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About this guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your local Academic Faculty Office is:</td>
<td>Walsall Campus</td>
</tr>
<tr>
<td></td>
<td>WP Building</td>
</tr>
<tr>
<td></td>
<td>01902 518943</td>
</tr>
<tr>
<td>Your Student Centre is:</td>
<td>WA Building</td>
</tr>
<tr>
<td></td>
<td>Walsall Campus</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:Here2Help@wlv.ac.uk">Here2Help@wlv.ac.uk</a></td>
</tr>
</tbody>
</table>

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

David Hanson, Head of Adult Nursing

Course Management and Staff Involved with the Course
David Hanson-Head of Adult Nursing / Lisa Mould-Course Leader
Your Head of Nursing will assume overall responsibility for overseeing your progress in both theoretical and practice components of the award throughout the three years.

Group Teacher
Throughout the course each cohort is allocated group teachers responsible for liaising with the group on matters including organisation, planning and student experience of the programme. They act as a 1:1 support mechanism available to students.

Module Leaders
Each module has a module leader and a module team. The module leader will ensure that you are provided with educational support. They will, as appropriate:-

- advise on academic standard required.
- facilitate identification of preferred learning styles and needs.
- participate in preparatory and evaluative processes in order to facilitate learning

Personal Tutor
You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you achieve the course learning outcomes. Your personal tutor will meet with you on a regular basis to monitor your progress and support and guide you as you progress through to the completion of your course.

Practice Mentor
During each placement you will have an identified practice mentor with whom you should expect to work with them on a regular basis during the week. Their role is to:

- Orientate you to the learning environment
- Explain emergency procedures including fire, health and safety and resuscitation procedures.
- Organise and agree your duty rota
- Involve you in planning learning opportunities
- Assume responsibility for your practice, whilst providing direct and indirect supervision.
• Provide learning opportunities for you to achieve personal objectives
• Provide ongoing feedback
• Develop focused action plans to enable you to successfully complete assessments
• Carry our assessment of practice in accordance with assessment policies
• Promote critical thinking skills in practice
• Recognise your individual learning needs.
• Adhere to the principles of adult learning.
• Maintain effective liaison between you and your personal tutor.

Practice Placement Managers / Clinical Placement Facilitators

This is the individual identified within your home trust base who is responsible for overall quality monitoring of clinical placements in liaison with the practice team and the Faculty's Head of Practice and Innovation. They provide ongoing support and guidance to both students and mentors.

Faculty Enabling Tutor

This is a member of the Institute of Health Professions academic staff who has particular responsibility for students who may have specific learning needs, and who can advise on support systems to address these. The Institute of Health Professions contact is, Pauline Lim Email: P.Lim@wlv.ac.uk

Other mechanisms of student support

Faculty of Education Health and Wellbeing Student Forum

The Faculty of Education Health and Wellbeing student forum provides an opportunity for student representatives on all programmes in the Faculty to meet with other students and senior managers to discuss issues relating to the overall student experience.

Forum meetings are held three times per year at all campuses.

You can also consult the University’s Student Services Gateway as appropriate. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the course.

Cover during holiday periods

If you email staff during holiday periods, you will normally get an out of office reply giving you an alternative contact number or email address. A member of the nursing team is always available during university hours (except weekends and public holidays) and can be contacted via the administrative staff supporting the nursing team. As staff work off site, they may not be immediately contactable, and will get back to you within three working days. If it is an emergency, and you cannot immediately get a member of the nursing team, you are advised to contact the administrative team or the student advisor.

Additional Support

• Counselling offers a confidential space in which you can talk to a counsellor about your concerns. Personal appointments are available on all campuses;
there is a drop-in service every weekday at City Campus and online counselling is available via WOLF.

- The student financial support unit can help students with advice on funds available to students.
- The student enabling service centre provides a comprehensive range of support for D/deaf, Dyslexic and Disabled students including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies.
- The inter-faith Centre is also available to those requiring spiritual guidance, support or a listening ear.
- Each Head of field of nursing is available for confidential matters related to theory or practice

Students Union

As an enrolled student you are also eligible to join the student union and access their full range of services. The union has an extremely refined web site with numerous support groups for all students. You can access it via the University web site www.wlv.ac.uk and click on current students.

Communication

Contacting Staff
Although your teaching is based at a specific campus the Nursing Team works between various university campuses and NHS Trusts. Their locations vary from day to day and week to week. Locations for the current week are normally held by the Nursing team administrative staff, and at Reception. If you need to see any of the nursing lecturers, you are advised to make an appointment as it cannot be guaranteed that they will be in or free to see you if you drop in unexpectedly. Staff can be contacted by email, telephone or via the nursing administrative team. If you telephone and are not able to get the lecturer you want, you should ask to leave a message and contact number to return your call.

Student Appointment Manager System
SAMS is a simple electronic diary system that enables staff and students to manage their meeting during term time. If you need to arrange a meeting with academic staff; lecturers on your modules or tutors responsible for your course, then this system is designed to help you. http://shawsams.wlv.ac.uk

E-mail is an effective means of contact, however you are not guaranteed responses to e-mails on the same day. You would normally expect to get a response to e-mail communication no longer than 3 working days, providing the recipient is not on holiday or sick leave.

If you need to speak to a nursing lecturer urgently, the nursing administrative team can contact them on your behalf. In an emergency, any of the nursing team will help you.

You should be aware that the nursing team book annual leave at varying times of the year, which will not necessarily coincide with your annual leave. With exception of public holidays there will always be a member of the team who will be contactable at the University. Forward planning is essential if you want to see a particular member of the team.
Staff Contacting You
Staff may need to contact you for various reasons, often at short notice and possibly urgently. It is therefore essential that you regularly check your e-mail. All class e-mails will be sent to your University e-mail address, and not to private accounts.

It is essential that any change in your personal details, like a change of address or telephone number, is recorded on the University Student Management System (e:Vision) without delay. Remember to notify any change to your mobile number. All correspondence will be sent to the address registered on the University Management System. You should check that this is correct.

It is advisable that the group agree an effective means of getting information to each other. Infrequently, it may be necessary to get a message to the whole group urgently, for example, in unforeseen circumstances that necessitate postponing a lesson start time. This can usually be done via text message. We appreciate that your time is valuable, and endeavour to keep you informed of any events/circumstances to prevent you making an unnecessary journey to University or place of work.

Previous groups have found it effective to identify contacts that can then initiate cascading the information to the group. The notice board on WOLF will be used to notify any non-urgent advanced changes to outline plans and timetables. Some modules may use the course café (in WOLF) or twitter for communicating with your peers or staff.

Academic Counselling
Academic Counselling is a two-way process. You must communicate with your Personal Tutor and ensure that any problems affecting your studies are brought to their attention. Tutors will assist you as best they can, early notification of problems may prevent an escalation of a situation, which may then become more difficult to resolve.

