



SCHOOL OF NURSING, MIDWIFERY
& PARAMEDIC PRACTICE

**BACHELOR OF SCIENCE
BSc/BSc (Hons)
NURSING**

STUDENT HANDBOOK

INCORPORATING PRACTICE LEARNING HANDBOOK

September 2021

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Glossary of Terms and Abbreviations

Shortened Term	Term in Full
AA	Academic Assessor
AEI	Approved Education Institution
BLS	Basic Life Support
CHEF	Care Home Education Facilitator
MH	Manual Handling
HAI	Healthcare Associated Infection
HEI	Higher Education Institution
NES	NHS Education for Scotland
NHS	National Health Service
NHSS	National Health Service Scotland
NMC	Nursing and Midwifery Council
PA	Practice Assessor
PAD	Practice Assessment Document
Part 1	Stage One*
Part 2	Stage Two*
Part 3	Stage Three*
Part 4	Stage Four*
PEF	Practice Education Facilitator
PLE	Practice Learning Experience
PS	Practice Supervisor
SIPCEP	Scottish Infection Prevention & Control Education Pathway

* Parts 1, 2, 3, and 4, which is NMC terminology, correlates with each of your academic years which RGU defines as Stages.

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Appendix 1: Student Visa Responsibilities

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 pre-registration nursing 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 the population health.

This is the beginning of your journey to become a registered nurse and I hope you settle into university life and enjoy your time with us. As part of our commitment of support, you will be allocated a personal tutor, who will give you advice and support throughout your course. In addition, we have excellent systems to support you whilst you are in the practice environment where you will have an allocated Practice Supervisor and Practice Assessor. Nursing is an interesting, worthwhile but challenging profession, both academically and clinically.

All staff in the School are committed to your success and we look forward to working with you. We require and expect high standards from our students both personally and professionally. You are expected to be committed and work hard in order to achieve success, but you will also need to take the time to enjoy your leisure time and overall student experience here at the Robert Gordon University. I do hope you enjoy your course, and are happy within the university environment. If you have any questions or concerns, please do not hesitate to contact your personal tutor in the first instance.

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
Academic Team Lead: Undergraduate Nursing Jackie Leith	j.l.leith2@rgu.ac.uk
Academic Team Lead: Practice Learning Isla Fairley	i.fairley@rgu.ac.uk
Course Leader Adult Nursing Fiona Baguley	f.baguley@rgu.ac.uk 01224 (26)2652
Course Leader Children & Young People's Nursing Pauline Donaldson	p.donaldson@rgu.ac.uk 01224 (26)2685
Course Leader Mental Health Nursing Billy Ridler	b.ridler1@rgu.ac.uk 01224 (26)3117
School Administration Manager Christine Lauterbach	c.lauterbach@rgu.ac.uk
Pre-registration Administrator Marina Veitch	marina.veitch@rgu.ac.uk 01224 (26)2910
Registry & Records Administrator Julie Yackiminie	j.yackiminie@rgu.ac.uk
Student Placement Administrator Jill Howatt	j.howatt@rgu.ac.uk

Role/Name/Department	Contact Details
Practice Learning Experience (PLE) Issues	SNMPPlacements@rgu.ac.uk
Queries regarding Jury Duty, References, Student Status or Timesheets	SNMPRecords@rgu.ac.uk
Reporting Sick Leave	SNMPAbsencereporting@rgu.ac.uk
Student Expenses Danielle Campbell	SNMPSchooloffice@rgu.ac.uk 01224 (26)2974
Uniform Issues Maureen Cooper	SNMPSchooloffice@rgu.ac.uk 01224 (26)2974
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 Pre-registration Students

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

[NUS062 - General information](#)

2.4 Academic Regulations

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

The University expects all students to act with honesty and integrity in their studies and your attention is drawn to the following page: [Academic Honesty @ RGU](#), which provides helpful guidance on this matter. Misconduct

is serious and any established misconduct can impact upon a student's progression, award and continuation of studies. The University has processes to support students and in the event you are experiencing difficulties with your studies then you are encouraged to contact your Personal Tutor or Course Leader.

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

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

See also *CampusMoodle – Cohort Study Area*.

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 all students. Student nurses, midwives and paramedics will use the Clinical Skills Centre throughout their course to practice key clinical skills, e.g. blood pressure measurement, basic life support and communication skills in this safe learning environment before going to clinical practice.

The Clinical Skills Centre 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 will have the opportunity to practise skills on a mannequin before they undertake the skills on a real person.

Students will 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 course and before attending the Clinical Skills Centre.

For more information about the Clinical Skills Centre, please access the following link: www.rgu.ac.uk/clinical-skills-centre

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

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

2.11 Enrolment and Student Identification

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

The Policy for the 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 programme.

If the student requires us to do this, they should e-mail the School Registry & Records team at: SNMPRecords@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 course is submitted promptly. Responsibility rests with the individual student to co-operate in this regard.

2.19.1 Changes to Personal Details

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

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

2.20 Recording of Teaching and Learning Activities

The University has a Policy on the Recording of Teaching and Learning Activities which is available at: www.rgu.ac.uk/assessmentpolicy. 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 SNMPPlacements@rgu.ac.uk to notify the School and this information will be passed on to their Personal Tutor and the Practice Education Lecturer for the area.

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

3.2 Dentist

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

3.3 Eating and Drinking within Teaching/Learning Areas

Students should note that the above is NOT permitted. This policy was introduced to ensure that teaching/learning areas, which include the Library, computer labs and the Clinical Skills Centre, are not damaged by spillage and/or litter.

3.4 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.

3.5 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

3.6 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.

3.7 General Practitioner (GP)

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

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

3.8 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

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

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

3.9 Occupational Health Service

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

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

GO Health Services (NHS Grampian) Foresterhill Lea Building

Foresterhill Health Campus Aberdeen AB25 2ZY

T: (01224) 553663

F: (01224) 559749

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

3.9.1 Reasonable Adjustments

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

3.9.2 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/rqu/bbvexposure> [Accessed 20 July 2021]. This covers what to do in both NHS Grampian and other boards.

3.10 Personal/Lost Property

Students are strongly advised to:

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

3.11 Personal Safety

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

3.12 Policies

3.12.1 Alcohol/Drug Use

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

3.12.2 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.

