Click Here](#)

Please note that the above dates are General University dates, the MSc Adult Nursing Programme runs on a bespoke timetable hence there may be variances on attendance and vacation periods. For the programme timetables, please see your Personalised Timetable on your My Manchester portal Student's responsibilities

Introductory Courses

Prior to starting the course, all students are expected to complete the Biosciences pre-course reading. All students are automatically enrolled onto an introductory unit that provides information on health and safety, academic malpractice and academic literacy. Completion instructions for each of these sections are clearly defined within the course. **Completion of the academic malpractice and health and safety sections is mandatory for all students.** All assessments must be completed as soon as possible after the programme begins, with the academic malpractice assessment completed before the first piece of coursework is submitted. Completion of these assessments is monitored by the School. All students are also strongly advised to complete the academic literacy section.

The NMC Guidance on Conduct and Ethics

All students should conduct themselves in accordance with this guidance throughout the master's programme. This is as relevant within the university setting as it is during the practice placement. The guidance will be fully discussed using structured exercises in the preparatory practice learning sessions which take place in semester 1. Students will have the opportunity to revisit the guidance during recall days to promote, monitor and provide space to reflect upon professional development.

PRACTICE LEARNING

Practice learning accounts for fifty percent of your programme and equates to at least 1,605 hours. This will be captured through practice learning and practice on campus days.

You will have the opportunity to experience a range of practice learning environments to enable you to meet the NMC (2018) standards and competencies for progression through the programme and for registration. Throughout the programme you will be allocated to a range of practice learning environments that will offer a range of learning experiences, including the NHS and Private Independent and Voluntary organisations. These will be in a variety of hospital and community-based settings.

The maximum expected travel time to your learning environment is normally 90 minutes each way. To minimise travel time where possible every effort will be made to ensure that you will be allocated to learning environments in accordance with your term-time postcode and field of nursing/midwifery study. A copy of the map which details the Greater Manchester footprint for learning environments can be accessed via your student gateway on Canvas.

Quality Assurance

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

All practice learning environments are audited every 2 years by an allocated Practice Lead Lecturer (PLL) who works in partnership with the learning environment and Practice Education Facilitator (PEF). The audit focuses on standards to ensure that the learning environment provides a high-quality safe learning environment in line with North West regional network standards. Your feedback on your practice learning experience is essential as part of this ongoing commitment and quality improvement.

How will I find out about my learning environment allocation?

You will be notified of your allocation to a learning environment at least 4 weeks prior to commencement. Notification is provided through your allocation portal via the student intranet. Simply click on the following hyperlink and log in using your student username and password to access details of planned practice learning experiences

<http://students.bmh.manchester.ac.uk/nursing-student/placements/>.

Your allocation portal can be accessed at any time and will provide details of your current and previous practice learning experiences.

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

You can find further information and contact details, as well as links to Google maps, the GMPTE route finder and Trust / Organisation websites via the Practice Learning Gateway in Canvas

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

Hub and Spoke Model

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

What do I need to do in preparation for my practice experience?

Practice Assessment Document (PAD)

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

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



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

- Your nominated Practice Assessor will normally be allocated before or at the beginning of each practice learning experience
- You will practice under the support and guidance of a Supervisor (s) who will ensure that students are appropriately supervised at all times during practice learning, including while on spoke learning experiences
- Appropriate risk assessments must be available in order to ensure student safety needs are met.
- Students remain supernumerary during all practice learning experiences.
- If students have identified additional learning needs in the practice learning

Environment they will be supported through the Division's Reasonable Adjustments for Practice learning strategy, and completion of an Individual Student Support Plan (ISSP) if appropriate, supported by your Academic Advisor and/or Academic Assessor. Copies of both documents and further information are available in the Practice Learning Gateway.

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

Professional Portfolio

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

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

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

Who will be available to support me during my practice learning experience?

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

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

1. Practice Supervisor
2. Practice Assessor

3. Academic Assessor

An outline for the roles is detailed below:

Practice Supervisors (PS)

Registered Nurses or Midwives or Registered health or social care professionals. They have current knowledge and experience and are appropriately prepared for the role in which they:

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

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

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

Practice Assessors (PA)

Registered Nurses or Midwives with current knowledge and expertise and are appropriately prepared for the role in which they:

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

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

Academic Assessors

Are Registered Nurses or Midwives and are nominated for each Part of the programme and are appropriately prepared for the role which includes:

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

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

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

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

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

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

Practice Education Facilitator (PEF)

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

Practice Lead Lecturer (PLL)

A PLL acts as the primary link between the University, The PLL role includes:

- working effectively as a team with PEFs, taking a risk assessment approach, to ensure the provision of appropriate learning environments, and to provide student, Supervisor and Practice Assessor support
- working collaboratively with all stakeholders and ensure that good channels of communication are in place. A list of PLLs is located via the Practice Learning Gateway within Canvas

Academic Advisor (AA)

Each student is assigned an Academic Advisor at the beginning of their degree. This will be a member of the academic staff in your department who can offer support and advice on academic and pastoral matters, and are key to the School's student support structure.