You must attend progress interviews with your Personal Tutor at least three times per academic year. The purpose of this meeting is to review your progress, advise you on any actions required of you, and identify/make provisions for any support you require.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying.
## Student Support in FEHW

<table>
<thead>
<tr>
<th><strong>WHO?</strong></th>
<th><strong>STUDENT ADVISORS</strong></th>
<th><strong>HERE2HELP STUDENT CENTRE</strong></th>
<th><strong>PERSONAL TUTOR</strong></th>
<th><strong>SKILLS FOR LEARNING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as 'Here2Help'</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work</td>
<td>Based in our Learning Centres</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
<td>All campuses have a Student Centre, commonly known as 'Here2Help'.</td>
<td></td>
<td>Online and in person support and guidance</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHAT?</strong></th>
<th>Enrolment &amp; module registration</th>
<th>Submitting work &amp; examinations</th>
<th>Academic regulations – one week extensions &amp; extenuating circumstances</th>
<th>Leave of absence</th>
<th>Student finance issues</th>
<th>Student enabling centre</th>
<th>Careers &amp; counselling appointments</th>
<th>Support for your academic development and progression</th>
<th>Personal (pastoral) guidance</th>
<th>A consistent point of contact throughout your studies. Three meetings per year.</th>
<th>Transferable support on your academic study skills:</th>
<th>General skills guidance</th>
<th>Academic writing support</th>
<th>Referencing</th>
<th>Searching for literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-entry support</td>
<td>General support about study and student life</td>
<td>Guidance – referral to University services</td>
<td>Knowledge of the Faculty and its Courses</td>
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</table>

| **HOW?** | Contact: FEHWSupport@wlv.ac.uk | Regular drop in sessions & appointments | City - MX building | 01902 321150 | Walsall - WA building | 01902 323135 | Log a call – e:vision helpdesk (Help>contacts) | Check who your tutor is on e:vision | Meet with your personal tutor at regular intervals | Visit SAMS to book an appointment | | | | | | |
|-----------|-------------------------------|-------------------------------|----------------|-----------------|-----------------|----------------|-----------------|--------------------------|--------------------------|----------------------------------|----------------------------------|--------------------------|---------------------------------|-----------------------------|-----------------------------|
| | | Regular drop in sessions & appointments | City – MH building | Walsall – WP building | Burton Campus | | | | | | | | | | | | |

*** Visit the Student Support homepage for more information ***

*** Also visit the Students Union Advice and Support Centre for impartial guidance ***
# Course Structure for Undergraduate courses

Students will study:

- **Full-time**: normally modules worth 120 credits each academic year
- **Part-time**: normally modules worth no more than 80 credits each academic year.

## Level 4 (1)

<table>
<thead>
<tr>
<th>Year long modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 4NH007</td>
</tr>
<tr>
<td>C 4NH009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 4HW031</td>
<td>C 4NH010</td>
</tr>
<tr>
<td>Research Awareness for Health Care Professionals</td>
<td>Understanding Public Health and Wellbeing</td>
</tr>
<tr>
<td>C 4NH011</td>
<td>C 4NH012</td>
</tr>
<tr>
<td>Preparation for Practice</td>
<td>Development Essential Nursing Skills</td>
</tr>
</tbody>
</table>

## Level 5 (2)

<table>
<thead>
<tr>
<th>Year long module</th>
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</thead>
<tbody>
<tr>
<td>C 5NH004</td>
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<tr>
<td>C 5NH008</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 5HW025</td>
<td>C 5HW012</td>
</tr>
<tr>
<td>Framework for Professional Practice</td>
<td>Research Methods</td>
</tr>
<tr>
<td>C/O 5NH006</td>
<td>C 5NH009</td>
</tr>
<tr>
<td>Developing Skills for Practice in Diverse Health care Settings</td>
<td>Caring for People of Different Ages with Complex Health Care</td>
</tr>
</tbody>
</table>

## Level 6 (3)

<table>
<thead>
<tr>
<th>Year long modules</th>
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</thead>
<tbody>
<tr>
<td>C 6NH037</td>
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<tr>
<td>C 6NH028</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 6HW065</td>
<td>C 6HW020</td>
</tr>
<tr>
<td>Service Improvement Incorporating Inter-professional Collaborative Working</td>
<td>Evidence Based Practice in Infection Prevention and Control</td>
</tr>
<tr>
<td>C 6NH010</td>
<td>C 6NH012</td>
</tr>
<tr>
<td>Skills for Caring for the Acutely ill Person in Diverse Settings</td>
<td>Challenges of the 21st Century Adult Nurse</td>
</tr>
</tbody>
</table>

## Level 7 (4)

<table>
<thead>
<tr>
<th>Year long modules (If applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 7NH021</td>
</tr>
<tr>
<td>C 7NH022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 7NH018</td>
<td>C 7NH023</td>
</tr>
<tr>
<td>Advanced Inquiry for</td>
<td>Health and Nursing</td>
</tr>
</tbody>
</table>
About the Course

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact David Hanson, Head of Adult Nursing, Walsall and Burton Campus

The educational aims of the course are: This course will enable you to develop a systematic understanding of knowledge and skills in order to meet the NMC’s requirements for initial registration as an autonomous practitioner in adult nursing.

On completion, you will have a conceptual understanding of the research process that will enable you to critically evaluate current research. This knowledge will underpin your nursing practice so that you will be able to provide safe and effective nursing care to adults and to support their families and other carers in a variety of health care settings.

This course is a combined professional and academic award that aims to develop your nursing practice in decision making ability in complex and unpredictable situations. It will provide you with the skills to deal with these complex issues both systematically and creatively.

You will be provided with the necessary professional values, communication, interpersonal and clinical skills which will enable you to lead, manage and be an effective member of the multi-disciplinary team. As part of this team you will then be able to provide high quality, compassionate care to adults, their families and carers.

Nurse Education Philosophy

The beliefs underpinning the nursing curriculum are:-

- The safety of the public and service users is paramount;
- Nurses should provide holistic evidenced-based individualised care in cooperation with their patients, clients and carers; that equally values the physical, psychological, sexual, social and spiritual needs of the person and the nurse must be able to act as an advocate to protect the person’s best interests;
- Nurses must treat people compassionately through relationships based on empathy, respect, dignity, humanity and sensitivity
- Nurses must have a clear understanding of their own profession and be able to effectively communicate and work in a co-operative and collaborative manner with others to achieve optimum outcomes of care;
Life-long learning will enable the student to continually explore and evaluate all available evidence, constantly striving for competency and excellence in nursing practice;

Nurses must understand the theories of nursing and other theories that apply to nursing practice and apply these to provide a theoretical framework to provide safe, effective nursing care within any health care setting;

Theory and practice are equally valued.

The course learning outcomes are:

<table>
<thead>
<tr>
<th>Certificate in Higher Education</th>
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</thead>
<tbody>
<tr>
<td>At the end of <strong>level 4</strong> you, the student, will be able to:</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study</td>
</tr>
<tr>
<td>2. Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.</td>
</tr>
<tr>
<td>3. Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work</td>
</tr>
<tr>
<td>4. Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments</td>
</tr>
<tr>
<td>5. Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility</td>
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</table>

<table>
<thead>
<tr>
<th>Diploma in Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of <strong>level 5</strong> you, the student, will be able to:</td>
</tr>
<tr>
<td>1. Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.</td>
</tr>
<tr>
<td>2. Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</td>
</tr>
<tr>
<td>3. Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</td>
</tr>
<tr>
<td>4. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</td>
</tr>
<tr>
<td>5. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively</td>
</tr>
<tr>
<td>6. Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</td>
</tr>
</tbody>
</table>
### BSc Non-Honours Degree

At the completion of **60 level 6 credits** you, the student, will be able to:

1. Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge.

2. Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

3. Demonstrate conceptual understanding that enables the student:
   - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
   - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.

4. Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

5. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.

6. Demonstrate the qualities and transferable skills necessary for employment requiring:
   - the exercise of initiative and personal responsibility
   - decision-making in complex and unpredictable contexts
   - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

### BSc Honours Degree

At the end of **level 6** you, the student, will be able to:

1. Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge.

2. Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

3. Demonstrate conceptual understanding that enables the student:
   - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
   - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.

4. Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate
information, ideas, problems and solutions to both specialist and non-specialist audiences

5. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

6. Demonstrate the qualities and transferable skills necessary for employment requiring:
   • the exercise of initiative and personal responsibility
   • decision-making in complex and unpredictable contexts
   • the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

### Integrated Masters

At the end of level 7 you, the student, will be able to:

1. Meet the NMC standards of competence for pre-registration nursing education.

2. Provide nursing care that is safe, compassionate, effective and ethical, so that you are able to assume full responsibility and accountability for your own practice. You will be able to apply for registration on Part 1 of the NMC register within the legal framework of the country in which you are employed.

3. Demonstrate a systematic understanding and in depth knowledge of nursing and a critical awareness of current problems. You will then utilise, reflect upon and display a comprehensive understanding of techniques applicable to research which will enable you to reach sound nursing judgements and exercise effective decision making in complex and challenging situations.

4. Develop a conceptual understanding of the delivery of health and nursing care in the current context of healthcare provision. Critically examine the impact of political, professional and social contexts on your provision of individualised adult nursing care within the environment of a multidisciplinary team. You will also be able to communicate effectively with colleagues and a wider audience in a variety of media.

5. Acquire originality in the application and in depth knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in nursing. This will enable you to effectively apply your learning to identify, manage and lead enterprising innovations and service improvements in adult nursing practice. Evaluate critically current research; this will include the ability to conduct independent research projects.

6. Demonstrate the quality and transferable skills necessary for employment globally. You will exercise initiative, take responsibility and solve problems in a creative and innovative way. An independent learner will have been created and you will now have the skills required in order to continue to maintain, develop and advance your knowledge in order to pursue future research.

These will be achieved through the following learning activities:
Your learning will include the study of six modules per year (five modules in year four); you will need to study the prescribed modules in order to fulfil professional requirements.
Further to this, the modules should enable you to achieve our graduate attributes, which can be accessed via the following link: http://www.wlv.ac.uk/about-us/internal-departments/the-college-of-learning-and-teaching-colt/academic-development/a-curriculum-for-opportunity/wolverhampton-graduate-attributes/

Paramount to your progression and development in preparing you for your future role in health and social care is the valued input of service user/carers into the design and implementation of the MNurs (Hons) Adult Nursing course. The types of learning which will help achieve the above include:

**Formal learning** - we promote a blended approach to learning; some core content will be delivered in the ‘face-to-face’ traditional teaching style but will include interactive activities to challenge you and develop your knowledge and understanding of competence in practice.

**Applying theory to practice** – we use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to shape your professional practice e.g. critiquing of journal articles, informal presentation and case studies, and developing and testing skills in summarising key research in order to develop and disseminate to the healthcare team. You will make use of a range of electronic resources to investigate the influence and impact of global healthcare communities on national and local policy.

**Problem solving and decision making** – problem based learning is an engaging and dynamic tool that can be an effective way to enhance your understanding of real practice problems. It provides an opportunity to develop your skills in clinical decision making within a safe environment, and to apply knowledge to deliver and lead quality initiatives to improve the experience of the patient (and family) in the multicultural care setting.

**Research skills** – you will be supported in the preparation of a detailed evidence-based intervention and an independent study of relevance to adult nursing which will develop and expand your theoretical and practical knowledge of the research process.

**Computer based learning** - the integration of computer based technology, directed studies and traditional teaching will enhance the quality and efficiency of your learning experience. You will be encouraged to access electronic learning resources within both the University and the healthcare environment, including the use of e-mail and discussion forums to communicate with fellow professionals in the learning community and develop your personal and professional values.

**Service user and carer involvement**

The Faculty has a well-established and active service user and carer group (SUCCESS) which offers its members unique and individual experiences to help enhance the learning experience of the student. The group’s input aims to help develop critical, flexible and reflective students to ultimately improve the outcome and experiences of patients, service users and carers. It does this by collaborating very closely with academic leads at every stage of the student journey.

The ability to use digital resources and equipment is a key attribute of a graduate nurse and reflects the need for the healthcare worker to use advanced technologies in areas such as record keeping, delivery and management of care.
Students studying the Integrated Masters in Adult Nursing will have the opportunity to develop their work for publication with the support of the Academic team. We will guide and support your learning using a mixed approach including:

- **Lectures** – we will use a variety of interactive learning methods that are supported by digital technology to enhance your learning.
- **Workshops** – interactive workshops will allow you to develop your therapeutic skills by having time to practice, such as during the person centred care module and inter-professional learning modules.
- **Simulated practical sessions** – you will have the opportunity to engage in supervised practice to become knowledgeable and skilled in adult nursing, which will enhance your employability prospects. You will have the opportunity to learn in our well-equipped skills labs which include practice areas that are hospital and home focussed. Some assessments will also take place in the skills labs to enable you to develop your skills in a safe environment.
- **Debate and dialogue** - the University virtual learning environment, will provide a forum for you to engage in dialogue with your lecturers and other students in your group.
- **Online** – some of your modules will have significant amounts of online learning activity. This has been designed to help you to develop your digital literacy skills.
- **Problem Based Learning** – some of your modules will include working as a group to consider case studies related to your modular content.
- **Seminars** – where students take the lead in discussing relevant articles, debating and examining the evidence base that underpins nursing.
- **Formative online assessments** – where we provide you with the chance to ‘have a go’ at some of the summative assessment tasks before the actual assessment is submitted, as a way of developing your academic and practical skills with our tutorial guidance and feedback.
- **Work placements** – 50% of your course will be undertaken in practice placements where you will have the opportunity to practice your skills in the work environment with supervision and support. We hope that as you develop graduate nursing skills during your course, you will be able to apply your learning to develop your nursing competence in the practice setting. You will be able to reflect on personal and professional learning, the development of knowledge and skills and identify strategies to develop and deliver nursing care in the future.
- **Peer presentations** – you will study some aspects of specific modules and feed these back to the wider group so that you develop your ability to search, retrieve and use information to develop your knowledge of nursing.
- **Independent and self-directed learning** – this is an important part of degree level study and through the course you will be encouraged to become an independent learner, able to decide what to learn and how best to achieve this. Independent learning will be required of you as a qualified nurse as part of the Prep requirement (NMC 2008) to ensure your continuing professional development enables you to remain on the professional nursing register. This will be replaced with the NMC’s revalidation process from 2016.
- **Tutorials** – face to face meetings with the module team and your personal tutor.
• **Master Classes** – facilitated by Professors and Doctors within the University of Wolverhampton. This will include debating topical issues and engaging in critical discussions related to presenters topic of study

• **Writing for publication workshops** – facilitated by colleagues from within the FEHW. This will include helping and guiding you as you prepare to share your work via peer reviewed journals, conferences and presentations.

