



The  
University  
Of  
Sheffield.

# The School Of Nursing And Midwifery

**Nursing Associate Foundation Degree<sup>1</sup>**

**(NURU152)**

**Nursing Associate Apprenticeship Standard Level 5**

# PROGRAMME HANDBOOK

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<sup>1</sup> Studied as part of the Nursing Associate Apprenticeship



The  
University  
Of  
Sheffield.



Education & Skills  
Funding Agency



## WELCOME

A very warm welcome to the University of Sheffield and in particular, to the School of Nursing and Midwifery. For many of you this may be the first opportunity of accessing one of the many programmes offered by the University. Therefore, the principal aim of this handbook is to answer some of the questions you may have about the University, the School, the programme and your role as a nursing associate apprentice.

Successful completion of this apprenticeship programme will allow you to practice as a nursing associate and seek Registration on the appropriate part of the Nursing and Midwifery Council (NMC) Professional Register. The NMC is the Statutory Body which regulates the education and practice of the nursing, midwifery and health visiting professions.

I do hope you will find the programme stimulating and enjoyable. It has been designed to provide a breadth of experience in nursing practice in a variety of care settings, which is underpinned by appropriate theoretical knowledge.

You will be supported by a number of experienced, committed, professional people throughout your programme. However, you will be responsible for your own learning and are actively encouraged to participate in the decision-making processes of the organization and, in particular, your programme.

We believe that successful completion of the programme will enable you to function as an associate nurse in a wide range of health and social care settings. It is a foundation on which you can build many other skills and knowledge appropriate to your future career opportunities.

Professor Tracey Moore  
Head of School of Nursing and Midwifery

## CONTACTS

Please complete this list of contacts for your reference

	<b>Name/location</b>	<b>Tel.</b>	<b>Email</b>
School office			
Site library			
Primary placement base			
Programme leader			
Programme co-ordinator			
Unit 1 leader			
Unit 2 leader			
Unit 3 leader			
Unit 4 leader			
Personal tutor			
School Disability Liaison Officer			
Safeguarding and Fitness to Practice Officer			
Inter-professional lead			
Group apprentice trainee representative			
Deputy apprentice trainee representative			

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## 1.INTRODUCTION

Welcome to the School of Nursing and to the Nursing Associate Foundation Degree Programme. We hope that you will find the programme stimulating and enjoyable and that this handbook will prove helpful to you during your time with us.

The handbook is intended to be a guide to the essential features of the programme, the regulations and requirements you are expected to adhere to, and the standards we set ourselves in delivering the programme to you. It should be used alongside the University of Sheffield general trainee handbook.

As an apprenticeship, this programme is different from other programmes in the University which generally do not have a vocational element to the same extent as your programme does. 80% of your programme will be spent in your current work environment where you are expected to engage with the work that takes place there. It also obliges you to comply with the requirements of the national and international bodies that developed this programme framework. Some of the effects of these conditions are that your programme does not follow the conventional academic year and your annual leave will be at different times.

It is important to note that, whilst this programme is approved by the University of Sheffield for the award of a foundation degree which contributes towards the end point assessment of your apprenticeship, your role once completed, will be regulated by the NMC. With this in mind you are made aware that service users are our first priority and their safety is paramount. It is essential that you therefore read this handbook and any associated policies available to you.

It is also important to understand that this Apprenticeship programme is funded by your employer using their levy, and you will be accountable to them for your timely progress and achievement. To comply as an apprenticeship programme this study must be undertaken in the way its set out in the Government approved Standard.

Apprenticeship standards describe the occupational profile linked to the knowledge, skills and behaviours that bring full competence in a particular occupation. They describe how an apprentice can demonstrate mastery of this occupation by the end of the apprenticeship. The standard itself is a short, concise document containing a clear occupational profile setting out the responsibilities of the occupation and linked to the knowledge, skills and behaviours which will be applied in the workplace.

The Apprenticeship Standard is set out here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate/>

The handbook is an important reference tool for you; please take some time to read the information and do so at an early stage in the programme. It has been produced in good faith but changes will inevitably take place in the School and the University and some information we provide now could become out of date during the time you are an apprentice trainee on the programme. We undertake to inform you of any changes as quickly as possible. Please consult your email account regularly, as well as the notice boards within the School.

Most importantly, we are looking forward to working with you.

Kind regards, The Programme Team

## 1.1 THE UNIVERSITY OF SHEFFIELD

The School of Nursing and Midwifery is part of the University of Sheffield's Faculty of Medicine, Dentistry and Health and takes an active part in all Faculty and University activities and developments. Founded in 1905, the University of Sheffield is rightly regarded as one of the country's leading research and teaching universities, and is consistently one of the most popular universities in terms of applications per place. The University is also well known for its community spirit, and the Union of Students, to which all students automatically belong, enjoys a national reputation for providing some of the best services and activities in any university. The University's Students' Charter is an expression of the close working partnership between the University and the Union of Students and of a shared commitment to maintaining and enhancing excellence in the educational experience of trainees at the University.

## 1.2 THE SCHOOL OF NURSING AND MIDWIFERY

The School of Nursing and Midwifery was integrated with the University of Sheffield in 1995. It aims to combine research activities with the delivery of postgraduate and continuing professional development programmes. Our research and research-led education is shaped by local, national and international health and social care policy. We work closely with our partners in health and social care, and design our programmes to meet the needs of the workforce. The School offers high-quality graduate and postgraduate education, which is flexible and responsive to the needs of competing demands within a rapidly changing environment.

## 1.3 COMMUNICATION

Good communication is a vital part of the School's operational effectiveness and this is especially important in relation to your programme. You will be provided with specific details about the team of academic and clerical support staff who will be supporting you during your time on the programme, and there are a range of communication and information routes open to you.

Once you have registered with the University you will receive a welcome pack from Corporate Information and Communication Service (CICS). This will provide you with a user ID and password to access the University computer system. (The password is notoriously unmemorable, but you can change it!).

### 1.3.1 EMAIL

All University staff have email addresses which can be found in the University telephone directory on the network. All trainees are automatically given University of Sheffield email addresses (Google mail) at the start of their programme.

You can access your mailbox through any computer connected to the internet anywhere in the world. As a trainee of this University, you have free access to this system; and to the World Wide Web, through desktop computers and terminals located in all University libraries and open access IT facilities such as the Information Commons on the main campus, which is open 24 hours a day almost all year round including holidays.

