



SCHOOL OF NURSING, MIDWIFERY  
& PARAMEDIC PRACTICE

**BACHELOR OF SCIENCE  
BSc PARAMEDIC PRACTICE**

# **STUDENT HANDBOOK**

**INCORPORATING PRACTICE LEARNING HANDBOOK**

**September 2022**

## Glossary of Terms

<b>Shortened Term</b>	<b>Term in Full</b>
JRCALC	Joint Royal Colleges Ambulance Liaison Committee
PEd	Practice Educator
PEF	Practice Education Facilitator
PEL	Practice Education Lecturer
PEdL	Practice Education Lead
Tripartite	A meeting between 3 people, usually the student paramedic, Practice Educator, PEL
ATL Practice	Academic Team Lead Practice Learning
PT	Personal Tutor
PAD	Practice Assessment Document
PLSP	Practice Learning Support Protocol
PLE	Practice Learning Environment/Experience

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## **1 Welcome from the Dean**

It gives me great pleasure to welcome you to the School of Nursing, Midwifery and Paramedic Practice at Robert Gordon University as a student on the pre-registration paramedic practice programme.

As a School we are committed to your professional as well as personal development and we are ambitious for you. We want to ensure you are well supported to meet your hopes and aspirations in this great profession. Our vision as a School is to transform health and social care in urban, remote and rural areas and we do that in part by providing high quality education to our students. We regularly seek feedback from our students to enhance the learning and teaching and so I would encourage you to get involved with that to ensure you have a great experience and are ultimately proud to be an RGU graduate.

Healthcare is a dynamic, fast paced environment to work in where you will feel challenged, but you will also have incredible reward for what you do. You have the ability and will be given the opportunity to truly make a difference to people's lives. Both health and wellbeing are so important for everyone, and you will be supported to ensure you play a key part in promoting these for everyone.

The opportunities available to you when you complete the course and graduate are endless. There is currently a global workforce shortage of nurses, midwives and allied healthcare professionals and so you are likely to have a wide choice of jobs and specialisms open to you to progress your career. The skills and knowledge we will help you to develop, combined with your talents will make you a highly employable person. We will ensure that the practice learning component of the course offers a range of experiences so that you have the insight into what options are available to you when you register as a paramedic.

Regardless of whether you are coming straight from secondary school, changing careers or have been studying in further education, we will ensure that you have the correct and appropriate support to allow you to successfully complete the course. Your commitment to your studies is also incredibly important, so work hard and you will be successful. There is a significant amount of support available both from within the School and from the wider University services and we will make sure that you are aware of this.

Enjoy your time with us. I will look forward to meeting with you and I wish you every success in your studies.

Best wishes.

*Susan Dawkes*

Professor of Nursing and Cardiovascular Health/  
Dean of the School of Nursing, Midwifery and Paramedic Practice

## **2 Services & Facilities Available at RGU**

### **2.1 Location**

The RGU campus is based in the south side of the city at Garthdee.

Maps can be located from:

<https://www.rgu.ac.uk/transport-and-parking/campus-map>

The School of Nursing, Midwifery and Paramedic Practice is located within the Ishbel Gordon Building, next to The Sir Ian Wood building.

The entrance takes you into the 4th floor of the building; therefore, you take the stairs or the lift up one floor to the School of Nursing, Midwifery and Paramedic Practice.

### **2.2 Helpful Links**

Transport and Parking Information

<https://www.rgu.ac.uk/transport-and-parking>

Student Accommodation

<https://www.rgu.ac.uk/accommodation>

Careers and Employability Centre

<http://www.rgu.ac.uk/careersonmoodle>

Student Support including: Student Counselling & Wellbeing, Medical Services, The Inclusion Centre: Disability and Dyslexia, Nursery Facilities, Chaplaincy, Study Support Services

<http://www.rgu.ac.uk/support>

Report and Support: RGU's online platform enabling anonymous or named Gender Based Violence disclosures and offering direct help in complete confidence and detailed, specialist support

<https://reportandsupport.rgu.ac.uk/>

Silvercloud: An online resource to help mental wellbeing

<https://rgu.silvercloudhealth.com/signup/>

Catering Facilities

<https://www.rgu.ac.uk/catering>

RGU e-Hub: the online and interactive careers information and resources platform which includes specifically designed learning programmes and tools covering all stages of the career planning, job search and application process

<http://www.rgu.ac.uk/ehub>

RGU Sport

<https://www.rgu.ac.uk/rgusport>

Student Union

<https://www.rgu.ac.uk/student-union>

Finance and Funding

<https://www.rgu.ac.uk/finance>

Library

<https://www.rgu.ac.uk/library>

### 2.3 Useful Contacts

<b>Role/Name/Department</b>	<b>Contact Details</b>
Dean Professor Susan Dawkes	<a href="mailto:s.dawkes@rgu.ac.uk">s.dawkes@rgu.ac.uk</a>
Academic Strategic Lead: Learning, Teaching, Assessment Dr Neil Johnson	<a href="mailto:n.johnson@rgu.ac.uk">n.johnson@rgu.ac.uk</a>
Academic Team Lead: Paramedic Practice James Brogan	<a href="mailto:j.brogan@rgu.ac.uk">j.brogan@rgu.ac.uk</a>
Academic Team Lead: Practice Learning Isla Fairley	<a href="mailto:i.fairley@rgu.ac.uk">i.fairley@rgu.ac.uk</a>

<b>Role/Name/Department</b>	<b>Contact Details</b>
Course Leader James Brogan (interim)	<a href="mailto:j.brogan@rgu.ac.uk">j.brogan@rgu.ac.uk</a>
All generic enquiries relating to your course. Students can contact the team for specific advice about module content, assessment, and both module and personal tutorial support.	<a href="mailto:paramedicteam@rgu.ac.uk">paramedicteam@rgu.ac.uk</a>
All practice learning enquiries	<a href="mailto:ParamedicPEL@rgu.ac.uk">ParamedicPEL@rgu.ac.uk</a>
School Operations Manager Christine Lauterbach	<a href="mailto:c.lauterbach@rgu.ac.uk">c.lauterbach@rgu.ac.uk</a>
Admin Team Lead (Undergraduate Nursing) Marina Veitch	<a href="mailto:marina.veitch@rgu.ac.uk">marina.veitch@rgu.ac.uk</a>
Team Lead: Registry & Records Julie Yackiminie	<a href="mailto:j.yackiminie@rgu.ac.uk">j.yackiminie@rgu.ac.uk</a>
Admin Team Lead (Practice Learning) Jill Howatt	<a href="mailto:j.howatt@rgu.ac.uk">j.howatt@rgu.ac.uk</a>
Practice Allocation Team	<a href="mailto:SNMPPlacements@rgu.ac.uk">SNMPPlacements@rgu.ac.uk</a>
Queries regarding Jury Duty, References, Student Status or Timesheets	<a href="mailto:SNMPRecords@rgu.ac.uk">SNMPRecords@rgu.ac.uk</a>
Reporting Sick Leave	<a href="mailto:SNMPAbsencereporting@rgu.ac.uk">SNMPAbsencereporting@rgu.ac.uk</a>
Student Placement Expenses Danielle Campbell	<a href="mailto:saasformsSNMP@rgu.ac.uk">saasformsSNMP@rgu.ac.uk</a>
Uniforms Maureen Cooper	<a href="mailto:SNMPSchooloffice@rgu.ac.uk">SNMPSchooloffice@rgu.ac.uk</a> Details of how to order Paramedic student uniforms will be provided in due course.
Library	<a href="mailto:library@rgu.ac.uk">library@rgu.ac.uk</a>

<b>Role/Name/Department</b>	<b>Contact Details</b>
CampusMoodle Helpdesk	<a href="mailto:campus@rgu.ac.uk">campus@rgu.ac.uk</a> 01224 (26)2233
IT Helpdesk	<a href="mailto:ithelpdesk@rgu.ac.uk">ithelpdesk@rgu.ac.uk</a> 01224 (26)2777

### **2.3.1 General Information for Pre-registration Students**

Useful information for your course is available from the following CampusMoodle study area:

[NUS062 – General information](#)

### **2.4 Academic Regulations**

The University's Academic Regulations apply to all educational provision offered by the University, which bears academic credit. The Regulations detail procedures covering aspects of the student experience such as student discipline (conduct), assessment and appeals against Assessment Board decisions.

The University expects all students to act with honesty and integrity in their studies and your attention is drawn to the following page: [Academic Honesty@RGU](#), which provides helpful guidance on this matter. Misconduct is serious and any established misconduct can impact upon a student's progression, award and continuation of studies. The University has processes to support students and in the event you are experiencing difficulties with your studies then you are encouraged to contact your Personal Tutor or Course Leader.

The Regulations are available in full via MYRGU under the 'My Results' tab or the following link: [www.rgu.ac.uk/academicregulations](http://www.rgu.ac.uk/academicregulations)

### **2.5 CampusMoodle**

CampusMoodle is the virtual learning environment for RGU which provides an enhanced set of features to support the student's learning.

Each module that students study will have a study area on CampusMoodle. Tutors and lecturers will use this area to provide students with their module materials and to communicate with them.

There may also be discussion forums and other activities to allow students to communicate and collaborate with their fellow students. The online CampusMoodle User Guide for Students is available via the student's CampusMoodle account. The link to CampusMoodle is below; students log on using their normal User ID and Password. If students have any queries about getting logged on, finding their modules or other issues, they should contact the CampusMoodle Helpdesk.

CampusMoodle Information:

<http://campusmoodle.rgu.ac.uk>

CampusMoodle Student User Guide:

<http://campusmoodle.rgu.ac.uk/course/view.php?id=74257>

CampusMoodle Helpdesk:

T: 01224 262233

E: [campus@rgu.ac.uk](mailto:campus@rgu.ac.uk)

## **2.6 Career Information**

The University has developed an app which is a platform for interactive careers information and resources. It includes specifically designed learning courses and tools covering all stages of the career planning, job search and application process. See: [www.rgu.ac.uk/ehub](http://www.rgu.ac.uk/ehub)

Career information: [Paramedic Practice](#)

## **2.7 Complaints Handling Procedure**

If the student has any concerns or complaints, they should discuss these with their Personal Tutor/Course Leader in the first instance.

The University has a complaints procedure which can be accessed at:

<http://www.rgu.ac.uk/complaints>



## 2.8 Clinical Skills Centre

The Clinical Skills Centre is a dedicated simulated learning environment, located on Level 2 of the Ishbel Gordon Building and used by all students: nurses, midwives and paramedics. These students will use the Clinical Skills Centre throughout their course to practice key clinical skills, e.g. blood pressure measurement, basic life support and communication skills in this safe learning environment before going to clinical practice.

The Clinical Skills Centre has recently undergone an upgrade and re-modernisation of its facilities and as result, in addition to the original rooms - two six-bedded wards, an HDU ward, a children's ward and home setting, the Centre now benefits from two multi-purpose rooms which can be used for all skills and mocked up to become a doctors' surgery, consulting room, home, etc.

The Clinical Skills Centre is equipped with a range of equipment to help to simulate practice. In addition to the following patient simulators - Meti man, SimMom (maternity manikin) and Paediatric Hal, we have recently invested in a range of high fidelity manikins which provide students with the opportunity to practice their skills before clinical practice:

- 1 x Apollo Simulator
- 5 x Ares Simulator
- 1 x Aria Advanced simulator
- 1 x Luna Advanced simulator
- 1 x Lucina Simulator
- 1 x Aria Live
- 1 x Luna Live

In addition, we also have:

- 8 x IV venepuncture arms
- 2 x moving and handling manikins
- 2 x QCPR manikins

Students will also work with members of the Volunteer Programme. These volunteers are members of the public who will role play a scenario in the Clinical Skills Centre to make it more realistic for students, rather than working with the manikins all the time. For example, a volunteer will play the role of a confused person, a person in pain, a woman attending an antenatal clinic or a woman following the birth of her baby, and the student will be expected to 'look after' the volunteer. We also use video recording equipment in the Clinical Skills Centre to aid students' development and facilitate reflection on their clinical skills performance.

Prior to using the Clinical Skills Centre, all students must familiarise themselves with Topic 2: What's expected of students? from the following CampusMoodle study area:

<http://campusmoodle.rgu.ac.uk/course/view.php?id=74209>

All students using the Clinical Skills Centre must adhere to the dress code and wear a [School of Nursing, Midwifery and Paramedic Practice polo shirt \(white\)](#), black or navy comfortable trousers (preferably tracksuit bottoms, NOT jeans) and dark trainers. Hair must be tied back and no jewellery can be worn (wedding rings and small stud earrings are permitted) [Registered practitioners may wear their uniform from practice if their employer has agreed.]

There are several pieces of equipment in the Clinical Skills Centre that contain latex. If the student is allergic to latex, they must inform their Personal Tutor at the start of the course and before attending the Clinical Skills Centre.

For more information about the Clinical Skills Centre, please access the following link:

[www.rgu.ac.uk/clinical-skills-centre](http://www.rgu.ac.uk/clinical-skills-centre)

## **2.9 Communication**

Information relating to the programme and modules will be posted on the relevant programme or module study area on CampusMoodle. It is therefore important that students access their emails and relevant study areas on CampusMoodle on a regular basis.

Students are expected to post any questions they have about the module content or module assessment in the General Discussion Forum on the CampusMoodle page.

All individual communication with students and staff at RGU will be through the student Outlook account. Students can expect a response from staff within 3 working days. The University e-mail is available at: <http://mymail.rgu.ac.uk/>

## **2.10 Course Information Database**

Further information about the relevant course can be accessed from the Course Information Database: <http://www4.rgu.ac.uk/coursedb/>

Particular attention should be paid to the Course Specification (comprising the Core Award Data and Student Learning Experience) as these contain vital information about the course.

## **2.11 Enrolment and Student Identification**

All students are required to enrol at the start of each Stage of their course. Students will receive an email providing a link to Enrol Online each time they need to re-enrol. During the online enrolment registration process, students will be required to confirm their personal details, including their home (permanent) address and term-time (contact) address, telephone numbers, course of study and financial

arrangements, where applicable. At the end of online enrolment, students will be asked to accept the Terms and Conditions of the University. If students have queries regarding re-enrolment, they can contact Student Records via Ask RGU at this [link](#). Further information is available from: <https://www.rgu.ac.uk/enrolment>.

On joining a course, students will be assigned a unique matriculation number which is required for access to services such as IT facilities and the Library. Students should make a careful note of this number.

Students will also be issued with a Student ID card, which should be available for inspection whenever they are on University premises. **In particular, it must be displayed during University examinations.** Students should take care of this card which is for personal use only. **In the event of loss, theft or destruction** of the card, students should **immediately** contact the [Student Help Point](#). If a student misses supported enrolment, they will be able to collect their card from Student Help Point. Further information about ID cards can be obtained from: <https://www.rgu.ac.uk/id-cards>

<https://ask.rgu.ac.uk>

## **2.12 International Students and Tier 4/Student Visa Students**

The University currently holds a Student Visa Sponsor Licence on the Home Office UK Visas and Immigration (UKVI) Register.

Both students and the University must comply with official Home Office requirements under Student Visa route. If you hold immigration permission as a Tier 4/Student visa student, failure to comply with these requirements can result in you being reported to the UKVI and could lead to your immigration permission being curtailed or cancelled.

In order that the University retain current students and continue to accept International Students in the future, it also has to comply with the terms of its Student visa sponsor licence.

A summary of responsibilities outlined in the Student Visa policy guidance for students is set out in **Appendix 1** of this handbook. Further information can be obtained from the UKVI website at:

[www.gov.uk](http://www.gov.uk)

### **2.13 IT Facilities**

RGU provides modern up-to-date facilities for the benefit of the whole student body. Enrolled students can use student access computing facilities on any of the University sites.

