

Description



BNurs MNurs Programme Handbook 25/26

BACHELOR OF NURSING (HONS) / INTEGRATED MASTERS

Faculty of Biology, Medicine & Health

School of Health Sciences

Division of Nursing, Midwifery and Social Work

PROGRAMME HANDBOOK

SEPTEMBER 2025

Version: June 2025

Purpose of this Handbook

Welcome to the University of Manchester and the Division of Nursing, Midwifery and Social Work.

We hope that you have an interesting and rewarding year.

This guide helps you navigate your time as a student, with links to key resources, services, and policies.

The aim of this handbook is to tell you what you can expect from your Programme. It will give you information about who does what, and give details about what is expected of you.

This Programme Handbook provides key information specific to the BNurs and MNurs Programme at The University of Manchester. It should be read alongside the wider guidance available at the following locations:

[SHS Practice Gateway SharePoint](#)

[SHS TLSE Student SharePoint](#)

[BNurs MNurs Student Gateway](#)

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

PROGRAMME CONTENT: IMPORTANT INFORMATION

As a nursing student, you will be exposed to a wide range of sensitive and sometimes distressing topics as part of your professional preparation. This may include discussions, case studies, and clinical scenarios involving serious illness, trauma, mental health crises, death and dying, child protection, abuse, and neglect. These subjects are essential to your development as a compassionate and competent nurse, but we recognise that some material may be emotionally challenging, particularly if it relates to your own experiences.

If you feel affected at any time, please speak to your Academic Adviser, Year Lead, or the Student Support Office. Support is also available through the University's Counselling and Mental Health Service, Occupational Health, and peer wellbeing networks.

Disclaimer

Although the information in this Handbook is accurate at the time of publication, aspects of the Programme and of Divisional practice may be subject to modification and revision. The Division

reserves the right to modify the Programme in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional or regulatory bodies, requires a change to be made. In such circumstances, revised information will be issued. Information provided by the Division during the year should therefore be regarded, where appropriate, as superseding the information contained in the Handbook.

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

Head of the Division of Nursing, Midwifery and Social Work



“Nursing is a profession dedicated to upholding everyone’s right to enjoy the highest attainable standard of health, through a shared commitment to providing collaborative, culturally safe, people-centred care and services. Nursing acts and advocates for people’s equitable access to health and health care, and safe, sustainable environments. The practice of nursing embodies the philosophy and values of the profession in providing professional care in the most personal health-related aspects of people’s lives. Nursing promotes health, protects safety and continuity in care, and manages and leads health care organizations and systems. Nursing’s practice is underpinned by a unique combination of science-based disciplinary knowledge, technical capability, ethical standards, and therapeutic relationships. Nursing is committed to compassion, social justice and a better future for humanity.” • International Council of Nurses, 2025.

PROGRAMME DIRECTOR’S WELCOME

Dear Student

On behalf of the whole team, I am delighted to welcome you to our nursing programme. We are committed to supporting you as you become part of a diverse and ever-evolving profession that plays a vital role in the health and wellbeing of individuals, families, and communities. No two nurses are the same, and thatâ€™s something we encourage. Our programme is built on a foundation of core values that reflect our commitment to delivering high-quality, compassionate, ethical, and evidence-based care â€“ whether you aspire to become an Adult Nurse, a Children and Young Peopleâ€™s Nurse, or a Mental Health Nurse.

The course is designed to meet the Nursing and Midwifery Council Standards for Pre-registration Nursing Programmes (2018), and we provide a range of learning experiences in the university and in practice, to support your development as a capable, reflective and professional nurse. We believe that nursing is a holistic profession that recognises the unique needs of each individual and so we ensure that our students have a strong grounding in the latest research and evidence-based practice so that you can care, advocate, lead and make a difference.

Engage with the programme team, your practice supervisors and your peers and we will support and challenge you in equal measure â€“ learning together is the best way to develop. Over the next few years, you will develop the knowledge and skills needed to provide safe, effective, and person-centred care. You will also develop the critical thinking, resilience, and professionalism that define outstanding nurses. We encourage you to share your thoughts and ideas with your peers, to be curious, to ask questions, and to challenge yourself and others to think critically and creatively.

We recognise that each of you will have unique needs and circumstances that may require additional support. We are committed to providing a range of academic and pastoral resources and services to help you to thrive. You are now part of the University of Manchester and join the many thousands of students who have sustained our tradition of excellence, We look forward to supporting you in achieving your goals as you embark on this important and rewarding career path.

Welcome to nursing at Manchester.

Kevin Bayley
Programme Director

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

SECTION 1: PROGRAMME INTRODUCTION

Programme Management and Leadership

The BNurs/MNurs Programme is led and managed by a dedicated team of academic and support staff within the Division of Nursing, Midwifery and Social Work.

Key Staff Roles

Role	Name / Contact
Head of School	Prof. Andy Brass
Director of Education	Sam Freeman
Head of Division	Prof. Dawn Dowding
Programme Director	Kevin.Bayley-2@manchester.ac.uk Laura.Green-3@manchester.ac.uk
Year 1 Lead	Shelly.Allen@manchester.ac.uk
Year 2 Lead	Michael.Bird@manchester.ac.uk
Year 3 Lead	Amanda.Kelly@manchester.ac.uk
Year 4 Lead (MNurs)	Brendan.Garry@manchester.ac.uk
Adult Field Lead	Ljubisa.Paden@manchester.ac.uk
Children & Young Peopleâ€™s Field Lead	Michaela.Barnard@manchester.ac.uk
Mental Health Field Lead	Robert.Griffiths-2@manchester.ac.uk
Academic Lead for Practice	Elizabeth.Winfield@manchester.ac.uk
Practice Governance Lead	Claire.Burns@manchester.ac.uk
Senior Academic Advisor	Judith.Ormod@manchester.ac.uk
Exams Officer	Patricia.Conaghan@manchester.ac.uk
Practice Learning Officer	Lindsay.H.Blanks@manchester.ac.uk

Programme Director

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

Unit Lead / Seminar Lead

Each unit of study you complete will be facilitated by a team of academic staff. You will find details of the staff associated with a course unit on Canvas

For some units you will be allocated a seminar lead who will lead seminars and/or online group work. They are your first point of contact for unit-related issues.

Field Lead

The Field Lead role is to ensure the smooth running of the Programmes for which they are responsible. This involves overseeing the curriculum for their field to ensure that you gain maximum benefit from your chosen Programme of study. Field Leads monitor student course evaluation process and ensures that areas of concern or need are raised at the appropriate Programme committees and groups.

Year Leads

Each year of the four-year Programme has an assigned Year Lead. Their main duties include ensuring student experience and wellbeing. They act as a point of contact for issues affecting the whole cohort. They are responsible for coordinating welcome week, and other events throughout the year.

Student representation

As part of the University's structured student representation framework, each cohort on the BNurs/MNurs programme elects one or more Student Representatives.

These reps act as the first point of contact for peers, gathering feedback via email, surveys, drop-in sessions or Teams, and representing student views at regular Student Voice (SV) meetings. They then close the feedback loop by reporting back on actions taken. Course Reps receive training from both the University and the Students' Union, and benefit from mentoring and support throughout the year.

Current student reps are listed on the [BNurs MNurs Student Gateway](#).

Academic Advisors

All students should be offered opportunities to meet with their Academic Adviser. The schedule for these meetings varies according to which year of study you are in, but as a minimum will be at the start of each academic year, and following each practice placement. These are a combination of one to one meetings, and group restorative supervision.