**NB. Academic and administrative staff will communicate with you through your University email account. It is essential that you check your email regularly as important changes to the programme will only be communicated to you via this system and not to your personal email account.**

**1.3.2 MUSE**

It is not essential that you have your own computer at home but you will find it much easier if you have access to a computer in a place that you can study. It is likely that you will want to access information held in the secure areas of the University website and therefore will benefit from internet access.

The University provides a secure system that acts as an internet gateway to all types of information you might want to use. This is accessible from any computer inside or outside the University and is known as MUSE. This provides you with a method of getting at relevant programmes, your own file store and to items specific to your Programme. It has 'groups' facility to aid online collaboration.

**Benefits for apprentice trainees:**

- Backup laptop or on campus computer files to U drive so you can access them from anywhere
- Access library account and online resources such as e-journals
- Access email from anywhere in the world
- Locate free computers on campus that you can use

**1.3.3 MOLE**

MOLE is 'My Online Learning Environment' – the virtual learning environment used by the University of Sheffield. You may have encountered something similar on previous courses you have undertaken as MOLE is based on Blackboard/WebCT, so if either of these (or other systems like Moodle) are familiar to you, you will understand how it works.

Some distance learning courses are taught in an entirely online fashion using MOLE but for your course we use it to support other elements of your learning. It is used as a repository of teaching materials, a way of bringing important information to your attention, a communications centre for both synchronous discussion groups and synchronous chat rooms and a gateway to additional learning resources.

At the beginning of your course you will be introduced to the way that MOLE works and what it contains.

**1.3.4 INFORMATION COMMONS**

The Information Commons is a recent exciting addition to the range of services available to our trainees. It offers the ultimate workspace for trainees, has over 500 computers, holds 100,000 books and has everything you may need to help with your studies. Key features include: open 24 hours a day, 7 days a week, group study rooms, silent study areas, a 72 seat internet café, self-service book issue and return machines.

Further information can be found on [www.sheffield.ac.uk/infocommons](http://www.sheffield.ac.uk/infocommons)

**1.3.5 COMPUTING SERVICES**

Any difficulties accessing your email or getting access to the secure areas of the School website from within or outside the University should be brought to the attention of the technicians at CICS who can be reached during office hours on 0114 222 1111 (internally on 21111). Their email address is [helpdesk@sheffield.ac.uk](mailto:helpdesk@sheffield.ac.uk).

## 2. THE PROGRAMME

### 2.1 THE PROGRAMME TEAM

The programme team is based in the School of Nursing and Midwifery in the Faculty of Medicine, Dentistry and Health at the University of Sheffield, which is located at:

Barber House Annexe,  
3a Clarkehouse Road,  
Sheffield S10 2LA

In undertaking the Nursing Associate Foundation Degree Programme you will be engaging with a group of academics who will facilitate your professional growth, development and learning in a most supportive and positively challenging of environments. The breadth of their experience offers a stimulating blend of academic and clinical expertise to the programme which we believe will provide you with an enjoyable and inspiring educational experience.

#### 2.1.2 BACKGROUND TO THE PROGRAMME

The Nursing Associate Programme has been developed and proposed by HEE England in response to a period of sustained reform of UK health services. This programmes development has involved a number of service partners to ensure that the programme meets local needs and prepares you for work in a range of environments. The NMC have now issues standards for the education of nursing associates and during the development of these the programme curriculum and placement groups have been conducting ongoing mapping and are now satisfied that he programme delivered is sufficient to ensure these are met.

Shifting patterns of disease and population demographics brought fundamental changes to the purpose, organisation and resourcing of health and social care. Professional groups engaged in care delivery and management are being asked to accommodate new concepts and ways of working that challenge past perceptions, roles and conventions. Against this backdrop of reform, the future expectations for nursing are being crafted, with nursing being identified as having a significant role in achieving the goal of a flexible, patient centred, cost effective and efficient health service. At the same time the role of the nurse is changing and, it has been noted that there is a potential role that can support them in the delivery of care

The purpose and importance of nursing within this complex and evolving health care system was and still is, clearly described in all key policy documents (DoH 2007, DoH 2008. NMC 2008/2010). All confirm the central role nurses will play in the reform and future management of care services. All emphasise the emergence of nurses as leaders, managers and co-ordinators of care, engaged as members of multi-disciplinary teams, prepared and empowered to lead change and clinical decision making. Alongside this the nursing associate is been developed in preparation for the support of the registered nurse as competent in practice and equipped with a range of intellectual and support skills that will help deliver confident and creative care.

Change and uncertainty continue to be an integral part of the NHS experience and, in addition, the Nursing and Midwifery Council has decided to regulate this role and, once new standards are introduced for the preparation and education of nursing associates, it is anticipated that there will be a mechanism to enable you to register.

The nursing associate programme aims to prepare you for the complex world of health care practice and to be able to tolerate the uncertainty integral to this working environment. In doing so you will develop an understanding of how the NHS and health and social care organisations function and interrelate, how policy and organisational factors impact on and influence the engagement and performance of all those involved and, importantly, you will develop the technical, intellectual and inter-personal skills necessary to support the registered nurse and engage actively and competently in multi-disciplinary, inter-agency care delivery.

Nursing associates will be equipped with the knowledge, skills and behaviours that enable you to support the delivery of nursing care in and across a wide range of health and care settings.

Nursing Associates will be working within the sphere of nursing and care; you will work under the leadership and direction of registered nurses. The nursing associate will work within all aspects of the nursing process providing high quality holistic and person-centred care to individuals and supporting the registered nurse in the assessment, planning and evaluation of care. HOWEVER the registered nurse will retain responsibility as primary assessor, planner and evaluator of care.

The Nursing Associate will develop an understanding of the nursing process and the rationale for each stage within your training programme. You will appreciate the importance of the registered nurses' role in performing a holistic assessment prior to planning care and the need for them, as nursing associates, to utilise your own skills of ongoing assessment and evaluation in order to identify when an individual needs their plan of care re-visiting, be this due to improvement, deviation or deterioration of needs

The Nursing Associate will be a key member of health and care teams in enabling and improving the delivery of safe, reliable care across a range of health and care services and settings. You will extend the capacity and capability of the nursing workforce allowing registered nurses to focus more specialist care and advanced practice.

Nursing Associates will be occupation specific and whilst working under the leadership and direction of registered nurses, you will have a degree of autonomy and will exercise professional judgement to ensure that you are working always within the parameters of their practice.

Service delivery now requires organisations and individuals to work together across care pathways and within new local models and frameworks of integrated care that are no longer linear and set by organisational boundaries. Access to care, and care itself, will be more tailored to the needs of local health populations. Nursing associates will have the breadth of knowledge and a flexible, portable skillset to serve local health populations in a range of settings.