These facilities are provided to support student education and training and provide or supplement skills, which are now a part of everyday life.

On enrolling for a programme or course at RGU, students will be advised of the University's Policy for the use of IT Facilities. Breaching this policy could result in disciplinary actions ranging from withdrawal of access to computing facilities to dismissal from the University. Students at RGU can attend any open access labs, unless timetabled or restricted to specific departmental students.

The Policy for the use of IT Facilities and associated documentation can be accessed from: [www.rgu.ac.uk/policies](http://www.rgu.ac.uk/policies)

When accessing IT facilities within clinical areas, students should strictly adhere to any policies governing their use.

### **2.14 IT Helpdesk**

The student's first point of call for most computer related questions or problems is the IT Helpdesk.

<http://www.rgu.ac.uk/it-helpdesk>

T: 01224 262777

E: [ithelpdesk@rgu.ac.uk](mailto:ithelpdesk@rgu.ac.uk)

## **2.15 Storage of Student Files**

Students have a personal H drive with 5GB space which is backed up daily. It is recommended that students save ALL of their University files to their H drive as this is far more reliable than storing information on memory sticks and CDs. Students can access the H drive from Lab PCs, on campus or from off campus, via a suitable web-browser by visiting: <https://www.rgu.ac.uk/it-helpdesk/myapps>.

Alternatively, students have access to a OneDrive account with 1TB (1024GB) of data storage which can be used to store data, including document, video and audio files. It is a convenient way to transport and transfer document without the risk of losing USB drives. Further details are available from:

<https://rgu.freshservice.com/support/solutions/articles/50000085432-one-drive-guide-and-limits>

## **2.16 Jury Duty**

Students can be excused from Jury Duty. Using the contact details in your Jury Citation, you can email a copy of your current student ID card and this will be sufficient for excusal.

## **2.17 Module Teams**

All courses are divided into modules. Each module is distinct but is linked to other modules to provide the structure for the entire course.

Each module will have a team of lecturers who have skills and experience in the relevant module content. One member of the team will also be the module co-ordinator, a person responsible for ensuring the smooth running of the module.

Each module will have teaching content that may be delivered to students using a variety of approaches: lectures, group work, online learning and/or directed reading tutorials. Each module has an

assessment that is relevant to the content that students have studied and enables them to demonstrate achievement of the module learning outcomes.

## **2.18 MYRGU**

MYRGU App is a key resource which provides access to information and services and is available online at <https://www.rgu.ac.uk/myrgu> MYRGU contains information on support services (such as Careers, the Library Service and the Student Association) and can also provide you with access to *CampusMoodle* and the Outlook email system. The following forms can be accessed in MYRGU under the 'My Results' tab:

- [Coursework Extension Form](#), which is used to request an extension to a coursework submission date.
- [Deferral Request Form](#), which is used to inform the Assessment Board about any matter that has affected your ability to undertake an assessment.

These forms are also accessible from:

[www.rgu.ac.uk/academicregulationsstudentforms](http://www.rgu.ac.uk/academicregulationsstudentforms)

Assessment results and decisions on academic progress and final award will be made available through MYRGU.

See also *Extenuating Circumstances*, *Late Submission* and *Turnitin Feedback Studio: Dropbox, Originality Report and Feedback*.

## **2.19 Personal Details and Student Records**

In order to maintain accurate records and facilitate planning, it is vital that all information/documentation required or requested throughout the course is submitted promptly. Responsibility rests with the individual student to co-operate in this regard.

### **2.19.1 Changes to Personal Details**

To enable records to be maintained accurately, it is essential that changes to personal details e.g. name, address and next of kin, are updated on the student portal (RGyoU).

If the student moves to a temporary address, it is essential that they inform anyone who may need to contact them urgently.

### **2.20 Recording of Teaching and Learning Activities**

The University has a Policy on the Recording of Teaching and Learning Activities which is available at: [www.rgu.ac.uk/assessmentpolicy](http://www.rgu.ac.uk/assessmentpolicy).

Students should familiarise themselves with the Policy. Any student wishing to make a recording of teaching and learning activities for personal academic use must seek permission from the member of staff leading the session.

### **2.21 Student Union**

Students at Robert Gordon University have access to all the services that the Student Association has on offer. It is made up of many departments, each dealing with a different aspect of student life. There is access to support and advice, and the students will be directed to skilled staff within the University if they need help. There are over 40 different clubs and societies which welcome new students. Students can get involved in lots of different ways. Student Union link:

<https://www.rgu.ac.uk/life-at-rgu/support-advice-services/student-union>

### **2.22 Timetables**

Timetables and guidance on accessing them are available on the following website:

[www.rgu.ac.uk/timetabling](http://www.rgu.ac.uk/timetabling)

See also *Assessment Schedule*.



## **3 Health, Safety and Welfare**

### **3.1 Accidents and Incidents**

If students are involved in an accident or incident (whether or not they are injured), are a witness to one or have one reported to them while they are on University premises, they must inform a member of staff as soon as possible.

To comply with Health and Safety regulations, appropriate records should be maintained. All accidents/incidents occurring within the University must be recorded using the official documents.

If students are on a Practice Learning Experience (PLE), the accident/incident should be reported immediately to the manager of the area and subsequently they should email [SNMPPlacements@rgu.ac.uk](mailto:SNMPPlacements@rgu.ac.uk) to notify the School and this information will be passed on to their Personal Tutor and the Practice Education Lecturer for the area.

If students spot a hazard or potential hazard in or around the University premises, they should let a member of staff know. The safety of all University users is closely monitored by the University Health and Safety Committee. Further information can be found on the University's Health and Safety web pages:

<https://www3.rgu.ac.uk/about/health-and-safety/health-and-safety>

### **3.2 Dentist**

Students should register with a local dentist for routine check-ups and normal emergencies. Search online for information about local dental surgeries. Students should seek local information when out of Aberdeen on PLEs.

### **3.3 Eating and Drinking within Teaching/Learning Areas**

Students should note that the above is NOT permitted. This policy was introduced to ensure that teaching/learning areas, which include the

Library, computer labs and the Clinical Skills Centre, are not damaged by spillage and/or litter.

### **3.4 Dignity at RGU**

The University is committed to creating and promoting an environment (both on our physical campus and online environment) where everyone is treated **equitably, fairly** and **with respect**. It is the responsibility of all members of the University community, including you as a student, to ensure that the University is a safe, welcoming environment. Further information about how we achieve that can be found in the University's [Dignity at RGU Policy](#).

### **3.5 Equality and Diversity**

The University is committed to the active promotion of equality across its functions and to addressing issues of discriminatory practice towards students, staff and external stakeholders. Further information on this is available at [www.rgu.ac.uk/diversity](http://www.rgu.ac.uk/diversity). If you have any comments regarding discrimination or believe you have been subject to discrimination, please contact an appropriate member of staff within the School such as your Dean.

### **3.6 Fire**

It is the responsibility of individual students to make themselves aware of the procedure to be followed in the event of fire. Instructions are displayed in each classroom.

In the event of fire, the number to ring (on an internal phone) is:  
**9-999.**

### **3.7 First Aid**

Facilities are available to assist students who suffer illness or injury within the University. Several trained first aiders are available throughout the day. The first point of call should be Reception on Level

4 of the Ishbel Gordon building, where first aid equipment, including a defibrillator, are available. In the event that the student is required to leave the University because of illness or injury, they should ensure that a member of staff is notified.

### **3.8 General Practitioner (GP)**

Students should register with a GP in the city if they have come to live locally. Search online for information about local GP surgeries. Should students require medical treatment on PLE out with Aberdeen, this can be obtained from local GPs who will treat people who are visiting their area.

On the rare event that students are allocated to a PLE that lasts over three months in one particular area, they should register for this period with a local GP. Most health centres and GPs offer a variety of clinics as part of their service.

### **3.9 Occupational Health Service**

An occupational health service (OHS) is provided for students and, where applicable, offers pre-course and work placement fitness assessment and immunisation services. They also provide other services and students can contact them for other health-related advice, if necessary.

There may be occasions, as the student progresses through the course, when their Personal Tutor may refer them to the OHS if they have personal health queries or concerns. The reason for the referral will be explained to the student and they must attend the appointment. Failure on the student's part to keep appointments may result in them being required to pay the cost of alternative appointments.

GO Health Services (NHS Grampian) Foresterhill Lea Building

Foresterhill Health Campus Aberdeen AB25 2ZY

T: (01224) 553663 F: (01224) 559749

<https://gohealthservices.scot.nhs.uk/>

### **3.9.1 Reasonable Adjustments**

If recommendations have been made by Occupational Health following an appointment, the student will be required to meet with the Inclusion Champion to discuss the implementation plan which will be shared with relevant parties.

### **3.9.2 Exposure Prone Procedures (EPP) Clearance**

Standard health clearance is recommended for all categories of new healthcare worker employed or starting training (including students) in a clinical care setting, either for the first time or returning to work in the NHS. Additional health clearance is recommended for healthcare workers who will perform EPPs. Midwifery and paramedic students are classed as EPP workers.

Department of Health guidance states that all new health care workers must undergo health clearance, including **screening for blood-borne viruses (BBVs): human immunodeficiency virus (HIV), hepatitis B (HBV) or hepatitis C (HVC)**, for those performing EPPs. This is not to prevent those infected with BBVs from working in the NHS, but rather to restrict them from working in those clinical areas where their infection may pose a risk to patients in their care. Throughout the course should a midwifery or paramedic student consider that they have put themselves at risk of exposure to a blood borne virus they have an obligation to notify the Occupational Health Service.

All health care students, including those with standard clearance, have a professional obligation to notify the Occupational Health Service if they have been exposed/potentially exposed to any of the three blood borne viruses.

It is every student's responsibility to be aware of their level of clearance and comply with the screening offered. Failure to comply with BBV screening or the Hep B immunisation programme will impact the student's progression through their course.

Please note that all health information is held confidentially and only the student's clearance status will be made available to the university.

For any questions, please contact [gram.ohsrgustudents@nhs.scot](mailto:gram.ohsrgustudents@nhs.scot)

The following guidance is applied where students suffer with a BBV: <https://www.gov.uk/government/publications/bbvs-in-healthcare-workers-health-clearance-and-management> [Accessed 29 June 2022].

For exposure to BBV, students in all healthcare courses should follow: <https://gohealthservices.scot.nhs.uk/rgu/bbvexposure> [Accessed 29 June 2022]. This covers what to do in both NHS Grampian and other boards.

### **3.10 Personal/Lost Property**

Students are strongly advised to:

- insure personal belongings since no liability for loss, damage or theft can be accepted by the University, Health Boards, NHS Trusts or non-NHS PLE providers where students are gaining experience.
- report loss or theft to the Reception desk on Level 4 of the Ishbel Gordon Building in the University, the caretaker of their residential accommodation or the manager of their PLE area, and complete the appropriate forms.

### **3.11 Personal Safety**

It is the student's responsibility to ensure that they take the precautions necessary to minimise risk to their personal safety. Students are strongly advised to obtain and read relevant literature on personal safety. It is also recommended that students purchase a personal alarm.

## **3.12 Policies**

### **3.12.1 Alcohol/Drug Use**

Students are not permitted to drink alcohol while attending University or on practice learning experience (PLE) or during scheduled breaks on PLE. It is also unacceptable for students to be under the influence of alcohol or to demonstrate any signs of alcohol consumption (e.g. smell of intoxicating substances on their breath) while attending PLEs or University.

Students should also be aware of the University's Student Drug Policy, available from: [www.rgu.ac.uk/policies](http://www.rgu.ac.uk/policies)

### **3.12.2 Health and Safety**

Students are required to adhere to Health and Safety policies and procedures both within the University and during PLEs. Every office and classroom displays fire notices. See the University's Health and Safety homepage for further information:

<https://www3.rgu.ac.uk/about/health-and-safety/health-and-safety>

### **3.12.3 Smoking**

Staff, students and visitors are advised that smoking and vaping are only permitted within designated smoking areas on campus.

The RGU Smoking Policy is available from: [www.rgu.ac.uk/policies](http://www.rgu.ac.uk/policies)

## **3.13 Student Support**

Robert Gordon University is committed to supporting our students to reach their academic potential. If at any time during your studies you are being impacted by a physical or sensory impairment, a health condition, including mental health, or a specific learning difference, please contact the Inclusion Centre [inclusion@rgu.ac.uk](mailto:inclusion@rgu.ac.uk), [ASKRGU](http://ASKRGU) or telephone 01224 262103, so that appropriate support can be put in place for teaching, learning and assessment.

### 3.13.1 Inclusion Champions: School of Nursing, Midwifery and Paramedic Practice

Names	Contact details
Zoi Papadatou Sarah Riddell	<a href="mailto:ohadjustments@rgu.ac.uk">ohadjustments@rgu.ac.uk</a>

### 3.14 Student Wellbeing

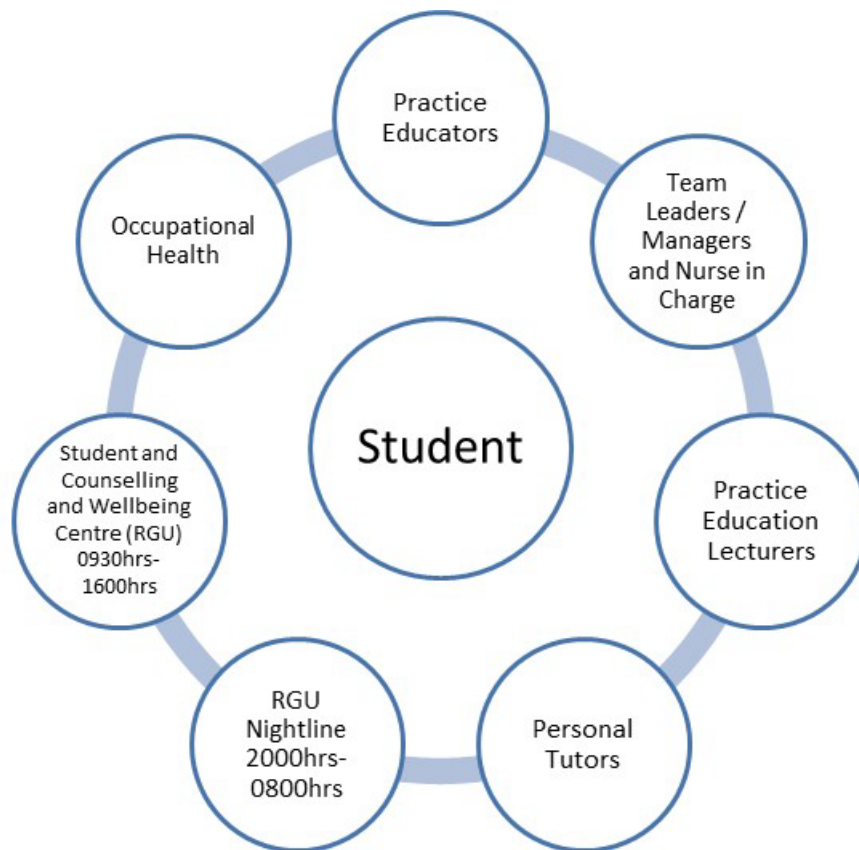
For students who are living away from home for the first time, there are some things that may help with settling into their new lifestyle. Even if students are continuing to live at home, it is worth reflecting on their lifestyle in relation to the points below.

Students should:

- Get enough sleep.
- Eat a balanced diet.
- Organise their work so that assessments are not left to the last minute.
- Make time to relax and enjoy themselves.
- Try to maintain their interests outside nursing.
- Speak to their Personal Tutor if they are having problems – so that problems don't build up.