3.12.3 Smoking

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

The RGU Smoking Policy is available from: www.rgu.ac.uk/policies

3.13 Student Wellbeing

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

Students should:

- Get enough sleep.
- Eat a balanced diet.
- Organise their work so that assessments are not left to the last minute.

- Make time to relax and enjoy themselves.
- Try to maintain their interests outside nursing.
- Speak to their Personal Tutor if they are having problems – so that problems don't build up.

Students will spend a large amount of their programme in various health and social care services and other establishments where service users are cared for so it is important that they are fit and healthy. It is very important that students look after themselves and are responsible for their own health and wellbeing. Students are expected to take appropriate steps to maintain good health.

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

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

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

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

In addition, the Royal College of Nursing recommends annual flu immunisation for all health and social care workers with direct contact with service users.

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

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

3.14 University Property

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

4 BSc/BSc (Hons) Nursing Programme

4.1 Introduction

The programme is designed to prepare the student to become a registered nurse and is underpinned by the Nursing and Midwifery Council (NMC) Future nurse: Standards of Proficiency for registered nurses (2018c).

Registered nurses in the 21st century provide, lead and co-ordinate compassionate evidence based, person-centred care and must be able to work autonomously or collaboratively with a range of professionals.

Registered nurses provide care for people across the lifespan with physical, mental, cognitive and behavioural care needs in a variety of settings and must have the ability to think critically in their application of knowledge and skills to provide expert care (NMC 2018c). The student will select field(s) of study at point of application to programme.

There are two distinct academic awards. The three year Bachelor of Science (BSc) Nursing allows the student to study in one of three fields of nursing - Adult, Children and Young People or Mental Health with eligibility to apply to be entered onto the NMC register in one field. The four year BSc (Honours) Nursing offers two routes, to study in one field of practice or to study two fields of practice and be eligible to apply for dual registration with the NMC.

The programme focuses on four key subject themes - nursing, health, sciences and practice learning - which are integrated in all stages and the learning is then consolidated in practice. Practice learning constitutes 50% of learning across the programme and is undertaken via a series of practice learning experiences (PLEs) within each stage. The first two stages of the programme includes integrated core theoretical learning that will be studied by the student on all fields and routes. In Stages 3 and 4 the theoretical component will be field specific. The PLEs in Stage 1 will be core across the lifespan and across fields, with field specific PLEs in Stages 2, 3 and 4.

For the student undertaking the BSc (Hons) dual registration programme, PLE allocation will mirror that of all other routes in Stage 1 of the programme. The student will be allocated three core PLEs, across the lifespan and across fields of practice. PLEs in Stages 2 and 3 of the

programme will be allocated within the first field of practice and in Stage 4 be allocated field specific placements within the second field of practice.

4.2 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.

4.3 Recognition of Prior Learning (RPL)

Within the School of Nursing, Midwifery and Paramedic Practice prior learning can be used to gain advanced entry to a 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.

4.4 Personal Tutor

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

Personal tutors can help new students adjust to University life, and the challenges presented within the course; these challenges include guiding students towards the internalisation of the attitudes and values which are expected and articulated within the 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 course experience.
- Facilitate the student's academic development through the delivery of module learning experiences, e.g. Personal Tutors deliver key modules.
- Discuss pastoral, academic and professional issues with the student,

and refer them to relevant support services as appropriate.

- Provide the student with advice regarding their course and the university regulations and processes in relation to academic assessment, coursework extensions, extenuating circumstances and academic appeals.
- Provide the student with advice regarding professional expectations of student behaviour, and the University regulations and processes in relation to non-academic conduct.
- Maintain written records of meetings, and provide written reports as required, e.g. for the Assessment Board.
- Write a reference for the student's employment and/or post graduate study at the end of the course.
- The Personal Tutor can only provide the student with support when they provide the commitment to make the relationship work. To do this, and therefore get the best from their experience with us, the student should:
 - Keep their appointments with their Personal Tutor, or give as early notice as possible should they need to change the appointment.
 - Contact their Personal Tutor should they be experiencing doubts about the course, or having difficulty attending the course, or coping with the academic and/or clinical demands of the course.
 - Contact their Personal Tutor if they are experiencing other difficulties for example homesickness, making new friends.
 - Discuss with their Personal Tutor their goals and aspirations for their chosen career.
 - Let their Personal Tutor know about their successes on the course.
 - Provide their Personal Tutor with feedback on their whole learning experience.

University guidance about the personal tutor system can be accessed from: <http://www.rgu.ac.uk/about/planning-and-policy/policies>

4.5 Bursary

All bursary payments are paid directly into bank accounts. Students must apply online at www.saas.gov.uk every year for their bursary, usually by the end of March. Student Awards Agency Scotland (SAAS) usually send a

text and an email reminder informing students when to make their application for the next year of their bursary.

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

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

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

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

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

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

For bursary queries, please contact:

Julie Yackiminie E: j.yackiminie@rgu.ac.uk

Further information about financial support is available from:

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

4.6 Protection of Vulnerable Groups (PVG)

Students undertaking the BSc/BSc (Hons) Nursing programme are required to apply for membership of the Protecting Vulnerable Groups (PVG) scheme.

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

It is important that students inform the School through their Personal Tutor or Course Leader, and at the earliest opportunity, if there are any events that may impact on the status of their criminal record, for example, if they receive any cautions by police, if they are charged by the police, prosecuted or/and convicted of any crime. Such events do not necessarily prevent the student from continuing and completing their course of study; however, they may constitute non-academic misconduct and/or, in situations where the outcome is pending, students may not be permitted to access practice learning experiences 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/> [Accessed 14 July 2021].

See also *Fitness to Practice*.

4.7 CampusMoodle – Cohort Study Area

Students will be enrolled in a Cohort study area on CampusMoodle. The Cohort study area will allow access to key documents such as detailed course calendars, course overviews and assessment schedules. Additionally, the Cohort study area aims to ensure there is consistent and frequent contact with cohorts of students in relation to their programme and stage. The stage leaders within the School will communicate with groups through this mechanism. Please access this area frequently.

See also *CampusMoodle*.