During these meetings issues to be discussed may include:

- Your study progress and requirements
- Any supervision and guidance that you may require
- Placements
- Expectations of the programme
- Attitudes
- Any other items that either you or the AA may wish to raise, or
- Particular issues that may be relevant to your continuing success

Contacting Staff

Email is the default method of communication.

You must use your University email address – emails from personal accounts may be treated as spam and not read. Always include your **student number** and **cohort** in any email.

Microsoft Teams is used for messaging and online meetings by many staff and students.

Important notifications will also appear on **Canvas** – check these regularly.

Response times:

- During term-time, staff aim to reply to messages within **5 working days**.
- Please allow longer if staff are part-time or on research days/leave.

Urgent issues:

For urgent academic or personal matters, contact the Programme Helpdesk: **shs.hub@manchester.ac.uk** or in person at the Jean McFarlane Building (Ground Floor Helpdesk).

In an emergency, any available lecturer can be approached. They may escalate your concern to your Academic Advisor, Programme Director, or Exams Officer as appropriate.

Full contact lists for individual staff members teaching on your Units are available on **Canvas**

Academic Advisors & Academic Assessors

Each student is assigned an Academic Advisor at the beginning of their degree.

Your Academic Adviser will provide you with support throughout your programme. Our aim is that by engaging with your Academic Adviser, you:

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

The nursing Programme will examine topics that can illicit strong emotional responses from students. If you are affected in any way by the material covered please seek support from your Academic Adviser who may then refer you to other support services. You will also have an Academic Assessor who will work with your Academic Advisor to support your progress through the practice and academic elements of the programme

You should meet with your Academic Advisor at least once per semester (face to face) to review progress, although additional contact is encouraged and may take place via email, phone or Teams.

Your Academic Advisor can provide guidance on academic skills, pastoral support, and career planning, and will assist with any fitness to practise concerns if needed. You may also approach other members of the academic team for advice or support at any time.

Academic Assessors are responsible for reviewing your practice learning, confirming progression, and ensuring that NMC proficiencies are achieved. You will not be assigned the same Academic Assessor in consecutive parts of the Programme. In Years 1 and 3, your Academic Advisor will also serve as your Academic Assessor; in Year 2, you will be allocated a different Academic Assessor. If you require an Action Plan, your Academic Assessor will work with you and your Practice Assessor to ensure you can meet outstanding elements of practice assessment.

SECTION 2: PROGRAMME DETAILS

2.1 Programme Schedule and Key Dates

Term Dates

	Starts	Ends
Semester 1	22 nd September 2025	23 rd January 2026
Semester 2	23 rd January 2026	5 th June 2026
		24 th July 2026 (Year 1 and 2)
Extended Semester	5 th June 2026	7 th August 2026 (Year 3)

You will find specific information about placement blocks and annual leave on the A-Z Programme Overview, which can be viewed [HERE](#).

Annual leave periods will not change but other aspects of the timetable may be amended to aid your learning. You should always refer to your Publish timetable for details of teaching, and to the A-Z Programme Overview, for the most up-to-date information.

PLEASE DO NOT BOOK HOLIDAYS DURING STUDY OR PRACTICE WEEKS. If you do take leave outside the academic leave dates, this may adversely affect your progression on the Programme. If there are clear and compelling reasons that you need to take leave, please discuss with your Academic Advisor in the first instance. Please also see Attendance Requirements.

Additional Expenses

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

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

The cost of travel to the University, to sites and between sites is your responsibility,

however, students eligible for The Learning Support Fund can claim back some travel expenses online using the Travel and Dual Expenses (TDAE) link. TDAE is part of the broader Learning Support Fund

provided by the NHS Travel and Dual Accommodation Expenses (TDAE).

Please note that the TDAE guidance states that students are expected to travel by the cheapest form of transport available where it is reasonably practical to do so. If you are unable to travel via bus, train or tram please discuss this with your Academic Advisor before travelling by other means.

2.2 Programme Structure

The BNurs/ MNurs is a full-time, four-year Programme (three years for BNurs students), structured around theory modules, clinical placements, and simulated practice learning. Learning activities take place on campus and in practice settings across Greater Manchester and the wider region. A balance of theory and practice runs through each year, with increasing levels of responsibility and complexity as you progress.

The Programme includes 50% practice learning and 50% theory, in line with NMC requirements. Each academic year is mapped to Part 1, 2 or 3 of the NMC Standards of Proficiency. Simulated practice learning forms part of your overall practice hours and is integrated across each year. The BNurs and MNurs programmes are designed to meet the NMC requirement that students must complete a minimum of 2,300 hours of theory and 2,300 hours of practice across the duration of the programme.

Learning activities take place on campus and in clinical practice placements across Greater Manchester and the wider region. The programme uses a scaffolded learning approach that supports your development of knowledge and skills as you progress.

Both theory and practice are mapped across three Parts of the NMC Standards of Proficiency for Registered Nurses, with simulated practice learning embedded to support readiness for placement. You will have increasing opportunities for independent practice and decision-making as you move through the programme.

The programme includes structured periods of simulated practice learning, which contribute to your overall practice hours. These take place on campus and must be attended in full. For each placement period (except Placement 6), a preparatory simulation week is scheduled to develop the skills and clinical reasoning you will need for your practice learning experience.

Students taking the MNurs will complete an additional theory unit in the Extended Semester of Year 3 instead of Placement 9. They will then go on to complete a further period of theory and practice during their fourth year.

A detailed programme structure and schedule for each year, including units, placements, and simulated practice learning, is provided on Canvas.

All units of study, other than the "Discovery"™ Units in year 2, must be completed. You can find the submission dates for all assessments in the Unit area on Canvas. For Practice Assessment (PARE), the date for submission is the **last day** of your practice placement.

The details of the Units can be found below:

Year 1 (FHEQ Level 4)

In Year 1 you will build a strong foundation in the core principles of nursing and person-centred care. You will gain essential clinical and communication skills through structured learning activities, simulation and practice placements. Units focus on biosciences, professional values, evidence-based practice, and fundamental nursing interventions. You will undertake two practice placements, supported by simulation weeks, and will begin to develop your reflective and academic writing skills.

Semester	Unit Name	Type	Credits
1	Public health, Society and Nursing	Field applied	10
1	Values based nursing	Field applied	10
both	Fundamentals of Anatomy and Physiology for Nursing Practice	Field applied	20
2	Evidence Based Practice	all	10
2	Collaborative Care Planning	Field applied	10
	Simulated Practice Placement 1	Field specific	20
	(Year 1) Clinical Placement 2		20
	(Year 1) Clinical Placement 3		20
Full Year	Professional Development (1)	All	None credit bearing

Year 2 (FHEQ Level 5)

In Year 2 you will expand your knowledge and develop more advanced clinical skills. The focus will move towards managing care for individuals with more complex needs, and developing leadership and inter-professional working skills. You will complete further simulation-based learning and two practice placements in diverse settings. You will also undertake field-specific units that explore the specialist needs of the population in your chosen field of nursing (Adult, Mental Health, or Children and Young People's Nursing).