Working individually and with others, nursing associates will work to reduce unwarranted variation in health and care as a means of ensuring the delivery of the right care in the right place at the right time.

Throughout your programme you will come into contact with and work alongside highly skilled, experienced and respected practitioners and academics, some of whom receive national and international attention for their contribution to nursing and medicine. You are embarking on an exciting, innovative and challenging programme which will inspire you for your future role in nursing. We are very much looking forward to working alongside you.

### 2.1.3 PROGRAMME PHILOSOPHY

The team have developed the programme within a framework that supports and values the following attributes to which nurses in all fields of practice should aspire:

<b>Holistic Knowledge and Practice</b>	Synthesis of knowledge and the available evidence from a wide range of nursing and related theory and clinical practice experiences, with the aim of providing optimum quality of care for patients/clients and their significant others. This includes the ability to work effectively as a member of the inter-disciplinary team.
<b>Saliency</b>	Assessment of the needs of patients/clients and their significant others in a way that facilitates their participation in the care process and ensures that plans of care reflect their priorities and best interests.
<b>Knowing the Patient</b>	Respect for patients/clients and their significant others, valuing their life histories, their perspectives as experts in their own health career, and involvement as partners in the care process.
<b>Moral Agency</b>	Nursing care should be provided within a framework of sound ethical and legal principles, anti-discriminatory practice and the empowerment of patients/clients and their significant others.
<b>Skilled Know How</b>	Holistic, proficient and adept nursing care that encompasses excellence in clinical and inter-personal skills.

(Adapted from Nolan and Tolson, 2000, after Ford and McCormack, 1999)

Trainees on the programme are encouraged and supported in working towards professional practice that upholds these aspirations.

### 2.1.4 PROGRAMME AIMS

The programme aims to produce compassionate, competent and confident nursing associates at academic level 5 qualified to deliver a wide range of clinical, care and inter-personal skills underpinned by a systematic knowledge base. They will be able to practice safely and effectively within their parameters of practice, demonstrating appropriate values and behaviours in a wide range of health and care settings.

### 2.1.5 PROGRAMME LEARNING OUTCOMES

Learning outcomes are structured around four domains: professional practice, care delivery, care management and personal and professional development and have been developed to reflect the standards for pre-registration nurse education: Professional Values, Communication and Interpersonal Skills, Nursing Practice and Decision Making and Leadership, Management and Team- working (NMC 2010).

<b>Knowledge and understanding:</b>	
<b>K1</b>	Explain the principles underpinning duty of care, <b>equality</b> and <b>diversity</b> and the need for candour and will consistently demonstrate the application of those principles in and across a range of settings across life-course
<b>K2</b>	Explain the principles underpinning leadership frameworks and associated team-working and leadership competencies and demonstrate a range of those competencies, attitudes and behaviours required of a nursing associate;
<b>K3</b>	Demonstrate the importance of being research aware, research and innovation, and their own role in this, across the health and care landscape in improving the quality of patient safety and care and in addressing the challenges faced within the context of rising public expectations.
<b>K4</b>	Demonstrate knowledge of the main methods of enquiry in the subject and the ability to use established techniques to undertake critical analysis of information in order to propose solutions
<b>K5</b>	The ability to evaluate critically the appropriateness of different approaches to solving problems and to apply these in a work context

<b>Skills and other attributes:</b>	
<b>S1</b>	Exercise personal responsibility and work independently within defined parameters of practice, taking the appropriate initiative in a variety of situations and performing a range of clinical <b>and care</b> skills consistent with the roles, responsibilities and professional values of a nursing associate;
<b>S2</b>	Exercise those skills, attitudes and behaviours that support the planning, delivery and evaluation of high quality person-centred, holistic care.
<b>S3</b>	Work across organisational boundaries/ in a range of health and care settings and apply, in practice, the range of clinical and care skills appropriate to their parameters of practice;
<b>S4</b>	Communicate effectively across a wide range of channels and with a wide range of individuals, the public, health and social care professionals, maintaining the focus of communication on delivering and improving health and care services and will possess those inter-personal skills that promote clarity, compassion, empathy, respect and trust;
<b>S5</b>	Exercise those skills, attitudes and behaviours that support personal development and life-long learning together as well as those associated with the development of others;
<b>S6</b>	The ability to apply their knowledge and skills to new situations, including in the workplace
<b>S7</b>	Utilise and evaluate the effectiveness of communication skills in a variety of forms and for a range of audiences.

**THE SHEFFIELD GRADUATE**

Through studies at Sheffield, all graduates will have had the opportunity to develop the Sheffield graduate attributes: Please see: <http://www.sheffield.ac.uk/sheffieldgraduate/studentattributes>

The following table maps these against the outcomes of this programme

<b>Graduate Attribute</b>	<b>LO</b>
knowledgeable in their subject area	<b>K1,2,3</b> <b>S2,3,6,7</b>
equipped to work collaboratively and confidently both outside and across disciplines	<b>K2,3,4,5</b> <b>S1,2,3,4,6,7</b>
confident in applying their knowledge and skills to authentic challenges	<b>K1,2,3,4,5</b> <b>S1,2,3,4,6,7</b>
able to exhibit ethical behaviour	<b>K1,3</b> <b>S1,2,3,6,7</b>
experienced in the processes and methods of research	<b>K3,4,5,</b> <b>S6,7</b>
a critical, analytical thinker	<b>K3,4,5</b> <b>S6,7</b>
creative and innovative, and able to understand and manage risk	<b>K1,2,3,4,5</b> <b>S1,2,3,4,6,7</b>
equipped with appropriate information and digital literacy skills	<b>K3,4,5</b> <b>S2,3,4,6,7</b>
confident in considering issues within local, national and international contexts, equipped to work in diverse cultural settings	<b>K1,2,3</b> <b>S2,3,4,6,7</b>
aware and respectful of a range of perspectives and considerate of diversity	<b>K1,2,3,4,5</b> <b>S1,2,3,4,6,7</b>
experienced at working in partnership with others, including communities and external partners	<b>K1,2</b> <b>S2,3,4,6,7</b>
able to translate and adapt knowledge, and apply lateral thinking in problem solving	<b>K3,4,5</b> <b>S2,3,4,6,7</b>
a lifelong learner who understands the importance of continual development	<b>K3,4,5</b> <b>S5,6,7</b>
an excellent team worker, and able to manage their time efficiently	<b>K2,4,5</b> <b>S2,3,4,7</b>
a skilled communicator, comfortable with different styles and audiences	<b>K1,2,3</b> <b>S4,5,6,7</b>
reflective, self-aware and able to take ownership of their own learning	<b>K3,4,5</b> <b>S1,5,6,7</b>
professional and adaptable, resilient and flexible in their approach.	<b>K1,2,3,4,5</b> <b>S1,2,3,4,5,6,7</b>