As part of your studies you will come into contact with a range of activities designed to promote and enhance your learning experience. Our use of blended learning activities encourages you to identify and address particular learning needs related to your practice.

The course is accredited, endorsed or approved (depending on the professional body requirements) Nursing education is governed by British law through a series of Statutory Instruments which you should be aware of as these govern the way in which your course has been developed.


Successful completion of your course leads to an academic award MNurs Adult and ensures you have met the standards for pre-registration nursing necessary for safe and effective practice to enable you to apply for registration on part 1 of the Nursing and Midwifery Council register.


The Nursing and Midwifery Order (2001) includes the details of the role and responsibility of the NMC with regard to protection of the public. Broadly, the NMC has to ensure that those admitted to the register are competent nurses who meet the requirements to be safe and effective practitioners based on the course of study undertaken. Also that each individual wishing to become registered can provide evidence that he or she is in ‘good health and of good character’.

In order to meet all of these requirements you will need to fulfil a set number of hours of study which are compulsory, this will include attendance both in the University and in the practice placements provided for you.

Your course has been specifically designed to provide you with the opportunity to fulfil the requisite number of hours. These have been agreed as a minimum of 4600 hours in four years. 50% of your course will be situated in the University (minimum 2300 hours) and 50% in practice areas (minimum 2300 hours).

As you will be working in the practice area for 50% of your course, you will be required to demonstrate professional conduct at all times. Your placement experiences will include providing nursing care to some of societies’ most vulnerable people, the very young, the elderly, those who have physical disability, learning disability and those who have perhaps been through some very challenging situations, resulting in mental health problems. In order to ensure all the people you care for are protected and safe, you will be expected to abide by the NMC guidance for student nurses and adhere to The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives (NMC 2015). In addition we will expect you to conduct yourself in a highly professional manner at all times, as this will form part of our assessment of you in practice. Further information will be provided by the course team and from the Nursing and Midwifery Council website:

Much of your work will require you to engage in effective communication, written and verbal. Guidelines have been provided on records and record keeping in the document The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives, section 10 (NMC 2015).

In addition to this, you will also be required to demonstrate good health and good character at the start of the course and throughout your studies and beyond. You will be asked to declare any changes in your circumstances which may have an impact on this important requirement and we have specialist support available at all times to advise you in the event of any changes.

Further details will be available to you in your course guide and from the following link to the NMC website:
http://www.nmc-uk.org/Students/Good-Health-and-Good-Character-for-students-nurses-and-midwives/

Successful course completion and registration with the NMC entitles you to use the title Registered Nurse.

Contact Hours
At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

University Academic Calendar
University Academic Calendar

Timetables
Timetabling information is available to you through the following:

1. Using the teaching timetable where you can search for and view all modules online at www.wlv.ac.uk/timetable.
2. Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.

3. For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at www.wlv.ac.uk/ctu.

Student Voice
The Student Voice is a partnership between the University and the Students' Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students' Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

Responding to Student Feedback “You said/We did”
At the University we value what our students say: you share your feedback and we act upon it. Our students' feedback is vital in channelling new ideas into the experience we offer both now and in the future.

Student Charter
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

Engagement
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
A. Understand the subject area you are studying;
B. Acquire and develop the skills and knowledge needed to ensure success;
C. Prepare for assessment tasks;
D. Learn from and with your fellow students;
E. Receive feedback from your tutors on your progress;
F. Fully participate in sessions, forums, seminars and other activities;
G. Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term ‘contact hours’ refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

The Wolverhampton Graduate
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:

1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

External Examiners
Tim Clark Canterbury Christ Church University Award and Module External
Debbie Jones London South Bank University Module External
Christine Brooks Buckinghamshire New University Module External

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

Academic Regulations
This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

Exam Regulations
The University also have regulations that specifically cover examinations. Examination Regulations

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

Integrated Masters

<table>
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<tr>
<th></th>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
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</thead>
<tbody>
<tr>
<td>Masters</td>
<td></td>
<td>4 years full time</td>
<td>6 years</td>
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</table>

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

The above maximum registration periods do not include time away from study approved under Leave of Absence procedure (see below)

ACADEMIC REGULATIONS EXEMPTIONS

“Section B.4.1 - In accordance with Professional Body regulations, applicants must have achieved English language proficiency of IELTS 7.0.
D.3.5 - There will be no right to repeat a practice module. For practice modules, provided students have passed the practice component, they will be granted the opportunity of a third attempt in the theory component only.

Section D.3.9. and D.3.10. - No compensation will be awarded on practical or theoretical modules but students will be granted the opportunity of a third attempt at levels 4, 5 and 6 (except for practice modules and the Independent Study module) providing they have passed 100 credits at the same level of study, with a maximum of 40 credits across the course.”

Approved by AFRSC (14/1/2016)

Discontinuation from the Programme

Discontinuation from the programme will be recommended if:-

- Clinical or professional practice outcomes are failed after 2 attempts
- The maximum period allowed for registration on the programme (7 years) would be exceeded on back-grouping.
- Your health would prevent you being able to register as a nurse on completion of training.
- Your personal/professional conduct would prevent you from being able to register as a nurse on completion.
- You fail to attend for theory and/or practice without notification.
- You persistently fail to attend the mandatory preparation/updates for practice.

Students who do not complete the full award will not be eligible to apply for professional registration with the NMC.

Reasons for discontinuation of training will be recorded on your transcript of training.

Serious academic misconduct will be determined by the Conduct and Appeals Unit. Students found guilty of serious academic misconduct will be referred to the Faculty Suitability Panel for consideration of the professional implications of the misconduct. The Suitability Panel has the discretion to recommend that the assessment board withdraw the student’s general right of re-assessment, as per academic regulation D3.14, resulting in discontinuation from the course.

Progression

Advice will be given by academic staff throughout your programme to assist you to progress. Should you fail to reach the required standard at any stage in the programme, then discontinuation by the Award Board may occur.

Three summative points of progression are identified within the programme. It will be necessary for you to have successfully completed all assessments in theory and practice at the appropriate summative point in order to satisfactorily progress to the next academic level of study. In exceptional circumstances if all learning outcomes are not achieved within the relevant academic year, all assessments must be passed and confirmed with 12
weeks of commencing the next level of study subject to meeting the requirements of progression.

In order to successfully complete your programme of studies and apply for admission to the nursing part of the Nursing and Midwifery Council (NMC) Professional Register. You are required to achieve the required standards in the following:-

- Theoretical Assessment
- Clinical Assessment
- Professional conduct
- You must have completed the required hours of study in theory and practice

For further information about progression (see appendix 1)

At the end of your programme it will be necessary for the Head of Adult Nursing to complete a signed declaration of good health and character.

