



SCHOOL OF NURSING, MIDWIFERY
& PARAMEDIC PRACTICE

**MASTER OF SCIENCE (MSc)
ADVANCING PRACTICE
(Health Visiting)**

STUDENT HANDBOOK

INCORPORATING PRACTICE LEARNING HANDBOOK

September 2021

2021-22 version 1.0

Glossary of Terms

Shortened Term	Term in Full
PS	Practice Supervisor
PA	Practice Assessor
AA	Academic Assessor
PET	Practice Education Team
PE	Practice Educator (HCPC only)
PEL	Practice Education Lecturer
PLE	Practice Learning Experience
PLSP	Practice Learning Support Protocol
Tripartite	A meeting between 3 people, usually the student, practice supervisor, PEF or PEL or CHEF
ATL for Practice Learning	Academic Team Lead for Practice Nursing
PT	Personal Tutor
PAD	Practice Assessment Document
SCPHN	Specialist Community Public Health Nurse

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1 Welcome from the Head of School

It gives me great pleasure to welcome you to the School of Nursing, Midwifery and Paramedic Practice as a student on the MSc Advancing Practice programme. You are commencing your studies during a dynamic time for health and social care practice within the UK. One of the major challenges that faces professionals is the integration of health and social care and how we enhance the quality of life of individuals with long term health conditions as well as caring for the acutely unwell and maintaining and enhancing population health. In addition, there are challenges in ensuring patients receive the appropriate care as close to their homes and families as possible and that healthcare professionals work to minimise the amount of time patients have to stay in hospital.

Working full or part-time and trying to undertake a programme of study should be challenging, stimulating and focused on patient care. Our programmes aim to be flexible and our academic and support staff are here to facilitate and support your learning needs.

This handbook is designed to provide you with the information you need to successfully complete your studies. Within this handbook you will find general information about the University and specific information to studying at the School of Nursing, Midwifery and Paramedic Practice. Please take the time to read the information provided to you as it has been designed with you in mind. Our lecturers and administrative staff are here to support you and whilst we encourage you to be autonomous learners, you should always be aware that support is at hand.

I would like to take this opportunity to wish you well as you further develop yourself as a practitioner.

With regards,

Professor Susan Dawkes

Head of School

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.

Within the School there are two reception areas; H510 and the Head of School Reception. H510 is an important reception area for students and there is an internal phone available within this area for students to contact staff.

There is also a small meeting room which members of staff can use to have brief meetings with students. Students cannot access staff offices; therefore, H510 should always be your first port of call when you wish to meet with a member of staff.

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

Role/Name/Department	Contact Details
Head of School Professor Susan Dawkes	s.dawkes@rgu.ac.uk
Academic Strategic Lead: Academic Programmes Dr Heather Bain	heather.bain@rgu.ac.uk
Academic Strategic Lead: Student Experience and Enhancement Dr Neil Johnson	n.johnson@rgu.ac.uk
Programme Leader: Masters/CPD Education Jane Mair	j.c.mair1@rgu.ac.uk 01224 (26)2602
Route Leader: District Nursing Lauren Kydd	l.kydd@rgu.ac.uk
Route Leader: Health Visiting Debbie Wilson	d.wilson9@rgu.ac.uk 01224 (26)2618
Route Leader: School Nursing Debbie Wilson	d.wilson9@rgu.ac.uk
Route Leader: Clinical Practice Graham Macaulay	g.macaulay@rgu.ac.uk
Route Leader: Nursing (Interim) Jane Mair	j.c.mair1@rgu.ac.uk
Lead: Prescribing for Healthcare Practitioners Matthew Sunter	m.sunter2@rgu.ac.uk
School Admin Manager Christine Lauterbach	c.lauterbach@rgu.ac.uk
Clinical Practice and Nursing Administrator Arlene Jopp	SNMPCPD@rgu.ac.uk

Role/Name/Department	Contact Details
District Nursing, Health Visiting and School Nursing Administrator Joan Anderson	SNMPCPD@rgu.ac.uk 01224 (26)2600
Professional Development Administration: Course/module enquiries Reference requests Transcript requests Jury duty request for exemption	SNMPCPD@rgu.ac.uk
Student extension and deferral requests	studentrequestnmp@rgu.ac.uk
Library	library@rgu.ac.uk 01224 (26)3450
CampusMoodle Helpdesk	campus@rgu.ac.uk 01224 (26)2233
IT Helpdesk	ithelpdesk@rgu.ac.uk 01224 (26)2777

2.3.1 General Information for MSc Advancing Practice Students

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

[NUS130 – MSc Advancing Practice: Course Study Area](#)

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

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

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 programmes and tools covering all stages of the career planning, job search and application process. See: www.rgu.ac.uk/ehub

Access the following link on CampusMoodle for guidance which is specifically for nursing and midwifery careers:

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

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 state-of-the-art simulated learning environment comprising of two ward areas, a High Dependency Unit, a Child ward area, a Labour room, a home setting and a general-purpose room.

The Clinical Skills Centre is located on Level 2 of the Ishbel Gordon Building and is used by students who have selected to undertake relevant modules.

The Clinical Skills Centre is equipped with a range of equipment to help to simulate practice. We have several patient simulators including Meti man, SimMom (maternity mannequin) and Paediatric Hal so students can have the opportunity to practise skills on a mannequin before they undertake the skills on a real person.

Students may also work with members of the Patient 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 mannequins 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, black or navy comfortable trousers (preferably tracksuit bottoms) and trainers. [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 programme 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

2.9 Communication

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.

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.