In addition, there are also attributes that are expected from students in the Faculty of Medicine, Dentistry and Health

<http://www.sheffield.ac.uk/faculty/medicine-dentistry-health/learning-teaching/mdhgraduate>

<b>FMDH Graduate Attribute</b>	<b>LO</b>
be adaptable and responsive, with the ability to tolerate uncertainty in a constantly changing environment. For this, a broad understanding of concepts of health, illness, public health and global healthcare is essential.	<b>K3,4,5</b> <b>S1,2,3,4,5,6,7</b>
show personal responsibility and accountability in care delivery, demonstrating good character and excellent interpersonal sensitivities.	<b>K1,2,3</b> <b>S1,2,3,4,5,6,7</b>
be able to sustain the ongoing development of their professional knowledge and skills.	<b>K3,4,5</b> <b>S1,2,3,4,5,6,7</b>
be able to work collaboratively, often as part of an inter-professional team, to enhance and improve patient outcomes and healthcare delivery.	<b>K2,3,4,5</b> <b>S1,2,3,4,5,6,7,</b>
have the skills to develop, evaluate and use evidence effectively in clinical practice, care delivery and/or management.	<b>K3,4,5</b> <b>S1,2,3,4,5,6,7</b>

## 2.1.6 PROGRAMME STRUCTURE

The regulations that set out the structure of your programme govern both the units that you can undertake, the order in which they are taken and the time frame in which they can/must be undertaken.

The Regulations for programmes in the School of Nursing and Midwifery can be found at: <http://www.sheffield.ac.uk/calendar/regs>

These should be read in conjunction with the general regulations at: <http://www.sheffield.ac.uk/calendar>

The specifications for the programmes delivered by the School of Nursing and Midwifery contain information on the aims and learning outcomes along with the teaching and assessment methods. These can be found at:

<http://www.shef.ac.uk/calendar/progspec/nur>

### YOUR PROGRAMME CODE IS: NURU152

The Nursing Associate Programme is a full time foundation degree and is delivered on a full time basis and lasts 104 weeks, 80% of which is work based and spent in clinical practice. It comprises four practice-centred units of learning and includes seven weeks annual leave in each of the two years.

Some leave is prescribed in the plan of training and some is negotiable – this must be requested as per your employer’s policy and should not clash with assessments as this may result in the recording of a fail. You should also be careful not to take long periods of annual leave as this could affect clinical assessment and progress – this should be discussed with your employer.

The Programme consists of two parts/four units:

**Part One** is made up of two units of learning intended to introduce you to nursing and health and the context of care.

**Part Two** also comprises two units, one of these offers an opportunity experience a different context of care to unit 2 and a unit that prepares you for working in teams.

You will not be allowed to proceed to Part 2 until you have successfully completed all the required components in Part 1 and your results have been ratified by the Board of Examiners.

The structure of the programme will enable you to understand the broad continuum of health and normality; disordered physiology and the concept of ill-health; the notion of care within the therapeutic relationship; and the need to restore health from birth to old age within a range of health care settings. You will be offered many opportunities to examine the role and contribution of nursing within multi-disciplinary, multi-agency working and your practice experiences will offer meaningful links between the theory and practice of nursing.

**UNITS OF LEARNING**

	<b>PART 1</b>	
<b>Unit 1 SNM146</b>	Foundations in Health and Nursing	60 credits level 4
<b>Unit 2 SNM147</b>	Contexts of Care 1	60 credits level 4
	<b>PART 2</b>	
<b>Unit 3 SNM2238</b>	Contexts of Care 2	60 credits level 5
<b>Unit 4 SNM2239</b>	Team Project	60 credits level 5

Details of all units can be found in the separate unit guides on MOLE and Appendix 9 of this handbook.

**2.1.7 PRACTICE LEARNING EXPERIENCES: DEVELOPING COMPETENCE**

As an apprentice trainee nursing associate you must experience placements in each of the three health and care settings: hospital, at home and close to home settings. Your primary placement, where you are employed, will be based in one of these training contexts but you must also have experience of at least one other placement in each of the other two areas. This is in order to ensure that you experience as wide a range of learning opportunities and contexts as necessary in order to demonstrate breadth of experience across settings and achieve the specific learning outcomes of the programme.

The learning environment in all placements should provide you with, and facilitate, learning activities designed to achieve the learning outcomes. This will support you in the construction of your own learning through those activities.

The average trainee nursing associate will successfully achieve the described outcomes on the basis of appropriate assessment tasks and criteria. Successful completion of the programme will be based on achievement of all learning outcomes.

All placements should be able to provide you with proper/appropriate support and supervision by a registered nurse or other appropriate health or care professional. These will have been prepared by the programme team in advance of you starting practice placements.

When you are on alternative placements, think about:

- a) Exploring new and different emphases in working holistically with individuals in settings that are different from those experienced in the trainee nursing associate's primary placement;
- b) Gaining a greater appreciation of unfamiliar roles and services;
- c) Gaining an improved understanding of more strategic and wider considerations in health and care;
- d) Gaining insight into pre-life to end-of-life care.
- e) Understanding of nursing in and across different settings and the perspectives and pathways of individuals, their families

Most important: When you are on any placement think about seeking opportunities for you to follow an entire care pathway.

## 2.2 TEACHING AND LEARNING

A blended learning approach, designed to encourage apprentice trainee nursing associates to behave in ways most likely to achieve the necessary outcomes, is used with teaching, learning and assessment activities aligned to the learning outcomes.

A creative and flexible approach to learning, recognising and promoting activities that support the overall aim of the programme in developing a compassionate, competent and confident nursing associate and a motivated, autonomous, life-long learner, is to be encouraged.

The principal aim of the apprentice trainee nursing associate programme's learning and teaching strategy is to harness the knowledge and expertise that you bring to the programme in ways that empower you to accept and exercise responsibility and accountability for independent learning. With this in mind the approach to learning/teaching and assessment for your programme in blended learning the use of this approach in the programme means that materials can be presented in multiple formats for access in a different varieties of ways – thus enabling learning to take place both on, and off, campus. In placing the trainee at the centre of the learning process there is a strong emphasis on co-operative learning. A variety of approaches encourages deep as opposed to surface learning that takes into account trainee needs and assists you to manage unfamiliar situations, make reasoned decisions, adapt, participate in change and subsequently manage your own lifelong learning. In many ways the approach mirrors the complex world of health care practice and in doing so, offers a realistic, albeit challenging, preparation for practice.