Semester	Unit Name	Type	Credits
Both	Developing Nursing Knowledge and Skills	Field applied	20
Both	Applied Biosciences for Nursing Practice	Field applied	20
1	Dementia: Empowering and Creative Practice	All	10
1	Introduction to Neonatal Low Dependency Care	All	10
1	Data Driven Care: Doing Statistical Research	All	10
1	Negotiated Study	Field specific	10

	Tissue Viability Nursing and Infection Prevention		
1	(Year 2) Clinical Placement 1	Placement	20
2	Palliative and End of Life Care	Field applied	10
2	Voices in Care: Doing Experience Driven Research	All	10
2	Principles of Adult Critical and Intensive Care Nursing	Adult	10
2	Mental Health and Mental Ill Health Children and Young People	All	10
2	(Year 2) Clinical Placement 2	Placement	20
2	(Year 2) Clinical Placement 3	Placement	20
Full Year	Professional Development (2)	All	None credit bearing

Year 3 (NMC Part 3 / Level 6)

In Year 3, you will consolidate your learning and further develop your ability to manage care independently and lead others. You will undertake advanced theory units in clinical decision-making, leadership, and evidence-based practice, and complete more extended placements. The year includes a final placement period to support your transition to becoming a Registered Nurse. You will also complete your undergraduate dissertation or equivalent final academic project.

Semester	Unit Name	Type	Credits
Semester 1	The Nurse as Leader, Manager and Coordinator of Care	Field applied	20
Full Year	The Nurse as an Inquirer of Clinical Evidence	Field applied	20
Semester 1	The Nurse as Facilitator of Learning	Discovery	10
Semester 1	(Year 3) Clinical Placement 1	Placement	20
2	(Year 3) Clinical Placement 2	Placement	20
2	(Year 3) Clinical Placement 3	Placement	20
2	Advancing Care: The Social and Political Context of Health	Field applied	20
Full Year	Professional Development	All	None credit bearing

MNurs Year 4 (NMC Part 3 / FHEQ Level 7)

Students on the MNurs pathway complete an additional year that leads to an integrated Masters award (MNurs). Year 4 develops advanced knowledge and clinical expertise, with units in leadership, innovation in healthcare, and advanced clinical practice. You will also undertake a Masters-level dissertation. Practice placements provide opportunities to work in senior student nurse roles, supporting the development of leadership and advanced practice competencies.

Semester	Unit Name	Credits
1	Leadership in Professional Practice	15
1	Nurse Educator in Practice	15
2	Research in Professional Practice	45
	Shaping Nurses Recognition and Response to Serious Illness	15
Full year	(Year 4) Clinical Practice and Portfolio	30

The BNurs/MNurs Programme is designed to prepare you for professional nursing practice, providing you with the knowledge, skills and values required to deliver high-quality care across a range of settings. The Programme places a strong emphasis on person-centred care, evidence-based practice, critical thinking, and leadership. You will engage in learning activities that integrate theory and practice, including lectures, seminars, clinical skills, simulated practice learning, and supervised placements. The philosophy underpinning the Programme is to develop confident, compassionate nurses who can work effectively within multi-professional teams to meet the diverse needs of patients and communities.

2.2 Intended Learning Outcomes

This Programme is accredited by the Nursing and Midwifery Council.

By the end of the Programme, you will have demonstrated achievement of the NMC Standards of Proficiency for Registered Nurses (NMC, 2018) and will be prepared to deliver safe, effective and person-centred care as an autonomous practitioner. The learning outcomes reflect four key domains: professional values and behaviours; nursing practice and decision-making; nursing knowledge and understanding; and leadership, management and team working. You will also meet University-level academic learning outcomes, ensuring that you graduate with both professional and academic qualifications appropriate to your field of nursing.

By the end of the programme, you will have demonstrated achievement of the NMC Standards of Proficiency for Registered Nurses (NMC, 2018) and will be prepared to deliver safe, effective and person-centred care as an autonomous practitioner. The programme outcomes reflect the University's expectations for academic learning and the professional standards required by the NMC.

Intended Learning Outcomes BNurs (hons):

On successful completion of this Programme, graduates will be able to:

A. Knowledge and Understanding

- Apply a comprehensive knowledge of biological, psychological, social and pharmacological sciences and evidence-based practice to the assessment and care of people in diverse healthcare settings.
- Demonstrate an in-depth understanding of professional, legal and ethical frameworks for nursing practice.

- Critically evaluate research and evidence to inform safe, effective and person-centred nursing care.
- Understand health and social care policies, public health priorities and global perspectives that influence nursing practice.
- Demonstrate an understanding of the principles of leadership, management and inter-professional working within healthcare.

B. Intellectual Skills

- Demonstrate critical thinking and decision-making in relation to complex care needs across the lifespan.
- Analyse and interpret clinical data to inform evidence-based nursing interventions.
- Evaluate the effectiveness of care and adapt practice in response to feedback and changing patient needs.
- Reflect on professional practice to identify strengths and areas for development.
- Apply creativity and problem-solving to address challenges in healthcare delivery.

C. Practical Skills

- Provide safe, effective and compassionate nursing care that promotes dignity, respect and individual rights.
- Perform comprehensive nursing assessments and develop care plans in partnership with patients and carers.
- Deliver care that demonstrates proficiency in clinical skills, including the safe administration of medicines and use of healthcare technologies.
- Promote health and wellbeing and contribute to illness prevention in individuals, families and communities.
- Collaborate effectively with members of the multi-professional team to deliver integrated care.
- Demonstrate leadership skills and manage risk to promote safe and effective care environments.
- Uphold the NMC Code and maintain the standards of conduct, performance and ethics expected of a Registered Nurse.

In order to meet the aims for the BNurs (Hons), learning outcomes have been mapped across the programme within and across units of learning and practice, and within and across each year of the programme. These learning outcomes are derived from and fully mapped to proficiencies set out in the [NMC – Standards of proficiency for nurses \(NMC, 2019\)](#).

Intended Learning Outcomes (MNurs)

On completion of the MNurs programme you will be able to:

A. Knowledge and Understanding

- Display a critical appreciation of the political and professional issues affecting the advancement of contemporary nursing, your field of nursing, and nurse education.
- Critically evaluate theoretical and philosophical perspectives underpinning professional practice and develop new insights into the basis of care.

- Demonstrate a comprehensive understanding of the established techniques used in nursing research and how they are used to create and interpret knowledge in the discipline.
- Demonstrate critical insight into your role as a supervisor and educator in professional practice settings, recognising the connection between learning culture and public safety.
- Demonstrate a critical understanding of the nature, purposes, value, and application of different approaches to leadership, management, and change management in professional nursing practice.

B. Intellectual Skills

- Demonstrate skills in critical evaluation, integration, synthesis, and application of knowledge, research, and evidence from a range of sources and disciplines.
- Apply knowledge, research, and evidence with originality, recognising its limitations and showing the confidence to challenge orthodox views.
- Demonstrate logical and systematic thinking, drawing reasoned conclusions and sustainable judgements, and engage effectively in debate about current research and advanced scholarship in the discipline.
- Critically reflect on your own professional development, identifying abilities, limitations, and opportunities to improve your performance as a practitioner, supervisor, and educator in various practice settings.
- Continue to act with professional integrity, demonstrating fitness to practise, professional purpose, and achievement of the NMC (2018) standards for pre-registration nursing.

C. Practical Skills

- Manage complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences.
- Adapt and respond appropriately to changing care situations, demonstrating a commitment to inter-professional learning and working, and act independently when appropriate.
- Embrace practice innovation and entrepreneurship, engaging key stakeholders in the development, design, and delivery of services where appropriate.
- Employ skills to design, develop, and manage ethically sound research.
- Demonstrate skills in the supervision and support of junior colleagues and peers.