The University e-mail is available at: <http://mymail.rgu.ac.uk/>

Please note: When leaving a message on a member of staff's voicemail, the student should remember to state their name, intake and provide a clear telephone number.

On campus, an internal phone is available in H510 for students to contact, or leave messages, for academic staff.

2.10 Course Information Database

Further information about the relevant programme can be accessed from the Course Information Database:

<http://www4.rgu.ac.uk/coursedb/>

Particular attention should be paid to the Student Learning Experience and Core Award Data documents as these contain vital information about the programme.

2.11 Enrolment and Student Identification

All students are required to enrol at the start of each Stage of their course. For NEW students a link to Enrol Online is provided in the RGYoU Student Portal – Welcome page. Login details will be provided by Admissions in advance of the start date of the course.

Continuing 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, and course of study. At the end of online enrolment students will be asked to accept the Terms and Conditions of the University. These are provided below for reference.

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. Students should take care of this card and, in the event of loss, must Student Records and Information as soon as possible.

If a student misses supported enrolment, they will be able to collect their card from Student Help Point after these dates. If a card is lost or stolen the students should visit the [Student Help Point](#) who can issue them with a new one.

Please note: if you do not have a crime reference number, there is a £10 charge for this. Students must be aware that their student card is a valid form of ID, and it is a criminal act to give this to another person to use.

Further information can be obtained from:

www.rgu.ac.uk/enrolment

Student Records and Information:

T: (01224) 262205

E: enrol@rgu.ac.uk

2.12 International Students and Tier 4 Visas

The University currently holds a Tier 4 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 Tier 4 of the Points Based System. If students hold immigration permission as a Tier 4 student, failure to comply with these requirements can result in them being reported to the UKVI and could lead to their 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 Tier 4 sponsor licence.

A summary of responsibilities outlined in the Tier 4 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

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 course at RGU, students will be advised of the University's

Policy on 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

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

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 myapps.rgu.ac.uk.

2.16 Jury Duty

Students are not exempt from jury duty. However, the School can request exemption on behalf of students in order not to disrupt their course.

If the student requires us to do this, they should e-mail the Post-Reg Admin at SNMPCPD@rgu.ac.uk

Please include the following details:

Full Name

Date of Birth

Intake

Date of Jury Service

Registration Number (on Jury Citation)

Sheriff Court Address

Where relevant, the student should also contact their employer.

2.17 Module Teams

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

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. One member of the module team will be assigned to each student as an Academic Tutor. This is the person who the student can contact for specific advice about the content of the module and the assessment. It is important that the student makes a note of the name of their Academic Tutor for each module.

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 at:

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 programme 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. 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: www.rgu.ac.uk/student-union

2.22 Timetables

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

3.2 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.

3.3 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.

If students have any comments regarding discrimination, or believe they have been subject to discrimination, they should contact an appropriate member of staff within the School such as the Head of School.

3.4 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.

3.5 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.

3.6 Inclusion Advisory Service

Support is available for students who have a disability or dyslexia. Students requiring support should contact:

Inclusion Centre

T: 01224-262142

E: inclusion@rgu.ac.uk

www.rgu.ac.uk/inclusion

3.6.1 Inclusion Champions: School of Nursing, Midwifery and Paramedic Practice

Names	Contact details
Cameron Smith Zoi Papadatou	ohadjustments@rgu.ac.uk

3.7 Occupational Health Service

An occupational health service (OHS) is provided for students and, where applicable, offers pre-programme and PLE 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 programme, 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.

For students on a post-registration programme who are currently in employment by a health or social care service provider, the University has responsibility for their learning and practice learning experience requirements. If a health or learning need is identified, the student is referred to either the University's contracted Occupational Health provider or, if appropriate, to the Inclusion Advisory Service within the University.

If a health or learning need has only become apparent whilst a student is on a practice learning experience, copies of reports and confidential information evidencing the new recommendations are provided to the student. It is the student's responsibility as an employee to make the employer aware that they may require adjustments.

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/>

3.7.1 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.

3.7.2 Blood Borne Viruses (BBV)

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 20 July 2021].

For exposure to BBV, students in all healthcare courses should follow:

<https://gohealthservices.scot.nhs.uk/rgu/bbvexposure> [Accessed 20 July 2021]. This covers what to do in both NHS Grampian and other boards.

3.8 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.

3.9 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.

3.10 Policies

3.10.1 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 alcohol 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

3.10.2 Health and Safety

The School has its own Health and Safety Committee which is responsible to the University's Health and Safety Committee. A copy of the Health and Safety Policy is kept in the School office and library. 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.

3.10.3 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

3.11 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 MSc Advancing Practice (Health Visiting)

4.1 Welcome

Welcome to the Health Visiting route of the Master of Science (MSc) Advancing Practice programme which we hope you will find enjoyable and stimulating. It is designed to help you develop your professional practice by enabling you to acquire an advanced level of cognitive, interpersonal and psychomotor skills required for contemporary Health Visiting practice to deliver safe, effective and person centred care, and with the skills to advance and lead new and innovative healthcare services.

It is recognised that the role of the health visitor is advancing to meet the needs of practice and society (NES 2012). Therefore, this route has been designed to meet, not only the Standards of Proficiency for Specialist Community Public Health Nurses (NMC 2004), but also the Standards for student supervision and assessment (NMC 2018a) and the RPS Competency Framework for all Prescribers (RPS 2016) in line with the Standards for Prescribing Programmes (NMC 2018b).