Complementing this approach there are a range of learning strategies incorporated within your programme, some examples of which are indicated below:

- Guided study to provide a structured opportunity for shared learning
- Experiential learning situations to develop and explore interpersonal skills whilst offering a safe environment within which to develop your therapeutic, technical skills, organisation and management skills. \*
- On line learning resources through MOLE where you will be expected to engage in a range of online collaborative activities and discussions
- The compilation of a portfolio which will provide opportunities for you to reflect upon your personal encounters within the care environments in order to develop a personal theory base for professional practice

### 2.2.1 SHARED LEARNING OPPORTUNITIES: COLLABORATIVE WORKING

One of the exciting features of your programme is the wide range of opportunities for inter-disciplinary, inter-agency and inter-professional working. The context of practice is complex and with the blurring of many professional boundaries, it is also challenging. The role of the nurse is multi-faceted and this programme is set out to enable you to gain understanding, skill and confidence to work within the many different care contexts. Importantly, the programme is about skilled, compassionate, professional care giving, and you will be required to actively engage and develop your care giving skills as the programme unfolds.

Your programme will provide you with many opportunities to work with and alongside many health professionals as you grapple with the complexities of the nursing role. An important inclusion within this programme is the opportunity to work with trainees within the faculty/wider university and

The University of Sheffield School of Nursing and Midwifery - NURSE ASSOCIATE FOUNDATION DEGREE engage in joint academic and practice learning. These will be structured, planned events undertaken in the first and second year of your programme.

These planned opportunities will help you establish an understanding of the key relationships that are essential for effective inter-professional working practice and importantly the contribution each makes to the patient's health experience.

## 2.2.2 MANAGING YOUR STUDY

The apprentice trainee nursing associate programme provides you with challenging and stimulating opportunities both in theory and practice. Successful completion requires you to manage all learning opportunities effectively. If difficulties arise, assistance is always available from members of the academic staff.

If you feel you are struggling with any aspect of the programme you are advised to discuss this with your Personal Tutor as soon as you recognise you are having difficulties. There are many avenues of support and resources available to you. For example, the Academic Skills Hub (TASH) and maths and statistical help (MASH) offer interactive online and face to face resources which will enable you to identify ways in which you can enhance your academic/maths skills, identify your needs and which will direct you to resources to facilitate your development needs.

If at any time you experience circumstances that prevent you from studying, attending the programme or submitting work you must make your Personal Tutor aware as soon as possible. Your Personal Tutor and the Programme Leader may be able to make special arrangements to accommodate the difficulties you are experiencing.

## 2.2.3 CLINICAL PRACTICE LEARNING EXPERIENCE

During the programme, you will spend 80% of your time firstly observing and then taking shared responsibility for the care of people who are in need of health care. Practice experience will be gained in a wide variety of clinical settings in hospitals and the community. 60% of this will be work-based in your primary placement and 20% in an alternative placement. Alternative clinical practice learning experiences are vital opportunities to gain privileged access to nursing care and work situations involving clients, relatives, significant others and a multitude of professional and non-professional workers. Such access is afforded under agreement with other organisations and on the understanding that the rights of the individuals and organisations concerned will be fully respected by trainees.

You are not allowed to change your practice learning experience areas. If you are allocated to an area that you think is inappropriate you must discuss this with your programme leader as soon as you become aware. You must declare to the Nurse in Charge if you have a family member or friendship relationship with any person receiving care in the placement area in which you are working. If you have any doubts please consult the Nurse in Charge and/or your Personal Tutor. This action is necessary in order to protect patient/client consent and confidentiality.

## SUPPORT IN THE CLINICAL AREA

- **Supervisor**

Supervision will usually be undertaken by an appropriately prepared registered healthcare professional. The term 'health and/or care professional' refers to a registered health or care professional from any profession. For the purposes of this paper, the term 'supervisor' is used to

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However, the supervisor may also be a manager who has been deemed an occupationally competent person who may be in a position to supervise and or delegate to support workers. Irrespective of background the supervisor will be prepared for the role by the programme team.

- **Associate supervisors**

An associate supervisor is, as above, but accepts delegated responsibility for the supervision and support of the apprentice trainee in the absence of their primary supervisor.

- **Link Lecturer**

The named university link who provides support to supervisors and trainees in the practice setting.

- **Clinical link**

The named person from the partnership who provides support to supervisors and apprentice trainees in the practice setting.

### **Uniform Policy/Dress Code**

You will be required to comply with your employers Uniform Policy whilst in practice learning experiences requiring the wearing of a uniform. This Policy must be read in association with local Trust Hospital Policies and where variation occurs Trust Policy must be followed. All apprentice trainees must wear the correct uniform whilst on duty. Apprentice trainees' cultural beliefs will be taken into account regarding the wearing of uniform. (This may need to be discussed with the individual Trust Hospital concerned).

### **Limitations of Practice**

Within the turbulent and rapidly developing service delivery arena it is inevitable that at times apprentice trainee nursing associates will be asked to engage in aspects of care delivery that could be seen as beyond their usual scope of practice. At such times it is incumbent on the apprentice trainee and their clinical supervisor to seek guidance from their Personal Tutor or the clinical link lecturer. (For further details see Appendix 1).

**APPRENTICE NURSE ASSOCIATE PROGRAMME trainees should not undertake any activity in clinical practice that they have not been trained for. Apprentice trainees need to recognise their own limitations and seek knowledge, understanding and training before carrying out any activity. In addition, the following are excluded from the intended role of the APPRENTICE TRAINEE NURSE ASSOCIATE:**

- 1. Acting autonomously to change the prescribed plan of care**
- 2. Acting autonomously in situations where they may be limits to confidentiality, for example in safeguarding situations**
- 3. Decision to make specialist referrals**
- 4. Decisions to share information across multi-agency boundaries**
- 5. Resolution and interpretation of risk issues (they must be able to identify risk and halt practice if necessary).**
- 6. Decision to discharge an individual from a service**
- 7. Managing situations of conflict or risk beyond immediate actions to maintain safety.**
- 8. Administer medicines under a patient group directive or patient specific directives.**
- 9. Nursing associates will not prescribe medicines**

## 2.2.4 QUALITY ASSURANCE/EVALUATION

Throughout your programme, you will have formal and informal opportunities to express your individual perception of the quality of your academic and practical learning experiences by means of an evaluation system. You are encouraged to comment on the effectiveness of teaching and clinical supervision and support in clinical practice and these opinions form an important part of the programme monitoring and review process.