D. Transferable Skills and Personal Qualities

- Exercise initiative and demonstrate the academic skills and curiosity required for continued professional development, further study, or scholarly output.
- Manage both independent study and the demands of professional practice effectively.
- Demonstrate effective use of information technology, library, electronic, and online resources to engage with the programme and develop skills for lifelong learning.
- Communicate effectively using verbal, non-verbal, and written communication in a variety of settings with a range of individuals.
- Demonstrate competent public speaking and presentation skills to communicate information accurately and reliably to peers and practice colleagues.

- Work co-operatively and effectively with others as a member of a team.
- Act as a professional role model, reflecting on your academic and professional performance, leadership, communication, negotiation, and interpersonal skills.

2.4 Programme Specific Regulations

Your final degree classification will be calculated using weighted averages based on performance in each year of the Programme. The weighting is: 0% from Level 4 (Year 1), 25% from Level 5 (Year 2), 75% from Level 6 (Year 3) for the BNurs. For the MNurs, Level 7 (Year 4) marks contribute to your final Integrated Masters classification in line with University regulations.

The NMC Standards refer to ‘parts’ of the Programme. Academic Assessors will collate and confirm your achievement of proficiencies and programme outcomes for each Part of the Programme.

Each Part corresponds to one academic year. Students should complete all parts before they are able to progress to the next one. Students cannot have more than 150 hours of practice learning, or any theory outcomes, outstanding at the end of a Part. Students having more than 150 hours outstanding, or any theory assessments, will be reviewed at a meeting with the Programme Director and may be required to interrupt the Programme and recommence at a later date, subject to their eligibility to resubmit the assessment.

The requirement to interrupt is to enable students time to address the issues that are impacting on their ability to keep up with practice hours, and to avoid accrual of any further hours deficit. Following interruption, the agreed return date would take account of the hours deficit to ensure that the student has enough opportunity to complete the required hours within the programme, which may mean a return date in

advance of the start of the next year.

A maximum of 40 credits can be carried over into the next year at the discretion of the Examination Board.

We do not permit compensation across theory and practice learning.

2.5 Exit Awards

BNurs in Childrens’ Nursing (Hons) with eligibility for professional registration with the NMC

BNurs in Mental Health Nursing (Hons) with eligibility for professional registration with the NMC

BNurs in Adult Nursing (Hons) with eligibility for professional registration with the NMC

Learners must achieve a minimum of 360 credits, which includes 120 credits at each QAA FHEQ levels 4–6. Professional registration as a nurse is only possible when all theory and practice hours are complete (minimum 4600 hours, 50% theory and 50% practice) and all clinical proficiencies are achieved at the end of the third year, level 6.

Bachelor of Science (BSc) Science Healthcare Studies

This exit award is available to students who do not complete the BNurs programme and have achieved at least 300 credits, which must include 60 credits at QAA FHEQ level 6.

No option for professional registration.

2.6 NMC Registration

Students who successfully complete the BNurs (three years) or MNurs (four years) will be eligible to register with the NMC as a Registered Nurse in their chosen field (Adult, Mental Health, or Children and Young People’s Nursing). The NMC requires that all proficiencies and Programme standards are fully met in order for registration to be confirmed. You must also demonstrate good character and fitness to practise at the point of registration.

- Successful completion of all theoretical and practical assessments
- Successful completion of all proficiencies
- Completion of all attendance requirements
- Completion of practice hours

A personal identifying number will be allocated to each student 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 the student’s 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 and sent to the NMC. The School will receive confirmation that this information has been safely received.

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

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 (NMC, 2019). 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 the student's 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.

2.7 Awards and Degree Classification

On successful completion of your Programme you will receive a University of Manchester degree award. The following degree classifications apply:

Award	Duration	Outcome
BNurs (Hons)	3 years full time	Registered Nurse (NMC) + Bachelors with Honours
MNurs	4 years full time	Registered Nurse (NMC) + Integrated Masters (MNurs)

Degree classifications (First, Upper Second, Lower Second, Third Class) are awarded in line with the [University's standard regulations](#) for undergraduate degrees.

First class 70% and above

Upper Second class 60% and above

Lower Second class 50% and above

Third class 40% and above

Classification of the **BNurs** (Hons) degree awarded will be determined from the marks achieved by the student in all the theoretical and practice-based assessments for level 5 and 6 units. Students must accrue 360 credits in total to be awarded an honours degree (120 credits at level 4, 120 credits at level 5 and 120 credits at level 6).

Classification of the **MNurs** degree awarded will be determined from the marks achieved by the student in all the theoretical and practice-based assessments for level 5, 6 and 7 units. Students must accrue 480 credits in total to be awarded an honours degree (120 credits at level 4, 120 credits at level 5, 120 credits at level 6, and 120 credits at level 7).

Section 3: ASSESSMENT AND PROGRESSION

3.1 Assessment Overview

Assessment within the Programme is designed to support your learning, promote critical thinking, and ensure that you are developing the knowledge, skills, and professional behaviours required for safe, effective nursing practice. You will be assessed through a range of academic and practice-based methods, aligned with the NMC Standards of Proficiency for Registered Nurses and University

academic regulations. The assessment strategy balances formative and summative assessment and includes written assignments, examinations, presentations, clinical skills assessment, simulated practice learning, and assessment of practice proficiencies in placement. All practice placements have academic credits related to practice outcomes. By the end of the PART all outcomes must be met or progression to the next year may be affected.

3.2 University and NMC Progression Requirements

University progression points determine whether you can move to the next academic year. You must achieve a pass mark at first attempt in units/practice totalling at least 40 out of 120 credits for the year, meet the overall minimum pass mark for the year, and achieve all learning outcomes for that part of the Programme. Failure to meet these requirements normally results in being unable to progress.

If you have not passed all assessments and achieved the required practice hours by this deadline, you are likely to be required to interrupt your studies. This decision will be made via a meeting with your AA / Programme Director / Year Lead.

Practice learning requirements include completion of a minimum number of hours as defined by NMC standards. You must not have more than 150 outstanding practice hours by the end of the academic year; failure to meet this requirement will trigger a discussion about possible interruption.

Students who fail more than 80 credits at first attempt or fail the same unit or practice element twice may not be permitted to continue and may be required to withdraw from the Programme, in line with University degree regulations. These decisions will be made at Progression Panels.

3.3 Types of Assessment

You will complete a range of assessment types across the Programme, designed to test your academic understanding, clinical competence, and professional behaviours. Assessments include essays, reflective accounts, reports, presentations, group work, written examinations, OSCEs, clinical skills demonstrations, and the professional portfolio. Practice learning is assessed using the Practice Assessment Record and Evaluation (PARE) system, which records achievement of NMC proficiencies and progression decisions (see Section 5.2.2 PARE). Simulated practice learning forms part of your assessed practice hours and is mapped across the curriculum to support the development of clinical judgement and decision-making.

All summative academic work is assessed using the University of Manchester's nine generic assessment criteria: argument and structure; application of knowledge; use of evidence; analysis; critical reflection; presentation; academic style; referencing; and originality. Full details of these criteria are provided on Canvas and will be discussed in your academic skills sessions.

All written work must use the University-approved Harvard referencing system. If you present an assignment with a word count exceeding the specified limit +10%, the assignment will be marked but 1% will be deducted from this mark for every 100 words over the limit given.

Find out more about Assessment and Progression [HERE](#).