You will meet with your Academic Advisor during Welcome Week, and will then have one-to-one meetings throughout the semester to discuss academic progress, steps taken towards career planning, and professional and personal development.

Unit Leads

University staff members who act as the lead Academic contact for all students on a particular unit of study. Responsible for the development, administration and delivery of the unit content. Collaborates with programme and practice colleagues.

Integration of Learning: Theory and Practice

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

Practice Learning Environments: Supernumerary Status

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

Travel and Dual Accommodation Expenses

On 1 September 2023 the Department of Health and Social Care (DHSC) published the NHS Learning Support Fund and NHS Bursary scheme rules for the 2023/24 academic year.

Included in the scheme rules is an uplift to the Travel and Dual Accommodation Expenses (TDAE) rates. Please note, the new rates apply to placements undertaken for the 2023/24 academic year. They **will not** be applied on a pro rata basis for any placements undertaken as part of the 2022/23 academic year which may run into September.

The changes are detailed below:

NHS LSF

- a rise from 28p to 42p per mile for petrol
- a rise from 20p to 30p per mile for pedal cycle
- a commercial accommodation rise from £55 to £82.50 per night
- a non-commercial accommodation rise from £25 to £37.50 per night.

NHS Bursary

- a rise from 28p to 42p per mile for petrol
- a rise from 5p to 7.5p per mile for passengers also travelling to a practice placement
- a rise from 20p to 30p per mile for pedal cycle
- a commercial accommodation rise from £55 to £82.50 per night
- a non-commercial accommodation rise from £25 to £37.50 per night.

Expenses such as parking fees, bus or train fares and toll roads can still be claimed as normal.

We have updated the TDAE spreadsheet you submit to us to help identify claims correctly.

From 18/09/2023 any claims submitted on the old version of this spreadsheet will be returned and you will be asked to resend using the current version.

You will see we now require you to provide the placement start and end date as well as the academic year the student's claim relates to. It is important we receive this information to ensure we are applying the correct rates to the claims.

For NHS Bursary claims where passenger miles are being claimed, you will note the new rate is now 7.5p per mile. Please calculate the whole passenger miles claim using this new 7.5p rate. Where the final amount includes .5p this will be rounded up to the nearest whole pence for payment.

Attendance Requirements During Your Practice Learning Experience

Shift Working whilst in your allocated learning environment

Whenever you are in practice you must start the shift at the accepted start of shift and finish at the accepted end of shift. Depending on the learning environment students may work a range of shift patterns. It is a requirement during the programme that you experience care delivery throughout the twenty-four-hour period. The shift patterns may comprise of:

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

Shift patterns should primarily reflect the requirements of the NMC, in addition to the educational needs of the student. It is anticipated that in general, both students and Supervisors will, in the spirit of negotiation, be able to plan appropriate shift patterns around the university practice and theory days, whilst also being mindful of educational opportunities and individual student needs (for example, occupational health recommendations).

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

Reasonable Adjustments in Practice Learning Environments

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

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

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

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

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

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

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

You should record all of your attendance and report all absences through the SEAtS system. If you are unable to attend a teaching session you should also inform the lecturer/instructor, to catch up on missed learning and for support with teaching materials.

If you expect to miss one or more full weeks of teaching, you must record this in SEAtS and notify your Academic Advisor. Please provide a reason for this to help the team provide appropriate guidance and signposting as required.

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

Should you have any areas of concern relating to your learning environment you can discuss these with your Supervisor /Practice Assessor, PEF, Unit Lead or Academic Assessor or Academic Advisor as soon as is reasonably practicable and in keeping with the NMC (2018) Code. The Division, in partnership with practice colleagues, has developed student guidance to help you understand the

process you need to follow if you have concerns regarding your learning environment or if you witness or are involved in a critical incident or near miss.

Guidance for escalating concerns regarding practice can be found within the document entitled ‘‘The Practice Learning Experience: A Guide to Providing Feedback’’ located within the Practice Learning community gateway within Canvas (under Practice Learning Policies and Guides). And HEI process for investigating issues and concerns in practice relevant to students on all Nursing and Midwifery Approved Programmes.