Students may find themselves exposed to difficult, stressful or upsetting situations. At RGU we have a strong support network to support our students. Students can seek support from a range of places and people (see diagram below), along with other agencies including but not limited to the Samaritans and Breathing Space. Further advice can be found at: <https://www.rgu.ac.uk/life-at-rgu/support-advice-services/counselling-wellbeing>

Figure 1: Student support



**Contact Numbers:**

- RGU counselling and wellbeing service - 01224 262120 or [counselling@rgu.ac.uk](mailto:counselling@rgu.ac.uk)
- The Samaritans - 116 123
- Breathing Space (Weekdays: Monday-Thursday 6pm to 2am  
Weekend: Friday 6pm-Monday 6am) – 0800 83 85 87
- NHS 24 - 111
- Nightline, a student union helpline run by students for students - 01224 263646 or [www.rgu.nightline.ac.uk](http://www.rgu.nightline.ac.uk)
- GO Health Services (Occupational Health) - 01224 559750
- Your own GP

**In the event of emergency or need for immediate help, call:**

Emergency Services – 999

RGU Emergency Response Team (ERT) -

<https://www.rgu.ac.uk/contact-us/emergency-contact-details>



Student paramedics will spend a large amount of their course in various health and social care services and other establishments where service users are cared for, so it is important that they are fit and healthy. Being in an ambulance can be physically demanding and students are expected to keep themselves fit to practise. It is very important that students look after themselves and are responsible for their own health and wellbeing. Students are expected to take appropriate steps to maintain good health.

Students will have been confirmed as fit by the Occupational Health (OH) provider to commence their studies, and it is anticipated that they will be able to progress through the course without undue interruption because of ill health. The School reserves the right to refer students to the OH provider where it is deemed appropriate to establish their fitness to continue the course and to declare them fit for registration.

NB. If students require health assessments during the course, they must be deemed as fit to fully engage with their course of study, i.e. full time students must be fit enough to attend on a full time basis and undertake the learning opportunities and associated assessments.

Students cannot work effectively if they are unwell and/or stressed. Students have a responsibility to take sick leave when unfit through illness to undertake any part of the course. In some circumstances the student may be a danger to service users or colleagues. The rules about when students should report sick are very important. What might be a minor infection to the student could be very serious for service users. Students should refer to the section Attendance and Absence to ensure they know what to do when they are ill. On return to the course following a period of sick leave, the student may be referred to the OH provider for assessment of fitness to resume their studies.

In order that students neither infect service users nor are infected by them, they are also required to have acceptable immunity to certain diseases such as rubella, tuberculosis, polio, tetanus, hepatitis B and varicella. Students will be required to have tests and vaccinations to maintain this status. The OH provider arranges appointments for the hepatitis B course and tuberculosis testing/vaccinations. These appointments must be kept, as they are a requirement for practice placements.

In addition, the College of Paramedics (2019a) recommends annual flu immunisation for all student paramedics to protect them, their families and service users.

If the student is found during the course to be unfit for practice learning experiences because of their health and/or immune status, they may not be able to continue on the course at that time. In these circumstances, a temporary suspension of studies is normally taken.

See also *Time Out of the Course/Stepping On and Off the Course* and *Occupational Health Service*.

### **3.15 University Property**

In the event of breakage/spillage, the persons involved should clean up or seek help from an appropriate member of staff. Damage to University property must be reported to a member of staff.

## **4 BSc Paramedic Practice Course**

### **4.1 Course Specification**

Students should ensure they read the Course Specification (Core Award Data and Student Learning Experience and Core Award), available from: <http://www4.rgu.ac.uk/coursedb/>

This document contains vital information regarding the course, exit awards and progression criteria.

The course calendar, available from the Course Study area on CampusMoodle, provides a broad overview of the three year course.

### **4.2 Recognition of Prior Learning (RPL)**

Within the School of Nursing, Midwifery and Paramedic Practice prior learning can be used to gain advanced entry to a course, or exemption from specific module(s) within a course. If students have prior learning which can be mapped towards the learning outcomes of a module/s, they may wish to consider applying for recognition towards their course.

### **4.3 Course Aim**

The overall aim of this course is to enable the student to become an autonomous paramedic who has the knowledge, skills and clinical expertise to provide person centred, safe, effective and, where appropriate, urgent, emergency and unscheduled holistic care at the point of contact, whilst working collaboratively with a range of professionals; and the skills to advance and lead new and innovative healthcare services.

The following are the aims of the course:

### **4.3.1 Aims: Stage 1**

By the end of Stage 1 the student will:

- Develop an understanding of the sciences in relation to paramedic practice across the lifespan.
- Develop knowledge and understanding of key concepts, models and therapeutic approaches that form the basis of contemporary paramedic practice across the lifespan.
- Develop an understanding of improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations.
- Understand clinical reasoning and evidence informed decision making.
- Develop confidence in meeting HCPC standards of proficiency through guided participation in care.
- Understand the importance of reflection as a developing professional.

### **4.3.2 Aims: Stage 2**

By the end of Stage 2 the student will:

- Apply understanding of the sciences in relation to paramedic practice across the lifespan.
- Develop knowledge and skills in relation to the assessment and management of common medical and surgical emergencies and trauma within healthcare teams.
- Develop knowledge, understanding and skills in relation to the factors that influence health, health improvement and service delivery.
- Develop capability of clinical reasoning and evidence informed decision making.
- Be enabled to develop independence in meeting HCPC standards of proficiency with guidance and support.
- Reflect on their own professional development.

### **4.3.3 Aims: Stage 3**

By the end of Stage 3 the student will:

- Critically apply their knowledge of the sciences and humanities to meet the physical and emotional needs of people, families and communities in a variety of contexts.
- Manage complexity within paramedic practice, providing an in-depth understanding of the responsibilities and roles of the leader/manager within multi-disciplinary teams.
- Evaluate the concepts of leading evidence-based practice where paramedics are actively engaged in the evaluation, design, development and delivery of services.
- Complete a quality improvement project using an appropriate systematic process which ultimately informs future paramedic practice.
- Be capable of clinical reasoning and making evidence informed decisions.
- Be enabled to become independent and confident in meeting HCPC standards of proficiency with indirect supervision.
- Critically examine approaches to the facilitation of learning and professional development.

### **4.4 Teaching and Learning**

The BSc Paramedic Practice Course structure is designed to comply with the HCPC (2014) Standards of Proficiency for Paramedics, the College of Paramedics (2019) Curriculum Guidance and the QAA (2019) subject benchmark statements for Paramedic Science to ensure the student is able to meet the HCPC (2017) requirements for entry to the professional register. The structure of the course is also designed to encompass the RGU Learning and Teaching Framework (2019a) to develop and enhance the skills, knowledge, behaviours and capabilities which will enable the student to flourish now and in the future.

The teaching and learning strategy for the undergraduate paramedic course is designed to:

- ensure teaching and learning methods are informed by research and scholarly activity and reflect a student-centred philosophy;
- prepare the student for employment by ensuring the learning is aligned to contemporary health and social care policy and paramedic roles;
- ensure professional outcomes and competencies are central to the learning experience;
- develop graduate attributes in the student;
- enable the student to actively engage, take ownership of learning and become an effective autonomous learner;
- use the student's strengths to build confidence;
- facilitate the student to aim for and achieve excellence;
- promote deep and meaningful learning in theory and in practice.

A blend of theory and practice learning environments challenges the student to be flexible, adaptable and open to experiencing a range of learning and teaching approaches. The course enables the student to progressively develop knowledge, skills and relevant attributes for paramedic practice from an initial basic knowledge and understanding of key concepts within the subject themes - health, sciences, the professional paramedic and practice learning - to make use of increasingly complex ideas and concepts in the latter stages of the course. The learning is achieved via a modularised spiral curriculum which adopts a constructivist enquiry based learning method and places emphasis upon reflection from an early stage. The modules are constructively aligned to teach and assess learning outcomes.

The course includes traditional methods of tutorials, seminars, workshops and online learning resources. Some lectures will be delivered face to face but there will also be the opportunity to record

them in real time so the lecture can be watched again as a reinforcement of learning. University based clinical skills classes use simulated learning. This approach to learning represents real-world practice scenarios through experiential learning using a range of low and high-fidelity equipment and volunteer patients to enhance the student's knowledge and skills and promote safe and effective practice. Collaborative learning is used throughout the course with the involvement of service-users, carers, families and students and professionals from other health and social care disciplines.

Practice learning constitutes 50% of learning across the course and is undertaken via a series of practice learning experiences in each Stage. Over the course of the three Stages the student will experience practice learning 50% in the ambulance setting and 50% in non-ambulance settings. The practice learning will bring the student into contact with members of the public who have diverse lifestyles and who are vulnerable due to health issues, or in need of support and guidance to prevent health problems and improve their lifestyles. The practice learning experiences will provide opportunities to meet the HCPC (2014) standards of proficiency, demonstrating student progression from dependence to independence in practice. The student will also be provided with opportunities to safely demonstrate their achievement of communication and management skills, as well as key clinical skills relevant to paramedic practice, with support from their Practice Educators, a suitably registered healthcare professional. In the ambulance placements the Practice Educator will be a HCPC registered paramedic. Section five provides further detail related to practice learning.

## 4.5 Course Structure

Table 1: BSc Paramedic Practice Course Structure

<b>STAGE 1</b>	<b>STAGE 2</b>	<b>STAGE 3</b>
<p><b>Term 1</b></p> <p><b>NU1401 (30)</b> Foundations of Paramedic Science</p> <p><b>NU1402 (30)</b> Foundations of the Professional Paramedic</p>	<p><b>Term 1</b></p> <p><b>NU2401 (30)</b> Developing Paramedic Science</p> <p><b>NU2402 (0)</b> Developing the Professional Paramedic</p> <p><b>NU2404</b> Developing Proficient Paramedic Practice</p>	<p><b>Term 1</b></p> <p><b>NU3401 (30)</b> Applied Paramedic Science</p> <p><b>NU3402 (30)</b> The Autonomous Professional Paramedic</p> <p><b>NU3404</b> Independent Paramedic Practice</p>
<p><b>Term 2</b></p> <p><b>NU1403 (30)</b> Foundations of Public Health in Paramedic Practice</p> <p><b>NU1404</b> Foundations of Paramedic Practice</p>	<p><b>Term 2</b></p> <p><b>NU2404</b> Developing Proficient Paramedic Practice</p> <p><b>NU2402 (30)</b> Developing the Professional Paramedic</p> <p><b>NU2403 (30)</b> Developing Concepts of Public Health in Paramedic Practice</p>	<p><b>Term 2</b></p> <p><b>NU3404</b> Independent Paramedic Practice (30)</p> <p><b>NU4401 (30)</b> Leading Evidence-based Practice</p>
<p><b>Term 3</b></p> <p><b>NU1404 (30)</b> Foundations of Paramedic Practice</p>	<p><b>Term 3</b></p> <p><b>NU2404 (30)</b> Developing Proficient Paramedic Practice</p>	<p><b>Term 3</b></p> <p><b>NU3404 (30)</b> Independent Paramedic Practice</p>
▼	▼	▼
<p><b>Certificate of Higher Education, Health Studies (120 credits)</b></p>	<p><b>Diploma of Higher Education, Health Studies (240 credits)</b></p>	<p><b>BSc Paramedic Practice (360 credits)</b></p>



## 4.6 Mandatory Teaching Sessions

Students attending a course of study that receives a bursary and leads to a professional qualification are required to engage with all coursework.

There are, however, some sessions where we are required to record attendance on the grounds of health and safety. These sessions include all moving and handling, life support, skin surveillance. There are also some sessions specific to Stage as well as attending all Hepatitis B injection times.

These sessions are termed mandatory which means that it is compulsory that students attend. Students also have mandatory work to complete. It is the student's responsibility to attend to undertake all relevant online learning. Students may also be required to complete additional mandatory training which will be identified on the mandatory training section of the Moodle Page.

With all skills sessions that occur in the Clinical Skills Centre, safety issues are paramount and we stress that students must adhere to the dress code for the Clinical Skills Centre as follows:

- Student Paramedic Uniform or School polo shirt and tracksuit trousers
- Appropriate footwear.
- Hair must be tied back.
- No jewellery (wedding rings and small stud earrings are permitted).
- Bare below the elbows

See also *Clinical Skills Centre*.

## 4.7 Personal Tutor

The role of the Personal Tutor is pivotal for the creation of an effective learning experience for the student, and provides the student with support for pastoral, academic and professional issues.

Personal tutors can help new students adjust to University life, and the challenges presented within the course; these challenges include guiding students towards the internalisation of the attitudes and values which are expected and articulated within the Health and Care Professions Council (HCPC) (2014) Standards of Proficiency for Paramedics and the Standards of conduct, performance and ethics (HCPC 2016).

The Personal Tutor will:

- Give the student the opportunity to meet with them individually once per semester.
- Encourage the student to get the most from their course experience.
- Facilitate the student's academic development through the delivery of module learning experiences, e.g. Personal Tutors deliver key modules.
- Discuss pastoral, academic and professional issues with the student, and refer them to relevant support services as appropriate.
- Provide the student with advice regarding their course, and the university regulations and processes in relation to academic assessment, coursework extensions, extenuating circumstances and academic appeals.
- Provide the student with advice regarding professional expectations of student behaviour, and the University regulations and processes in relation to non-academic conduct.
- Maintain records of meetings in the electronic student portal and provide written reports as required, e.g. for the assessment board.
- Write a reference for the student's employment and/or post graduate study at the end of the course. However, the Personal Tutor can only provide the student with this support when they provide the commitment to make the relationship work. To do this, and therefore get the best from their experience with us, the student should:

- Keep their appointments with their Personal Tutor, or give as early notice as possible should they need to change the appointment;
- Contact their Personal Tutor should they be experiencing doubts about the course, or having difficulty attending the course, or coping with the academic and/or clinical demands of the course;
- Contact their Personal Tutor if they are experiencing other difficulties for example homesickness, making new friends;
- Discuss with their Personal Tutor their goals and aspirations for their chosen career;
- Let their Personal Tutor know about their successes on the course;
- Provide their Personal Tutor with feedback on their whole learning experience.

University guidance about the personal tutor system can be accessed from:

<http://www.rgu.ac.uk/about/planning-and-policy/policies>

#### **4.8 Bursary**

All bursary payments are paid directly into bank accounts. Students must apply online at [www.saas.gov.uk](http://www.saas.gov.uk) every year for their bursary. Student Awards Agency Scotland (SAAS) usually send a text and an email reminder informing students when to make their application for the next year of their bursary.

The unique reference number students receive from SAAS must be included in any correspondence with them as well as any travel/subsistence claim forms.

Students are responsible for advising SAAS of any changes of name or permanent address and the accuracy of their bank/building society details. If circumstances change in relation to dependants allowance during the year, students should contact SAAS to inform them.

Each university has a responsibility to ensure that students who are claiming bursaries are making satisfactory progress through the programme and that their engagement with the programme is of an acceptable level. This is done on a weekly basis by SAAS.

To ensure the University records match with SAAS and we can confirm ongoing attendance, students must use the same name with both organisations. For example, if a student's name is Jennifer and that is the name they used on their University application, they must also apply to SAAS using the name Jennifer and not Jenny or Jen.

If a student suspends temporarily from the programme, they cease to be a student until resumption of the programme. Qualification for a bursary will normally cease from the last day of attendance. In some circumstances, bursary may be continued for a period of time after a temporary withdrawal. The bursary is normally not available when a student is required to repeat parts of the programme.

Only in exceptional circumstances can the University recommend, and the Scottish Government agree to, extended bursary payment beyond the minimum programme length. This means that if students need to have an extension to their programme to meet requirements, they may have to undertake the period without a bursary.