This programme will allow you to demonstrate a breadth of clinical competence during your Practice Learning Experience (PLE). You will be supported on your PLE by a Practice Supervisor (PS) and a Practice Assessor (PA) who will challenge you to explore your knowledge base and demonstrate the application of this knowledge in practice. You will then have the opportunity to consolidate all of the theory you have learnt throughout the programme to conduct either a practice-based or literature-based project in the final Advancing Practice Dissertation module.

Within this programme you will also have a personal tutor, who will support you through the programme and within each module you will have an identified academic tutor. Should you wish to discuss any aspects of the programme, please do not hesitate to contact myself or any other member of the Health Visiting route team by email or telephone.

Regards

Debbie Wilson

Route Leader

4.2 Contacts

Name	Role/s	Contact Details
Heather Bain	Academic Strategic Lead: Academic Programmes	heather.bain@rgu.ac.uk
Debbie Wilson	Route Leader – Health Visiting Module Co-ordinator NUM078, NUM098 & NUM076	d.wilson9@rgu.ac.uk 01224 (26)2618
Jane Mair	Programme Leader Module Co-ordinator NUM092	j.c.mair1@rgu.ac.uk 01224 (26)2602
Fiona Baguley	Module Co-ordinator NUM060	f.baguley@rgu.ac.uk
Claire Savage	Module Co-ordinator NUM073 & NUM095	c.savage5@rgu.ac.uk
Elaine Allan	Module Co-ordinator NUM074	e.allan6@rgu.ac.uk
Audrey Stephen	Module Co-ordinator NUM096 & NUM100	a.i.stephen@rgu.ac.uk
Joan Anderson	Assistant Administrator	SNMPCPD@rgu.ac.uk 01224 (26)2600

4.3 Course Specification

Students should ensure they read the Course Specification (Core Award Data and Student Learning Experience), available from:

<http://www4.rgu.ac.uk/coursedb/>

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

4.4 Recognition of Prior Learning/Recognition of Prior Experiential Learning (RPL/RPEL)

Within the School of Nursing, Midwifery and Paramedic Practice prior learning can be used to gain advanced entry to a programme, or exemption from specific module(s) within a programme. 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 programme.

4.5 Teaching and Learning Philosophy

The Scottish Government (2010) and NHS Education Scotland's 'Career Framework' (NES 2019) clearly places advanced practice within the profession and as a key element of the Scottish and UK NHS workforce. In order to support the Nursing 2030 vision (Scottish Government 2017), NHS Education Scotland has identified in their document Our Vision for a Healthier Scotland Corporate Plan 2014/15 (2014) that within person-centred priorities, education should support "staff to embed values, person-centred and strength-based approaches". With this principle in mind, the master's framework aims to develop within practitioners a strength-based ethos for use in work and learning. This ethos is defined by the principles that professionals value genuine capacity, skills, knowledge, connections and potential in individuals and communities. Focusing on strengths does not mean ignoring challenges, or spinning struggles into strengths (Pattoni 2012), enabling practitioners to work in collaboration - helping people to do things for themselves.

The underpinning philosophy of the MSc Advancing Practice programme is student centred, progressive, and practice focused. Throughout the programme the overarching objective will be to prepare you with the skills to lead and practise in healthcare services. Success in this ambition will be achieved through the utilisation of a well-orchestrated and delivered academic framework which draws upon core academic staff and clinical practitioners who collectively bring fresh thinking, working methods and innovative learning strategies to the programme.

Whilst undertaking the programme you will develop numerous skills to enable you to function at master's level within your area of practice. Complementary to the theoretical content of the programme, you will examine the fundamental relationships between the key theoretical themes, and the enhancement of your professional skills. This will be facilitated through a range of learning experiences within a virtual environment (CampusMoodle), including online tutorials and critical reflection. As well as being active within tutor led lectures or tutorials, you will be encouraged to take part in various discussion forums, both synchronous and asynchronous.

You will also be encouraged, through the study of the academic programme, to foster an analytical sense of enquiry about your own area of practice, in preparation for the development of module NUM100 Advancing Practice Dissertation. This final module will afford you the opportunity to implement the theory you have explored and apply it to your own area of practice, considering the complex political, social and economic factors associated with advanced practice. The successful culmination of this process will clearly demonstrate your ability to engage productively at master's degree level.

For students who are funded by their employer, the selection of topic for dissertation should be negotiated with your employer.

4.6 Aim

The overall aim of this route is to enable you to acquire an advanced level of cognitive, interpersonal, and psychomotor skills required for contemporary health visiting practice. There are specific professional requirements relating to the Standards of Proficiency for Specialist Community Public Health Nurses (NMC 2004) and for the prescribing element of the programme (NMC 2018b; RPS 2016).

Community practice is dynamic, forever changing and in a constant state of flux. NHS Education for Scotland describes the vision for health visiting in Scotland (2012) as incorporating "leadership of all aspects of care within a bio psychosocial model which will include complex emotional and physical conditions, within a health and community context". The following diagram