Course Information

Attendance

The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The normal teaching day at the University of Wolverhampton starts at 9.00am and concludes at 9.00pm, and your modules are designed to sit within the time frame.

Staff are committed to helping you fulfil your potential. Your attendance at, and participation, in classes and practice is a key factor in ensuring that you do so. This is especially important due to the professional nature of the nursing programmes, where attendance at module delivery is expected part of the course validated by the NMC.

This will help you to:-

- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for you and undertake assessments;
- Learn from and with your fellow students; mentors and wider multi-disciplinary teams
- Receive feedback from teaching and from clinical practice areas;
- Participate in practical and group work – learning from and with others;
- Develop your communication skills;
- Improve yourself directed and objective learning skills;
- Engage with service users and carers.

Reference points

- UK Sector Skills Assessment 2011 (Skills for Health 2011)
• UK Quality Code for Higher Education. QAA. (2008)  

• NMC The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives (2015)  

• NMC Standards for Pre-Registration Nurses: (2010)  
http://standards.nmc-uk.org/PublishedDocuments/Standards%20for%20pre-registration%20nursing%20education%2016082010.pdf

• Department of Health: Essence of Care (2010)  

• The NHS’s role in the public’s health-A report from the NHS Future Forum (MECC)(2012)  

• Healthy Lives, Healthy People: Our strategy for public health in England (2010)  

• The “never events” list 2011/12 – Policy framework for use in the NHS (2011)  

• Kings Fund: Improving Public Health (2013)  

• Equality Act (2010)  

• University of Wolverhampton Equal opportunities Policy (2013)  
http://www2.wlv.ac.uk/equalopps/EDpolicyupdate.pdf

• Integrated Masters Degree Regulations (2014)  

• Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report (Keogh Report 2013)  

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• Quality with Compassion: the future of nursing education (Willis Report) (2012)


• Department of Health: Valuing People Now (2010)

• The Children’s Act: (2004)

• Every Child Matters (2003)


• No Health without Mental Health(2011)

• Closing the gap: priorities for essential changes in Mental Health (2014)
  https://www.gov.uk/government/publications/mental-health-priorities-for-change

• Confidential Inquiry into Premature Deaths of People with Learning Disabilities(2014)

• Health inequalities & People with Learning Disabilities in the UK: (2011)
  https://www.improvinghealthandlives.org.uk/projects/particularhealthproblems

• Winterbourne Review: The Scandal Continues (2012)

• Winterbourne Review: Transforming care one year on (2013)  

Blended Learning
As a student of nursing at the University you are entitled to experience the opportunities afforded by blended learning, where face-to-face learning and teaching is enhanced with the use of a range of technological approaches, such as online and interactive learning resources in the University’s virtual learning environment. Learning and teaching is supported by technological equipment. There is extensive access to high quality desk top computers across the University campuses as well as access to wireless network to enable you to bring your own devices if you prefer. The Library and Information Services (LIS), rated very highly by our students in the National Student Survey, are also supported by high level technology, enabling you to access a great deal of support for your learning, not just when you are on the campus – but from home, when on your placements and in work. LIS offers excellent online study skills support.

All your modules have a space on the virtual learning environment (VLE) and you will have access to electronic versions of all lecturer-produced documents, as well as the opportunity to engage in online dialogue with your lecturers and fellow students.

Modules will provide you with a range of opportunities to build confidence in your knowledge and skills by giving you feedback enabling you to work towards your summative assessments, which are final and start to count towards your grade of: distinction, merit or pass. Feedback is an important part of your learning experience at this University and you will be expected fully engage with all of the feedback opportunities we offer.

The course will draw on a wide range of interactive learning methods; some enhanced with interactive technology. Examples of this are online forums in the VLE and electronic portfolio systems where you may be asked to have a shared discussion or reflection on your learning, with your fellow students. The electronic portfolio is used to develop your personal and professional development plans throughout your studies. In some modules we use a flipped classroom approach, in which most of the theory is in a teacher-supported online format allowing you to work through materials at a pace that suits you. In those modules the face to face sessions focus on working/developing skills in collaboration with your peers and other professionals. Some modules will include the use of state-of-the-art streamed remote controlled video/audio cameras in the clinical skills labs. These medical observation and training system cameras (SMOTS™) harness the very latest technologies to record practicing of nursing skills in a simulated health and social care environment for the purpose of review and evaluation. This will enable you to improve your nursing practice and interpersonal skills. We also use interesting online resources to support clinical skills learning and medicines administration and calculation skills.

Many of your assessments will be submitted online and we give you the opportunity to practice this through formative assessments - work that will not count directly towards your degree classification but that will provide practice at certain points in the course so you can test out your knowledge and skills and receive helpful feedback on your progress.
Finally, as part of your use of blended learning opportunities we will expect you to use the technology and support available to research your own sources of information in order to meet the learning outcomes of the course. This includes online databases and referencing software.

**Assessment Methods**
Your nursing practice skills are assessed within the clinical field by specially prepared mentors. Mentors are other registered nurses who have undertaken an NMC approved course in mentoring. The process of assessment in practice is carefully regulated by the Nursing and Midwifery Council so that mentors know how to help you develop your nursing skills and also how to assess these.

Within the practice setting in addition to the support of named mentors, you will also work alongside a variety of experienced members of staff working in health and social care settings who can help you identify learning opportunities and supervise and support you as you take up these learning opportunities. Your mentor will be the person most likely to formally assess your learning in practice using a systematic approach that includes carefully prepared documents which you will keep as a record of your learning in practice. The system ensures that you record your clinical practical learning, have supervision and teaching by those who are working in the field and have their assessment of your work also recorded. You will also have the support of academic staff from the university. The academic staff work with mentors in the practice placement areas to ensure you have the opportunity to develop the standards of competence required for nursing registration with the NMC on successful completion of your course.

As you progress through your course you will be expected to take on more nursing responsibility in your practice placements to enable you to develop confidence and skills in your work as a member of the multidisciplinary team in adult nursing.

At level 7 you will have the opportunity, during your elective placement, to identify, develop and plan learning opportunities with your mentor. Your sign-off placement, in particular, will require you to model the work of a registered nurse so you can prepare for registration with confidence.

Throughout your practice placement learning you will be expected to conduct yourself in a professional manner at all times. We will provide guidance and information on the requirements regarding professional conduct to help you understand how to manage learning in the complex and sometimes unpredictable world of healthcare.

**Assessment of Theory**
At level 4 you are adjusting to the requirements of higher education. For some, this is a transition from school/FE and for others it is from the world of work. As you enter with different abilities and levels of knowledge of nursing, the assessment strategy at level 4 is based on understanding this and giving you the opportunity to enter level 5 equally prepared. Therefore at level 4, assessment is designed to build self-confidence and orientate you toward university life and learning with others on the course. This is done through some group work and coursework done in collaboration with others from other professional group such as midwifery, as well as fellow students who will be studying different fields of nursing to the one you have chosen.