The evaluation strategy is based on the belief that all involved in the programme, whether you, the clinical or teaching staff, or visiting speakers should be enabled to contribute to its development. The mechanisms for internal monitoring and evaluation of your programme are carried out under the direction of the Programme Leader and include the following:

- Formal and informal opportunities to express your individual perception of the quality of your academic and practical learning experiences
- Evaluation of the effectiveness of teaching and clinical supervision and support in clinical practice. These opinions form an important part of the programme monitoring and review process. (Teaching Quality Assessment Strategy/Educational Audit)

You are encouraged to be honest and provide constructive feedback (See Guidelines in Appendix 2). You should only raise sensitive issues from practice if you have first addressed them with the appropriate clinical staff. It is inappropriate for you to bring such issues to the attention of teaching staff without being prepared to deal with them in a professional manner within the clinical area. If you have cause to make a formal complaint about your foundation degree programme, please follow the University procedure at <http://www.shef.ac.uk/ssid/procedures/>.

## 2.3 PROGRAMME ASSESSMENT

The regulations for this programme of study may be consulted in the *University of Sheffield Calendar*. Please see the Programme Leader or the Programme Co-ordinator if you would like further information.

### 2.3.1 SUMMATIVE/FORMATIVE ASSESSMENTS

#### Definitions

*Summative assessment* is the final assessment of a finished piece of work. This might be your supervisor's final assessment of your achievement during a clinical placement or the marks you gain for a piece of academic work.

*Formative assessment* involves the assessment of work in progress and can include intermediate assessments of your progress during a placement experience or discussion of assignment plans and drafts. No grade is given for formative work. The formative assessment strategy is designed to provide you with feedback to foster your development, skills of team work, and promote self-monitoring. This is commensurate with the process of problem based learning.

#### Interpretation within your Programme

Your clinical and academic progress will be monitored and assessed throughout the programme by a variety of methods that are designed to test your attainment of specified learning outcomes in clinical practice and in your academic work. The Programme Leader will provide you with detailed

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written guidance on assessments.

### Summative Assessment

Each individual unit is assessed summatively both in clinical practice and in theory. All practice assessment booklets and assignments should be handed in to the Programme Coordinator by the deadline date advised to you in writing.

**Assignments not handed in by the specified date and for which no extension has been obtained will be assigned the grade of 'fail'. Please see the assessment strategy documentation (stored in MOLE) for more information on assessments.**

In clinical practice you will perform calculations related to the administration of medicines and patient deterioration as part of the achievement of competence. It is expected that, from Unit 3 onwards, 100% of your calculations will be correct.

### Formative Assessment

In each of the units you will have the opportunity to obtain a formative assessment of the quality of your work, prior to the final summative assessment.

- **Written assessments**

An example of a formative written assessment could be an undeveloped version of the final assignment. This enables your personal tutor to give you constructive feedback concerning your writing style, method of referencing and the potential the work has for development into a summative assignment.

Please see:

[http://www.librarydevelopment.group.shef.ac.uk/sheffield.idm.oclc.org/referencing/harvard\\_iframe.html](http://www.librarydevelopment.group.shef.ac.uk/sheffield.idm.oclc.org/referencing/harvard_iframe.html)

Discussion of formative work represents your only opportunity to identify weaknesses in essay writing and presentation skills prior to submission of the summative assignment. **It is strongly recommended that you take advantage of the opportunity to submit formative work and that you maintain contact with your personal tutor whilst in the clinical area.**

- **Clinical Assessment**

The intermediate interview midway through your practice learning experience provides an opportunity for you to discuss your progress in clinical practice and affords both you and your supervisor the chance to agree a plan of action to maximise opportunities for learning and for success in the final assessment of practice competence during the placement. **You are required to arrange an appointment for the intermediate interview with your supervisor, allowing sufficient time for any action plan to be implemented. Please contact your Clinical Link if you are unsure of how to make these arrangements.**

The School of Nursing and Midwifery is committed to a tripartite process in clinical assessment and this will involve the trainee, supervisor and clinical link at preliminary, intermediate and final interview stages. If the supervisor has any concerns about progress, the Programme Leader will be informed and additional progress reviews may be arranged to ensure trainees are given every opportunity to demonstrate competence.

You will have a formative numeracy test in each unit. This will last 1 hour and be related to the calculations you will be expected to undertake in the practice learning experience. If it is identified

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that you are having issues with numeracy you will signposted to the appropriate support.

- **Peer Assessment**

As part of the formative assessment process you will be involved in the assessment of your peers. This will centre on the team project in unit 4 – for which you will receive preparation.

### 2.3.2 ASSESSMENT OF ACADEMIC ACHIEVEMENT

The QAA (2015) has determined that a foundation degree should require trainees to demonstrate:

- Knowledge and critical understanding of the established principles in their field of study, and understanding of the limits of their knowledge
- Knowledge of the main methods of enquiry in the subject and the ability to use established techniques to undertake critical analysis of information in order to propose solutions
- The ability to evaluate critically the appropriateness of different approaches to solving problems and to apply these in a work context
- The ability to apply their knowledge and skills to new situations, including in the workplace
- Effective communication skills in a variety of forms and for a range of audiences

#### **AND**

Foundation degree graduates have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making. They are able to undertake further training, develop existing skills and acquire new competences.

The assessment strategy for each of the units on the programme requires you to demonstrate that you are able to meet these criteria, by exposing you to a range of challenging assessments, in which you must work systematically and critically to achieve success.

### 2.3.3 SUMMATIVE ASSESSMENT OUTLINE

#### **Unit 1 Foundations in Health and Nursing**

A 1 hour **invigilated numeracy examination** will be used in order to ensure safety in drug calculations, an 80% pass mark is required.

#### **Weighting 20%**

An **evidence based practice assignment/presentation** designed to help trainees to look at how to begin to judge the quality of evidence.

10 minute presentation **Weighting 10%** and 2000 word supporting paper **Weighting 20%**

#### **Overall Weighting 30%**

**Assessment of practice with portfolio** will be used in order to ensure that apprentice trainees are both safe and compassionate in care delivery and management. Throughout the programme they will keep a portfolio in which they can reflect on, and develop, knowledge and develop your understanding of theoretical material in nursing associate practice. This should be equivalent to 3000 words.