For bursary queries, please contact:

Julie Yackiminie

E: [j.yackiminie@rgu.ac.uk](mailto:j.yackiminie@rgu.ac.uk)

Further information about financial support is available from:

<https://www.saas.gov.uk/>

#### **4.9 Protection of Vulnerable Groups (PVG)**

Students undertaking the BSc Paramedic Practice course are required to apply for membership of the Protecting Vulnerable Groups (PVG) scheme.

It is important that all individuals who will work with the public at times when they are particularly vulnerable are scrutinised in terms of any criminal record to ensure that any risk to the public is minimised and public protection is enhanced. Without confirmation that a satisfactory Disclosure has been received, students will not be able to access practice learning experiences.

It is important that students inform the School through their Personal Tutor or Course Leader, and at the earliest opportunity, if there are any events that may impact on the status of their criminal record, for example, if they receive any cautions by police, if they are charged by the police, prosecuted or/and convicted of any crime. Such events do not necessarily prevent the student from continuing and completing their course of study; however, they may constitute non-academic misconduct and/or, in situations where the outcome is pending, students may not be permitted to access practice placements until the outcome is known.

Criminal record checks are normally carried out through Disclosure Scotland as a condition of entry to the course. In addition, a PVG update will be required when students have had more than 6 months out of their studies, or where there is an indication that a criminal record check should be carried out for a particular reason. On an annual basis students are required to sign a declaration that they continue to be of good health and of good character. Good character will include a declaration that there are no changes to their criminal record since the last Disclosure check was undertaken.

Further information is available from:

<https://www.mygov.scot/pvg-scheme/> [Accessed 14 July 2022].

See also *Fitness to Practise*.

#### 4.10 Annual Leave

Holiday dates are scheduled within the course and **cannot be changed**. Holiday dates are from Monday to Sunday inclusive. When holiday dates are preceded and/or followed by practice learning experience, students cannot guarantee being 'off duty' on the Sunday before a holiday and must make their plans accordingly. Local Public/Bank holidays may not be observed.

Please refer to the course calendar to identify where annual leave has been allocated.

#### 4.11 Attendance and Absence

Students are expected to engage with their course on a full time basis for every scheduled day on their timetable. Engagement and attendance is important as the School must provide the Health and Care Professions Council (HCPC) with confirmation that the student is competent and has undertaken a minimum of 2250 hours of theoretical learning and 2250 hours of clinical learning in practice placements. Attendance registers and timesheets are two of several ways by which we gather information to calculate attendance. The course is designed to provide students with the opportunity to achieve these requirements. Absence from the course will have an impact on the student being able to achieve this requirement.

We fully understand and accept that there are times when absence from the course is legitimate and necessary. Students should not worry about taking time off when they are unwell or requesting time off for unexpected events or situations that arise. In order to ensure we have accurate records of students' attendance and absence, it is important that students familiarise themselves with the [Attendance Policy](#) and the procedures for reporting sickness, submitting certification regarding sickness and returning from sick leave.

Absence from the course means the student may not meet the requirements necessary to be eligible to register. Students who have transferred into or re-entered the course will be advised on course length on an individual basis.

Students are required to attend all timetabled classes and all allocated placements during their course. Failure to do so without following the correct procedures may result in bursary payments being suspended.

#### **4.11.1 University**

Students are expected to attend all timetabled classes and engage in all learning opportunities associated with the timetabled classes.

All moving and handling and basic life support sessions are mandatory (compulsory). In order to access practice learning experiences (PLEs), students must attend these sessions at the date and time specified for their group. Individual sessions will not be arranged. **Failure to attend these classes will mean the student cannot go to PLE.**

Students are also expected to attend meetings organised by academic staff, for example, Personal Tutor group or individual meetings, academic support tutorials or individual support sessions.

Whilst in the University, attendance will be monitored by the School and by the student's Personal Tutor. This provides the School with information that is used to calculate the theoretical hours that have undertaken by the student.

See also *Mandatory Teaching Sessions*.

#### **4.11.2 Practice**

Students will be required to undertake full time practice learning experiences. Shift patterns in practice sometimes mean that clinical hours are calculated over a period of time longer than one week, for example, if the student is undertaking a night practice experience, they might attend for 75 hours across a two week period.

Students must complete a timesheet in every practice learning experience (PLE) and they must ensure that it is countersigned by their named practice educator or other designated member of the clinical team. It is important that timesheets are accurate as they are the only source of information from which the total number of clinical hours the student has attended during the course is calculated.

There are minimum requirements around attendance in practice, i.e. students should attend two thirds of each PLE in order to be assessed. Failure to be graded may impact upon a student’s ability to progress to the next Stage of the course.

Students should remember their attendance at PLEs will mirror the shift patterns of the clinical staff who work within the practice areas. Therefore, students will have shift patterns which reflect the 24/7 provisions of care, e.g. early, late, long day and night shifts and weekend working.

See also *Timesheets*.

#### 4.11.3 Reporting Off Sick

<b>During University</b>	<b>During Practice Learning Experiences (PLEs)</b>
Email <a href="mailto:SNMPabsencereporting@rgu.ac.uk">SNMPabsencereporting@rgu.ac.uk</a>	Notify Practice Educator or person in charge, before you are due to attend. Please take a note of the person’s name receiving your message AND email <a href="mailto:SNMPabsencereporting@rgu.ac.uk">SNMPabsencereporting@rgu.ac.uk</a>  Please state clearly your name, part of the course, placement location and date of absence commencing.



<b>During University</b>	<b>During Practice Learning Experiences (PLEs)</b>
Email <a href="mailto:SNMPabsencereporting@rgu.ac.uk">SNMPabsencereporting@rgu.ac.uk</a>	Notify Practice Educator or person in charge, before you are due to attend. Please take a note of the person's name receiving your message AND email <a href="mailto:SNMPabsencereporting@rgu.ac.uk">SNMPabsencereporting@rgu.ac.uk</a> Please state clearly your name, part of the course, placement location and date of absence commencing.

Note: Placement Learning Environments appreciate as much prior warning as possible.

#### 4.11.4 Reporting Fit to Return

<b>During University</b>	<b>During Practice Learning Experiences (PLEs)</b>
Email <a href="mailto:SNMPabsencereporting@rgu.ac.uk">SNMPabsencereporting@rgu.ac.uk</a>	Notify PLE of intention to return on particular date. Email <a href="mailto:SNMPabsencereporting@rgu.ac.uk">SNMPabsencereporting@rgu.ac.uk</a>

Note: This applies whether or not you are due to return to University, PLE or to Annual Leave.

#### 4.11.5 Certification: 1-7 days

<b>During University</b>	<b>During Practice Learning Experiences (PLEs)</b>
Email <a href="mailto:SNMPabsencereporting@rgu.ac.uk">SNMPabsencereporting@rgu.ac.uk</a>	Self certificate to be completed and counter-signed by Practice Educator or person in charge of the area, scanned and emailed to <a href="mailto:SNMPabsencereporting@rgu.ac.uk">SNMPabsencereporting@rgu.ac.uk</a>

Note: Consult your GP if minor illnesses do not clear up quickly.

#### 4.11.6 Certification: 8 days and over

<b>During University</b>	<b>During Practice Learning Experiences (PLEs)</b>
Medical certificate from GP should be scanned and emailed to <a href="mailto:SNMPabsencereporting@rgu.ac.uk">SNMPabsencereporting@rgu.ac.uk</a> as soon as possible and at regular intervals.	Inform PLE of continued sick leave. Medical certificate from GP should be scanned and emailed to <a href="mailto:SNMPabsencereporting@rgu.ac.uk">SNMPabsencereporting@rgu.ac.uk</a> as soon as possible and at regular intervals.

Note: Your GP will not be able to supply a medical certificate unless you consult him/her when you are ill.

Should your ill health continue, the School may refer you to the Occupational Health provider.

**Note:** Whatever the circumstances, ALL days of sickness must be covered by appropriate notification and certification as described above. Any absences not so covered will be regarded as unauthorised and may affect bursary entitlement.

Attendance is monitored and students with a poor attendance record in University based learning (without reasonable mitigating circumstances, e.g. ill health) may not be offered a second resubmission opportunity which is given at the discretion of the Assessment Board at the end of each Stage of the course.

#### 4.11.7 Visa Students

As part of UKVI compliance, relevant students must attend all interactions (i.e. scheduled classes, tutorials, practice learning experiences and meetings with tutors/ supervisors).

During PLEs visa students are required to complete and send the Placement Attendance Verification register to [SNMPPlacements@rgu.ac.uk](mailto:SNMPPlacements@rgu.ac.uk) every Monday.

See also *Appendix 1: Student Visa Responsibilities*.

## **4.12 Make-up Time Guidance**

### **4.12.1 Scope**

This guidance applies to student paramedics undertaking the BSc Paramedic Practice course.

### **4.12.2 Purpose**

Within their course, students must undertake practice to meet competency within the standards of proficiency. This can result in students having to retrieve hours lost during the course at the end of their course.

The aim of this guidance is to provide students with the opportunity to reduce the amount of time they have to make up at the end of the course by arranging additional hours in practice during their allocated practice learning experiences throughout their course.

This guidance normally only applies to periods of absence from practice, which are either due to sickness or authorised absence.

### **4.12.3 Procedure**

If carrying out additional hours in practice, the following must apply:

- It is the student's responsibility to know how much sickness or authorised absence they have had in practice.
- It is the student's responsibility to negotiate additional hours with the Practice Educator/Team Leader/Charge Nurse/Midwife in the practice area.
- The EU working time directive must be adhered to – on average, no more than 48 hours worked per week (a maximum of 50 hours will be credited per week\*).

- The additional hours must be agreed with the placement area in advance and the student must be added to the duty rota, supported by an identified Practice Educator.
- It is recommended that no more than 160 hours of 'make-up' time is carried out within an academic year in order to ensure the additional hours being undertaken do not affect the student's performance.

\* the only exception to this is when the PLE's normal working pattern exceeds this in exceptional circumstances e.g. ICU/Ambulance.

#### **4.13 Time Out of the Course/Stepping On and Off the Course**

Students may find that their journey towards completing their course is not as straightforward as they anticipated at the beginning. Things can happen along the way; this can make it necessary for students to take time out of their studies.

At the School of Nursing, Midwifery and Paramedic Practice we want to see students succeed; therefore, we can support students if they need to take time out of their course of studies.

The student has 5 years in total to complete the course as per university academic regulations relating to the maximum period of enrolment.

##### **4.13.1 Temporary Suspension of Studies (TSS)**

The University normally allows for **one period** of temporary suspension of studies (TSS) within a course lasting no more than one year. In some circumstances, the Scottish Government will approve a continuation of bursary during a period of temporary suspension of studies, but students must meet the criteria for this:

Long-term ill health, caring responsibilities, bereavement, compassionate reasons and maternity leave are examples of reasons students request temporary suspensions of studies. All requests must be supported by evidence.

#### **4.13.2 Refer Part time Course (RPT)**

Students are not eligible to receive the bursary whilst on a Refer Part time (RPT) course.

Students will progress to an RPT course when progression criteria have not been met and the Assessment Board confirms that students need to complete outstanding module requirements before being able to re-enter the course and continue with their studies.

Part time status will enable students to address the reason for the break in their studies and will allow them to prepare to re-enter ready to continue with their studies. When part time, they will be given an appointment (this can be a telephone appointment) to meet with their Personal Tutor four months into the period of suspension or refer: part time course. The purpose of this meeting is to review the student's situation and/or progress and to up-date the School of any further issues or of their intention to resume their studies.

#### **4.14 Study Requirements**

All pre-registration modules have study skills development integrated as part of their delivery and assessment. Where relevant, information about study skills preparation within a specific module will be provided in the CampusMoodle study area.

Students are also encouraged to access the full range of self-access, online materials provided by the Study Skills Department

<https://campusmoodle.rgu.ac.uk/course/view.php?id=88648>

Students are also encouraged to make use of the excellent support available from Support & Advice Services:

<https://www.rgu.ac.uk/life-at-rgu/support-advice-services>

See also *Support for Assessments*.

#### **4.15 Directed and Online Study**

A key aim of the course is that students become effective learners and graduates who willingly take responsibility for their own learning and development. To achieve this aim, directed and online learning make up a significant portion of the student learning experience. The flipped classroom approach to learning is also utilised to promote independent learners. The flipped classroom utilises blended learning where learning is reversed with students being introduced to content often online prior to attendance so that classroom time is used to deepen understanding through facilitated discussion with peers and problem-solving activities.

Directed and online study will be identified within each module and the student is expected to actively engage and take ownership of this aspect of the course as part of their overall development towards becoming an independent learner.

Students must use these opportunities to read widely and increase their knowledge and understanding to ensure achievement of the standards and expectations of registered paramedics from key stakeholders such as the public, HCPC, College of Paramedics, the Scottish Government and future employers.

Modules are scheduled based on the principle that each week of the pre-registration course the student is expected to engage and study for a minimum of 37.5 hours per week.

#### **4.16 Private Study**

In addition to directed study, students are expected to make a personal commitment toward independent private study. Additional reading and other forms of enquiry related to the modular theme is evidence of

private study. Private study should be underpinned by a desire to learn and to develop as an individual and as a professional paramedic who is capable of delivering person-centred, safe and effective care that is both evidence-based and values based (HCPC 2014, College of Paramedics 2019b).

#### **4.17 Study Support**

As a School, we understand that meeting the requirements of a paramedic course is challenging. We also know that there may be times during the student's studies when external factors and circumstances can require a great deal of their attention and effort to resolve. We aim to offer a cohesive student support system that will enable the student to meet the requirements of their study.

There are many student support services available and knowing which one to go to can be confusing, especially if the student is dealing with many pressures in their life. The student's Personal Tutor should be their first point of contact to discuss any issues/problems and identify the student's best way forward. Discussing a situation early can hopefully identify a way of resolving the issue without it having a great impact on other areas of the student's life.

Information about Study Support is available from the Student Advice and Support link:

<https://www.rgu.ac.uk/life-at-rgu/support-advice-services>

See also the [Study Skills](#) area on CampusMoodle.

#### **4.18 Professional Requirements and Registration**

The Health and Care Professions Council (HCPC) was established in 2003 and was set up through the National Health Service Reform and Health Care Professions Act (2002).

The prime responsibility of the HCPC is to protect the public. This is achieved by setting a consistent set of standards for entry to the

register, for remaining on the register, and for investigating and managing allegations of impaired fitness to practice.

The following important documents set out the professional requirements that students need to achieve in order to become registered:

<https://www.hcpc-uk.org/standards/standards-of-proficiency/paramedics/>

<https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf>

<https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>

[All accessed 14 July 2022].

As a developing professional, we expect students to embrace The Standards and act in such a way as to assure public confidence in them as an individual and the Allied Health Care professionals, of which they are now representative:

<https://www.hcpc-uk.org/standards/standards-of-proficiency/paramedics/> [Accessed 14 July 2022].

For all pre-registration paramedic courses in the UK, the above document sets out, in detail, the required standards. The standards contained within this document are designed to ensure that the rules of the pre-registration courses which have been established through legislation, are met.

Much about the course has been determined by the HCPC which approves all pre-registration courses for allied health professions and monitors them on a regular basis. The College of Paramedics also set out a framework for which we follow, available from:

[https://collegeofparamedics.co.uk/COP/ProfessionalDevelopment/Paramedic\\_Curriculum\\_Guidance.aspx](https://collegeofparamedics.co.uk/COP/ProfessionalDevelopment/Paramedic_Curriculum_Guidance.aspx) [Accessed 14 July 2022].



In order to be eligible for professional registration, students must meet all the requirements specified for their course. When students have met all of the requirements, they will be provided with all the information they need to apply for registration by the School. When applying for registration, the student's Course Leader must declare, by completing an online declaration, that the student is of good health and of good character. Students will not be able to register if this declaration is not completed.