4.8 Mandatory Teaching Sessions

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

There are, however, some sessions where we are required to record attendance on the grounds of health and safety. These sessions include all moving and handling, basic life support, Interprofessional learning. There are also some sessions specific to Stage and these include the Letter of Authority session in Stage 1 as well as attending all Hepatitis B injection times.

These sessions are termed mandatory which means that it is compulsory that students attend. Students also have mandatory work to complete including Scottish Infection Prevention and Control Education Pathway (SIPCEP) and online work in relation to Blood Transfusion. It is the student's responsibility to attend to undertake all relevant online learning.

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

- Polo shirt/tunic and black or navy track suit bottoms – NOT jeans.
- Appropriate footwear.
- Hair must be tied back.
- No jewellery (wedding rings and small stud earrings are permitted).

See also *Clinical Skills Centre and Requirements prior to attending Practice Learning Experiences (PLEs)*.

4.9 Overseas and Alternative Study Opportunities

The School embraces an internationalisation agenda that promotes a global perspective towards health and the development of cultural competence within nursing. To support this aim, the School provides the opportunity of short learning abroad experience which is observational of up to three weeks within stage two of the programme.

While some students may wish to organise their own learning abroad/alternative experience, there are also opportunities for undergraduate nursing students to apply for a two week study exchange with Houston Baptist University (HBU), Texas and University of Tennessee, Knoxville (UTK). During these exchanges the student will experience observational visits to a variety of clinical areas as well as spending time in HBU and UTK, attending classes and building relationships with the students in the host institution.

There are further opportunities for the student to apply to attend international conferences, including:

- The ENNE conference: 5-day intensive programme for student nurses from all over Europe. The aim is to develop cultural awareness by helping student nurses to learn about different health care systems and to compare and contrast nursing care delivery between different countries in Europe.
- Zurich University of Applied Sciences and Arts (ZHAW): Winterthur, Switzerland: 5-day Interprofessional Winter School.
- Häme University of Applied Sciences (HAMK): Hämeenlinna, Finland: 5-day Interprofessional Winter Wellness Week.
- KAMK University of Applied Sciences: Kajaani, Finland: 5-day International Evidence-based Practice (EBP) Winter School.

Please note: At point of publication of this handbook, there are uncertainties around students' ability to participate in learning abroad opportunities during the 2021/22 academic year due to the COVID-19 pandemic. The School will provide updates as information becomes available.

4.10 Annual Leave

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

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

4.11 Attendance and Absence

Students are expected to engage with their programme on a full-time basis for every scheduled day on their timetable. Attendance is important as the School must provide the Nursing and Midwifery Council (NMC) with confirmation that the student has undertaken 2300 hours of theoretical learning and 2300 hours of clinical learning in practice learning environments (PLEs). The registers and timesheets are two of several ways by which we gather information to calculate attendance. The programme is designed to provide students with the opportunity to achieve these requirements. Absence from the programme will have an impact on the student being able to achieve this requirement.

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

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

Students are required to attend all timetabled classes and all allocated clinical hours during PLEs. Failure to do so without following the correct procedures may result in bursary payments being suspended. In addition, they risk not achieving the NMC mandatory requirements of hours to complete the programme.

4.11.1 University

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

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

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

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

4.11.2 Practice

Students will be required to undertake practice learning for equivalent of 40 hours each week. Shift patterns in practice sometimes mean that clinical hours are calculated over a period of time longer than one week, for example, if the student is undertaking a night practice experience, they might attend for 80 hours across a two week period.

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

There are minimum requirements around attendance in practice, e.g. a minimum number of hours of attendance that are required in PLEs in order to be eligible to be graded. Failure to be graded may impact upon a student's ability to progress to the next Stage of the programme.

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

See also *Timesheets*.

4.11.3 Reporting Off Sick

During University	During Placement Learning Experiences (PLEs)
Email SNMPAbsencereporting@rgu.ac.uk	Notify Practice Supervisor or person in charge, before you are due to attend. Please take a note of the person's name receiving your message AND email SNMPAbsencereporting@rgu.ac.uk Please state clearly your name, part of the course, PLE location and date of absence commencing.

Note: PLEs appreciate as much prior warning as possible.

4.11.4 Reporting Fit to Return

During University	During Practice Learning Experiences (PLEs)
Email SNMPAbsencereporting@rgu.ac.uk	Notify PLE of intention to return on particular date. Email SNMPAbsencereporting@rgu.ac.uk

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

4.11.5 Certification: 1-7 days

During University	During Practice Learning Experiences (PLEs)
Email SNMPAbsencereporting@rgu.ac.uk	Self certificate to be completed and counter-signed by Practice Supervisor or person in charge of the area and submitted to H510. (Or scanned and emailed to SNMPAbsencereporting@rgu.ac.uk).

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

4.11.6 Certification: 8 days and over

During University	During Practice Learning Experiences (PLEs)
Medical certificate from GP to be submitted to H510 as soon as possible and at regular intervals.	Inform PLE of continued sick leave. Medical certificate from GP to H510 as soon as possible and at regular intervals. (Or scanned and emailed to SNMPAbsencereporting@rgu.ac.uk).

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

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

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

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

4.11.7 Tier 4 Students

As part of Tier 4 visa responsibilities, relevant students must attend all interactions (i.e. scheduled classes, tutorials, practice learning experiences and meetings with tutors/ supervisors).

During PLEs Tier 4 students are required to complete and send the Placement Attendance Verification register to SNMPPlacements@rgu.ac.uk every Monday.

See also *Appendix 1: Student Responsibilities under Tier 4 of the Points Based System*.

4.12 Make-up Time Guidance

4.12.1 Scope

This guidance applies to student nurses undertaking the BSc Nursing/BSc Nursing (Hons) programmes.

4.12.2 Purpose

Within their programme, students must undertake a pre-determined number of practice hours as per the relevant NMC standards. This can result in students having to retrieve hours lost at the end of their programme.