#### **Weighting 50%**

## **Unit 2: Contexts of Care 1**

A one hour **Observed Structured Clinical Examination** will be used to demonstrate competence in a simulated environment prior to use of skills in the clinical area.

### **Weighting 30%**

A 2 hours **invigilated anatomy and physiology examination** will be utilised to demonstrate understanding of concepts necessary to understand health, illness and understanding of clinical skills.

### **Weighting 20%**

**Assessment of practice with portfolio** will be used in order to ensure that trainees are both safe and compassionate in care delivery and management. Throughout the programme

they will keep a portfolio in which they can reflect on, and develop, knowledge and develop your understanding of theoretical material in nursing associate practice. Equivalent to 3000 words and to include a 1500 – 2000 word care study.

### **Weighting 50%**

## **Unit 3 Contexts of Care 2**

A 1 hour **invigilated numeracy examination** will be used in order to ensure safety in drug calculations, a 100% pass mark is required.

### **Weighting 10%**

**Poster development with supporting paper** around an area of risk/safety in order to ensure nursing associates are able to see and respond to risk/safety issues.

15 minute presentation 2000 word supporting paper

### **Weighting 40%**

**Assessment of practice with portfolio** will be used in order to ensure that trainees are both safe and compassionate in care delivery and management. Throughout the programme they will keep a portfolio in which they can reflect on, and develop, knowledge and develop your understanding of theoretical material in nursing associate practice. Equivalent to 3000 words.

### **Weighting 50%**

## **Unit 4 team project**

**Teamwork assessment** in groups of 5 relating to health promotion in a given community. This will be utilised to allow freedom and flexibility with regard to a project that enables trainees to work together to develop something that can be utilised to teach others.

Thirty minute presentation with 15 minute discussion. This will be peer assessed.

### **Weighting 25%**

2000 word supporting paper to be included in the portfolio reflecting the development of team skills.

**Assessment of practice with portfolio** will be used in order to ensure that trainees are both safe and compassionate in care delivery and management. Throughout the programme they will keep a portfolio in which they can reflect on, and develop, knowledge and develop your understanding of theoretical material in nursing associate practice. Equivalent to 4000 words including the 2000 word supporting paper.

**Weighting 75%**

**THE SHEFFIELD GRADUATE**

Please see the following link for the University of Sheffield graduate attributes:

<http://www.sheffield.ac.uk/sheffieldgraduate/studentattributes>

In addition there are also attributes that are expected from students in the Faculty of Medicine, Dentistry and Health:

<http://www.sheffield.ac.uk/faculty/medicine-dentistry-health/learning-teaching/mdhgraduate>

The assessment strategy outlined above is designed to help you meet these characteristics as well as the outcomes of the programme. The tables below highlight the contribution of the assessment method to the development of each of the attributes:

<b>UoS Graduate Attributes</b>	
1	Knowledgeable in their subject area
2	Equipped to work collaboratively and confidently both outside and across disciplines
3	Confident in applying their knowledge and skills to authentic challenges
4	Able to exhibit ethical behaviour
5	Experienced in the processes and methods of research
6	A critical, analytical thinker
7	Creative and innovative, and able to understand and manage risk
8	Equipped with appropriate information and digital literacy skills
9	Confident in considering issues within local, national and international contexts, equipped to work in diverse cultural settings
10	Aware and respectful of a range of perspectives and considerate of diversity
11	Experienced at working in partnership with others, including communities and external partners
12	Able to translate and adapt knowledge, and apply lateral thinking in problem solving
13	A lifelong learner who understands the importance of continual development
14	An excellent team worker, and able to manage their time efficiently
15	A skilled communicator, comfortable with different styles and audiences
16	Reflective, self-aware and able to take ownership of their own learning
17	Professional and adaptable, resilient and flexible in their approach.

<b>FMDH Attributes</b>	
1	Be adaptable and responsive, with the ability to tolerate uncertainty in a constantly changing environment. For this, a broad understanding of concepts of health, illness, public health and global healthcare is essential.
2	Show personal responsibility and accountability in care delivery, demonstrating good character and excellent interpersonal sensitivities.
3	Be able to sustain the ongoing development of their professional knowledge and skills.
4	Be able to work collaboratively, often as part of an inter-professional team, to enhance and improve patient outcomes and healthcare delivery.
5	Have the skills to develop, evaluate and use evidence effectively in clinical practice, care delivery and/or management.

<b>Assessment type</b>	<b>Graduate Attribute developed</b>	<b>MDH attribute developed</b>
Examinations	1,6,8,9,15,16,17	1
EBP assessment	1,5,6,7,8,9,10,11,12,15,16,17	1
Care Study	1,2,3,4,5,6,7,8,9,10,11,12,15,16,17	1
OSCE	1,2,3,4,5,6,7,8,9,10,11,12,14,15,16,17	1
Poster Presentation	1,2,3,4,5,6,7,8,9,10,11,12,14,15,16,17	1
Team Project	1,2,3,4,5,6,7,8,9,10,11,12,14,15,16,17	1
PPD	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17	1,2,3,4,5
Portfolio	1,2,3,4,5,6,7,8,9,10,11,12,14,15,16,17	1,2,3,4,5
Skills map	1,2,3,4,5,6,7,8,9,10,11,12,14,15,16,17	1,2,3,4,5,

### 2.3.4 ASSESSMENT OF THEORY

Each unit of the programme will be summatively assessed both in theory and in practice. You must be successful in all the assessments to be awarded a pass for the unit. You must meet all the elements of assessment in a part of a programme in order to proceed to the next part.

Under normal circumstances you will be entitled to two attempts at each summative assessment. It is your responsibility to check MOLE after results have been published as any fail letters will be found here. If you fail at the first attempt you will be required to meet with the Programme Leader to discuss your progress and the implications for your programme of study. Failure at a 2<sup>nd</sup> attempt will result in you remaining on the programme until the outcome of any appeal after which your status on the programme will be reviewed.

#### Extenuating Circumstances

If you feel that you have had medical or personal circumstances that may have affected performance in examinations or assessments you should download the 'extenuating circumstances' form to be found at

<http://www.sheffield.ac.uk/ssid/forms/circs> and complete this after reading the explanatory notes.

**The completed form should then be handed/mailed to the assessments officer, Mrs Tracey Pacan, [t.m.pacan@sheffield.ac.uk](mailto:t.m.pacan@sheffield.ac.uk) - no later than 2 weeks before the examinations board at which your work is to be considered.**

**Please see appendix 15 for further details**

## Extensions

If any apprentice trainee feels that they have circumstances preventing them from completing assessed work and feel they need an extension, they should formally request this in writing using the request form in appendix. 8 This should be sent to the assessments officer, Mrs Tracey Pacan, no later than 1 week before the submission date of the assessment. This will be considered by the pre-assessment board who will inform you of the outcome. **Requests should not be submitted to any other member of support staff or academic staff. Arrangements must not be made outside of this board as these would not be valid.** Verbal agreements should not be made between apprentice trainees and lecturers as these would also not be regarded as valid by the examinations board.