Link to HCPC website: <https://www.hcpc-uk.org/> [Accessed 14 July 2022].

## **4.19 Regulations**

It is important that students understand that there are two different sets of regulations that directly govern paramedic students and their course; the RGU Academic Regulations and the HCPC regulations which include standards, guidance and governance. The web links below provide more detailed information:

### **4.19.1 RGU Academic Regulations**

The Academic Regulations apply to all educational provision offered by the University bearing credit. They cover:

- Courses
- Admissions and enrolment
- Student conduct
- Appeals
- Fitness to practise
- Assessment and assessment boards
- External examiners

RGU Academic Regulations: [www.rgu.ac.uk/academicregulations](http://www.rgu.ac.uk/academicregulations)

(It is essential to read these Regulations and the student's attention is drawn to *Section A3: Student Conduct and Appeals*.)

#### **4.19.2 HCPC Requirements**

Amongst other areas, these requirements set out the following:

- What students need to achieve in order to be eligible for registration
- Standards of Conduct and Ethics for Students
- Standards of Proficiency for Paramedics
- Standards for education.

It is highly recommended that students become familiar with the regulations that are pertinent to their course.

<https://www.hcpc-uk.org/> [Accessed 14 July 2022].

See also *Professional Requirements and Registration and Fitness to Practise*.

#### **4.20 Fitness to Practise**

The Student Fitness to Practise Procedure shall apply to all students enrolled on health or social care courses of the University leading to registration as a health or social care professional with a professional, statutory and/or regulatory body. A requirement of such courses is that the student is fit to practise. Where concerns are raised relating to a student's fitness to practise then the Student Fitness to Practise Procedure will be applied. Such concerns may relate to [though are not limited to]:

- i. good character;
- ii. behaviours;
- iii. professional conduct;
- iv. health and wellbeing;
- v. safeguarding.

See also *Protection of Vulnerable Groups (PVG) and Social Networking*.

#### **4.21 Social Networking**

The School encourages the use of social media within the curricula. However, it is essential that students are aware of professional and personal boundaries within online practices. The Health and Care Professions Council has produced additional guidance which underpins the regulations (HCPC, 2017a):

HEALTH AND CARE PROFESSIONS COUNCIL (HCPC), 2017. *Guidance on social media*. [online]. London: HCPC. Available from: <https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-social-media.pdf?v=637106443130000000> [Accessed 14 July 2022].

If used inappropriately, social networking can bring into question a student's character and fitness to practise. This may be considered in instances where social networking (although not exclusively) involves breaching service user confidentiality, posting pictures of people without consent, posting inappropriate pictures of oneself, using another's identity falsely, encouraging anti-social behaviour or inciting hatred and discrimination.

This is also supported by the College of Paramedics Curriculum Guidance which can be found at: [Paramedic Curriculum Guidance \(collegeofparamedics.co.uk\)](http://collegeofparamedics.co.uk) [Accessed 14 July 2022].

See also *Fitness to Practise*.

#### **4.22 Progression and Progression Criteria**

Most university courses have progression points. These are normally at points in the course where students have successfully completed all requirements for a Stage and are therefore ready and eligible to move on to begin the next Stage or exit the course with an award. The progression criteria are approved by the University and the HCPC and set out what the University and HCPC need students to achieve in order

to move on to the next Stage of a course or what they need to achieve to exit with an award.

Within the BSc Paramedic Practice Course, there are progression points at the end of each Stage. All students must achieve all of the progression criteria in order to be able to move onto the next Stage of the course. The criteria include areas such as how many modules students must pass and what learning outcomes/competencies they must achieve. Students may normally carry one theory module into the next Stage. See the Academic Regulations at:

[www.rgu.ac.uk/academicregulations](http://www.rgu.ac.uk/academicregulations).

However, this is at the discretion of the Assessment Board and issues such as student engagement/attendance are taken into consideration. If a student has more than one theory module outstanding at the end of a Stage, then that student will be required to step off the course to retrieve these outcomes. If the student has successfully retrieved the outcomes, they can then re-enter the course at the next available re-entry point, i.e. at the start of the next academic session. The student's Personal Tutor will contact the student at specific points during the stepping off period for support.

If the Assessment Board allows a student to carry one module to the next Stage, the student will re-attempt the assessment at the next assessment opportunity for that module. If the student does not pass the outstanding module, they will either be discontinued from the course or required to step off the course for a period of up to one year, dependent on the number of attempts. Students may then have the opportunity to appeal the decision of the Assessment Board if there are grounds to do so.

Students have a maximum of two submission opportunities for practice modules. In order to pass practice modules, a student must achieve a pass grade as well as meet the module learning outcomes and

requirements. A student who does not pass the practice learning module in Stage 1 and 2 of the course, or Stages 1, 2 and 3 of the course, will not be eligible to progress to the subsequent stage of the course and will undertake any outstanding module(s) in the following academic session.

It is therefore imperative that students seek appropriate support for assessments and make their Personal Tutor aware of any factors influencing their learning and performance on the course. Further information is available from Academic Regulations A4: Assessment and Recommendations of Assessment Boards:

[www.rgu.ac.uk/academicregulations](http://www.rgu.ac.uk/academicregulations)

See also *Support for Assessments, Assessment Boards and Time Out of the Course/Stepping On and Off the Course*.

#### **4.23 References and Student Status Letters**

References are not supplied for current students. A reference will be supplied by the School (written by the student's Personal Tutor) when nearing completion of the course. Stage 3 reference requests should be sent to: [SNMPRecords@rgu.ac.uk](mailto:SNMPRecords@rgu.ac.uk).

If the student requires a letter confirming their status as a student, this can be obtained from the Student Help Point on Level 3, Ishbel Gordon Building or by e-mailing: [studenthelppoint@rgu.ac.uk](mailto:studenthelppoint@rgu.ac.uk).

#### **4.24 Student Representation and Partnership**

The University is committed to continuously improving the experience of students. To effectively do this, we need to have feedback from students. There are many ways that students can provide feedback and we fully encourage students to provide feedback through the mechanisms available to them.

We will be looking for Class representatives shortly after the course commences. [There will also be an opportunity to change Class

representatives at the beginning of each Stage of the course.] This is an important role and one which can help develop knowledge and a range of skills that will be helpful to the student's development. As a Class representative, the student's main role is to gather the views of their classmates and convey these at a variety of University meetings. The key meeting which we ask students to attend regularly is the Staff Student Liaison Committee. This meeting occurs about 3 or 4 times a year.

Being a Class representative does require commitment but it is a rewarding undertaking. In addition, active participation in a role like this throughout their studies will enhance the student's CV and their personal portfolio. Training is also offered by the Student Association which many students find builds their confidence. Further information about staff-student engagement/partnership and student representative roles is available from Student Representation and Partnership: <https://campusmoodle.rgu.ac.uk/course/view.php?id=88261>

For information about *Student Evaluation*, please see Section 7.

## **4.25 Unions for Student Paramedics**

### **4.25.1 Professional Organisations, Trade Unions & Indemnity Insurance**

Students are advised to join the student branch of an appropriate professional organisation such as the College of Paramedics or Trade Union. Membership fees are normally reduced for students. Representatives of these organisations will be available to speak to students at the start of their course.

It is particularly important that consideration be given to the need to have indemnity insurance with associated legal representation should the student find themselves in a situation where they may be facing legal action following an incident connected with their coursework or practice learning experiences.

#### **4.25.2 The College of Paramedics (CoP)**

The College of Paramedics is the recognised professional body for paramedics in the UK. The CoP represents over 14000 members. The college represents its members through various forms such as continuous practice development, education and guideline development. Student membership includes £5 million medical malpractice and public liability insurance, quarterly 'Paramedic Insight' magazine along with discounts on CPD events along with much more:

<https://www.collegeofparamedics.co.uk/> [Accessed 14 July 2022].

#### **4.25.3 Unison**

UNISON offers all the security and support expected of a professional trade union and encourages the recruitment of all grades of health care staff, including School of Nursing, Midwifery and Paramedic Practice students. UNISON membership carries with it a wide range of services and benefits. On offer is full indemnity insurance at work of up to £1 million and a computerised research facility known as Unisearch to help members in their studies:

<https://www.unison.org.uk/> [Accessed 14 July 2022].

### **4.26 Registering Award with Health Care Professions Council (HCPC)**

Students who have successfully completed a HCPC approved education and training programme are eligible to apply to join the HCPC Register. This applies to all health and care graduates who wish to practice using one of our legally protected titles such as paramedic. Additional information and guidance about registration with the HCPC will be provided during the final stages of the course.

## **5 Practice Learning Handbook**

### **5.1 Practice Learning Experience (PLE)**

The course requires that students gain different types of practice experience in a variety of settings. To give students a balanced course, a pattern of Practice Learning Experiences (PLEs) has been designed so the student will gain the experience they require across a wide variety of settings in different geographical areas.

### **5.2 PLE Allocation**

Practice learning constitutes 50% of learning across the course and is undertaken via a series of PLEs in each Stage of the course. The student will normally be required to achieve 2250 hours of practice learning, in addition to completing all the required competencies in the practice assessment document, by the end of the three-year course. Students may attend PLEs in urban, rural and remote environments. PLEs will be allocated within all partner areas, including NHS Grampian, NHS Orkney, NHS Shetland, NHS Highland and Islands, NHS Western Isles, private sector partners and social care partners. Preparation for practice, simulation on campus, and alternative placement learning experiences are also part of the practice learning experience.

The School's placement allocation model for the undergraduate paramedic course has been designed to offer students breadth of practice experience in order to provide opportunities to allow all HCPC proficiencies and outcomes to be achieved.

As part of the course, students will experience a range of PLEs across the lifespan and across different areas of Practice. It is anticipated the student will still have the opportunity for additional learning opportunities during their allocated PLEs. Individual personal circumstances are considered where possible when allocating PLEs if the student makes the PLE allocation team aware. However, all students should expect to undertake a number of PLEs, of varying lengths,



outwith Aberdeen. It is the student's responsibility to inform the School if their personal circumstances change.

It may be appropriate to arrange relevant additional learning opportunities to give students the opportunity to achieve some of the learning outcomes. These additional learning opportunities should be arranged collaboratively between the student and Practice Educator.

In allocating PLEs we aim to provide a balance of experience across the practice areas and locations. We endeavor to do this equitably among students. PLEs are arranged as far in advance as possible to allow students to plan ahead. Because of the number of students requiring PLEs at any one time, it is very difficult to alter these once the planning is done. Requests for change of placements will only be considered in exceptional circumstances. Emails should be addressed to [SNMPPlacements@rgu.ac.uk](mailto:SNMPPlacements@rgu.ac.uk) in the first instance and the student will be sent the appropriate request form.

Students will normally be notified of PLE locations no later than 4 weeks before the start date. However, this may not always be possible. If we have to make a change after an allocation is confirmed, e.g. because of staff changes within the PLE, the student will be notified as soon as possible. PLEs will be notified of the names of the students who have been allocated to them at least four weeks in advance of the PLE.

Students **must not** undertake employment in the same area they are currently undertaking their practice learning experience.

Information regarding the PLE, learning opportunities available and contact details will be sent by email from the School. Scottish Ambulance Service (SAS) PLEs will be notified separately. Students should ensure that they call the PLE for their shifts before their start date.

A letter of authority to undertake practice which sets out the conditions of the period of practice will be issued to students prior to commencing the PLE. The offer to undertake practice experience may be withdrawn at any time if the student's conduct is such that it is determined that withdrawal is the correct course of action.

Students will be assessed by their Practice Educators and this assessment will be recorded in the student's Practice Assessment Documentation (PAD).

In the 21<sup>st</sup> century registered paramedics are in high demand and are an integral part of the NHS. Paramedics not only work in emergency and unscheduled situations, but are able to work in other practice areas such as primary care and critical care. As such, paramedic education must be dynamic and must support the development of versatile, clinically adept paramedics. They should be equipped to work flexibly in order to meet the changing needs of individuals, families, carers, communities and also evolving care priorities and healthcare delivery systems. Paramedics are required to work across boundaries and undertake new roles and responsibilities. In order to suitably prepare paramedic students, it is essential students are exposed to a wide range of clinical experiences across healthcare and social care settings and within simulated learning environments.

Students will have the opportunity to undertake a range of urban, remote and rural PLEs across a breadth of geographical regions within health and social care. PLEs are based in the Scottish Ambulance Service (SAS), NHS, private and voluntary sectors and are across a range of differing areas such as acute/unscheduled care, maternity services, community, private and specialist practice.

Each cohort will be divided into two, to maximise opportunities and support PLE capacity within both ambulance and non-ambulance settings.

Ambulance PLEs will be allocated by the Scottish Ambulance Service and within geographic regions students will be exposed to both urban, remote, and rural practice.

Non-ambulance PLEs will be allocated by the RGU Practice Education Team. The School will adopt the principles of a hub and spoke model of allocation. Student paramedics will be allocated to one hub non-ambulance PLE and during each non-ambulance PLE they will be supported by their Practice Educator to attend 'spoke' experiences. Hub areas and students will have identified spoke areas which are specific and mapped to the course and HCPC requirements and they should be appropriate for the student's Stage of learning. The length of each spoke experience may vary from insight visits lasting, for example one day, to blocks of learning lasting up to 2 weeks.

There are wide ranging benefits of adopting this model including greater insight into the roles and responsibilities of the wider multidisciplinary, multiagency team; a richer learning experience; increased awareness of potential career options and enhanced understanding of the patient journey. The student will be directly and indirectly supervised and assessed by the Practice Educator based within their hub area. This model ensures consistency in assessment and ensures students will be provided with opportunities to gain confidence and competence in a variety of relevant experiences, increasing in complexity throughout the course, enabling them to achieve the required HCPC competencies (HCPC 2014), for example, maternity care, minor injury/illness, child and family care, acute care settings, theatres.

See also *Requirements prior to attending Practice Learning Experiences (PLEs)* and *Practice Assessment Documentation (PAD)*.

### **5.3 Practice Learning Web Pages**

The School has a dedicated website for hosting information for staff, students and practice colleagues in relation to supporting practice learning experiences.

The Forms and Guides page:

<https://www.rgu.ac.uk/practice-learning/practice-learning-forms-and-guides> will be particularly useful as it holds information on

Administration of Medicine & Incident Reporting, Assessment, Attendance, Audits, Cause for Concern and PLSP, Handbooks & Placement Documentation, Placement Expenses, and Interprofessional Experience (IPE).