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

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

4.12.3 Procedure

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

- It is the student's responsibility to know how much sickness or authorised absence they have had in practice.
- It is the student's responsibility to negotiate additional hours with the Team Leader/Charge Nurse/Midwife/PEF in the practice area.
- The EU working time directive must be adhered to – no more than 48 hours worked per week (a maximum of 48 hours will be credited per week*).
- The additional hours must be agreed with the PLE area in advance and the student must be added to the duty rota, supported by an identified PS/PA.
- It is recommended that no more than 80 hours (2 weeks) of 'make-up' time is carried out within an academic year in order to ensure the additional hours being undertaken do not affect the student's performance.

* the only exception to this is when the PLE's normal working pattern exceeds this e.g. ICU or when providing intrapartum care as Continuity of Carer.

4.13 Time Out of the Programme/Stepping on and off the Programme

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

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

The student has 5 years in total to complete the BSc Nursing and 6 years in total to complete the BSc Nursing (Hons) (as per university academic regulations relating to the maximum period of enrolment).

Note: The time out period does not include temporary suspension of studies (TSS) – the clock stops when on TSS. However, time on a Refer: Part time programme (RPT) is still counted within the 5/6 year period as the student is still enrolled.

4.13.1 Temporary Suspension of Studies (TSS)

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

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

4.13.2 Refer Part time Programme (RPT)

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

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

Part time status will enable students to address the reason for the break in their studies and will allow them to prepare to re-enter ready to continue with their studies. When part time, they will be given an appointment (this

can be a telephone appointment) to meet with their Personal Tutor four months into the period of suspension or refer: part time course. The purpose of this meeting is to review the student's situation and/or progress and to up-date the School of any further issues or of their intention to resume their studies.

4.14 Study Requirements

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

Students are also encouraged to make use of the excellent support available from [Support & Advice Services](#).

See also *Support for Assessments*.

4.15 Directed and Online Study

A key aim of the programme is that students become effective learners and graduates who willingly take responsibility for their own learning and development. To achieve this aim, directed and online learning make up a significant portion of the student learning experience.

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

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

Modules are scheduled based on the principle that each week of the pre-registration programme the student is expected to engage and study for a minimum of 40 hours per week.

4.16 Private Study

In addition to directed study, students are expected to make a personal commitment toward independent private study. Additional reading and other forms of enquiry related to the modular theme is evidence of private study. Private study should be underpinned by a desire to learn and to develop as an individual and as a professional nurse who is capable of delivering person-centred, safe and effective care that is both evidence-based and values based (NMC 2018a, Scottish Government 2010).

4.17 Study Support

As a School, we understand that meeting the requirements of a nursing 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 Student Advice and Support link: <http://www.rgu.ac.uk/support>

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

4.18 Professional Requirements and Registration

The Nursing and Midwifery Council (NMC) was established in 2002 and was set up by Parliament through the Nursing and Midwifery Order 2001 (the Order).

The prime responsibility of the NMC is to protect the public. This is achieved by setting a consistent set of standards for entry to the register, for remaining on the register, and for investigating and managing allegations of impaired fitness to practise.

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

Becoming a nurse, midwife or nursing associate (NMC 2018f):

<https://www.nmc.org.uk/education/becoming-a-nurse-midwife-nursing-associate/> [Accessed 14 July 2021].

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC 2018b):

<https://www.nmc.org.uk/standards/standards-for-midwives/standards-of-proficiency-for-midwives/> [Accessed 14 July 2021].

As a developing professional, we expect students to embrace The Code and act in such a way as to assure public confidence in them as an individual and the nursing and midwifery professions, of which they are now representative.

Future nurse: Standards of proficiency for registered nurses (NMC 2018c):

<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/future-nurse-proficiencies.pdf> [Accessed 14 July 2021].

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

A further set of documents (NMC 2018a; NMC 2018d; NMC 2018e) deal with the entry requirements and the conditions under which students can continue in the programmes, what the structure and content of programmes must be like, and what the proficiencies are that all students must achieve in order to be eligible to register.

Much about the programme has been determined by the NMC which approves all pre-registration programmes and monitors them on a regular basis. The Scottish Government also influences the education of nurses and midwives and programmes are monitored on their behalf by NHS Education Scotland.

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

Link to NMC website: <https://www.nmc.org.uk/> [Accessed 14 July 2021].

4.19 Regulations

It is important that students understand that there are two different sets of regulations that directly govern students of nursing and their programme; the RGU Academic Regulations and the NMC regulations, which include the Code, standards, guidance and governance. The sections below provide more detailed information:

4.19.1 RGU Academic Regulations

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

4.19.2 NMC Regulations

Amongst other areas, these regulations set out the following:

- What students need to achieve in order to be eligible for registration

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

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

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

4.20 Fitness to Practise

Fitness to Practise is a very important issue for all students of the health and social care professions. There are 4 key strands to Fitness to Practise that the student must exemplify as a student nurse during each Stage of their programme: skills, knowledge, health and character. These 4 strands are monitored and assessed and failure to demonstrate acceptable levels may well prevent the student from progressing through their programme and registering as a practitioner on completion of the programme. In addition, issues in these areas may limit the student's future opportunities for employment.

See also *Protection of Vulnerable Groups (PVG)*.

4.20.1 Knowledge

Students must be able to demonstrate that their practice is informed by current research, appropriate evidence and relevant theory. This is why attendance at University classes and engagement with directed study activities is so important and why the NMC require a minimum of theory hours to be achieved during the programme.

4.20.2 Skill

Students must be able to demonstrate proficiency in the full range of nursing skills (including interpersonal skills) identified as appropriate for the Stage they are in, or the branch programme, if relevant. This is why students must attend all skills classes, attend the mandatory sessions and why the NMC require a minimum number of practice learning hours to be achieved during the programme.

4.20.3 Health

Students must be deemed fit and healthy to undertake their programme of study. Nursing is a demanding profession where students will be contributing to the care of vulnerable service users. To be safe and effective, students must be of sufficient health themselves. Students must attend to their own health needs; failure to do so could have an impact on others as well as themselves.

4.20.4 Conduct

Students must inform their Personal Tutor/Course Leader immediately of any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments.

The attitudes and behaviour of student nurses are open to scrutiny. To be accepted onto the programme of study, students will already have been subject to a criminal records check through Disclosure Scotland. Such scrutiny will continue throughout the programme where deemed necessary.