Assignments require you to demonstrate knowledge and understanding of selected concepts and theories pertaining to nursing. As nursing has a strong practical focus your
assessments will include both academic and key practical/clinical skills. You will be enabled to develop such things as written communication skills, referencing, and working with others. A range of class based exercises, formative assessments (including online) and summative assessments are used across Level 4. Feedback on these is designed to enable you to develop and improve your own work. Level 4 supports you in acquiring the underpinning knowledge and skills that you will need to progress further with your studies. You will be expected to evaluate and interpret knowledge (QAA, 2008).

Feedback on assignments is given on content and analysis and also on written communication skills, referencing, structure and presentation. This is then applied as generic criteria throughout the entire course with raised expectations at each level as appropriate. Feedback is provided to you to help you develop your understanding and skills in adult nursing – it is important that you read your written feedback and discuss this with the academic team.

Level 5 further develops skills and consolidates knowledge and understanding achieved at level 4. You are expected to demonstrate knowledge and critical understanding (QAA, 2008) through wider reading, the use of databases and other pertinent IT, together with the ability to synthesize evidence from a number of different sources. You will also be expected to develop a sound grasp of the theoretical underpinnings and principles of nursing and your assessments mirror this. You will be assessed (both formatively and summatively) using a wide variety of assessment types including essays, exams, practical work, research exercises, case studies, presentations, formative blended learning exercises and online collaborations. At Level 5 you are expected to demonstrate the ability to critically analyse information and evidence and apply learning more widely. You should have an understanding of research and be developing higher levels of competence in academic skills and digital literacy.

At level 6 you are expected to be a competent and independent learner with the ability to use academic study skills appropriately as well as other methodological tools appropriate to nursing. You should be able to evaluate sources and arguments and make judgements. You should have developed a thorough understanding of the body of knowledge needed to underpin the provision of adult nursing care at initial registration and be able to communicate this effectively. Opportunities however, will still exist for formative assessment particularly through the submission of plans (in the independent study and service improvement modules) and the delivery of presentations in relation to your independent study. Various modes of assessment are utilised including coursework, presentations, online collaboration, examinations and case studies. The culmination of the programme for you is your independent study in which you should demonstrate your ability to devise and sustain arguments or solve problems, have a systematic understanding of the key aspects of the field of adult nursing, critically analyse and use enquiry (QAA, 2008). You will be able to demonstrate research skills and demonstrate high level academic skills and digital literacy together with a command of theory and knowledge of adult nursing.

At level 7 your work should demonstrate engagement in a focused academic debate which presents a range of evidence underpinning a deep understanding of all the issues studied. There should be a high level of synthesis and critical analysis (QAA 2008). You will have the opportunity to receive formative feedback to support the development of your summative work. Your modules will include a combination of structured learning and the opportunity to develop a piece of independent work. Your work will be focused around Adult nursing. The course will equip successful graduates with the potential to be able to enrol for doctoral study.
Guidance on the presentation of written assignments for the pre-registration nursing course

The majority of written assignments allocate a small percentage of marks to the presentation of the work- usually 5-10%. This is reflected in the overall grade your work is given. These marks can be gained through careful presentation, following the guidelines below. Additional information relating to the presentation of assignments submitted through electronic means such as pebble pad, can be found in the course guide for that module.

Use:

- a clear font such as Verdana or Arial
- a size 12 font or above
- Either double or 1 ½ spacing between the lines of your work
- Justify the edges
- Reference your work according to the Harvard referencing system available at https://www.wlv.ac.uk/lib/media/departments/lis/skills/study-guides/LS067-Harvard-2016.pdf
- Include a word count- all words used within your assignment are to be counted including references and direct quotes but excluding reference list and appendices.
- Leave a line space between each paragraph.
- Include page numbers
- Proof read your work carefully checking grammar, syntax and spelling
- Include a front sheet with your name, student number, cohort, personal tutor, module leader, named marker and title of the assignment
- Include the student declaration and barcode form – not necessary for electronic submission
- If appropriate, include your disability number and request for sympathetic marking
- Do NOT put each page in an individual clear plastic sheet
- Secure all pages of your work together
- Whilst appendices may enhance a students work, they are not marked.
- For further support and guidance visit http://www.wlv.ac.uk/lib/skills_for_learning.aspx

Maintaining confidentiality in assessed work

The guiding principle when considering confidentiality is protecting the identity of service users and carers, so that they cannot be directly or indirectly identified. Thus when submitting an assignment containing information about service users and carers, you must ensure that the work:-

- does not contain information that directly identifies service users and carers, (e.g. actual name, address or place of work)
- does not contain original or photocopied materials that can directly identify service users and carers
- the names of staff, wards or departments must be anonymised
- has the consent of the service users and carers concerned

It is permitted for you to submit copies of documents readily available within the workplace, e.g. assessment and care planning documentation (providing no patient
details are included), without making alterations other than those cited above. You are not required to remove names and/or logos of various organisations (e.g. NHS Trusts).

Students may also cite, unaltered information that is in the public domain such as local and national policies, as long as the source is fully referenced.

Getting the best from your assessment

- Complete assessments in accordance with instructions and guidance provided by the published deadline.
- Present yourself for formal written examinations at the correct place, day and time and bring your university identification with you.
- Remember that you are writing for another reader or readers. Do not assume that the reader will fill the gaps in your work.
- Use the introduction to establish what you are doing in your assignment.
- Use examples to support your analysis.
- Be objective and aim for reasoned argument. Phrases such as ‘in my opinion’ or ‘in my view’ are of little value because they are subjective. Do not use them. You should aim to support your points with evidence and reasoned analysis.
- Always acknowledge the use of someone else’s work, using the appropriate system of referencing. Also, it is a very serious offence to use someone else’s work, especially word-for-word or paraphrased contents of other’s work. This is called “plagiarism” and will be covered throughout the programme to ensure that you are aware of how to avoid it.
- Always keep copies of the sources or keep a note of each source as you use it, so that you can reference it in your bibliography at the end of your assignment.
- Plan your work in advance so as to meet the hand-in (submission) date. Writing up your research is often more time-consuming than you expect.
- Get help from tutors if you are unsure.
- Above all, do not ‘suffer in silence’; your module leader or marker will be able to provide guidance, so please use them.

E-vision

You can view your assessment results online and check your programme of study. You will need to open an e-vision account to be allowed access to this service. A link to this is available via the current students’ web page’.

Support for Learning

The University provides a range of resources to support you directly with your learning as well as other areas of your life. These resources are all signposted through the University web pages (http://www.wlv.ac.uk/study-here/student-support/) and include:

Study Support

We offer a variety of learning resources to help you progress. Academic skills support is available to all students throughout all levels of study, via both the faculty and our learning centres. Academic skills sessions are introduced within the induction programme, different modules and through a blended learning approach with access to material in VLE. This is to help you with using the learning resources effectively and also to help you when it comes to the assessments. Academic skill development is further embedded within the curriculum at different levels, through the ways in which lecturers present information and guide you to use it. Further support for learning is offered via personal tutors, tutorials with lecturers and feedback provided by lecturers for individual modules.
• LIS ‘Skills for Learning’ webpages offer useful online support and resources – [http://www.wlv.ac.uk/lib/skills-for-learning/](http://www.wlv.ac.uk/lib/skills-for-learning/) - ranging from referencing advice to support for academic writing and critical thinking.