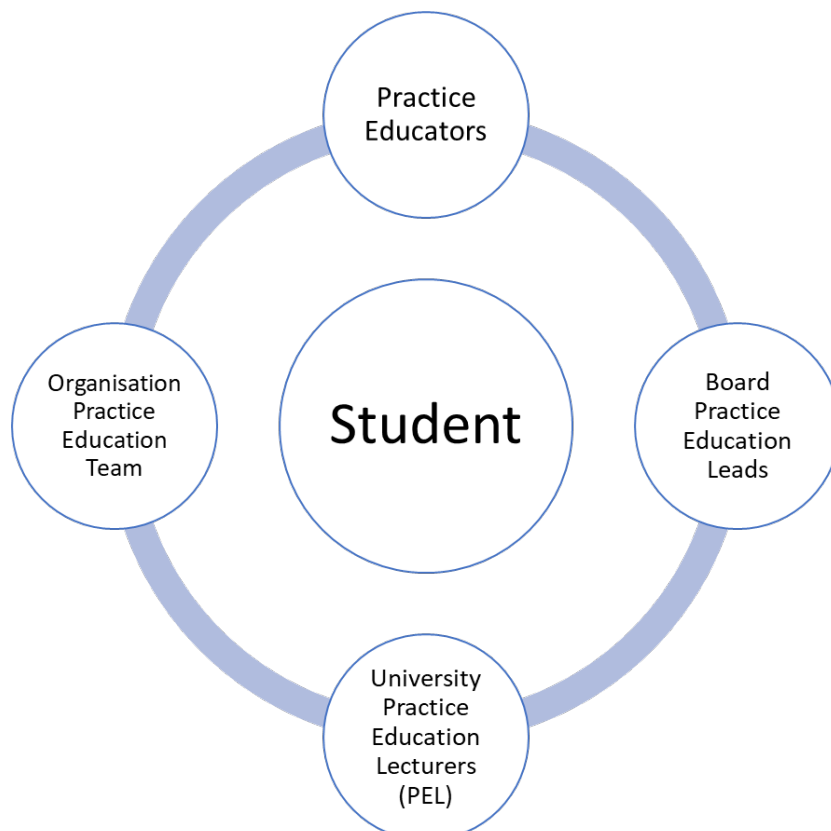
#### **5.4 Care of Service Users**

Students must ensure that service users have the opportunity to give and, if required, withdraw their informed consent to students being involved in their care.

#### **5.5 Student Supervision and Assessment**

There are various sources of support available to support students during Practice Learning Experiences (PLE)s.

Figure 2: Practice partnership model of supervision



Within each PLE students will be assigned a nominated Practice Educator to teach and support them and to assess their performance in practice.

### **5.5.1 Practice Educator**

The Practice Educator, within all PLEs, must be an approved professional practitioner, an appropriately trained and registered healthcare professional who works directly alongside the student during practice learning. This professional will have contemporary knowledge and experience relevant to the student being supervised and will have been suitably prepared to undertake this role. Bi-annual Practice Educator training days will be organised and run by the School to prepare and support Practice Educators. Additional resources will be available on the School's Practice Learning webpage and dedicated paramedic Practice Education Lecturers (PEL) will deliver educational updates as required. Practice Educators will supervise student learning and support them in working towards achievement of the required proficiencies and learning outcomes.

The role of the Practice Educator is to contribute to the student's learning by:

- providing and managing an effective learning environment.
- providing the student with a sense of belonging, ensuring the practice learning environment is welcoming and supports the student's learning experience.
- providing the student with an induction and orientation to the practice learning environment.
- in discussion with the student, identifying individual learning needs and objectives.
- support the student to develop theoretical knowledge; in the application of theory to practice and develop decision making capability.

- providing constructive feedback in an honest, timely manner.
- undertake interim and final performance reviews.
- supporting the student using action planning.
- liaising with others who have contributed to the student's learning.
- undertake objective evidence-based decisions around student progression providing constructive feedback within the practice assessment documentation (PAD) as required to enhance development and impact on future performance.
- serving as a role model for safe and effective practice in line with their code of conduct.

In addition, the Practice Educator will make decisions regarding assessment, a student's competence and fitness to progress on the course, escalating concerns as required using the School's Practice Learning Support Protocol.

See also *Practice Learning Support Protocol*.

### **5.5.2 RGU Practice Education Team**

The role of the University Practice Education Team and specifically the Practice Education Lecturer (PEL) is to ensure support is provided for all students and Practice Educators during practice learning experiences.

In addition, the PEL will:

- influence, develop and enhance the quality of practice learning by providing support and educational input to the PLE.
- facilitate Practice Educator preparation in partnership with placement providers.
- support the implementation of the HCPC Standards of Proficiency (HCPC 2014) and the Standards of conduct, performance and ethics (HCPC 2016b).
- support the implementation of the Quality Standards for Practice learning experience (NES 2008) across all practice environments and ensure adherence with all quality assurance processes.

- provide support in relation to student conduct and performance in practice.
- maintain clear communication channels with all relevant stakeholders if a student is failing to achieve the required learning outcomes or in relation to concerns around professional behaviour or conduct.

Contact details for the team can be found in the module area on CampusMoodle.

### **5.5.3 Organisation's Practice Education Team including Scottish Ambulance Service**

There are several Practice Education Leads (PEdLs), Practice Education Facilitators (PEFs) and additional educators and staff available in the practice setting to support both students and Practice Educators. These educators are employed by the local organisation i.e. Territorial Health Boards or Scottish Ambulance Service, to ensure student and Practice Educator support is available as required and to support student learning in practice. If a PLE does not have a named Practice Educator, support will be available from the RGU Practice Education Team.

### **5.5.4 Practice Learning Support Protocol (PLSP)**

The PLSP is aimed to be used by those involved in student assessment during PLEs. The PLSP offers a mechanism to provide student support and to escalate concerns.

Click here to access the full version of the PLSP:

[BSc Paramedic Practice: Practice Learning Support Protocol](#) (PDF).

If students have significant concerns around patient safety/care, they should refer to Appendix 2: Flowchart of key stages in reporting a care concern and raise their concern immediately or at the earliest opportunity with the Practice Education Lead/PEL. Appendix 3 provides a template form for students to report a concern.

See also *Student Wellbeing*.

## 5.6 Preparation for Practice

Sessions entitled Preparation for Practice delivered by the Practice Learning Team are scheduled within each Stage of the course. Contact can be made with members of the Practice Learning Team - [PELParamedic@rgu.ac.uk](mailto:PELParamedic@rgu.ac.uk) - at any time in relation to issues related to practice.

## 5.7 Shift Patterns

Paramedic students are expected to undertake PLEs that reflect the 24 hour, 7 day a week nature of care. It is expected that students' timesheets and Practice Assessment Documentation will demonstrate this. The clinical week starts on a Monday, so students should be prepared for the fact that their placement may not finish until a Sunday. If the student requires a change to off duty to keep an appointment, it is their responsibility to request this. Since off duty in wards will be made up at least three weeks in advance, the student is expected to make their request as soon as possible and before the off duty.

Students should normally undertake the shift pattern of the PLE location they are in. Ambulance shifts have variable start and finish times and students follow the shifts of their Practice Educator or the paramedic they are shadowing. Hospital shifts normally start at 7am. When planning shifts, students and their Practice Educator must ensure they adhere to the following points:

- Students under the age of 18 cannot undertake shifts of more than 8 hours or embark on night duty. Specifically, they must not be on duty between the hours of 22.00 and 06.00 hours or 23.00 and 07.00 hours.
- When allocating shifts, students and their practice educators must ensure that they adhere to:
  - any reasonable adjustments outlined for practice.
  - EU working time requirements.



- After students have been allocated shifts, they should only request to make changes to the rota in exceptional circumstances.

See also *Timesheets*.

## **5.8 Residential Accommodation**

Outwith Aberdeen, several hospitals have accommodation available for students when they are undertaking a PLE. In some cases, the student will need to find a Bed and Breakfast and claim the money back.

Where relevant, further information will be provided to students.

## **5.9 Confidentiality**

Throughout the course students will be party to confidential information particularly relating to service users and staff in the allocated PLE. Under no circumstances must this information be divulged to individuals who do not have the right of access to that information. In addition, students must not divulge the names of service users, PLEs, or practice staff within course work or assessments. Failure to maintain confidentiality can be deemed non-academic misconduct.

Please see:

HEALTH & CARE PROFESSIONALS COUNCIL (HCPC), 2016a. *Guidance on conduct and ethics for students*. [online]. London: HCPC. Available from:

<https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf> [Accessed 14 July 2022].

HEALTH & CARE PROFESSIONS COUNCIL (HCPC), 2016b. *Standards of conduct, performance and ethics*. [online]. London: HCPC. Available from:

<https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/> [Accessed 14 July 2022].

The School has further guidance related to maintaining anonymity and confidentiality in practice and within academic work. This guidance is available on every module area within CampusMoodle.

## **5.10 Involving People and Communities**

The School of Nursing, Midwifery and Paramedic Practice believes that the contribution of members of the public make to student learning is immense. Every day that students are in practice learning, members of the public support their learning by allowing students to be involved in their care and support. It is important to remember what a privilege this is and to appreciate and value these learning opportunities.

In the University setting members of the public who belong to the Volunteer Programme play a vital role in facilitating students' skills learning by regularly role playing patients in the Clinical Skills Centre, providing a more realistic simulated learning experience. Involvement by members of the public, particularly those who are, or have been, service users or informal carers, is also vital to ensure that students' theoretical learning is enhanced because it takes account of, and in some instances is based on, service users' and carers' views and experiences.

It is essential that students always seek consent from service users, even when the service user is undertaking role play as a Volunteer Patient, informing them that they are a student paramedic. Students must respect the rights of a service user to decline the student's participation in care, or to decline care, at all times. In addition, as part of the course, students may be asked to act as patients, relatives or bystanders during the facilitation of role-play scenarios/OSCE assessments. There is a procedure for gaining consent from students in this regard with an associated consent form.

See *Strategy for Involving People and Communities* - [IPC Strategy](#).

### **5.11 Escorting Patients in Vehicles**

During PLEs students are sometimes required to act as an escort when service users are being transported from one place to another.

Undertaking this should be for the benefit of both service users' well-being and the student's learning in terms of achievement of the learning outcomes.

It is acceptable for a paramedic student to act as an escort in a vehicle provided that they are properly supervised (directly), or both the student and the professional in charge considers the student competent and willing to take the responsibility for the supervision of services users in the vehicle.

It is not permissible for a student paramedic to be left alone in the rear of an ambulance with a patient during transport and the student should be directly supervised whilst transporting a patient in the ambulance.

Paramedic students are not permitted at any time to drive service users in any vehicle.

### **5.12 Attendance and Absence on PLE**

[See *Attendance and Absence* in Section 4.]

### **Medicine Calculations**

Whilst undertaking medicines calculations during Practice Learning Experiences, student nurses may use calculators.

### **5.13 Dress Standards and Uniform**

Paramedic students are required to wear a uniform while undertaking most PLEs. Ambulance PLEs require the student to be wearing RGU student paramedic uniform, safety boots and have on their person, the issued Hi-Vis jacket and helmet.

The style of the uniform is in accordance with Health and Safety recommendations. Only in special circumstances will a student be permitted to wear an alternative style. In such cases, formal requests should be made in writing to the School Operations Manager, [SNMPSchooloffice@rgu.ac.uk](mailto:SNMPSchooloffice@rgu.ac.uk). Each individual case will be considered on its own merit.

The purpose of the uniform is to protect both the student paramedic and service users from infection, and to readily identify the wearer as a student paramedic.

In all situations a change of uniform every day is recommended. Students are reminded of the need to handle soiled uniforms with care to reduce the risk of spreading infection. For this reason, the uniform should not be worn whilst travelling to and from the PLEs.

However, if no changing facilities are available at the PLE, the student may travel to and from the PLE in uniform but appropriate over-garments should be worn during travelling. Be aware that travelling to and from the PLE in uniform will identify the individual as a student paramedic. The uniform must only be worn while undertaking PLEs as an RGU student and at no other time.

Students will be advised of those areas where the uniform is not worn. In such areas, students must dress in a way that conforms to the dress code of the area to which they have been assigned. Clothing must be tidy and clean, and for practical reasons, easily laundered (usually black trousers and shirt or blouse). Enrolment cards must be worn in conjunction with the uniform as an aid to communication and to enhance security.

See [NHS Grampian's Dress Policy](#). The principles of this policy are representative of those in other NHS health boards.

Details of how to order Paramedic student uniforms will be provided in due course.

## 5.14 Expenses

Students going on Practice Learning Experience (PLE) may be entitled to reclaim expenses incurred for their course that are above what they would normally spend when in full-time attendance at their institution from the Student Awards Agency for Scotland (SAAS).

Students cannot claim for normal daily travel to and from their institution or for their normal day to day living expenses. Claim forms must be submitted to the School for approval and will then be forwarded on to SAAS.

Further information regarding Student Placement Expenses can be accessed from the [School's Practice Learning web pages](#).

## 5.15 Requirements prior to attending Practice Learning Experiences (PLEs)

A large percentage of the course is undertaken within PLEs outwith the University, in Ambulance Stations, NHS premises, patients' homes, private hospitals and nursing or residential homes, schools, hostels, nurseries and other organisations. Students are offered these PLEs by the local management of these organisations and are supervised by their staff.

The offer of PLEs within the NHS is only slightly different from the private sector. Health Boards and Trusts have agreed terms for students' PLEs and these are found within the Letter of Authority that students will receive before allocation to these areas.

Students need to be active on the course to access PLEs.

### 5.15.1 Letter of Authority

Students will be issued with the Letter of Authority during the first few weeks of the course, as part of the overall introduction and induction. Students **must** read the letter and sign to confirm they agree to the

terms. The letter and instructions on the process for signing will be issued by email from [SNMPPlacements@rgu.ac.uk](mailto:SNMPPlacements@rgu.ac.uk). Actioning this as soon as possible will facilitate progression to the student's first PLE.

### **5.16 Practice Assessment Document (PAD)**

The student's performance and assessment in practice is recorded in their PAD. The purpose of the PAD is to provide a record of practice learning progress and achievement of learning outcomes throughout each PLE (CoP 2019b). This allows current and future mentors to see an overview of the student's progress from the first PLE right through to the last.

The PAD is an integral part of the learning process. It is not simply a catalogue of learning activities; rather, it provides clear evidence of the learning that has occurred. The PAD should provide evidence of learning from academic activities as well as from practice experience; it is particularly important to demonstrate achievement of the HCPC proficiencies and the skills and procedures (HCPC 2014).

Your PAD contains additional information relating to the requirements for each PLE and also the HCPC proficiencies, skills and procedures.

All undergraduate paramedic students consent to the carrying of their PAD throughout the length of their course and recognise the importance of the PAD to ongoing learning, the final assessment including the confirmation of completion and for future practice.

### **5.17 Supernumerary Status**

The CoP (2019b) states that:

"Practice-based education must be undertaken in a supernumerary capacity, directly supervised by an appropriately qualified and prepared Practice Educator."

Whilst on PLE paramedic students have supernumerary status. This enables the student to learn from their experiences and follow patient journeys.

The PLE should provide the student with opportunities to meet their learning outcomes and learning needs. Where appropriate, students may visit other areas as determined by their learning needs.

### **5.18 Timesheets**

Timesheets form part of the summative clinical assessment. All scanned timesheets should be submitted via email to [SNMPRecords@rgu.ac.uk](mailto:SNMPRecords@rgu.ac.uk).

Please remember that students are required to complete a minimum number of clinical hours to be eligible for registration.

Failure to submit timesheets so that this can be confirmed will have an impact on the student's eligibility to register and any extension they require at the end of their course as a result of non-submission may delay entry onto the register and they will not be eligible for further bursary. If the student has any queries regarding timesheets, they should contact the Registry & Records Team:

[SNMPRecords@rgu.ac.uk](mailto:SNMPRecords@rgu.ac.uk)

Completed timesheets should be emailed to: [SNMPRecords@rgu.ac.uk](mailto:SNMPRecords@rgu.ac.uk)

See also *Shift Patterns*.

### **5.19 Pregnancy**

It is the student's responsibility to inform their Personal Tutor (or University) and PLE as soon as possible if they are pregnant, in order that appropriate risk assessments and arrangements for Temporary Suspension of Studies are put in place.

See also *Time Out of the Course/Stepping On and Off the Course*.

## 6 Assessment

### 6.1 Assessment Overview

The purpose of assessment is to enable the student to demonstrate that they have achieved the learning outcomes for each theoretical and practice learning module that make up the course they are studying. Assessment also provides the evidence that confirms the student has achieved the standard required for receiving the course academic award and professional registration. Assessment refers to both coursework and examinations. Coursework includes continuous assessment such as essays, reports, practical exams, posters and clinical assessment. All assessment work must be the student's own unless it has been clearly specified that a group submission is required. Detailed guidance about assessment is provided in the School's [Assessment Charter](#).