In addition, the attitudes that students express and the behaviour they display within the University and within Practice Learning Experiences (PLEs), in relation to their peers, the staff they encounter and members of the public are also now open to scrutiny. This includes areas such as attendance on the programme, following processes and procedures, responding to situations (personal and professional) in a responsible and professional manner, and any situations that involve the police. This is a complex area but ultimately, protection of the public is what registration with the NMC is about and the School must ensure that anyone who is supported to enter the professional register is fit for practice.

In order to register when students have completed their studies, their Course Leader is required to sign a Declaration of Good Health and Good Character for the NMC. This may not happen where there are concerns about knowledge, skills, health and conduct.

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

4.21 Social Networking

The School encourages the use of social media within the curricula. However, it is essential that students are aware of professional and personal boundaries within online practices. The Nursing & Midwifery Council has produced additional guidance which underpins the Code (NMC 2018b):

NURSING AND MIDWIFERY COUNCIL (NMC), 2019. *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 14 July 2021].

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

See also *Fitness to Practise*.

4.22 Progression and Progression Criteria

Most university programmes have progression points. These are normally at points in the programme where students have successfully completed all requirements for a Stage and are therefore ready and eligible to move on to begin the next Stage, or exit with an award. The progression criteria are approved by the University and the NMC and set out what the University and NMC need students to achieve in order to move onto the next Stage of a programme or what they need to achieve to exit with an award. The progression criteria are different for the nursing courses because the professional requirements are different.

Within the nursing programme, there are progression points at the end of each Stage. All students must achieve all of the progression criteria in order to be able to move onto the next Stage of the programme. The criteria include areas such as how many modules students must pass, how many practice learning hours they must achieve and what learning outcomes/

competencies they must achieve. Students may normally carry one theory module into the next stage providing they have no other outcomes outstanding.

However, this is at the discretion of the Assessment Board and issues such as student engagement/attendance are taken into consideration. If a student has more than one theory module outstanding at the end of a Stage, then that student will be required to step off the programme to retrieve these outcomes. If the student has successfully retrieved the outcomes, they can then re-enter the programme at the next available re-entry point, i.e. at the start of the next academic session. A student having to step off for such a reason is not eligible to receive bursary. The student's Personal Tutor will contact the student at specific points during the stepping off period.

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

Students have a maximum of two submission opportunities for practice modules. In order to pass practice modules, a student must achieve a pass grade as well as the achievement of NMC outcomes and programme criteria. A student who does not pass the practice learning module in Stage 1 and 2 of the BSc Nursing programme or Stages 1, 2 and 3 of the BSc Nursing (Honours) programme will not be eligible to progress to the subsequent Stage of the course and will undertake any outstanding module(s) in the following academic session.

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

www.rgu.ac.uk/academicregulations

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

4.23 References and Student Status Letters

References are not supplied for current students. A reference will be supplied by the School (written by the student's Personal Tutor) when nearing completion of the programme. References should be requested by emailing: SNMPRecords@rgu.ac.uk.

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

4.24 Student Representation and Partnership

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

We will be looking for Class representatives shortly after the programme commences. [There will also be an opportunity to change Class representatives at the beginning of each Stage of the programme.] This is an important role and one which can help develop knowledge and a range of skills that will be helpful to the students' 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.

Being a class representative does require commitment but it is a rewarding undertaking. In addition, active participation in a role like this throughout their studies will enhance the student's CV and their personal portfolio. Training is also offered by the Student Association which many students find builds their confidence. Further information about staff-student engagement/partnership and student representative roles is available from <http://www.rgu.ac.uk/student-experience>.

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

4.25 Unions for Student Nurses

4.25.1 Professional Organisations, Trade Unions & Indemnity Insurance

Students are advised to join the student branch of an appropriate Professional Organisation or Trade Union. Membership fees are normally reduced for students. Representatives of these organisations will be available to speak to students at the start of their programme.

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

4.25.2 Royal College of Nursing (RCN)

The RCN is said to be the world's largest professional organisation for nurses, midwives and health visitors. Its range of services covers every aspect of nurses' working and social lives. RCN membership includes indemnity insurance cover of up to £1 million. Students have access to all RCN services, including access to RCN library services, through the RCN Association of Nursing Students (ANS).

<https://www.rcn.org.uk/> [Accessed 14 July 2021].

4.25.3 Unison

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

<https://www.unison.org.uk/> [Accessed 14 July 2021].

4.26 Registering Award with Nursing and Midwifery Council (NMC)

Students, upon successful completion of the programme, will have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years, they will have to undertake additional education and training or gain such experience to enable registration. Additional information and guidance about registration with the NMC will be provided during the final Stage of your programme.

5 Practice Learning Handbook

5.1 Practice Learning Experience

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

5.2 PLE Allocation

Practice learning constitutes 50% of learning across the programme and is undertaken via a series of PLEs in each Stage of the programme.

The School's placement allocation model for undergraduate nursing programmes has been designed to offer students breadth of practice experience in order to provide opportunities to allow all NMC (2018c) proficiencies and outcomes to be achieved.

PLEs will be allocated within two categories, Primary Care and Secondary Care and students will attend PLEs in urban, rural and remote environments within these two categories. PLEs will be allocated within all partner areas, including NHS Grampian, NHS Orkney, NHS Shetland, NHS Highland and Islands, private sector partners and social care partners.

In part one of the BSc programme, students will be allocated three core PLEs, providing the opportunity to provide care across the lifespan and across fields of Practice. PLEs in parts two and three of the programme will be field specific. For students undertaking the BSc (Hons) Adult programme they will be allocated an additional field specific PLE in part 4. For students who are undertaking the dual registration programme, allocation will mirror that of the BSc Nursing and BSc Nursing (Hons) (Adult). In part one of the BSc Dual Hons programme, students will be allocated three core PLEs, across the lifespan and across fields of practice. PLEs in parts two and three of the programme will be allocated within the first field of practice and in part four be allocated field specific placements within the second field of practice. Individual personal circumstances are considered where possible

when allocating PLEs if the student make the PLE allocation team aware. However, all students should expect to undertake a number of practice placements of varying lengths, outwith Aberdeen. It is the student's responsibility to inform the School if their personal circumstances change.