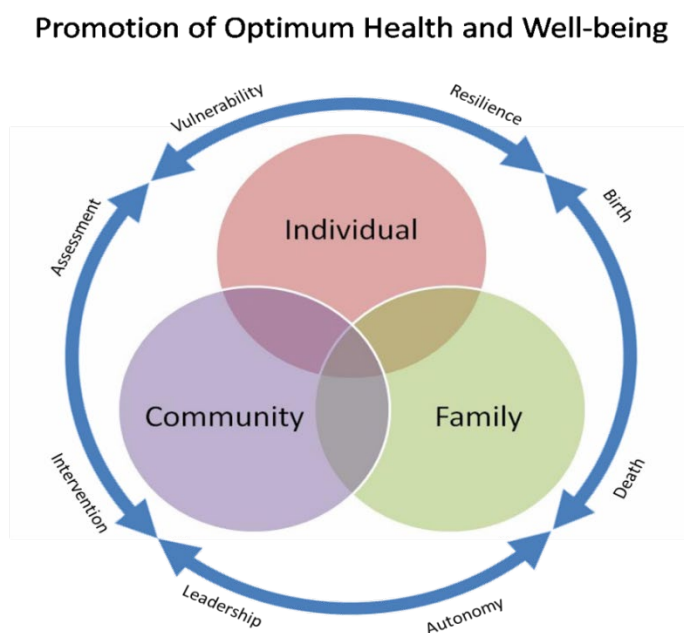
illustrates this and the underpinning philosophy of the route in that, in the promotion of optimum health and well-being, community practitioners work in a variety of settings with individuals, families and communities. The overlapping spheres demonstrate the intricacies and relationships between individuals, families and communities.

Community nursing is complex but essentially falls within the following four continuums:

- Birth to Death: They work with all ages across the lifespan.
- Vulnerability – Resilience: Individuals, families and communities fluctuate in and out of vulnerability and resilience throughout their life.
- Assessment – Intervention: Community practitioners work within a cycle of assessment of needs and interventions to address the needs and to support individuals, families and communities.
- Leadership and Autonomy: Community practitioners work in varying degrees of autonomy and leadership in advancing practice, evidencing practice and providing the best practice.

These concepts will all be explored fully as you progress through the programme.

Figure 1: Promotion of Optimum Health and Well-being (Baguley, Bain and Cowie 2010)



4.7 Route Structure

Table 1: MSc Advancing Practice (Health Visiting Part-time) Route Structure

STAGE 1	STAGE 1	STAGE 2
<p>YEAR 1 SEMESTER 1</p> <p>NUM092 Leadership for Advancing Practice (15)</p> <p>NUM060 Advanced Concepts of Improving Health and Wellbeing (15)</p>	<p>YEAR 2 SEMESTER 1</p> <p>NUM095 Supporting and Protecting Children, Young People and Families (15)</p> <p>NUM076 Advanced Contemporary Health Visiting (15)</p>	<p>YEAR 3 SEMESTERS 1 & 2</p> <p>NUM100 Advancing Practice Dissertation (60)</p>
<p>YEAR 1 SEMESTER 2</p> <p>NUM073 Contemporary Family Health and Wellbeing (15)</p> <p>NUM074 Specialist Community Public Health Practice (15)</p>	<p>YEAR 2 SEMESTER 2</p> <p>NUM096 Research and Evidence for Advancing Healthcare Practice (15)</p> <p>NUM078/NUM098 Leading and Advancing Specialist Community Public Health Practice (15)/ Leading and Advancing Specialist Community Public Health Practice (V100)</p>	
▼	▼	▼
<p>PgCert Healthcare (60 credits)</p>	<p>PgDip Advancing Practice (Health Visiting) (120 credits)</p> <p>Progression from Stage 1 to Stage 2</p>	<p>MSc Advancing Practice (Health Visiting) (180 credits)</p>

Table 2: MSc Advancing Practice (Health Visiting Full-time) Route Structure

STAGE 1	STAGE 1	STAGE 2
<p>YEAR 1 SEMESTER 1</p> <p>NUM092 Leadership for Advancing Practice (15)</p> <p>NUM060 Advanced Concepts of Improving Health and Wellbeing (15)</p> <p>NUM074 Specialist Community Public Health Practice (15)</p>	<p>YEAR 1 SEMESTER 2</p> <p>NUM073 Contemporary Family Health and Wellbeing (15)</p> <p>NUM095 Supporting and Protecting Children, Young People and Families (15)</p> <p>NUM076 Advanced Contemporary Health Visiting (15)</p> <p>NUM096 Research and Evidence for Advancing Healthcare Practice (15)</p>	<p>YEAR 2 SEMESTERS 1 & 2</p> <p>NUM100 Advancing Practice Dissertation (60)</p>
	<p>YEAR 1 SEMESTER 3</p> <p>NUM078/NUM098 Leading and Advancing Specialist Community Public Health Practice (15)/ Leading and Advancing Specialist Community Public Health Practice (V100)</p>	
▼	▼	▼
<p>PgCert Healthcare (60 credits)</p>	<p>PgDip Advancing Practice (Health Visiting) (120 credits)</p> <p>Progression from Stage 1 to Stage 2</p>	<p>MSc Advancing Practice (Health Visiting) (180 credits)</p>

The route structure is based on the Scottish Credit Qualifications Framework (SCQF). The framework comprises 12 levels, of which Level 11 is directly relevant to the programme. The programme can be undertaken part-time or

full-time in two stages; however, there are exit points within Stage 1 leading to the achievement of a Postgraduate Certificate (PgCert) Healthcare with 60 credits or a Postgraduate Diploma (PgDip) Advancing Practice (Health Visiting) with 120 credits which provides you with the NMC recordable qualification of a Health Visitor. During Stage 1 you will be required to consolidate your learning in practice and achieve agreed competencies to meet the NMC requirements including the prescribing component if selected (NMC 2018b; RPS 2016; NMC 2004).

Stage 2 of the programme consists of module NUM100, Advancing Practice Dissertation. The dissertation will be focused entirely on your area of practice, and will allow you to demonstrate learning which reflects all key theories, principles and concepts required in advanced practice.