There are five main assessment types:

- Written examinations.
- Written assessments, e.g. essays, reports, portfolios.
- Clinical examinations or OSCEs (Objective Structured Clinical Examinations).
- Practice assessment documentation – used to assess students' performance in practice learning experiences.
- Presentations.

Each module team will provide students with specific information and guidance about the assessment for the module. In addition, the student will receive an Assessment Schedule which outlines the dates of submission for each assessment.

### 6.2 Assessment Schedule

Students will be given an Assessment Schedule for each Stage and this will be emailed to them at the beginning of each Stage. The Assessment Schedule can also be accessed from the following Moodle study area:

[NUS062 – General information](#)



### **6.3 Assessment Responsibilities**

Both the student and the University have responsibilities regarding the assessment process. These are clearly outlined in Regulation A4 of the Academic Regulations: <http://www.rgu.ac.uk/academicregulations>

Students have a responsibility to submit all their coursework and attend for examination on the dates specified within the Assessment Schedule. At the time of an assessment the student must inform the School, using the University Deferral Request Form, of any circumstances which may have an impact on their ability to undertake the assessment.

See also *Support for Assessments*.

### **6.4 Examinations**

Guidelines and guidance notes for examinations can be accessed from: [www.rgu.ac.uk/exam-procedures](http://www.rgu.ac.uk/exam-procedures)

Students should familiarise themselves with these guidance notes.

### **6.5 Plagiarism**

Plagiarism is the practice of presenting the thoughts, writings or other output of another or others as original, without acknowledgement of their source(s) and is a form of academic misconduct. It is therefore important that all material used to support a piece of work, whether a printed publication or from electronic media, should be appropriately identified and referenced and should not normally be copied directly unless as an acknowledge quote. Text translated into the words of an individual student should in all cases acknowledge the source.

See also *Turnitin Feedback Studio: Dropbox, Originality Report and Feedback*.

## 6.6 Academic Integrity

The following video is designed to provide students with a clear understanding of what the University means by the term 'academic integrity', the implications of academic misconduct and the support available to avoid misconduct: [Academic Integrity](#) [video – 4 min 30 secs]

## 6.7 Support for Assessments

Members of the module teams will provide students with support and guidance on the assessment of each module. Such support may be undertaken with the class as a whole, within a tutorial group, online or on an individual basis. The student is expected to engage in formative assessment activities during the modules which are designed to give structured feedback to the student on their progress. Such formative assessment activities may be self, peer and lecturer led. They are designed to support the student's learning as well as inform their completion of the summative assessment.

Students will need to plan and prioritise their studying and assessment workloads. It is the student's responsibility to contact relevant staff for support and guidance. Students are advised to post questions in the discussion forum on the relevant Moodle page regarding summative assessments in a timely manner, well before submission deadlines.

Personal Tutors can provide students with general academic support and guidance relating to their overall performance and progress. Personal Tutors will also monitor the student's progress in relation to practice modules.

For information about submission of coursework, please see the section *Submission of Assessment*.

Study and academic writing skills support is available from the [Study Support Services](#).

Students should take note of any extenuating circumstances which may affect their ability to undertake an assessment, and take timely action to address any concerns which they may have. The Deferral Request Form and accompanying notes can be found at:

[www.rgu.ac.uk/academic-regulations-studentforms](http://www.rgu.ac.uk/academic-regulations-studentforms)

See also *Fit to Sit Policy: Extenuating Circumstances* and *Study Requirements*.

## **6.8 Submission of Assessment**

Students are required to submit their coursework by 12 noon, on the specified date of submission. It should be submitted through CampusMoodle in the allocated drop box. Students will have the opportunity to submit a 1st draft of their assignment to Turnitin for self-diagnostic purposes and then a final draft.

**Note:** All drop boxes will close at 12 noon.

### **6.8.1 Presentation of Coursework**

Written assessments submitted to the School must demonstrate confidentiality and anonymity in the content, i.e.

- Actual names of service users, their families or staff cannot be included in the text. Names can be changed but a statement to that effect must appear in the introduction to the work.
- Actual clinical areas cannot be identifiable from the description given. The terms 'surgical ward' or 'a community midwifery team', etc. must be used.

See the School's [Confidentiality and Anonymity Guidelines](#).

It is recommended that coursework is word processed and double spaced, using either Arial or Verdana script in font size 12. Students will receive information about provisional feedback on their assessment via

their RGU email address no later than 20 working days from the submission date.

Information about originality reports, submitting assessment and viewing feedback on Feedback Studio is available from the Assessment and Assignment Submission section in the CampusMoodle User Guide for Students:

<http://campusmoodle.rgu.ac.uk/course/view.php?id=74257>

See also *Turnitin Feedback Studio: Dropbox, Originality Report and Feedback*.

### **6.8.2 Practice Assessment Documentation**

It is the student's responsibility to ensure their PAD is completed and signed appropriately by themselves and their Practice Educator before submission. Students should retain copies of their final interview pages from each PLE for their own records. In addition, copies of sign offs should also be retained.

Students must follow the same process for requesting extensions or submitting deferral requests for practice learning and assessment documentation as they do for theory assessments.

As the PAD is to last for the whole of the student's course, it is important to look after it carefully.

See also *Practice Assessment Document* in the Practice Learning Section (5).

### **6.8.3 Non-Submission of coursework and non-attendance at examinations**

It is unacceptable for students not to submit summative assessment nor attend examinations without a valid reason. Non-submission means that the student has lost that assessment opportunity and this will shift the

assessment workload to a later point in the course where they will be expected to be completing other module assessments. Choosing non-submission is NOT an effective strategy for managing workload. If a student is having difficulties, they should discuss their needs with their Personal Tutor and/or module team member.

There are a number of procedures, made explicit below, that students must follow when they experience difficulties in adhering to the assessment schedule. Robert Gordon University's Fit to Sit Policy sets out the student's responsibilities with respect to informing the School of any reasons why they are unable to undertake an assessment.

[www.rgu.ac.uk/academic-regulations](http://www.rgu.ac.uk/academic-regulations)

See also *Fit to Sit Policy: Extenuating Circumstances*.

## **6.9 Turnitin Feedback Studio: Dropbox, Originality Report and Feedback**

The following is a brief guide to Turnitin Feedback Studio. It is essential that students read the full guide available on CampusMoodle at Student Links/Turnitin Plagiarism Service/Turnitin: Feedback Studio.

Students should also refer to the Assessment section within each module's CampusMoodle study area.

Turnitin is an electronic dropbox used to allow students to submit their course work for assessment. Submissions must be made before the due date and time.

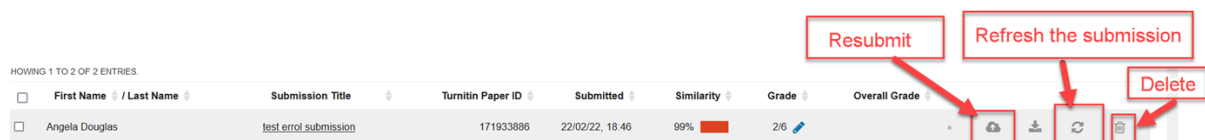
The due date and time are displayed inside the Turnitin dropbox and in the assessment schedule where appropriate.

Turnitin also checks the student's work for originality. It compares the student's work against other electronic sources such as the Internet, electronic journals, eBooks and the submissions of other students from this university as well as from other universities. It returns an originality





report with an originality score and a colour coding system indicating the level of duplication of other materials from other sources. A lower score is better than a higher one. The purpose of using Turnitin is not to “catch students out”, but to give them a self-diagnostic tool and to raise their awareness of the requirement of good referencing and academic honesty. It is up to the marker to judge what score is acceptable on a submission by submission basis and to determine whether plagiarism has occurred.

### Key points about the use of Turnitin in modules are:

- All modules on CampusMoodle contain a Draft dropbox and a Final for Marking dropbox.
- ALL attempts at module summative assessment MUST be submitted electronically into the Final for Marking dropbox. Failure to do so will mean that the assignment is registered as a non-submission.
- Before final submission, students may submit a draft of their work into the Draft dropbox. The originality report may highlight areas of concern and students will then have the opportunity to take corrective action before submitting it to the Final for Marking dropbox.
- **Students can make multiple submission attempts in TURNITIN and Moodle Dropboxes prior to the assessment deadline.** They can delete a submission if uploaded incorrectly. As the previous submission file will be overwritten with each new upload, the previous submission cannot be retrieved. Therefore, they will receive a new receipt for each resubmission. Students can click the 'Refresh' button within their Submissions Inbox area in Turnitin to refresh their submission to see if their Similarity Report comes through, although the system will do this periodically.



HOWING 1 TO 2 OF 2 ENTRIES.

<input type="checkbox"/>	First Name / Last Name	Submission Title	Turnitin Paper ID	Submitted	Similarity	Grade	Overall Grade	
<input type="checkbox"/>	Angela Douglas	test enrol submission	171933886	22/02/22, 18:46	99%		2/6	  

### **Key points about feedback are:**

- Feedback will be available to students in the Final for Marking dropbox after the post date. The post date is displayed in the Turnitin dropbox and in the assessment schedule if appropriate.
- The marker will write individual feedback on the student's assessment using the Turnitin tool called Feedback Studio.
- The student will see marked up comments on their document and there will also be an electronic marking grid which will indicate the scoring per marking criterion. The student will also get a provisional grade.

### **Help with Turnitin issues:**

For any administrative issues, students should contact the admin support for their programme/course/module.

### **For any technical issues, please contact CampusMoodle**

#### **Helpdesk:**

T: +44(0)1224 262233

E: [campus@rgu.ac.uk](mailto:campus@rgu.ac.uk)

#### **Guides**

Turnitin: Feedback Studio – submit, view feedback and originality reports:

<http://campusmoodle.rgu.ac.uk/mod/book/view.php?id=3316751>

Assignment user guide – submitting coursework and viewing feedback:

<http://campusmoodle.rgu.ac.uk/mod/book/view.php?id=2901073>

These guides are also accessible from each module study area on CampusMoodle.

See also *Plagiarism*.

## **6.10 Fit to Sit Policy: Extenuating Circumstances**

The University operates a *Fit to Sit Policy* which means that if you undertake an assessment then you are declaring yourself well enough to do so.

The University's Regulations require students to attend timetabled assessments and to submit work for assessments within the notified timescale and in accordance with the conditions for the course/module. [*Regulation A3 – Section 1: Academic Appeals (Awards and Progression) Procedure*]. However, the University recognises that illness or other valid circumstances can impact on a student's ability to submit and/or attend an assessment. The University's *Fit to Sit Policy*, therefore, incorporates provision for extenuating circumstances.

It is your responsibility as a student to ensure your School is informed of any extenuating circumstances, such as illness or other valid circumstances, which might prevent you from undertaking an assessment or is impacting on your ability to prepare for the assessment.

The Policy and associated forms can be accessed from:

[www.rgu.ac.uk/academicregulations](http://www.rgu.ac.uk/academicregulations)

See [University's Fit to Sit Policy](#) [video – 3 minutes] which provides a clear and concise overview of this policy.

## **6.11 Extenuating Circumstances/Late Submission**

### **6.11.1 Extenuating Circumstances**

If the student has any extenuating circumstances that prevent them from undertaking an assessment, they must submit a Deferral Request Form, available from [www.rgu.ac.uk/academicregulationsstudentforms](http://www.rgu.ac.uk/academicregulationsstudentforms). The Deferral Request Form has full instructions for completion and submission of the form.



This should be done as soon as the student identifies a problem but should arrive no later than 5 working days after the submission deadline date and/or the date of the examination. The form should be submitted to: [studentrequestnmp@rgu.ac.uk](mailto:studentrequestnmp@rgu.ac.uk).

### **6.11.2 Request for Extension to Specified Date of Submission**

Requests for an extension must be made in writing using the Coursework Extension Form, available from: [www.rgu.ac.uk/academicregulationsstudentforms](http://www.rgu.ac.uk/academicregulationsstudentforms). The Coursework Extension Form has full instructions for completion and submission of the form.

The form should be submitted to: [studentrequestnmp@rgu.ac.uk](mailto:studentrequestnmp@rgu.ac.uk) at least 24 hours prior to the submission date and time. The decision to grant an extension rests with the Module Co-ordinator.

**Please note:** From September 2021, the *Fit to Sit Policy* will be extended to include guidance around the duration of extensions, as follows:

- The period for an extension shall not normally extend beyond five working days.
- Only exceptionally shall an extension be granted beyond five working days and normally for no more than 10 working days.
- Only in very exceptional circumstances would an extension be granted beyond 10 working days. Normally any student seeking an extension beyond 10 working days shall be directed to the Deferral Request process.

### **6.11.3 Late Submission of Coursework**

If the student has not already been granted an extension or submitted a Deferral request form, coursework submitted after the specified submission date and time will be considered a non-submission.

#### **6.11.4 Forms**

Deferral Request Forms and Coursework Extension Request Forms can be accessed from Student Forms at the following link:

[www.rgu.ac.uk/academic-regulations-studentforms](http://www.rgu.ac.uk/academic-regulations-studentforms)

Late submission of coursework, non-submission of coursework without mitigation or non-submission of coursework to Turnitin will be recorded as a non-submission.

See also *Fit to Sit Policy*.

#### **6.12 Extenuating Circumstances Panel**

The School of Nursing, Midwifery and Paramedic Practice has a panel of staff comprising Programme/Course Leaders from across the School's portfolio of courses and programmes, and other senior staff who also have a key role in ensuring students are treated fairly and equitably as part of the programme/course of studies. The panel meets regularly throughout the year and is responsible, on behalf of the School programme/course Assessment Boards, for scrutinising the mitigating circumstances that students have raised, through the appropriate University procedures, which might prevent their ability to undertake an assessment or has an impact on their ability to prepare for the assessment.

A record of the decisions made is signed by the Convener of the panel. Decisions made are reported to the relevant Assessment Boards and are formally ratified.

See also *Extenuating Circumstances / Late Submission*.

#### **6.13 Feedback on Assessment Performance**

Normally students will receive feedback on their performance in each assessment no later than **20 working days** from the date of submission of coursework or date of examination. Assessment results

will be available from the Turnitin dropbox within the CampusMoodle module area with the exception of some OSCEs where the academic result may be e-mailed to the student's RGU e-mail address.

The timing of feedback for each assessment is outlined in the Assessment Schedule, where relevant, and is also stated in the Module Timeline on CampusMoodle. The grade at this point will be provisional.

Grades remain provisional until confirmed by the Assessment Board. Every effort will be made to ensure that students receive feedback by the specified date. Students will always be informed of any changes that might occur with regards to these dates.

The feedback students receive will often be written. It is important that students read the feedback given and use the information to develop their ability to perform well in future assessments. If the student is required to re-submit or re-take an assessment, they should use the feedback to help improve their work for re-submission. Discussing the feedback with the marker is considered crucial and this will help the student focus on how to improve their work in specific and general ways.

It is the student's responsibility to ensure they access support provided from the module team.

Internal marking is undertaken by individual lecturers of a module team. All failed work is subject to first and second marking, i.e. two lecturers from a module team will review the assessment. In addition, a sample of a range of pass grades, e.g. A-D will be subject to first and second marking to ensure that quality assurance measures are applied in the marking of assessments. See [RGU Assessment Policy](#).

**Please note:** All assessment results are provisional until confirmed by an Assessment Board.

See the School's [Assessment Charter](#) for further details.