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

Students undertaking the BSc Nursing (Adult) and BSc Nursing (Hons) (Adult) should use these opportunities to evidence achievement of the EU directive 2005/36/EC requirements in relation to alternative fields of practice. These students must evidence learning in relation to general and specialist medicine, general and specialist surgery, childcare and paediatrics, maternity care, mental health and psychiatry, care of the old and geriatrics, and home nursing. Although not a requirement for Mental Health and CYP students, they should be encouraged to access additional learning experiences and evidence care across the lifespan and across the fields of practice.

In allocating practice learning experiences we aim to provide a balance of experience between Aberdeen City, Aberdeenshire, Moray, Highland, Orkney and Shetland. We endeavour to do this equitably among students. PLEs are arranged as far in advance as possible to allow students to plan ahead. Because of the number of students requiring PLEs at any one time, it is very difficult to alter these once the planning is done. Requests for change of placements will only be considered in exceptional circumstances. Emails should be addressed to SNMPPlacements@rgu.ac.uk in the first instance and the student will be sent the appropriate request form.

Students will normally be notified of PLE locations no later than 4 weeks before the start date. However, this may not always be possible where a student enters at the start of Stage 2 or comes onto the programme via re-entry or a transfer from another institution. If we have to make a change after an allocation is confirmed, e.g. because of staff changes within the PLE, the student will be notified as soon as possible. PLEs will be notified of

the names of the students who have been allocated to them at least four weeks in advance of the placement. Notification of PLE allocation will be available through the web based resource Quality Management of the Practice Learning Environment (QMPLE) which also contains the PLE profile, PS/PA allocation and is the forum for submission of student feedback forms.

Students **must not** undertake employment as a healthcare support worker in the same area they are currently undertaking their practice learning experience.

Information regarding the PLE, learning opportunities available and contact details will be included within the Quality Management of the Practice Learning Environment (QMPLE) web resource. Students should ensure that they call the placement for their shifts before their start date.

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

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

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

5.3 Quality Management of the Practice Learning Environment (QMPLE) Mobile App

As part of their on-going effort to increase student engagement in the feedback process of their practice learning environment placements, NHS Education for Scotland (NES) has launched the QMPLE mobile application, available for free on Apple and Android systems for all students on Nursing and Midwifery placements in Scotland.

5.3.1 Who is it for?

All students with confirmed and released placements in Nursing and Midwifery in Scotland.

5.3.2 Where can students download it?

Apple App Store Link:

<https://apps.apple.com/gb/app/nhs-scotland-qmple-mobile-app/id1560813336> [Accessed 14 July 2021].

Android App Store Link:

<https://play.google.com/store/apps/details?id=com.tactuum.nes.qmple>
[Accessed 14 July 2021].

5.3.3 What does it do?

Accesses the same real time information from the QMPLE website and allows it to be viewed through an app on a phone.

Students can access the following tabs:

- Leave feedback
- Learning environment details
- Preparation for practice information
- You said, we did information
- Location details
- Environment contacts
- Shift patterns
- Additional information

See also *Practice Learning Experience (PLE) Evaluation*.

5.4 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).

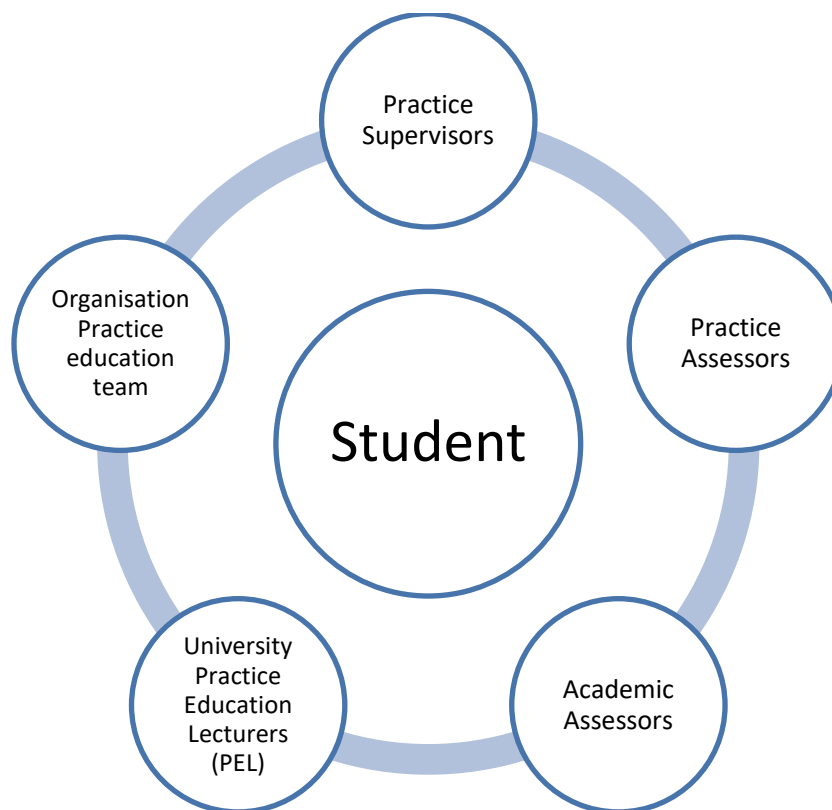
5.5 Care of Service Users

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.

5.6 Student Supervision and Assessment

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

Figure 1: Practice partnership model of supervision



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

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 Senior Charge Nurses/Midwives/Care Home Managers/Integrated Team Leader and Academic Assessor.

5.6.2 Practice Assessor

Assessment in each PLE will be conducted by a Practice Assessor (PA), a registered nurse with appropriate equivalent 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 Senior Charge Nurses/Midwives, Team Leaders or Care Home Managers. 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 nurse with appropriate equivalent 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.