Further details can be accessed on the Course Information Database from: <http://www4.rgu.ac.uk/coursedb/>

4.7.1 V100 Community Practitioner Nurse Prescribing

The V100 is an optional element for students undertaking the Health Visiting or School Nursing Routes for the MSc Advancing Practice. Students who wish to undertake the V100 element elect to undertake module NUM098 and are required to state this on application to the course. The decision to undertake the V100 element will be in collaboration with the sponsoring partner if appropriate. Students require to be supported on their Practice Learning Experience by a Practice Assessor who is a registered Community Practitioner Nurse Prescriber. The NUM098 module is delivered in line with the Standards for Prescribing Programmes (NMC 2019) and requires students to demonstrate their achievement of the Royal Pharmaceutical Society's A Competency Framework for Prescribers (RPS 2016).

Students are advised that following successful completion the award must be registered with the NMC within five years of successfully completing the programme and if students fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber.

4.8 Expectations

4.8.1 What is expected of students?

Regular and active engagement with the online learning materials and discussion forum activities is an essential component of e-learning. Therefore, to make the most of the online learning experience, it is very important to access and read the core literature for each topic in the module. To facilitate this process, all the reading is accessible electronically via Reading Lists on CampusMoodle.

Throughout the duration of the module there is an expectation that students will access the virtual learning area on CampusMoodle a minimum of *twice* per week. However, it is also recognised that there may be times when this is not possible. If the student is not able to log onto CampusMoodle, or to engage in the learning activities for two weeks or longer, they should notify their Academic Tutor and, if relevant, their fellow students.

Although there is an expectation that students will participate in the learning activities during the designated dates, all discussion forums will remain open and active beyond those dates to allow flexibility in learning and an opportunity to catch up when necessary. However, please note that engagement with the module material, participation in the discussion forum and interaction with fellow students is essential. All postings on the discussion forum should be conducted in the spirit of mutual respect and understanding.

4.8.2 What can students expect from staff?

Academic tutors will normally access the virtual learning area on CampusMoodle a minimum of twice per week and respond to any postings and queries on the discussion forum at least once per week.

Students will be notified on CampusMoodle if academic staff are on holiday, or not available, and given details of the academic support cover that will be available during that time.

Support with general academic writing skills is available from the [Study Skills and Access Unit](#).

4.9 Online Learning

Online learning requires a variety of different learning skills some of which are different to conventional taught programmes. Some pointers are given below to help students make the best use of their time and of the materials they receive throughout the module. The following paragraphs are designed to help students engage in their studies effectively.

4.9.1 Get the measure of the material

When students first embark on a new topic or a new subject, they should skim through the materials so that they can get the feel of what is involved. Students will be able to do this in a number of ways:

- A quick check of the topics to be covered, the number of sections, the variety of materials and so on will give some indication as to whether the subject is entirely new to students or whether it is a subject on which they are already familiar.
- Skimming the activities will give some idea of the amount of collaborative learning exercises involved.

4.9.2 Learn to cope with the workload

To help students meet the requirements of the module, it is important to:

- Identify tasks to be completed
- Establish deadlines for completion
- Set realistic time schedules
- Use the planned study time effectively.

4.9.3 Planning study sessions

Distance learning students are responsible for managing their own study time and ensuring that they meet the requirements of the module. So, develop a study plan and stick to it.

The point about planning cannot be over-emphasised. If the student falls a long way behind their own targets, the task facing them appears to get bigger and discouragement sets in.

4.10 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 programme; these challenges include guiding students towards the internalisation of the attitudes and values which are expected and articulated within the NMC Code.

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 programme 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 programme, 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 programme. 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 programme, or having difficulty attending the programme, or coping with the academic and/or clinical demands of the programme;
- Contact their Personal Tutor if they are experiencing other difficulties for example managing work life-balance, 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 programme;
- 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>

4.11 Protection of Vulnerable Groups (PVG)

Students undertaking one of the following routes are required to apply for membership of the Protecting Vulnerable Groups (PVG) scheme.

- MSc Advancing Practice (District Nursing)
- MSc Advancing Practice (Health Visiting)
- MSc Advancing Practice (School Nursing)

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 PLEs.

It is important that students inform the School through their Personal Tutor or Programme 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 programme 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 PLEs until the outcome is known.

Criminal record checks are normally carried out through Disclosure Scotland as a condition of entry to the programme. In addition, a PVG update will require to be carried out 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/>

4.12 Study Support

As a School, we understand that meeting the requirements of a post-registration programme 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 [Support & Advice Services](#).

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

4.13 RGU Academic Regulations

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

- The standard of conduct expected from students
- The procedures that can be implemented when conduct falls short of that expected
- What students need to achieve in order to be eligible for an academic award
- The rules around assessment and appeals

RGU Academic Regulations: 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*.)

4.14 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 Nursing & Midwifery Council has produced additional guidance which underpins the Code (NMC 2018c):

NURSING AND MIDWIFERY COUNCIL (NMC), 2019a. *Guidance on using social media responsibly*. [online]. London: NMC. Available from: <https://www.nmc.org.uk/standards/guidance/social-media-guidance/read-social-media-guidance-online/> [Accessed 30 June 2021].

If used inappropriately, social networking can bring into question a student's character and fitness to practice. 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.

4.15 Progression and Progression Criteria

Most University programmes have progression points. These are normally points in the programme where students successfully complete all requirements for a stage and are therefore ready and eligible to move on to begin the next stage, or exit the programme with an award. The progression criteria are approved by the University and the NMC and set out what the University and NMC require in order for students to do so.