### **6.13.1 Resubmission of Assessment**

The requirements to resit any summative assessments will differ from those for the first attempt. Resit attempts are not a reworking of the first attempt of any summative assessments, but instead are a new assessment instrument. There may be exceptions, for example dissertations, practice-based outputs, work-based learning projects, reflective logs and PLE-related assessment.

Students who are required to submit a 2<sup>nd</sup> attempt will receive further information.

### **6.13.2 Return of Assessment Documents**

Competency based practice based documents will automatically be returned to students after the 20 working day period. It is therefore important that students keep a copy of their clinical assessment documentation as they may be asked to produce this at a later date. Examination scripts and dissertations must be kept within the School and will not be returned.

[See also the School's [Assessment Charter](#) for further details.]

## **6.14 Number of Assessments**

Students are permitted one initial assessment and, if required, one further submission for re-assessment in theory modules within the academic year. If it should be required, one further opportunity for submission will be available in the next academic year. Students are normally permitted only one further submission in clinical practice modules.

Please see section A4 of the University's Academic Regulations with regard to 'Assessment and Recommendations of Assessment Boards' at: <http://www.rgu.ac.uk/academic-regulations> and the Course Specification, available from: <http://www4.rgu.ac.uk/coursedb/>

See also *Assessment Board*.

## **6.15 University Grading Scheme**

The University operates an A – F Grading Scheme. Percentages or grades can be used at component level depending on which is more appropriate for the type of assessment being utilised, but these would normally be converted to the A – F grading scheme or be a pass/fail (unsuccessful). For example, for a written assessment a grade could be awarded, but for an examination a percentage may be more suitable. Grades A-D constitute a pass, grades E and F constitute a fail.

Most importantly, the grading scheme must be transparent to students. They must have an unambiguous understanding of what students have to achieve in their assessments in order to obtain particular grades.

To meet this aim, every module has both a Module Descriptor and a Module Assessment Brief.

The Module Descriptor provides the minimum standard of achievement required to attain a specific grade (within the section 'Module Performance Descriptor'). These are approved by School Academic Boards, who are also required to approve any amendments.

In addition, module teams will produce a grade profile which demonstrates how each grade is determined. Full summative assessment guidelines are provided in the Module Assessment Brief on CampusMoodle.

## **6.16 Assessment Boards**

Assessment Boards (sometimes referred to as Examination Boards) are an important part of the University Administration and Quality Assurance system. An Assessment Board is required for every credit-bearing course and will meet at least once annually.

Assessment Boards are composed in accordance with the University's Organisational Regulations See:

<https://www.rgu.ac.uk/about/governance/organisational-regulations>

Assessment Boards will include members of academic and, where appropriate, clinical staff who are involved in delivering and assessing the course and external examiners, who are appointed for a fixed term to review assessed work and other aspects of the course, as well as other Board members with a responsibility or interest in the course.

Student results are provisional until they have been confirmed by an Assessment Board. The Assessment Board is responsible for confirming decisions on the award and progression for each individual student.

The Assessment Board's decisions on academic progress and final award will be made available through RGyoU following the relevant Assessment Board.

Assessment Boards are important, and the Assessment Schedule will inform the student when they are taking place.

See also *Number of Assessments*.

### **6.17 External Examiners**

The function of the External Examiner is crucial to all aspects of the assessment process and their presence ensures the objectivity of an Assessment Board and ensures comparability of awards in the national context, the fair and equitable treatment of students, and correct application of the Academic Regulations.

Students **must not** make direct contact with External Examiners. External Examiners are required to inform the University of any contact initiated made by a student. Contact with an External Examiner initiated by a student may be dealt with as misconduct.

The external examiners for this course are:

- Adam Bancroft, Lecturer in Paramedic Science, Bournemouth University
- Andrew Williamson, Senior Lecturer Paramedic Science, Quality and Assessments Lead Tutor, St George's University of London

All students have the right to request to see a full *External Examiner Annual Report* (with the exception of confidential reports) for their course of study. Students are required to give prior notice to the School to enable access – with supervision – to be arranged at a mutually agreeable time and place.

## 7 Evaluation

### 7.1 Overview

Every course and each of its modules have mechanisms for both formal and informal feedback from students. This is an important means of allowing the University and the practice areas to maintain and develop the educational experience of students. To do this, students will be asked to complete evaluation forms, and it is important that they try and give as objective a view as possible about the strengths and weaknesses of your learning experience. It is vital that we address issues you may have **during** the module; therefore, do not hesitate to bring issues to the module team and we will do our best to deal with the matter.

For further details, please access:

[www.rgu.ac.uk/student-representation-and-partnership](http://www.rgu.ac.uk/student-representation-and-partnership)

### 7.2 Staff/Student Liaison Meetings

Another means of student representation is through the Staff/Student Liaison Committee. The discussions of the Staff/Student Liaison Committee must be considered and acted upon by the Course Management Team. Any further action requiring a higher authority is considered by the School Academic Board.

The School of Nursing, Midwifery and Paramedic Practice has a Student Officer who sits on the School Academic Board. The Student Officer is responsible for ensuring effective representation in the School and coordinating an enhancement project alongside a senior member of staff.

There will be the opportunity to elect class representatives to collate the views of the student's cohort and feed into the relevant forums. This allows for all students, regardless of stage or location, to participate in these meetings.



For further details, please access:

Student Representation and Partnership:

<https://campusmoodle.rgu.ac.uk/course/view.php?id=88261>

See also *Student Representation and Partnership*.

### **7.3 National Student Survey**

Students will be asked to complete the National Student Survey (NSS) in the final year on their programme. The NSS is a census of students in their final year of a programme leading to undergraduate credits across the UK. It is the student's opportunity to give their opinions on what they liked about their time here at Robert Gordon University, as well as the things that they felt could have been improved. The NSS asks for the student's opinion on areas such as assessment and feedback, course organisation and management, the teaching on the course, academic support, personal development, and others. The School of Nursing, Midwifery and Paramedic Practice see the NSS as a vital component of student engagement for understanding the student experience.

We work with students to identify areas in which we should share good practice, and areas for improvement. Students will receive the relevant information closer to the time. Importantly, we do not wait until the end of the course to hear students' feedback. There will be plenty of opportunities for students to let us know what they think about their course and the overall student experience.

### **7.4 Student Evaluation Questionnaire**

The Student Evaluation Questionnaire (SEQ) is a survey which is conducted annually with all students at all stages within their programme. It is a survey which is conducted by RGU and is normally released around April each year. The survey provides students with the opportunity to evaluate experiences of teaching and learning in their

respective stages and allows for individual feedback on overall programme experience as well as modules studied throughout the year.

Student participation in all surveys is encouraged as the feedback directly informs future programme developments and enhancements. Over and above these formal surveys, students will have the opportunity to provide feedback and comments about their experiences via their Student/Staff Liaison Committee (SSLC). On behalf of students in a particular cohort, the student cohort representative will present any relevant issues at various committee meetings held throughout the year.

### **7.5 Practice Learning Experience (PLE) Evaluation**

At the end of each PLE students will be provided with the opportunity to complete PLE feedback about their experience. There is a four week window to complete the feedback questionnaire and students will be sent additional reminders to submit their feedback during this period. This evaluation provides students with the opportunity to evaluate practice experience and this evidence can be used by the University and PLE providers to ensure that students' learning needs are being met in a safe environment; to inform planning of future PLEs; to identify areas for improvement and promote areas of excellence and provide valuable feedback to PE/PEFs on their roles in supporting student learning.

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## Appendix 1: Student Visa Responsibilities

### Welcome Check

- On arrival to the UK all **new visa national students** must attend a 'Welcome Check'.
- Prior to enrolment, the University is required to take copies of your Immigration documents (current passport and visa vignette/ Biometric Residence Permit (BRP) or Digital Share code) to confirm your right to study.
- If you cannot provide valid Immigration documents you will not be able to join your course.

### MY RGU

- Download the My RGU App - <https://www.rgu.ac.uk/myrgu>
- This will give you access to:
  - [ASK RGU](#) which allows you to view frequently asked questions, book appointments or ask your own questions to a number of departments.
  - [Student Immigration Moodle](#) which provides you with access to the latest visa and immigration news, welcome and student visa information.
  - University email address (usually [Student number @rgu.ac.uk](#)). Please ensure that you regularly check your University email address and respond in a timely manner to all correspondence from University staff.

### Personal Information

- Please ensure that you keep your contact information up-to-date (e.g. address, telephone number and alternative email address). You can do this via the [RGyoU Student Portal](#) or by visiting the Student Help Point.

## **Student Visa/BRP**

If you have successfully applied for a Student visa from outside of the UK, you will be issued with a vignette in your passport which is valid for 90 days from the date you indicated as your intended travel date in your visa application. The vignette is proof only of your permission to enter the UK and will allow you to travel to the UK. If you do not travel to the UK within this 90 day period, your visa will expire and you will need to apply for a replacement vignette. You will be required to pay a fee for this (currently £154).

- Once you have arrived in the UK, you must collect your BRP card from the Post Office branch detailed in your decision letter. You must do this before the vignette sticker in your travel document expires. You may receive a fine of up to £1000 if you fail to collect your BRP.
- When you attend the Post Office branch to collect your BRP you **must** take the passport or travel document which contains your 90 day vignette. You do not need to make an appointment to collect your BRP.
- You must check your BRP carefully when you receive it, to make sure that all the details on it are correct. If you find a mistake, please book an appointment with a Visa and Immigration Adviser as soon as possible.

## **Attendance**

- Ensure you enrol for your course on time each academic year. If you expect that you will be late for enrolment, e.g. due to flight or visa delay, you must contact the your [School](#) to confirm whether you will be accepted on your course late before travelling to the UK.

- All Schools monitor student attendance on a regular basis. As part of your visa responsibilities, you must attend all interactions (i.e. scheduled classes, tutorials, meetings with tutors/ supervisors). All Schools have monitoring systems in place and any unauthorised absences may be flagged to the Student Immigration Team as this could have implications for your Student Visa.
- You must attend Re-Registration twice a year (three for Post Graduate students). You will receive advance notification of the dates and location of Re-registration by email.
- You should [book an appointment](#) with a Visa and Immigration Adviser if you choose to withdraw from or suspend your studies for any length of time, as this may have implications for your Student visa.

### **Working rules**

- You may only work the number of hours as permitted by your visa – for most Student visa holders this is currently a maximum of 20 hours per week during term-time (check your visa conditions).
- Please note that you can only work full-time during a 'vacation' period which is the period you are not attending classes/lectures, preparing for exams/resits, doing coursework, writing essays/dissertation/thesis or project or are on a reading week.
- You can also work full-time after the official submission/completion date of your final dissertation/project, final oral presentation (if applicable) or final exam, whichever is the latest.

### **'No recourse to public funds'**

- **Your immigration conditions prohibit you from accessing 'public funds', which means certain welfare benefits and local authority housing. If you have UK immigration permission as a student, you will not be able to claim most**

**welfare benefits. If you apply for a welfare benefit that you do not qualify for, you will be breaching the conditions of your immigration permission. Public funds are listed [HERE](#).**

### **Police Registration**

- Students from [certain countries](#) are required to register with the police. This requirement to register should be stated on the Home Office decision letter issued to you on receipt of your entry clearance vignette or your BRP.
- If required to register, you must make an appointment by emailing [SCDovroaberdeen@scotland.pnn.police.uk](mailto:SCDovroaberdeen@scotland.pnn.police.uk). This must be booked within 7 days of arrival into the UK or within 7 days of being granted leave to remain and you will be given a Police Registration Certificate. You must have your certificate updated at the Police Station each time you get a new visa, a new passport, if you get married or if you change address.
- There is an initial registration fee of £34. Any further updates are free of charge.

### **Change of Circumstances**

- If there is a change in your circumstance at RGU you must report this to the Student Immigration Team on ASK RGU.
- For example if you decide to change your course, applying for a visa in a new immigration category whilst in the UK.
- The University has a responsibility to report changes within 10 working days to the UKVI. These also include the length of your course changing and change of study location due to you starting an assessed and integral work placement.



## Visa Renewal

- During your time at the University you may need to extend your visa. It is your responsibility to seek advice on extending your visa from a Visa and Immigration Adviser via [Ask RGU](#) before your current visa expires (we would recommend contacting the team approximately 3 months prior to your current visa expiring). You will be given advice on the maintenance/fee and documentation requirements that you will need for applying for a visa extension.
- The University may not be able to sponsor you for a future visa application if you overstay your visa expiry date.

## Finance

- If you do not pay your tuition fees by the agreed due date, the [University's Debt Recovery Guidelines](#) will be applied.
- Failure to pay your tuition fees could result in your sponsorship being withdrawn by the university due to non-compliance of your Student visa responsibilities.
- Failure to comply with Student visa responsibilities may have major implications on your right to study in the UK, and the university has a legal responsibility to report to UK Visas and Immigration any changes to your student status and if you breach any conditions of your leave to remain.

Termination of Student Sponsorship:

<https://www.rgu.ac.uk/files/469/2021-22/1526/Regulation-A3-2-Student-Conduct-Procedure---2021-22.pdf>

[Academic Regulation A3-2 Student Conduct Procedure, 5.3](#), outlines the circumstances which the University may withdraw your sponsorship and terminate your enrolment.

## **Visa and Immigration Advice**

- If you require any visa and immigration advice during your studies, you should [book an appointment](#) to see a Visa and Immigration Adviser by logging into [ASK RGU](#) and clicking on 'My Appointments'. Alternatively, you could just 'Ask a Question' if you do not wish to book an appointment.

*While every effort is made to ensure that our information is up-to-date, accurate and complete, Robert Gordon University does not accept responsibility for any omissions or errors. Further information on visa and immigration issues can be obtained from the Student Immigration Team.*

## Appendix 2: Flowchart of Key Stages in reporting a Care Concern

Student is concerned that they have witnessed poor care in the practice learning environment in which they are placed.



The student must report this IMMEDIATELY, but no later than 48 hours after the incident, to the Practice Educator/senior member of staff or academic/practice education lecturer. If the concern is identified out of hours, it should be reported to a senior member of staff within the practice learning environment.



The person to whom the care concern is reported must escalate this to their relevant senior member of staff within 4 days:

Practice Educator - report to Team leader & Practice Education Lead/PEF  
Academic Lecturer - report to university Practice Learning Lead or deputy.



If it does not require further investigation, then there is no further action.  
If the care concern requires formal investigation by the Scottish Ambulance Service, NHS Board or Practice Learning Environment Manager, please continue to follow the flow chart.



Student will be asked to write a statement (see template below) and submit within 2 weeks of the incident; please contact your Practice Education Lecturer for support.

Practice Education Lead/Team lead/PEF will notify the Scottish Ambulance Service/NHS Board Practice Education Lead/Practice Learning Environment Manager. Practice Education Lecturer will notify University Practice Education Lead.



A formal investigation of the circumstances surrounding the care concern will be conducted in line with local policies by the Scottish Ambulance Service/NHS Board Practice Education Lead or Practice Learning Environment Manager - within 4 weeks of the concern being raised. At this point, the student may be asked to attend an investigatory hearing accompanied by their academic lecturer.



The status or conclusion of the formal investigation will be communicated to the University Practice Learning Lead who will inform the relevant Academic Lecturer and student. Additional information is available from:

<https://www.hcpc-uk.org/globalassets/resources/guidance/how-to-raise-a-concern.pdf>

### Appendix 3: Student Statement Template - Reporting a Care Concern

To be completed with academic support

What is your concern, and where did this take place? (Name the practice learning environment.)	Please explain what you saw and/or heard including dates, times and any witnesses (names). Please provide as many <b>factual</b> details as you can	Who did you report your concern to? Include their designation, for example, <i>A. Lecturer, XX university</i>	On what date did you report your concern?

Student's signature \_\_\_\_\_ Date \_\_\_\_\_