Sessions entitled Preparation for Practice, delivered by the Practice Learning Team, are scheduled within each stage of the programme. Contact can be made with members of the Practice Learning Team at any time in relation to issues related to practice. The Team can be contacted via email:

PELStage1@rgu.ac.uk

PELStage2@rgu.ac.uk

PELStage3@rgu.ac.uk

PELStage4@rgu.ac.uk

5.6.5 Practice Learning Support Protocol

The Practice Learning Support Protocol (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 Shift Patterns

Nursing students are expected to undertake learning experiences that reflect the 24 hour, 7 day a week nature of care. The NMC (2018) state that the student should 'experience the range of hours expected of registered nurses.' It is expected that students' timesheets and Practice Assessment Documentation (PAD) will demonstrate this. The clinical week starts on a Monday, so students should be prepared for the fact that their PLE may not finish until a Sunday. If the student requires a change to off duty to keep an appointment, it is their responsibility to request this. Since off duty in wards will be made up at least three weeks in advance, the student is expected to make their request as soon as possible and before the off duty.

Students should normally undertake the shift pattern of the PLE location they are in. Hospital shifts normally start at 7am. When planning shifts, students and their Practice Supervisors (PS)/Practice Assessors (PA) must ensure they adhere to the following points.

- Students under the age of 18 cannot undertake shifts of more than 8 hours or embark on night duty. Specifically, they must not be on duty between the hours of 22.00 and 06.00 hours or 23.00 and 07.00 hours.
- When allocating shifts, students and their Practice Supervisors/ Practice Assessors must ensure that they adhere to:
 - any reasonable adjustments outlined for practice.
 - EU working time requirements.
- After students have been allocated shifts, they should only request to make changes to the rota in exceptional circumstances.

See also *Timesheets*.

5.8 Residential Accommodation

Outwith Aberdeen, several hospitals have accommodation available for students when they are undertaking a Practice Learning Experience (PLE).

Where relevant, further information will be provided to students.

5.9 Confidentiality

Throughout the programme students will be party to confidential information particularly relating to service users and staff in the allocated PLEs where they gain experience. 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), 2018b. *The code: professional standards of practice and behavior 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 believes that the contribution of members of the public make to student learning is immense. Every day that students are in practice learning, members of the public support their learning by allowing students to be involved in their care and support. It is important to remember what a privilege this is and to appreciate and value these learning opportunities.

In the University setting members of the public who belong to the Volunteer Patient Programme play a vital role in facilitating students' skills learning by regularly role playing in the Clinical Skills Centre, providing a more realistic simulated learning experience. Involvement by members of the public, particularly those who are, or have been, service users or informal carers, is also vital to ensure that students' theoretical learning is enhanced because it takes account of, and in some instances is based on, service users' and carers' views and experiences. Throughout the year the School holds service user and carer events which allow members of the public to come into the University and work alongside academic staff on the development of the curriculum. In addition, service users and carers work with module teams to share their stories and to develop learning resources. Service users are currently involved in the selection of students for the programme.

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

5.11 Escorting Service Users in Vehicles

During PLEs students are sometimes required to act as an escort when service users are being transported from one place to another. Undertaking this should be for the benefit of both the service users' well-being and the student's learning in terms of achievement of the learning outcomes.

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

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

5.12 Attendance and Absence on Placement

See *Attendance and Absence* in Section 4.

5.13 Dress Standards and Uniform

Pre-registration students are required to wear a uniform while undertaking most Practice Learning Experiences (PLEs).

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

The purpose of the uniform is to protect both the student nurse and service users from infection, and to readily identify the wearer as a student nurse. The uniform consists of a silver grey tunic top with RGU logo on left hand side and navy blue cargo style trousers.

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

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

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

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

5.14 Expenses

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

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

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

5.15 Requirements prior to attending Practice Learning Experiences (PLEs)

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

The offer of PLEs within the NHS is only slightly different from the private sector.

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

5.15.1 Letter of Authority

Health Boards and Trusts have agreed terms for students' PLEs and these are found within the Letter of Authority that students will receive before allocation to these areas.

Students will be issued with the Letter of Authority during the first few weeks of the programme, as part of the overall introduction and induction.

Students **must** read the letter and sign to confirm they agree to the terms. The letter and instructions on the process for signing will be issued by email from SNMPPlacements@rgu.ac.uk. Actioning this as soon as possible will facilitate progression to the student's first PLE.

5.16 Practice Assessment Document (PAD)

The student's performance and assessment in practice is recorded in their PAD. The purpose of the PAD is to provide a record of practice learning progress and achievement of learning outcomes throughout each practice learning experience (PLE) (NMC 2018a). This allows current and future Practice Supervisors, Practice Assessors and Academic Assessors to see an overview of the student's progress from the first PLE right through to the last.

The PAD is an integral part of the learning process. It is not simply a catalogue of learning activities; rather, it provides clear evidence of the learning that has occurred. The PAD should provide evidence of learning from academic activities as well as from practice experience; it is particularly important to demonstrate achievement of the NMC platforms and proficiencies and the skills and procedures (NMC 2018b).

Your PAD contains additional information relating to the requirements for each practice learning experience and also the NMC platforms, proficiencies, skills and procedures.

All pre-registration nursing students consent to the carrying of practice learning documentation throughout the length of their programme and recognise the importance of the PAD to ongoing learning, the final assessment including the confirmation of completion and for future practice.

See also *Practice Assessment Document* in the Assessment section (6).

5.17 Supernumerary Status

The NMC (2018) states that:

"approved education institutions, together with practice learning partners, must ensure that students are supernumerary."

Whilst on Placement Learning Experiences (PLEs) nursing students have supernumerary status and the NMC (2018) states that:

"Supernumerary students in practice or work placed learning must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting".

Student's names may appear on duty rotas for scheduling purposes but they will not be counted as part of the workforce.

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

During PLEs students have supernumerary status meaning that they are not counted as part of the staffing required for safe and effective care in that setting. Students in practice learning will be supported to learn and the level of supervision can decrease with the student's increasing proficiency and confidence but supernumerary status should remain. There are processes within the School to ensure supernumerary status. If you have any queries, experience any challenges or concerns in relation to this, please contact the appropriate Practice Education Lecturer for your Stage who will be able to offer support.

5.18 Timesheets

Timesheets form part of the summative clinical assessment. All timesheets should be submitted via email to SNMPRecords@rgu.ac.uk.

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

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

SNMPRecords@rgu.ac.uk

Completed timesheets should be emailed to: SNMPRecords@rgu.ac.uk

See also *Shift Patterns*.