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 programme. Further information is available from Academic Regulations A4: Assessment and Recommendations of Assessment Boards:

www.rgu.ac.uk/academicregulations

4.16 Student Status Letters

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.

4.17 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 programme commences. 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 4 times a year. Students will also be invited to attend other meetings e.g. such as with the Head of School or perhaps the Principal of the University.

Training is also offered by the Student Union which many students find builds their confidence. Further information about staff-student engagement/partnership and student representative roles is available from <http://www.rgu.ac.uk/student-experience>.

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

5 Practice Learning Handbook

5.1 Practice Learning Experience (PLE)

The route is the equivalent to 50% theory and 50% practice. You will complete two Practice Learning Experiences (PLEs) during the route, to develop the practice skills necessary for contemporary health visiting, and to demonstrate the integration of theory to practice. PLEs will be arranged in negotiation with the appropriate practice areas. It will depend on individual circumstances whether the two PLEs undertaken in the route are in the same area or not. PLEs will be arranged as far in advance as possible to allow you, the PA, the PS and the manager to plan ahead.

The route includes two whole time equivalent 10 week Practice Learning Experiences (PLEs). The final PLE allows the student the opportunity to consolidate learning from the route into practice. In addition, students are required to achieve three weeks alternative public health experience, this will be negotiated with the health board or health and social care partnership and should occur in the time frame of NUM074 or NUM078/NUM098.

You will have the opportunity to elect and undertake studies in prescribing from the Community Nursing Formulary; however, you will not be able to prescribe until you have successfully completed your studies and the qualification is annotated against your name on the NMC register.

5.2 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).

5.3 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.

5.4 Supernumerary Status

It is an NMC requirement that students undertaking the MSc Advancing Practice (Health Visiting) have supernumerary status for the duration of their studies. This means students are additional to the PLE staffing requirements and student must not be used to fill gaps in the workforce. Students undertake PLEs to learn and are expected to participate in the work of the practice area allowing them to achieve their learning outcomes and the NMC proficiencies.

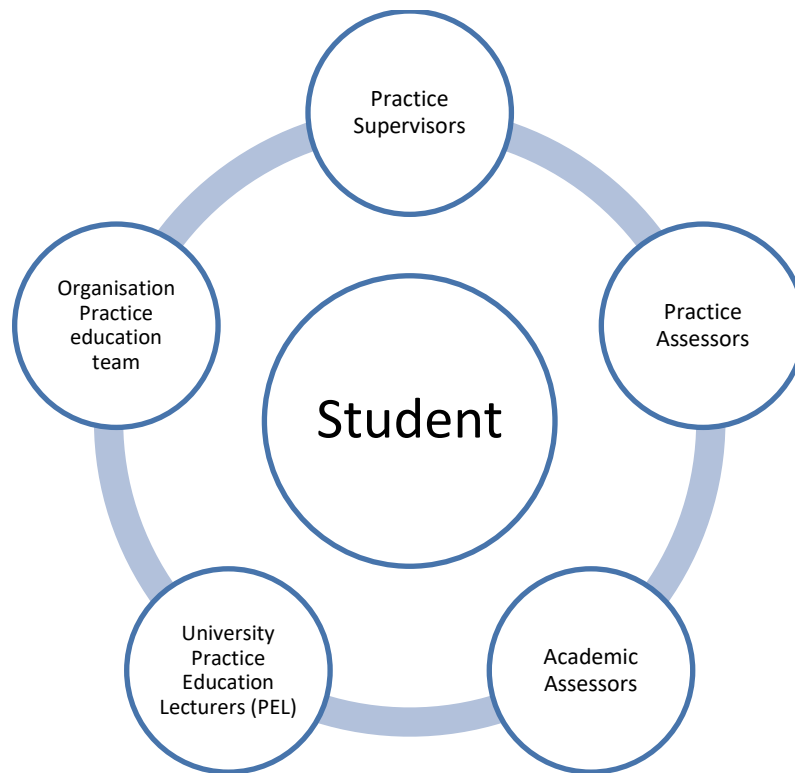
5.5 Alternative Public Health Experience

An essential part of this route is completion of the equivalent of 15 days' (112.5 hours) practice that is not directly central to health visiting, for example time within a social work environment, visiting a food bank or spending time with different allied health professionals. There are many areas that could be considered for this learning and it is your responsibility to plan this experience to reflect on your individual learning needs, and the experiences available in your local community or further afield. As part of this experience, you are required to maintain an analytical practice learning log contained within your PAD.

5.6 Student Supervision and Assessment

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

Figure 2: Practice partnership model of supervision



Within each PLE each student will be assigned a nominated Practice Supervisor and a nominated Practice Assessor to teach and support them and to assess their performance in Practice (NMC 2018a). For each part of the programme every student will additionally be assigned a nominated Academic Assessor.

5.6.1 Practice Supervisor

Students will have a named Practice Supervisor (PS), a registered health or social care professional, to support their development as well as address any concerns. Students may have more than one PS on each PLE. PS will supervise the student's learning in practice and working towards achievement of the programme learning outcomes and proficiencies. The PS is also a main source of support for students along with the Practice Assessor and other staff such as the Integrated Team Leader and Academic Assessor (AA).

5.6.2 Practice Assessor

Assessment in each PLE will be conducted by a Practice Assessor (PA), a registered SCPHN with the equivalent qualification and experience for the student's field of practice. The PA will work in partnership with the Practice Supervisor (PS) and Academic Assessor (AA) and other staff, such as Team Leaders. The PA role differs from the PS as they will seek feedback from PS regarding student conduct and performance during PLEs to inform assessment decisions of students.