3.4 Preparing for Assessments

Preparing thoroughly for all forms of assessment will help you achieve your full potential. Each unit has a designated Unit Lead and Deputy Unit Lead, who are responsible for teaching and for offering guidance and feedback on assessments. Academic support sessions are normally scheduled, providing opportunities for you to meet with the Unit Lead or Deputy to discuss any questions you have about your assessment work.

Formative feedback opportunities will be provided in a range of formats. For example, you may be invited to submit up to 500 words of formative work to receive feedback on academic writing style, structure, and use of evidence. Other opportunities may include participating in seminars where you can discuss your assignment plans or case study ideas in small groups. Where assessments include examinations, you will have the chance to practise questions and develop answer plans.

You are strongly encouraged to make the most of these opportunities to gain developmental feedback throughout the programme by attending academic support sessions, participating in seminars, and completing practice exercises where available. Specific details about academic support for each unit are provided in the unit handbook and on your timetable. Seminar Leads will normally provide formative feedback on draft work submitted at least two weeks before the assessment deadline. If the Unit Lead is unavailable, you should contact your Seminar Lead or AA in the first instance.

If you experience any circumstances that may affect your ability to engage with your studies or assessments, you are encouraged to speak to your Unit Lead, Academic Advisor, Practice Supervisor or Practice Assessor, as appropriate.

You will find details of assessment submission dates on unit areas on Canvas. For practice assessment, submission deadline via PARE is normally the last day of practice.

3.5 Professional Portfolio

Throughout the Programme, you will develop and maintain a professional portfolio that records your learning, reflections, and progression towards meeting NMC proficiencies. The portfolio includes reflective accounts, evidence of practice learning, feedback from supervisors and assessors, and records of simulated practice learning. It is an essential tool for demonstrating your development and readiness for practice and forms part of the summative assessment at key progression points.

3.6 Exposure to Other Fields

In line with NMC requirements, all students will have learning opportunities across different fields of nursing. This may include spoke placements, visits, or simulation activities designed to broaden your understanding of patient care across the lifespan and in diverse settings. These experiences are recorded in your professional portfolio and contribute to your overall Programme hours and proficiency achievement.

3.7 Management of the Assessment Process

You can find out information about the SHS Assessment process, including relevant policies and regulations, [HERE](#).

If literature is cited throughout a summative assessment but a final reference list is not included, the assessment will be marked, and a 10% reduction will be applied. The lack of a reference list will be noted in the marker's feedback. This does not supersede or alter the policy regarding academic malpractice.

3.8 Marking Criteria

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

These are as follows:

General Statements which apply across all Levels:

- At every level you should apply presentation guidelines as set out in the unit guidance for the assessment.
- At every level you should adhere to the [Harvard referencing system](#) in all assessments.
- At every level you should demonstrate (as a minimum) knowledge/awareness of safe and acceptable standards of practice.
- At every level you are required to address the aims of the assessments as set out in the assessment guidelines.
- You are advised to stay within the recommended word limit for assignments +/- 10%. The penalty which are levied for words in excess of this limit will be a ratio of 1% per 100 words.

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

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

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

The full marking criteria are available in the Assessments area of each Canvas unit. You are encouraged to familiarise yourself with the descriptors to gain a better understanding of the academic

level required of your assessments for each year of the programme, as well as understand how marks are awarded according to the descriptors.

3.9 Academic Malpractice and Use of AI

Academic integrity is a core value of the University and the BNurs/MNurs Programme. You are expected to produce work that is your own and to properly acknowledge all sources.

Academic malpractice within the Programme carries both academic and professional repercussions: in addition to the University's Academic Malpractice Procedure (Regulation XXI), any act that undermines the integrity of clinical learning may be referred to Fitness-to-Practise under the [NMC Code \(2018\)](#).

This includes falsifying practice-placement hours or medication documentation or colluding on assessments. Because such actions breach the NMC Code of Conduct, you may be referred to a Faculty Fitness-to-Practise panel, be suspended from placement, or recommended for NMC registration refusal.

Generative AI can be a valuable companion to your studies. The University encourages you to use tools such as ChatGPT to develop your ideas, refine structure or check grammar, as long as you remain the intellectual author of the work. However, submitting AI-generated text, images or data without explicit acknowledgement may be treated as plagiarism or collusion, and for some assessments (e.g. unseen exams, OSCEs, placement records) AI assistance is not permitted. The Faculty's AI Guidance for Learners advises you to treat GenAI output as you would any other source. You should interrogate its accuracy, correct bias, protect patient confidentiality, and cite the tool and the prompt in your reference list. Individual Unit Leads will provide specific guidance about permitted use of genAI within Units.

The use of generative AI tools must comply with University guidelines and be declared appropriately. Undeclared or inappropriate use of AI tools, plagiarism, or any other form of academic malpractice is a serious offence and will be dealt with under the University's Academic Malpractice Procedure. You can find the School guidance [HERE](#).

3.10 External Examiners

The University appoints external examiners to oversee assessment processes, ensure fairness and consistency, and maintain academic standards. External examiners review a selection of assessed work, attend assessment panels, and provide annual reports on the quality of assessment and learning. Students are encouraged to familiarise themselves with the role of external examiners and to read their reports, which are available via the SHS Practice Gateway.

Students **must not contact** External Examiners directly under any circumstances. Any queries or concerns about assessment outcomes should be addressed through your Academic Advisor, Year Lead, or the Exams Officer. External Examiners are independent reviewers appointed to assure the quality and fairness of assessment and report formally to the University and Programme Team.

You will find details of our External Examiners below:

Clive Tobutt	Shaping Nursesâ€™™ Recognition and Response to Serious Illness Research in Professional Practice
Roslyn Mattukoyya	Fundamentals of Anatomy and Physiology for Nursing Practice Applied Biosciences for Nursing Practice
Roupmatee Joggyah	Public Health, Society and Nursing
Hannah Liversedge	Introduction to Evidence Based Nursing Practice Developing Nursing Knowledge & Skills
Chinenye Ifeoma Ubah	Principles of Adult Clinical & Intensive Care Nursing Tissue Viability Nursing and Infection Prevention Palliative and End of Life Care
Kelly Bramwell	Dementia: Empowering & Creative Practice Mental Health & Mental Ill-health in C&YP Negotiated Study Unit
Warren Stewart	Nurse as an Inquirer of Clinical Evidence Nurse as a Leader, Manager, Coordinator A sample of practice assessment documents
Sarah Darling	Values Based Nursing Collaborative Care Planning
PÃ¡draig Ã“ LÃ°anaigh	Nurse Education in Practice Research in Professional Practice (to be shared between the two external examiners) Clinical Practice and Portfolio Development Nurse as a Facilitator of Learning

SECTION 4: PROFESSIONAL EXPECTATIONS

4.1 Good health and 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.

4.2 Attendance and Reporting Absences

Attendance at all scheduled learning activities is a professional requirement of the BNurs/MNurs programme. You are expected to attend all taught sessions, clinical skills sessions, simulated practice learning, and all practice placements. The NMC requires you to complete a minimum of 4600 hours (BNurs) or 6000 hours (MNurs) across both theory and practice. Attendance is therefore closely monitored and accurate records are required to support your eligibility to progress and register.

Attendance is recorded via SEAtS (theory) and PARE (practice). Support is available from the Student Support Office if personal issues are affecting attendance.

If you are unable to attend, you must report the absence promptly.