ASSESSMENT IN PRACTICE

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

Practice learning accounts for fifty percent of the nursing programme and equates to at least 1,605 hours of practice. This is captured through practice learning environments, Practice on Campus weeks and simulated learning opportunities.

What will I be assessed on?

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

The platforms are:

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

Annexe A: Communication and relationship management skills

Annexe B: Nursing procedures

Assessing level of competence

Within the PAD three key statements have been developed to reflect the level of performance that the student is required to demonstrate at the end of each Part, as well as the level of assistance that may

be required at each stage where the student by the end of the Part 3 is practising independently, competently and confidently. The following three levels of performance are to be met by the end of each Part:

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

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

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

Who will assess me?

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

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

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

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

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

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

Structure of your support in Practice

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

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

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

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

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

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

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

Evidence of Progression

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

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

Failure to achieve in practice

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

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

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

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

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

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

Or

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

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

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

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

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

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

Making up hours

During each practice learning experience, you are required to maintain a record of the number of hours undertaken using the timesheet on PARE. This will then be signed at the end of the week by the identified Practice Supervisor and Practice Assessor who is able to verify the hours in practice. The timesheet (Record of Practice Hours) will be used to determine whether you have completed the appropriate number of hours (1,605) in practice at the end of the programme.

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

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

You are responsible for ensuring they undertake a reasonable and appropriate shift pattern. If you have concerns regarding your shift pattern you should contact your Supervisor Practice Assessor/PEF/Academic Assessor/ Academic Advisor in the first instance.

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

Practice Learning Assessment Summary

- Like Academic assessments, all practice learning assessments need to be passed in order for an award to be conferred.
- You will have access to:

-Supervisor(s) in practice

-A Practice Assessor

-An Academic Assessor for each year (part)

- The Supervisor will give verbal and written comments on your progress in achieving the desired outcomes and practice skills. This will be assessed continuously as you move through the practice learning experience by the Supervisor / Practice Assessor and specifically both midway and at the end of each time in your allocated learning environment. Your Academic Assessor will also review your progress.
- It is your responsibility to ensure that these meetings occur. The Practice Education Facilitator, Academic Assessor should be contacted if you encounter difficulty in being able to organise these meetings.
- Supervisor(s) Practice Assessors and you need to be familiar with the documentation on PARE before any entries are made. Should there be any problems associated with the understanding of this documentation the Academic Assessor, should be contacted.
- You are expected to achieve all the outcomes and practice skills specified for each Part.
- Failure to achieve one of the outcomes specified for each Part or learning experience (unless it is not applicable) will constitute a fail grade being awarded
- Should you not be making satisfactory progress at any time you should be informed by your Practice Supervisor This must be documented by the Practice Assessor in the PAD and discussed with your Academic Assessor. An action plan will be developed in conjunction with you, your Academic Assessor and Practice Assessor.
- Details of submission dates for completed PAD documents can be found in the Examinations area on the Canvas student community area.
- In the event of sickness, you will be contacted to discuss their return to your studies.

STUDENT SUPPORT AND GUIDANCE

Programme Director Role and Support

The role of the Programme Director is to ensure the smooth running of the programme. This includes chairing the Programme Committee, overseeing the student evaluation process, considering changes to the programme and ensuring adherence to the university's guidelines for academic practice. The Programme Director is Ruth Heffernan, Room 6.329, Jean McFarlane Buidling with the following contact details:

Tel: 0161 306 7818

Email: ruth.heffernan@manchester.ac.uk

Unit Lead Role and Support

Each unit has a designated leader who is responsible for managing the teaching and assessment process for a specific unit. This individual is also there to guide you regarding all issues relating to the specific unit.

Induction Programme

During the first week of the programme you are invited to take part in an induction or Welcome week programme whereby you are orientated to the University, Division of Nursing, Midwifery and Social

Work, the programme, the Faculty of Biology, Medicine and Health and the academic and administrative staff via a series of activities workshops and social events.

STUDY SKILLS

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

The Study Skills Unit is available in your programme Gateway on Cnavas – select –On Your Programme– section and the link to –Study Skills Support–. In addition, you can visit the [University Student Support Good Study Skills website](#).

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

ATTENDANCE AND ENGAGEMENT REQUIREMENTS

You are expected to attend 100% of all theory and practice sessions. However we know that sometimes, due to unforeseen circumstances, you may miss a session. We have a process for you to make up work which is detailed below.

We monitor attendance for all synchronous teaching, whether in-person or online.