5.6.3 Academic Assessor

For each part of the programme, students will additionally be assigned a nominated Academic Assessor (AA) who will be a member of academic staff from Robert Gordon University (RGU) who is a registered SCPHN with the equivalent qualification and experience for the student's field of practice. The AA will work in partnership with the nominated Practice Supervisor (PS) and Practice Assessor (PA) to evaluate student achievement in practice and make appropriate recommendations with regards to student progression for each part of the programme.

5.6.4 Additional Support

Additional support is available from the School's Practice Learning team who ensure support is provided for students, Practice Supervisors (PS) and Practice Assessors (PA) during PLEs. Several Lead Practice Educators, Practice Education Facilitators (PEF), Practice Educators (PEd), Care Home Education Facilitators (CHEF) and Associate Practice Educators are available in the practice setting to support both students and PS/PA. These educators are employed by the local organisation i.e. NHS, to ensure student, PS and PA support is available as required and to support student learning in practice.

5.6.5 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. Further information can be accessed from:

www.rgu.ac.uk/practice-learning

5.7 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 practice learning experience (PLE).

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 provides an opportunity to reflect and demonstrate evidence on learning from academic activities and application to practice learning as well as from practice experience; students must demonstrate achievement of the NMC Standards for Specialist Community Public Health Nurses (2004).

The PAD also highlights the points at which planned meetings should occur to provide the opportunity to review student progression and achievement and to complete the required sections within the PAD. The name of the Academic Assessor (AA) allocated for each part of the programme will be documented within the PAD.

5.7.1 Preliminary Meeting

The preliminary meeting and orientation should take place within the first 48 hours of the start of the PLE and, at this point, dates for the interim feedback meeting and final assessment set. The nominated PS and/or the PA will carry out the preliminary meeting and orientation. This is recorded in the PAD.

5.7.2 Tripartite Meeting

The tripartite meeting should take place approximately half way through the PLE. The AA will document a record of the meeting (Appendix 2: Tripartite Review Template) - this should be signed by the PA and AA and a copy retained in the PAD.

5.7.3 Final Assessment

The final assessment should take place during the last few days of the PLE. This assessment should be a face to face meeting with the PA who will review the student's progress and collate evidence from the PS and other relevant parties to support the assessment decision.

5.7.4 Final PLE of Confirmation of Completion

The AA will have an overview of the student achievement to date as they will have reviewed the PAD following each PLE and will have had the opportunity to liaise with PS/PA as required.

At the end of the final PLE, the AA and PA will confirm the student has completed all the relevant practice learning outcomes and is competent to work at the level of an NMC specialist community public health nurse and Community Practitioner Nurse Prescriber (if appropriate).

5.8 Absence Management

Absence should be managed locally between the PS, PA, Team Leader and student. Students should seek support from the AA if they are concerned that absence will impact on their ability to achieve their competencies.

5.9 Confidentiality

Throughout the programme 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 coursework or assessments. Failure to maintain confidentiality can be deemed non-academic misconduct.

Please see:

NURSING AND MIDWIFERY COUNCIL (NMC), 2018c. *The code: professional standards of practice and behaviour for nurses, midwives and nursing associates*. [online]. London: NMC. Available from:

<https://www.nmc.org.uk/standards/code/> [Accessed 14 July 2021].

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 acknowledges the considerable contribution that members of the public make to student learning. 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.

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. For instance, consultation with 'Imagineers', representatives from the Children's parliament ensures children and young's peoples voices informs the theoretical content of the programme. In addition, service users and carers work with module teams to share their stories and to develop learning resources. Service user feedback currently informs the selection of students for the programme.

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

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 clinical module that make up the course they are studying. It also provides the evidence that confirms the student has achieved the standard required for receiving the course academic award and professional registration. It 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).
- Clinical assessment documentation – used to assess students' performance in PLEs.
- Presentations – group and individual.

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

At the beginning of their programme, students will be provided with an Assessment Schedule which outlines the dates of submission for each assessment. The Assessment Schedule can also be accessed from the CampusMoodle Course study area.

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 Assessment in Practice

Assessment in practice is an integral component of the teaching and learning process, and within this route there are two PLEs, the first for module NUM074 and the second for module NUM078/NUM098. Whilst undertaking these modules you will be supported by a PS and PA who will facilitate you to develop your learning aims and experiences and provide support for you to achieve the required competencies (NMC 2004). This will be documented in the PAD. You are also required to maintain a practice learning log on a weekly basis, which will clearly identify the required hours of learning in practice. All of the documentation for these modules is within the PAD and can also be found on CampusMoodle.

As each PLE continues, your progress will be monitored by your PS and PA and any additional experiences will be facilitated and documented in a midway interview. For students undertaking module NUM098 if your allocated SCPHN PA is not a Community Practitioner Nurse Prescriber you will be allocated an additional PA who is registered with this annotation to assess you on this element of the module. It is important that you communicate with your personal tutor as soon as possible if you perceive there will be any difficulties in achieving the module learning outcomes.

At the end of each PLE your PA will comment on your achievement in practice and complete all the relevant documentation. You will be assessed

at the level you are expected to achieve for the stage of the route you are at. The performance expectations can be found in the PAD.

At the end of the final PLE all practice learning proficiencies need to be achieved and you are requested to confirm that you remain of good health and character and are competent to work at the level of a Specialist Community Public Health Nurse (SCPHN). For students undertaking Module NUM098 they will also be required to demonstrate that they are competent to work at the level of a Community Practitioner Nurse Prescriber in line with the RPS Competency Framework (RPS 2016).