• A range of ‘Skills for Learning’ workshops are available where participants can increase their academic and information skills in a supportive environment.

• LIS Learning & Skills Librarians offer individual support across our campus Learning Centres, as well as online support e.g. Skype appointments.

• LIS’s ASSIST online chat service provides real-time online librarian support.

**Personal support**

• **Student Advisors and Graduate Interns**
  The Faculty of Education Health and Wellbeing has four student advisors and two graduate interns (student support) to offer help and advice on a range of issues that may be affecting your studies. Advisors and interns can be contacted via email ([FEHWsupport@wlv.ac.uk](mailto:FEHWsupport@wlv.ac.uk)), telephone or on skype (FEHW support). There is also a range of guidance on the FEHW Support WOLF topic. Further contact details are available on our website – [FEHW student advisors](mailto:FEHWstudentadvisors)

• **Personal Tutors**
  You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you achieve the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) and support and guide you as you progress through to the completion of your course.
  Our student Centres (Here2Help) provide a range of services including support for enrolment and module registration, assessment submission, and various other activities which you may need to utilise during your studies. The centres are also the home to the careers, counselling and financial support services.

• **Counselling** offers a confidential space in which you can talk to a counsellor about your concerns. Personal appointments are available on all campuses; there is a drop-in service every weekday at City Campus and on online counselling is available via the University virtual learning environment (VLE) platform.

• **The student financial support unit** can help students with advice on funds available to students.

• **The student enabling centre** provides a comprehensive range of support for students with additional needs including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies. Our Faculty has appointed three Faculty Enabling Tutors to help support students with additional needs.

• **The inter-faith Centre** is also available to those requiring spiritual guidance, support or a listening ear.

All of our support mechanisms are enshrined in the Student Charter ([www.wlv.ac.uk/about-us/studentcharter](http://www.wlv.ac.uk/about-us/studentcharter)) which describes the expectations, values and standards which we work to in partnership with students. This document is led by the Student Union, and is reviewed annually.

**Distinctive features of the course**

The adult nursing course is developed around the professional body national and European requirements. The course at the University of Wolverhampton has some excellent features including:
• Opportunities for inter-disciplinary learning across all nursing fields and with midwifery, social work and social care.
• Excellent placement opportunities across a range of exciting health care settings such as emergency nursing, community nursing, operating departments, intensive care and nursing’ home placements, palliative care settings, specialist medical and surgical placements, prisons and social care settings.
• Support from the Adult Practice Team who will visit you in your placement area to support your learning
• International placement opportunities such as Spain, Finland, Czech Republic, Sweden and Norway
• Additional support and developmental opportunities to enhance your skills and your employability such as volunteering opportunities, Immediate Life Support (ILS), disengagement and de-escalation techniques.
• Our excellent facilities on campus (catering, libraries and well equipped social learning spaces) will ensure your learning is enjoyable. We are noted for our friendly, supportive and approachable staff, who are keen to help you as you take up your chosen career in adult nursing.
• Master Classes with Readers, Doctoral Holders, Professors and visiting speakers
• Develop an International Elective Opportunity for all students
• Writing for publication classes/support

Personal Tutor
When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

Academic Misconduct
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

Support for Students
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students' knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

A. Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
B. Download the Students' Union guide to Avoiding Academic Misconduct ("Write Right") - available from the Student's Union website;
C. Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre "Skills for Learning" website.
D. Contact your personal tutor or module leader.

Remember – there is help available if you need it.

**Defining Academic Misconduct**

**Cheating**
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –
- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

**Plagiarism**
Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.

The most common forms of plagiarism are –
- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a textbook or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**
Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Plagiarism Detection**
In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**
Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

**Anonymous Marking**
Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.

**Where to get help with your course**
Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

**Administration queries:**
- enrolment
- extensions
- extenuating circumstances
- Leave of Absence
- Course transfer, etc

**eVision helpdesk or your Student Centre**

**Academic and Course related queries**
- Personal Tutor
- Course Leader
- Head of Department (by email)

**Module related queries**
- Module guide (on WOLF)
- Module Leader or Tutor

**IT Problems**
- W: www.wlv.ac.uk/ITServices
- T: 01902 32(2000)

**Support for Study Skills**
- W: www.wlv.ac.uk/skills
- E: skills@wlv.ac.uk
- T: 01902 32(2385)

**Financial advice**
- W: www.wlv.ac.uk/moneymatters
- E: money@wlv.ac.uk
- T: 01902 32(1070)

**Special Needs** (Students with disabilities)
- Special Needs Tutor
- or
- Student Enabling Centre
- W: www.wlv.ac.uk/sec
- E: sec@wlv.ac.uk
- T: 01902 32(1074)

**Personal Issues**
- Personal Tutor (see eVision for details)
- University Counselling Service
- W: www.wlv.ac.uk/counselling
- E: counsellingservices@wlv.ac.uk
- T: 01902 32(2572)

**Independence:**
- Independent academic, financial, international and housing advice
- Students’ Union Advice and Support Centre
- W: www.wolvesunion.org/advice
- E: advice.wolvesunion@wlv.ac.uk
- T: 01902 32(2038)

**Who to Contact for help when you are studying on campus**

**Careers & Employment Centre**
- W: www.wlv.ac.uk/careers
- E: careers@wlv.ac.uk
- T: 01902 32(1414)

**General queries**
- eVision helpdesk
- or your Student Centre
Extensions, Extenuating Circumstances and Leave of Absence

The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

**Extensions** - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found [here](#).

**Extenuating Circumstances** – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

**Leave of Absence** - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students’ Union, particularly regarding the financial implications, before taking this step.

Taking a Leave of Absence can ensure that you have the time away from your studies you need, but it is important you understand all the implications. There are plenty of people who can advise you before you make your decision:

1. Your Student Centre (either in person or you could log an e:Vision Helpdesk call).
2. The Students’ Union Advice and Support Centre.
3. Student Advisors in your Faculty.
4. Your Personal Tutor.
5. The International Support Team (based in MX Student Centre, City Campus).

**Please consider before taking a Leave of Absence**

6. If you’re a full-time student, you could consider switching to part-time mode as an alternative.
7. While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
8. If you take a Leave of Absence after you have enrolled but before completing your module, any summative (graded) assessment submitted will be carried forward and will contribute to your assessment result for that module when you return, provided the same assessment requirements remain.
Financial impact
You should consider the implications of taking a Leave of Absence will have on your funding and finances. On approval of your Leave of Absence you must ensure that you are fully aware of the fee implications on your return to the course, as fees may be due again for the modules that you were studying when the leave of absence was agreed.

However, your individual circumstances will affect your right to funding so it is important that you seek advice from the Students’ Union Advice and Support Centre – who will also be able to advise you about the impact of any benefit entitlement.

You will not be entitled to Council Tax exemption whilst on a Leave of Absence.