- For university-based sessions, submit a Notification of Absence or Self-Certification form via the online process (see SHS Attendance guidance).
- For practice placements, inform your placement area directly as early as possible, and follow the reporting process set out by the placement provider. You must also record the absence on your PARE timesheet, and inform your Academic Advisor.

Absences may be authorised if supported by documentation (e.g. for illness, caring responsibilities, or compassionate reasons) or approved in advance by your Academic Advisor or Year Lead. For sickness of 1–7 days, a Self-Certification form can be used. For absences longer than 7 days, a doctor's note is required.

All absences, whether authorised or unauthorised, must be made up to meet the required programme hours for both theory and practice.

4.3 Attendance monitoring and triggers

Academic Advisors are given regular updates on attendance. If attendance issues are identified, you may be invited to a meeting to discuss this with your Academic Advisor or Programme Director. The purpose of this is supportive and is intended to help you remain on track and engaged.

Absence level	Action
20% of theory hours of authorised absence	Student to complete Reflection on Learning form in e-Portfolio
20% of theory hours of unauthorised absence	
OR	Academic Advisor informed and student invited to a meeting to discuss their attendance; practice attendance will also be reviewed. A plan for making up missed theory and/or clinical hours agreed. An informal notification may be issued, with requirement to improve attendance.
Ongoing problems with attendance to relating health or personal difficulties	
Continued ongoing problems with attendance >20%	
No attempt to make up hours using reflective portfolio	Programme Director contacts student to ensure they are aware of absence notification procedure, reminds of how to make up missed session in Portfolio and encourages student to seek support from AA if there any issues affecting attendance (AA copied in).

If attendance continues to fall below required levels, further action may be taken, such as referral to Occupational Health, interruption from the programme, or referral to the Faculty Fitness to Practise or Support to Study process.

Persistent unexplained absence or failure to engage may ultimately impact on your ability to progress on programme.

4.4 Making up hours (theory)

If you miss a scheduled synchronous session, you will be asked to complete a Reflection on Learning (available via your Portfolio) to support academic engagement and recovery of learning time.

4.5 Professional expectations

You are encouraged to take responsibility for managing any personal, health or other issues that may affect your attendance, and to seek support proactively. Your Academic Advisor is your first point of contact, but you may also access support from the Senior Academic Advisor, Year Lead, Student Support Office, Occupational Health, Disability Support Office, or Counselling Services.

You must not use theory or independent study time to make up practice hours. You must not front-load or compress hours to create additional holiday periods. Shift planning in practice should meet NMC expectations for 24-hour care and varied patterns of service. There is no fixed quota of night-duty hours on this programme. However, the NMC requires you to “experience the range of hours expected of registered nurses”, which includes exposure to 24-hour care across early, late, long-day, weekend and night shifts. You are therefore required to work with your Practice Assessor to plan a shift pattern that ensures you experience each type of duty at least once while also safeguarding your wellbeing and adhering to any Occupational Health recommendations.

4.6 Occupational Health Clearance

To progress through the BNurs (Hons) / MNurs programme, you must maintain your health clearance. This programme combines academic study with clinical practice, so you must be well enough to take part in both. In order to maintain safety for the public, your colleagues and yourself, the Programme will usually defer to the advice and recommendations of Occupational Health in matters of health and fitness

If the School is informed (either by Occupational Health or a GP fit note) that you are not currently fit to attend, you will normally be placed on sick leave. This means you will not attend university sessions or clinical placement. If your sick leave continues for a significant period, you may be asked to take a formal interruption from the programme.

Occupational Health operates an open-door policy, and you are welcome to book an appointment at any time during your course. If you self-refer, no information will be shared with the School unless you give your explicit consent. If a report would be helpful, this will only be arranged with your agreement.

You may also be formally referred to Occupational Health by a member of staff, accommodation team, or other support service if they are concerned about your health or if your health is affecting your studies. You should always be told the reason for the referral. Occupational Health will contact you by email to arrange an appointment.

If you become pregnant during your studies, you must inform your Academic Adviser or Occupational Health.

If you sustain a **needlestick injury** or **sharps incident** while on placement, you must notify Occupational Health immediately. You must also follow your placement provider's accident reporting procedures and inform your Academic Adviser.

4.7 Fitness to Practise

Fitness to Practise refers to the standards of professional behaviour, conduct, and health required to safely and effectively undertake the role of a nurse. Throughout the Programme, you are expected to maintain the standards outlined in the NMC Code (2018), including acting with honesty and integrity, delivering person-centred care, and maintaining public trust and confidence in the profession. Concerns about Fitness to Practise may arise from issues such as misconduct, academic malpractice, breaches of confidentiality, poor attendance, or health concerns that may affect your ability to practise safely.

Where concerns arise, these are managed under the Faculty's Fitness to Practise Procedures, which are detailed on the SHS Practice Gateway . If you are subject to a Fitness to Practise investigation, you will be supported by the Programme Team and the Student Support Office.

4.8 Summary Disciplinary Process

In addition to the University's [general student conduct regulations](#), BNurs/MNurs students are subject to specific professional standards. Any behaviour that breaches these standards, whether on campus, in practice, or in the wider community, may result in disciplinary action. Minor concerns may be addressed through informal meetings or action plans, while more serious concerns will be referred to the Faculty Fitness to Practise Panel. The outcomes of such panels can include conditions on practice, temporary suspension, or removal from the Programme. You are advised to familiarise yourself with the relevant procedures, which are available

4.9 Part-Time Employment

Whilst enrolled on the BNurs/MNurs Programme, students are advised to limit part-time employment to a maximum of 15 hours per week during term time. The Programme is full time and intensive, with significant commitments to both theory and practice. Excessive part-time work can affect academic performance and fitness to practise. If part-time work is found to be adversely affecting your performance or attendance, the Programme Director may issue formal advice or conditions to ensure that academic and professional standards are maintained.

4.10 Jury Service

There is a possibility that you may be approached to fulfil this service during your time as a student. Although we acknowledge this experience might well be beneficial to your understanding of the legal system, the possibility that the commitment may extend beyond two weeks is a very real one and as such would interfere markedly with the continuity of the theoretical and clinical experience.

Those who administer Jury Service sometimes allow students in full-time education, including students of nursing / midwifery, to defer of the service. If you are asked to do Jury Service we do have a standard letter which can be sent on your behalf, explaining your current position as a student. Please contact the programme team to ask for a letter requesting exemption from jury service.

SECTION 5: PRACTICE

The Programme includes practice in learning environments across Greater Manchester. It also includes Simulated Practice which is carried out on campus. This section describes expectations and structures for both of these.

5 Practice Placements

Please note that information about Practice Placements is held on a School of Health Studies Practice SharePoint site. You should always check there for current guidance and information.

[SHS Practice Gateway](#)

5.1 Before Placement

Mandatory Requirements

Before starting any placement, you must meet all mandatory requirements. This includes completing occupational health clearance, DBS checks, and required immunisations. You must also complete mandatory training as specified by the University and placement providers, covering areas such as basic life support, manual handling, safeguarding, infection prevention and control, and information governance. It is your responsibility to ensure that all mandatory requirements are met in good time, as failure to do so will result in a delay to placement and may affect your progression. There are additional training requirements for mental health students and you will be given details when you start the Programme.