Making up hours (theory)

If you miss a synchronous session, you are asked to complete a Reflection on Learning template which you will find in your Portfolio. You can download a copy using [the link below](#) and then upload to your Portfolio. This will then provide evidence that you have taken responsibility for making up any learning that you have missed.

You will find the area in your portfolio by scrolling down the contents on the left hand side of your PebblePad portfolio.

Making up hours (practice)

Your AA can support you if you need to make up Practice hours. Speak to them about the circumstances and as long as Practice can accommodate an extension, this can generally be arranged.

Lateness Policy

It is our expectation that students will be punctual and prepared to start working promptly at the start of the session to maximise learning time and opportunities.

Understanding that sometimes delays do occur for unavoidable reasons students are able to enter the teaching session up to 15 mins after the session has started.

It is expected that if students arrive late, they find a seat at the back of the room and enter quietly, causing as least disruption to the group as possible.

If students are registered as attending a session, they are expected to remain for the full session. Attendance may be checked at the end as well as the start of a session to ensure that this is taking place.

Attendance and Engagement

As a student on the MSc Adult Nursing programme you are required to attend both the University (for theoretical aspects of the course) and clinical placement (for practice-learning). In accordance with the NMC Stands for education, in addition to your 2105 advance standing hours, you will complete 2495 hours of learning over the course of your programme, 50% of which takes place in practice.

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

Attendance Monitoring

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

Students are expected to attend all scheduled teaching and learning sessions in every year of study, unless alternative arrangements or flexibility in attendance has been agreed for individual students, if unavoidable circumstances such as illness prevents you from attending or if absence has been authorised. This includes both on-campus teaching as well as online/blended, distance or remote learning modes of delivery.

You should record all of your attendance and report all absences through the SEAtS system. If you are unable to attend a teaching session you should also inform the lecturer/instructor, to catch up on missed learning and for support with teaching materials.

If you expect to miss one or more full weeks of teaching, you must record this in SEAtS and notify your Academic Advisor. Please provide a reason for this to help the team provide appropriate guidance and signposting as required.

Trigger points for absence

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

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

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

Advice & Support

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

ATTENDANCE AND SICKNESS ABSENCE ON PLACEMENT

Whilst on Practice Placement, students must attend 100% of their Placement working days. Placement days and hours are agreed between the placement provider/ agency, Practice Educator, student and Practice Link Tutor at the start of each placement.

Students who are unable to attend the placement are governed by the same regulations as Programme attendance regulations for definition of sickness, absence, unauthorised absence and punctuality as outlined in the student Programme Handbook (regarding sickness, absence, unauthorised absence, unscheduled breaks/leave). In addition, students must follow the placement agency's procedures for reporting as sick.

Students are required to complete 100 days on placement and must keep a record of the days completed on placement. The proforma provided in this handbook should be used and included in the portfolio. Students are expected to make up missed time (for sickness and absence) in agreement with the placement provider.

If the student is required to attend the University for recall days, any other form of scheduled teaching or student conferences, these days are not included in the 100 placement days.

A prolonged absence from placement will result in the student having to interrupt the course.

PREGNANT STUDENTS PROTOCOL

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

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

Prior to any period of interruption, you will need to meet your Programme Director and Academic Advisor to formalise and agree the interruption. At this interview you should complete a Request for Interruption Form and agree the date of interruption and a provisional return date. It is your responsibility to contact the school 15 weeks prior to your return to confirm your intentions.

If you would prefer to take a shorter period of leave you should meet with your Academic Advisor and Programme Director to agree the date of the interruption and a provisional return date, and to discuss

how any assessment or time away from practice would be made up following a return to the programme.

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

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

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

Pregnant Students and Practice Placements

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

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

- Participation in manual handling procedures

- Exposure to radiotherapeutic investigations

- Sequencing and length of shift patterns

- Exposure to infectious disease

- Working in Theatres

- Preparation and administration of cytotoxic chemotherapeutic agents

- Exposure to hazardous waste • Provision of Uniforms

- Access to rest areas

- Students who are non-responders to Hepatitis B vaccination, may require restrictions to practice based on risk assessment.

Students Returning to Study

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

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

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

UNSATISFACTORY PROGRESS

If you fail to satisfy the Examiners in any assessment of your taught units, you may be permitted a reassessment on one further occasion. You must present your work for reassessment in the next available University examination period.

If you are undertaking a Master's degree, you may not be permitted to proceed to, or present your project until you have satisfied the examiners that you have successfully completed all assessments for the taught part of the programme.