5.19 Pregnancy

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

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

6 Assessment

6.1 Assessment Overview

The purpose of assessment is to enable the student to demonstrate that they have achieved the learning outcomes for each theoretical and practice learning module that make up the programme they are studying.

Assessment also provides the evidence that confirms the student has achieved the standard required for receiving the programme academic award and professional registration. Assessment refers to both coursework and examinations. Coursework includes continuous assessment such as essays, reports, practical exams, posters and practice learning assessment. All assessment work must be the student's own unless it has been clearly specified that a group submission is required. Detailed guidance about assessment is provided in the School's [Assessment Charter](#).

There are five main assessment types:

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

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

6.2 Assessment Schedule

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

[NUS062 – General information](#)

6.3 Assessment Responsibilities

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

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

See also *Support for Assessments*.

6.4 Examinations

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

Students should familiarise themselves with these guidance notes.

6.5 Plagiarism

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

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

6.6 Academic Integrity

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

6.7 Support for Assessments

Members of the module teams will provide students with support and guidance on the assessment of each module. Such support may be undertaken with the class as a whole, within a tutorial group, online or on an individual basis. 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 and Study Requirements*.

6.8 Submission of Assessment

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

Note: All drop boxes will close at 12 noon.

6.8.1 Presentation of Coursework

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

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

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

It is recommended that coursework is word processed and double spaced, using either Arial or Verdana script in font size 12. Students will receive information about provisional feedback on their assessment via their RGU email address no later than 20 working days from the submission date.

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

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

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

6.8.2 Practice Assessment Document (PAD)

It is the student's responsibility to ensure their PAD is completed and signed appropriately by themselves and their Practice Assessor before submission. Students should retain copies of their final interview pages from each placement learning experience for their own records.

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

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

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

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

It is unacceptable for students not to submit summative assessment nor attend examinations without a valid reason. Non-submission means that the student has lost that assessment opportunity and this will shift the assessment workload to a later point in the programme 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's Fit to Sit Policy sets out the student's responsibilities with respect to informing the School of any reasons why they are unable to undertake an assessment.

www.rgu.ac.uk/academic-regulations

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

6.9 Turnitin Feedback Studio: Dropbox, Originality Report and Feedback

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

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

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

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

Turnitin also checks the student's work for originality. It compares the student's work against other electronic sources such as the Internet, electronic journals, eBooks and the submissions of other students from this university as well as from other universities. It returns an originality report with an originality score and a colour coding system indicating the level of duplication of other materials from other sources. A lower score is better than a higher one. The purpose of using Turnitin is not to "catch students out", but to give them a self-diagnostic tool and to raise their awareness of the requirement of good referencing and academic honesty. It is up to the marker to judge what score is acceptable on a submission by submission basis and to determine whether plagiarism has occurred.

Key points about the use of Turnitin in modules are:

- All modules on CampusMoodle contain a Draft dropbox and a Final for Marking dropbox.
- ALL attempts at module summative assessment MUST be submitted electronically into the Final for Marking dropbox. Failure to do so will mean that the assignment is registered as a non-submission.
- Before final submission, students may submit a draft of their work into the Draft dropbox. The originality report may highlight areas of concern and students will then have the opportunity to take corrective action before submitting it to the Final for Marking dropbox.

- 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 programme/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 be 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 with the exception of some OSCEs where the academic result may be e-mailed to the student's RGU e-mail address.

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

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

The feedback students receive will often be written. It is important that students read the feedback given and use the information to develop their ability to perform well in 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 failed work is subject to first and second marking, i.e. two lecturers from a module team will review the assessment. In addition, a sample of a range of pass grades, e.g. A-D will be subject to first and second marking to ensure that quality assurance measures are applied in the marking of assessments. See [RGU Assessment Policy](#).

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

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

6.13.1 Resubmission of Assessment

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

Students who are required to submit a 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

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

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

See also *Assessment Board*.

6.15 University Grading Scheme

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

Most importantly, the grading scheme must be transparent to students. They must have an unambiguous understanding of what students have to achieve in their assessments in order to obtain particular grades. To meet this aim, every module has 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 programme 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 programme, as well as other Board members with a responsibility or interest in the programme.

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

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

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

See also *Number of Assessments*.

6.17 External Examiners

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

Students **must not** make direct contact with External Examiners. External Examiners are required to inform the University of any contact initiated

made by a student. Contact with an External Examiner initiated by a student may be dealt with as misconduct.

The external examiners for this course are:

- Mental Health Nursing: Dr Tommy Dickinson, Head of the Department of Mental Health Nursing, King's College London
- Children & Young People's Nursing: Mary Brady, Senior Lecturer Child Nursing, Kingston University
- Adult Nursing & Adult (Hons) Nursing: Andrea Shepherd, Lecturer, University of Ulster, Derry
- Adult Nursing & Adult (Hons) Nursing: Dr Mansour Mansour, Associate Professor, Imam Abdulrahman Bin Faisal University, Saudi Arabia

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

7 Evaluation

7.1 Overview

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

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

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

For further details, please access: <http://www.rgu.ac.uk/student-experience>

See also *Student Representation and Partnership*.

7.3 National Student Survey

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

We work with students to identify areas in which we should share good practice, and areas for improvement. Students will receive the relevant information closer to the time. Importantly, we do not wait until the end of the 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.

7.4 NHS Education for Scotland (NES) Student Survey

The programme is funded by the Scottish Government. As such, the commissioning body for pre-registration nursing programmes annually reviews the quality of provision in such programmes and this includes the experiences and views of nursing students, Practice Supervisors/Practice Assessors and charge nurses. In the final year of the programme, students will be asked to complete the NES student survey. Students will be provided with more information about this in the final year. The findings of the survey contribute to the enhancement of pre-registration nursing programmes.

7.5 Student Evaluation Questionnaire

The Student Evaluation Questionnaire (SEQ) is a survey which is conducted annually with all students at all stages within their programme. It is a survey which is conducted by RGU and is normally released around April

each year. The survey provides students with the opportunity to evaluate experiences of teaching and learning in their respective stages and allows for individual feedback on overall programme experience as well as modules studied throughout the year.

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

7.6 Practice Learning Experience (PLE) Evaluation

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

See also *Quality Management of the Practice Learning Environment (QMPLE) Mobile App*.

8 References

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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.