5.1.2 Placement Structure and Learning Hours

Practice learning accounts for 50% of your overall Programme hours. Each academic year includes a combination of placements and simulated practice learning, which together contribute to the practice hours required by the NMC. Placement dates are published on the A-Z Programme Overview on the Programme Student Gateway. You are expected to be available for placement during all of these dates, including during university vacation periods. Programme annual leave will be detailed in the A-Z Programme Overview. You must complete the required number of practice hours to progress through

the Programme. Each Placement is worth 20 academic credits.

5.1.3 Placement Allocation and Travel Expectations

Placement allocation is managed by the University's placement team in collaboration with practice partners. You will normally undertake placements within Greater Manchester. Travel to placements is your responsibility, and you should plan travel carefully to ensure punctuality and reliability. Some placements may involve travel of up to 90 minutes each way, assuming you live in Greater Manchester. Placements are assigned based on learning needs, availability, and capacity, and individual preferences cannot always be accommodated. Information about your placement allocation will be available on PARE and via the SHS Practice Gateway.

Please note that when undertaking learning experiences, students may invalidate their car insurance if they make journeys *after* their arrival on duty as this may be considered to be using your vehicle for work purposes. Many insurance companies will allow policy holders to travel between different places of work without it being classed as business use. Any car use during the working date other than to travel to or from your work base could be considered as business use, so any such use should be checked with insurers.

5.2 During Your Placement

5.2.1 Supervision and Support During Placement

The Practice Governance Lead and the Academic Lead for Practice oversee the quality and safety of practice learning across the Programme. They work closely with partner organisations and the Practice Education Facilitators (PEFs) to ensure practice learning environments meet NMC standards and offer high-quality educational experiences. The Practice Learning Officer supports the day-to-day operation of placement processes and helps resolve placement-related issues. In practice settings, you will also be supported by Practice Supervisors, Practice Assessors, Academic Assessors, and PEFs. Additional academic and pastoral support is available from the Student Support Office, the Senior Academic Advisor, your Year Lead, and your Academic Advisor.

During placements, you will be supported by a Practice Assessor and Practice Supervisors, in line with the NMC Standards for Student Supervision and Assessment (2018). Your Practice Assessor oversees your progress and confirms achievement of proficiencies, while Practice Supervisors provide day-to-day support and learning opportunities. You will also have access to Practice Education Facilitators (PEFs), who provide additional support in the placement area. Your Academic Assessor and Academic Advisor will remain available to you throughout placements, and you are encouraged to maintain regular contact. If issues arise in placement, you should discuss these promptly with your Practice Assessor, PEF, or Academic Advisor.

5.2.2 Assessment in Practice (PARE)

Practice learning and assessment are recorded using the Practice Assessment Record and Evaluation (PARE) system. This includes the documentation of learning experiences, achievement of NMC proficiencies, feedback from Practice Supervisors and Assessors, and progression decisions. It is your

responsibility to ensure that PARE is kept up to date and that all required elements are completed in a timely manner. Your Academic Assessor will review your PARE documentation as part of the formal assessment of practice learning.

If you do not achieve the required proficiencies in a placement, you may be offered an opportunity to retrieve outstanding outcomes. Retrieval involves completion of additional placement hours and supervised learning opportunities to achieve proficiencies. Retrieval arrangements will be coordinated by the Practice Education Team in consultation with your Academic Assessor and Programme Lead. Where retrieval is not successful, or if a student fails two placements, this will normally trigger interruption or withdrawal in line with the University's Fitness to Practise and progression policies.

5.2.3 Attendance in Practice

You are required to work the normal shift times of their learning environment starting and finishing at the same time as other staff (with similar breaks). Commitment to attendance and punctuality is important and will be closely monitored.

During the programme you are considered as supernumerary, this means you are not calculated as part of the workforce, it does not mean you are unable to undertake any duties. You will be expected to observe and participate in clinical activities and duties with supervision as appropriate to your level and abilities.

In the event of an emergency that may impact on attendance, please contact your practice supervisor assessor as soon as possible.

If you are having any difficulties in practice you should speak to your Academic Advisor.

It is **not acceptable** for you to use the days allocated for practice for other purposes such as completing assignments or attending academic sessions. If events such as Clinical Skills are timetabled during your placement block, you will be advised of this in advance.

You are expected to attend practice for the full duration of your placement.

All attendance should be recorded in PARE and signed by the appropriate registrant. You should also record absences or sickness in PARE.

5.2.4 Reasonable Adjustments

If you require reasonable adjustments in placement due to a disability, health condition, or personal circumstances, you should contact the Disability Advisory and Support Service (DASS) and your Academic Advisor as early as possible. A Placement Support Plan will be developed in collaboration with you, the placement provider, and the University to ensure appropriate support is in place. You may decide to inform your Practice Assessor and PEF about your support needs. The University is committed to ensuring that all students have equitable access to practice learning opportunities.

5.2.5 Professional Conduct in Practice

You are expected to uphold the highest standards of professional behaviour during placements, in line with the NMC Code (2018), practice policies and University regulations. This includes maintaining confidentiality, acting with integrity, delivering safe and person-centred care, and demonstrating respect for patients, colleagues, and service users. Attendance, punctuality, appearance, communication, and professional relationships all contribute to your professional conduct. Any concerns about behaviour or conduct in practice may trigger Fitness to Practise processes.

5.2.6 Raising Concerns in Practice

If you witness poor practice or have concerns about patient safety or care quality during placement, you have a professional responsibility to raise these concerns. You should follow the escalation process outlined by your placement provider, and also inform your Practice Assessor, PEF, and Academic Advisor.

All NHS organisations and others providing NHS healthcare services in primary and secondary care in England are required to adopt the national Freedom to Speak Up policy (NHS England, 2022) which states that preventing or deterring people from speaking up will not be tolerated. [You can find more information here.](#)

Support is available from the Programme Team and the University's Raising Concerns lead. Guidance on how to raise concerns is provided on the SHS Practice Gateway and through training sessions.

5.3 After Placement

5.3.1 Evaluation and Expenses

Following each placement, you are required to complete a placement evaluation. Your feedback is essential for maintaining the quality of practice learning environments and will be used by the Programme Team and practice partners to make improvements. Completion of evaluations is mandatory, and is required for you to progress on the Programme.

Eligible travel and accommodation expenses incurred during placement may be claimed in line with NHS Student Services guidelines. Full details on how to submit expense claims are provided on the Practice Gateway.

Simulated Practice

Most practice placements (other than Placement 6) are preceded by a week-long programme of simulated practice. This is a mandatory component of your practice hours. Simulated practice learning is an integral part of the undergraduate nursing programme. It provides a safe and supportive environment where students can develop and refine essential field specific practice skills.

Simulated practice learning on campus forms an important part of your preparation for clinical practice. It provides a safe and supportive environment where you can develop and refine essential clinical and

communication skills before applying them in real-world settings. This approach is aligned with NMC guidance, which recognises that simulated practice learning can contribute to meeting your proficiencies and programme hours (NMC Standards for Pre-registration Nursing Programmes, 2019).

During the programme, you will take part in structured skills sessions as well as more complex simulated practice learning sessions, which bring together clinical scenarios, decision-making, teamwork and communication. These sessions are mapped across the year to complement your academic content and placement experiences.

Each placement (other than Placement 6) is preceded by a week-long programme of simulation activities that are counted as Practice Hours, so attendance is logged in PARE as for your practice placements. Attendance is mandatory.

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 Professionalism Policy
- If you arrive late to a skills session you may be refused entry at the discretion of the facilitator (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
- 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
- Immediately report accidents or other adverse incidents to the facilitator and complete the appropriate incident reporting form.