Fitness to Practice Committee

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

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

CONFIDENTIALITY

By the nature of Practise, you will be exposed to confidential information about patients/clients and others. Breaching confidentiality may only be appropriate in exceptional circumstances. Inappropriate breaching of confidentiality is a betrayal of trust, a serious matter and as such may lead to disciplinary action by the employer or university.

You are reminded that information you are exposed to, may fall into two categories: i) that for use within the Public Domain, which is open and accessible, and ii) that which falls within the Private Domain and is confidential. There is also information that is deemed to be in the public's interest but not necessarily readily available. Care should be taken to ensure that these aspects of information/confidentiality are properly addressed within your work. If you are unclear on this subject, you should seek clarification from your Course Unit Leader.

You must not give information to the Press regarding events, which take place in the Division of Nursing, Midwifery and Social Work or any of the placement areas. Any enquiries from the Press must be directed to the Head of Division or the Senior Officer (if in a clinical placement). If you are requested to make a statement, help and advice should be sought from your academic advisor.

Although you are free to publish your own work, you are strongly advised to seek tutorial guidance first, since any work submitted for examination/assessment purposes remains the copyright of the Division.

External Examiners

External Examiners are individuals from another institution or organisation who monitor the assessment processes of the University to ensure fairness and academic standards. They ensure that assessment and examination procedures have been fairly and properly implemented and that decisions have been made after appropriate deliberation. They also ensure that standards of awards and levels of student performance are at least comparable with those in equivalent higher education institutions.

External Examiners's reports relating to this programme will be shared with student representatives at the *Staff Student Liaison Committee (SSLC)/programme committee/other appropriate forum (specify)*, where details of any actions carried out by the programme team/School in response to the External Examiners's comments will be discussed. Students should contact their student representatives if they require any further information about External Examiners's reports or the process for considering them.

The External Examiner for this programme is:

Name: Nicky Williams

Name of Institution: University of Bedfordshire

Position at current Institution: Senior Lecturer in Adult Nursing

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

RETAKING A WHOLE PROGRAMME

Students may, in exceptional circumstances, and with prior permission of the Examination Board, be allowed to re-take the entire programme. In such circumstances, you may re-register only if all outstanding fees have been paid. Fees are payable for the new period of registration.

RECOMMENDATIONS FOR ACADEMIC AWARDS

Following a report from the Examiners, the Faculty shall recommend to Senate the award of the degree of Masters or Postgraduate Diploma or Certificate, for those candidates who have completed all requirements of the regulations and satisfied the Examiners.

- MSc in Adult Nursing
- MSc in Health Studies
- PG Diploma Health Studies (exit award only)
- PG Cert in Health Studies (exit award only)

NB

In conforming to the NMC requirements for a qualifying award in Nursing, which will allow students successfully completing the programme to register as ready to practice at qualifying level, the programme title(s) are designed to signify both the level of learning outcomes and the achievement of a professional qualification. The titles clearly indicate to potential applicants the level and academic and professional nature of the award. Students may successfully achieve 120 credits (PG Diploma) or 180 credits (MSc) for learning outcomes at level 7, while failing to successfully complete the remaining elements of the programme that are required to demonstrate capability in practice and to enable registration with the NMC. Under these circumstances, students may be awarded a PG Cert, Diploma or MSc in Health Studies. This title reflects the *academic* learning outcomes of the programme, while differentiating the award from a qualification to practise as a nurse.

Clinical Skills Laboratory: Student Conduct

You must follow the regulations below when using the laboratories:

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

Relatives in Clinical Practice

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

Good Health and Good Character

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

Part-time Employment

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

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

Unit Evaluations

Since we are encouraging you to develop your willingness and ability to ask searching questions about nursing practice, we expect you to offer equally appropriate criticisms of our work in nursing education. In this respect, we agree to accept your evaluation of our work. You, as new nurses, carry forward our aspirations, and you will help to assure the on-going development of nurse education.

Completions with the NMC / Application for Registration

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

Following ratification of final results at the Awarding Examination Board details of students who have successfully completed the course will be forwarded to the Nursing and Midwifery Council. A Declaration of Good Health and Good Character is signed by the Programme Director or his/her nominee and sent to the NMC. The Division will receive confirmation that this information has been safely received. You will normally receive a registration pack from the NMC within two weeks of completion information being sent from the Division. To be entered on the register, the NMC must have received a completed registration pack from you and the Declaration of Good Health and Good Character from the Division.

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

1. Paternity leave – A total of two weeks paternity leave may be taken at any time during a partner's pregnancy or within three months following birth. The student must inform the Programme Director of this absence [here](#)