Your tuition fees
In accordance with the University’s fee liability policy, you will be liable for any fees due dependent on the date that you officially apply for Leave of Absence.
If you are a full-time undergraduate UK student, tuition fees are due as follows:
9. Attendance in Term 1 = 25% of the tuition fee is due.
10. Attendance in Term 2 = 50% of the tuition fee is due.
11. Attendance in Term 3 = 100% of the tuition fee is due.
If you are a part-time student, your fee liability is dependent on the number of modules registered in any period.

If you are an international student we take into account the fact that you will have paid a non-refundable deposit and your fee liability points will be at the start of the first term and third term (remainder of fee). We recommend you seek guidance on this from the International Student Support team in MX Student Centre.

Health & Safety issues
Specific procedures relating to your course will be explained to you during induction and at appropriate points throughout the course. The University can accept no responsibility for any injury sustained through a student's negligence, misuse of equipment or disregard of instructions. You must observe all instructions regarding accident and fire prevention. All accidents must be reported immediately to a member of staff and will be recorded on an accident report form.
If you have a medical or other condition which may endanger yourself or others in a particular situation you must inform the member of staff present, and also discuss the condition beforehand with the Faculty Enabling Tutor

Health and Wellbeing whilst using your computer
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

Set-up and space
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.
Taking a break
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

Progression for Further Study
You can continue with further study and research at The University of Wolverhampton, including the Faculty of Education Health and Wellbeing (http://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-education-health-and-wellbeing/), where we currently offer a wide range of post graduate courses in nursing, health, education, social care and wellbeing. These include the opportunity to study specialist nursing practice at post-graduate level, including the opportunity to carry out further study at Masters and Doctoral level. The post-graduate courses are highly flexible, practice focused and potentially work-based and have been designed with health and social care employers to ensure that your studies will be related to the key, current and future, issues for health and social care provision. Courses can be studied full or part-time and you may be eligible for some support from your employer to undertake certain courses related to your role.

Lifelong learning and continuing education is an investment that you can make in yourself and your career. Your studies with us can enhance your professional credibility and employability, and demonstrate your flexibility and adaptability in an ever-changing climate. Further study allows you to develop your personal and professional practice, and acquire attributes which prepares you for greater responsibility, such as leadership and decision making skills.


Alumni

We're proud of your success. Be proud of your connection with us.

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information on Graduation and Alumni please visit our Alumni website.
APPENDIX 1
Understanding your Progression

Regulations
To be eligible to progress to the next level of study, students must pass all the required assessments in theory and practice. In order to progress from one year to the next students will:

a. be required to have passed modules totalling 80 credits or more; and
b. be in a position to recover any failure within the rules of the course; and
c. be able to complete the award within the maximum registration period as stipulated in this guide.

The award and progression board is responsible for confirming the progression status of students.

Students found guilty of academic misconduct in the final year of study will be discontinued from the programme.

Frequently asked questions

Requirement to have 80 credits or more to progress.

Q. When is the award and progression board normally held?

A. For autumn cohorts this will normally be in June/July and for Spring cohorts this will normally be in November/December

Q. What is the latest point by which I must have 80 credits in order to be able to progress into my next year of study?

A. At the final assessment board of the year, for autumn cohorts this will normally be in September and for Spring cohorts, this will normally be in January.

Q. What will happen if I do not have enough credits to progress?

A. You will be required to step off to retrieve the outstanding assessments, or you will be required to repeat the modules if you do not have any further assessment opportunities. You are not entitled to repeat practice modules. See the section about understanding your rights to a resit for more information about retrieval.

Requirement to recover failure within the rules of the course.

Q. What are the rules of the course that determine if I can progress with 80 credits

H. You must be able to retrieve the modules within 12 weeks of progressing into your next year of study. Assessments must have been marked and the results ratified by an assessment board.

Q. Will I always have to step off if I have to repeat a module?
A. Yes, however in some cases you may have a right to an additional resit attempt. See the section on understanding your rights to a resit for more information about this.

Q. What if I have extenuating circumstances, will I been able to continue and have longer to complete?

E. No, you must still be able to retrieve everything in time to go to an assessment board within 12 weeks of progressing into your next year of study.

**Ability to complete the award within 6 years**

Q. If I take a leave of absence, is this counted towards the 6 years?

A. No, leave or absence is not counted within the 6 year period, however you are only allowed to take a maximum of 2 years leave over the duration of the programme.

**Understanding your rights to a resit attempt**

You should be aware that the regulations below only apply to your first three years of study. Additional resit opportunities are not available at level 7. At level 7 you are only entitled to two assessment opportunities in the absence of any mitigation.

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**Regulations**

Students will only have two assessment opportunities to pass an assessment in the absence of any mitigation. If a module is not passed by the second attempt, students will have to repeat the module. There is no right to repeat practice modules.

Where Professional, Statutory, Regulatory Bodies do not permit compensation students will normally be permitted an additional re-sit attempt, provided students have passed modules worth a minimum of 100 credits at the same level, as follows:

- a. a maximum of 20 credits at level 4
- b. a maximum of 20 credits at level 5
- c. a maximum of 20 credits at level 6
- d. but overall, a maximum of 40 credits for Degree and Honours Degree awards

An additional re-sit attempt will not be permitted for:

- a. practice modules
- b. the designated independent study module at level 6

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**Frequently asked questions**

Q. When will it be decided if I can have an additional resit attempt.

A. Once you have completed all modules. You will only be eligible for an additional resit attempt if you have passed 100 credits at the same level. Additional resit attempts are not permitted for practice modules.
Q. What will happen if I have failed two modules (after 2\textsuperscript{nd} attempt)?

A. Providing both modules are theory modules, you will have to step off the programme and repeat the modules the next time that they are delivered. If you fail practice you will be discontinued from the programme. You will not be eligible for bursary while you are stepped off to repeat a module/s.

Q. What will happen if I have to repeat a module?

A. Your bursary will be suspended, you will have to step off the programme, re-register for the module and repeat the learning. You will have to wait until the module runs again before you can retake it. You will have to wait to rejoin the programme at the point you were stepped off, which may take a whole year.

Q. If I have to repeat a module, if I have passed a component of assessment, will I have to retake this?

A. Yes, if you repeat a module, you will have to repeat all module assessments and the percentage will be capped at 40% (years 1-3). Level 7 modules will be capped at 50%.

Q. Is it possible to complete within the year if I am entitled eligible to an additional resit opportunity provided I have not exceeded the maximum of 40 credits for the award.

A. Yes, providing you have not had to delay any assessment due to extenuating circumstances.

Q. What if I have failed one module (after 2\textsuperscript{nd} attempt) and still have a resit attempt on another module because of mitigation at the end of the year, will I be able to progress with 80 credits and have another resit opportunity in the module that I have failed and complete the resit at the same time so I do not have to be stepped off?

A. No, you will have to step off. You can only be considered for an additional resit attempt once you have passed 100 credits. You would have to complete your outstanding resit attempt first, and if you pass you will be eligible for the additional resit attempt. You would not have time to complete this within the rules of your course (12 weeks into your next year of study), so you would have to step. You should be aware that if your assessment is delayed because of mitigation, it may delay your progression if you do not have enough credits to progress.

Q. Will I be charged if I have to repeat a module

A. Yes, you will be charged for any module that you have to retake.