Simulated Practice Learning weeks take place prior to each clinical placement (except Placement 6) and are counted as part of your Practice Hours. Attendance at these sessions is mandatory. Non-attendance will affect your recorded practice hours on PARE and may delay progression.

SECTION 6: CHANGES, INTERRUPTIONS AND WITHDRAWALS

Full guidance on interruptions, returns, and withdrawals is available [HERE](#).

6.1 Interruptions

Sometimes circumstances arise that may affect your ability to continue with your studies. If you experience health problems, personal difficulties, or other significant issues, you may request an interruption of studies. Interruptions must be formally approved by the University and can only be granted for a defined period. To request an interruption, you should speak first with your Academic Advisor or Programme Director, who will guide you through the process. You will need to complete an application form and provide supporting evidence. All interruption requests are considered on an

individual basis and must be approved by the School and Faculty.

The Division may also recommend that you interrupt your studies if concerns arise about your fitness to practise, professional conduct, or academic progress. In such cases, you will be fully informed of the reasons for this recommendation and will have the opportunity to discuss this with the Programme Team. The process will follow University policy and Fitness to Practise procedures, and support will be provided to help you return to the Programme when appropriate.

6.1.1 Interruption at Student Request

You may request an interruption to your studies if personal, health, or other significant circumstances arise. Interruption requests must be approved by the University and are granted for a fixed period. To begin this process, speak with your Academic Advisor or Programme Director, who will guide you through the required form and evidence.

During the interruption meeting, your current academic profile will be reviewed, and an individual return plan agreed, including any necessary conditions. The interruption must be formally approved and confirmed in writing.

6.1.2 Interruption by Divisional Committee

In some circumstances, the Division may require you to interrupt your studies. This may occur if:

- You breach professional progression requirements
- Occupational Health deems you temporarily unfit to continue
- You fail to meet attendance requirements
- The Programme Director judges that immediate interruption is in your best interest

You will be notified of this decision and supported in developing a suitable return plan. This helps minimise disruption to your progress and protects your future funding.

6.1.3 Financial Support

Such a change in circumstances may have implications for your student finance and accommodation so we strongly recommend that you contact your Student Finance company and the University's Student Services Centre – further information can be found [here](#).

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

If you receive a tuition fee loan from Student Finance, the amount you borrow depends on the date you interrupted, please see further details [here](#).

You will not be charged fees during your interruption. If you are self-funding, and have overpaid fees i.e. for a period longer than your interruption date, you can request a refund or have the portion saved for next year.

We will inform Student Finance that you have interrupted your studies. They will recalculate your entitlement of maintenance loan and grant based on the date you last attended. This could mean that you have received more than entitled to, and they will ask you to pay back any overpayment of maintenance grant.

Student Finance may pay up to 60 days sick pay in any one academic year where students interrupt for health reasons but payment post-interruption is at their discretion. If you have interrupted for health reasons, with your permission, we can *inform* Student Finance *and they may* pay an additional discretionary 60 days allowance of funding.

If you are entitled to funding from the LSF, the programme administration will inform them that you have interrupted your studies. They will recalculate your entitlement of Training Grant and Parental Allowance based on the date you last attended. This could mean that you have received more than entitled to, and they will ask you to **pay back any overpayment of maintenance grant**. You may submit any outstanding claims for travel and Dual Accommodation Expenses that were accrued prior to interruption within 6 months of the date they were incurred.

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

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

6.2 Returning from Interruption

If you have been granted an interruption, you must engage with the return-to-study process before re-joining the Programme. To find out more about this process see [THIS LINK](#).

In addition, you will be required to meet with the Year Lead or other designated member of the academic team to review your return. Depending on the reasons for the interruption, you may be asked to provide medical clearance or evidence of fitness to practise. The Programme Team will ensure that you have an individual plan to support your return, including opportunities to refresh clinical skills or academic knowledge where necessary.

It is important to note that the availability of placements may affect when you are able to return, and you may be required to rejoin at an appropriate point in the academic calendar. You must remain in contact with the Programme Team throughout your interruption period to ensure that all arrangements for your return are in place.

You are normally expected to complete the Programme within a five year period to ensure that your knowledge remains current. For this reason, multiple interruptions may not be agreed except in certain circumstances. This will be decided through a meeting with the Year Lead/ Programme Director.

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

6.3 Withdrawal from the Programme

If you are considering withdrawing from the Programme, you should first discuss this with your Academic Advisor or Programme Director. They will help you explore your options and may be able to offer support or adjustments to help you continue. If you do decide to withdraw, you will be required to complete a formal withdrawal process and provide notification in writing. Withdrawing from the Programme will affect your registration status with the University and the NMC. Any fees or funding implications should be discussed with the Student Services Centre or the relevant funding body before final decisions are made.

SECTION 7 – University Regulations, Support & Key Services

7.1 Academic Appeals

Students have a right of appeal against a final decision of an Examination Board, Progress Committee or equivalent body that affects their academic status or progress. You must attempt an informal resolution first by discussing the matter with the relevant Unit Lead, Year Lead or Programme Director. If the issue cannot be resolved informally, a formal appeal must be lodged within the deadline set out in Regulation XIX using the Faculty form and emailed to FBMHappealsandcomplaints@manchester.ac.uk. Full guidance and forms are on the *Academic-Related Regulations* pages.

7.2 Student Complaints

The University's Student Complaints Procedure (Regulation XVIII) covers any expression of dissatisfaction about a service, action or lack of action. Informal resolution should be attempted wherever possible. Formal complaints are submitted on the official form to the same Faculty e-mail address above. Separate procedures exist for bullying, harassment or discrimination and can be accessed via the *Report & Support* site.

7.3 Conduct, Discipline & Professionalism

All students are bound by the University's Conduct & Discipline regulation and the NMC Code (2018). Breaches including academic malpractice, plagiarism, misuse of AI tools, unsafe practice or unprofessional behaviour may trigger Fitness-to-Practise procedures overseen by the Faculty panel. Professionalism guidance is available on the SHS Practice Gateway.

7.4 Mitigating Circumstances

If unforeseen or unpreventable circumstances adversely affect your assessments, you may submit a Mitigating Circumstances (MC) claim. Refer to the *Basic Guide to Mitigating Circumstances* for University policy. Locally, BNurs/MNurs claims are submitted via the online MC portal; your Academic Advisor can advise on evidence requirements.

7.5 Religious Observance & Ramadan Guidance

The University's Policy on Religious Observance permits reasonable adjustments to learning and assessment. Healthcare students should also read *Fasting and Caring – Looking after yourself and your patients during Ramadan* (FBMH). Notify your Academic Advisor as early as possible if adjustments are required.

7.6 IT & eLearning Support

IT Services Support Centre: 24/7 online help at [IT SERVICES](#)

FBMH eLearning: elearning@manchester.ac.uk for Canvas, Turnitin or PARE technical issues.

7.7 Sharing Information & Confidentiality Notice

Where concerns relating to your health, conduct or Fitness-to-Practise arise, the University may share relevant information with placement providers, the Nursing & Midwifery Council or other statutory bodies, in line with the Student Privacy Notice. Special category data will only be disclosed where legally justified.

7.8 A-Z of Student Services

A comprehensive directory of University services, including Library, Disability Advisory & Support Service (DASS), Counselling, Careers, Finance, Occupational Health and the Students' Union, is available via the *MyManchester* A-Z. Bookmark the page for quick access to support.