The programme team recognises that both students and PS and PA sometimes find it difficult to know what is required of them if this is new to them. If this happens, please contact your personal tutor who will be pleased to discuss any issues with you.

6.5 Examinations

Guidelines and guidance notes for examinations can be accessed from:

www.rgu.ac.uk/exam-procedures

Students should familiarise themselves with these guidance notes.

6.6 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 acknowledged quote. Where text from another source has been translated into the student's own words (paraphrasing), the student must in all cases acknowledge the original source.

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

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. For theory modules students will be assigned a member of the module team as an Academic Tutor for the duration of the module. 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 contact their Academic Tutor regarding summative assessments in a timely manner, well before submission deadlines. Individual discussions with the student's Academic Tutor regarding their module summative assessments may include a review of an outline of work, discussion of ideas, feedback on meeting individual assessment criteria, the academic level required, etc. Please note that academic support is a formative activity and does not constitute marking of the student's work.

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 Skills and Access Unit](#).

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

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

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 11. 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 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 Academic Tutor(s) for the relevant module(s).

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 Regulations set 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/academicregulations

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 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.
- The Draft dropbox is available 6 weeks before the first submission date and the Final for Marking dropbox is available 4 weeks before the first submission date.

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 course/module.

For any technical issues, please contact CampusMoodle Helpdesk:

T: +44(0)1224 262233 E: 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 accessed at:

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

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.

6.11.2 Request for Extension to Specified Date of Submission

Requests for an extension must be made in writing using the Coursework Extension Request Form, available from:

www.rgu.ac.uk/academicregulationsstudentforms

The form should be submitted to: 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. Reasons for the request must be clearly stated and include relevant supporting evidence where possible.

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

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. Exam, OSCE and Presentation results and feedback, where applicable, will 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 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 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 Academic Tutor 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 from their module Academic Tutor.

Internal marking is undertaken by individual lecturers of a module team. All assessments that have been awarded a Refer grade are 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 2nd 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

Postgraduate students are permitted an initial attempt and one re-assessment in each module if required.

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 a Module Descriptor which expresses 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. To accompany the Module Descriptors, module teams will produce a grade profile demonstrating how each grade is determined. Full summative assessment guidelines are provided as an appendix in the Module Assessment Guide 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 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 route are:

- Dr Sue Harness, Senior Lecturer & Programme Lead for Community Specialist Practice, University of Cumbria, Cumbria
- Dr Ursula Rolfe, Principal Academic in Emergency Care Nursing, Bournemouth University
- Vacancy - to be confirmed

All students have the right to request to see a full External Examiner Annual Report (with the exception of confidential reports) for their programme 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 either your academic tutor or anyone else in the 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

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.

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: <http://www.rgu.ac.uk/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 programme to hear students' feedback. There will be plenty of opportunities for students to let us know what they think about their programme and the overall student experience.

See also *Student Representation and Partnership*.

7.3 Student Experience Questionnaire

The Student Experience Questionnaire (SEQ) is a survey which is conducted annually with all students at all Stages within their course. 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 course experience as well as modules studied throughout the year.

Student participation in all surveys is encouraged as the feedback directly informs future course 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.

8 References

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- NURSING AND MIDWIFERY COUNCIL (NMC), 2018a. *Realising professionalism: standards for education and training. Part 2: Standards for student supervision and assessment*. London: NMC.
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Appendix 1: Student Visa Responsibilities

Right to Study check

- As part of our duties as a Student Visa Sponsor, the University is required to take copies of your Immigration documents (current passport and visa/Biometric Residence Permit (BRP)) prior to enrolment to confirm your right to study.
- On arrival to the UK, please send a photo of your visa vignette and BRP (front and back) to the Student Immigration Team passport@rgu.ac.uk
- If you update/renew your passport or receive a new visa/BRP please ensure that you send a photo of this to passport@rgu.ac.uk.

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.

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.

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 another 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 an International Student 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 an International Student 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.

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. 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.

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 an **International Student Adviser** 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.

Visa and Immigration Advice

- If you require any visa and immigration advice during your studies, you should [book an appointment](#) to see an International Student Adviser by logging into [ASK RGU](#) and clicking on “My Appointments”

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: Tripartite Review Template

Record of Tripartite Meeting

Student's name	
Cohort and if part-time or full-time	
Date of visit	
Time of visit	
Venue	
Persons present	

Agenda item from Student/Practice Assessor	<ol style="list-style-type: none">1. Learning contract & learning style2. SWOT analysis3. Core and additional skills4. PA assessment of student's learning5. Progression and progress on Reflective learning logs6. Learner relationships and satisfaction with learning7. Alt placement hours8. Sickness and absence9. Prescribing10. Other issues raised by student or PS/PA11. Academic work12. Anything else student or PS/PA may wish to discuss today
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1. Learning contract/ objectives & learning style	
2. SWOT analysis (not compulsory)	
3. Core & additional skills	
4. Assessment of learning/ domains and competencies	
5. Progress on reflection - weekly logs	
6. Learner relationships with PS/PA, wide team and satisfaction with learning	
7. Alternative practice	
8. Sickness & absence	

9. Prescribing	
10. Other issues raised by students or PS/PA	
11. Academic work	
12. Anything else student or PS/PA may wish to discuss today	

Summary (How did the meeting go? What were the key points, plan of actions to be completed before the next visit?)

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Date & location of next visit (Minimum of once per term, sooner if there are issues that must be reviewed sooner)

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Signature: (PA)	
Name: (PA)	
Signature: (AA)	
Name: (AA)	
Date: (of completing this report)	