### Please note:

The following are not normally considered as extenuating circumstances:

- **Work related issues**
- **Annual leave**
- **Concurrent assessments**
- **Non-receipt of UCard**
- **Computer problems. You are advised to:**
  - **Back up work on disc**
  - **Email your assignment/work to your university account so that you can pick work up on the university system**

**PLEASE NOTE THAT EXTENSIONS MUST BE APPLIED FOR IN WRITING AND YOU SHOULD ENSURE YOU HAVE WRITTEN CONFIRMATION OF THE NEW SUBMISSION DATE OTHERWISE A FAIL TO SUBMIT WILL BE MARKED ON YOUR RECORDS.**

## UNFAIR MEANS

### What constitutes unfair means or cheating?

The basic principle underlying the preparation of any piece of academic work is that the work submitted must be your own work. **Plagiarism, submitting bought or commissioned work, double submission (or self-plagiarism), collusion and fabrication of results** are not allowed because they violate this principle (see definitions below). Rules about these forms of cheating apply to all assessed and non-assessed work.

### USE OF UNFAIR MEANS (CHEATING) IN THE ASSESSMENT PROCESS (non-invigilated exams): ADVICE TO APPRENTICE TRAINEES

The University expects its graduates to have acquired certain attributes. (See the [Sheffield Graduate](#)). Many of these relate to good academic practice:

- a critical, analytical and creative thinker
- an independent learner and researcher
- information literate and IT literate
- a flexible team worker
- an accomplished communicator
- competent in applying their knowledge and skills
- professional and adaptable.

Throughout your programme of studies at the University you will work towards developing these skills and attributes. Your assessed work is the main way in which you demonstrate that you have

acquired and can apply them. Using unfair means in the assessment process is dishonest and also means that you cannot demonstrate that you have acquired these essential academic skills and attributes.

## Plagiarism

### What constitutes unfair means or cheating?

The basic principle underlying the preparation of any piece of academic work is that the work submitted must be your own work. **Plagiarism, submitting bought or commissioned work, double submission (or self-plagiarism), collusion and fabrication of results** are not allowed because they violate this principle (see definitions below). Rules about these forms of cheating apply to all assessed and non-assessed work.

1. **Plagiarism (either intentional or unintentional)** is using the ideas or work of another person (including experts and fellow or former trainees) and submitting them as your own. It is considered dishonest and unprofessional. Plagiarism may take the form of cutting and pasting, taking or closely paraphrasing ideas, passages, sections, sentences, paragraphs, drawings, graphs and other graphical material from books, articles, internet sites or any other source and submitting them for assessment without appropriate acknowledgement.
2. **Submitting bought or commissioned work** (for example from internet sites, essay “banks” or “mills”) is an extremely serious form of plagiarism. This may take the form of buying or commissioning either the whole piece of work or part of it and implies a clear intention to deceive the examiners. The University also takes an extremely serious view of any trainee who sells, offers to sell or passes on their own assessed work to other trainees.
3. **Double submission (or self-plagiarism)** is resubmitting previously submitted work on one or more occasions (without proper acknowledgement). This may take the form of copying either the whole piece of work or part of it. Normally credit will already have been given for this work.
4. **Collusion** is where two or more people work together to produce a piece of work, all or part of which is then submitted by each of them as their own individual work. This includes passing on work in any format to another trainee. Collusion does not occur where trainees involved in group work are encouraged to work together to produce a single piece of work as part of the assessment process.
5. **Fabrication** is submitting work (for example, practical or laboratory work) any part of which is untrue, made up, falsified or fabricated in any way. This is regarded as fraudulent and dishonest.

### How can I avoid the use of unfair means?

To avoid using unfair means, any work submitted must be your own and must not include the work of any other person, unless it is properly acknowledged and referenced.

As part of your programme of studies you will learn how to reference sources appropriately in order to avoid plagiarism. This is an essential skill that you will need throughout your University career and beyond. You should follow any guidance on the preparation of assessed work given by the academic department setting the assignment.

You are required to **declare that all work submitted is entirely your own work**. Many departments will ask you to attach a declaration form to all pieces of submitted work (including

The University of Sheffield School of Nursing and Midwifery - NURSE ASSOCIATE FOUNDATION DEGREE work submitted online). Your department will inform you how to do this.

If you have any concerns about appropriate academic practices or if you are experiencing any personal difficulties which are affecting your work, you should consult your personal tutor, supervisor or other member of staff involved.

The University Library offers a range of online resources which provide information on referencing appropriately and avoiding plagiarism. Their comprehensive support can be found here:

<http://www.librarydevelopment.group.shef.ac.uk/>

The library also has information on reference management software

<http://www.shef.ac.uk/library/refmant/refmant.html>

The **English Language Teaching Centre** operates a **Writing Advisory Service** through which trainees can make individual appointments to discuss a piece of writing. This is available for all trainees, both native and non-native speakers of English.

<http://www.shef.ac.uk/eltc/services/writingadvisory>

### What happens if I use unfair means?

Any form of unfair means is treated as a serious academic offence and action may be taken under the Discipline Regulations. For an apprentice trainee registered on a professionally accredited programme of study, action may also be taken under the Fitness to Practise Regulations. Where unfair means is found to have been used, the University may impose penalties ranging from awarding no grade for the piece of work or failure in a PhD examination through to expulsion from the University in extremely serious cases.

### Detection of Unfair Means

The University subscribes to a national plagiarism detection service which helps academic staff identify the original source of material submitted by trainees. This means that academic staff has access to specialist software that searches a database of reference material gathered from professional publications, trainee essay websites and other work submitted by trainees. It is also a resource which can help tutors and supervisors to advise trainees on ways of improving their referencing techniques. Your work is likely to be submitted to this service.

Please see appendix 4

And

<http://shef.ac.uk/trainees/donotcheat>

### Word Allowance

Each assignment has an allocated word allowance. All words (including names and dates for references) from the first word of the introduction to the last word of the conclusion constitute the word count. Title pages and reference sections are not included in the word count. Please note:

1. Candidates are required to state the number of words they have used. This information must be given on the title page.
2. Measures will be introduced to check the accuracy of candidate statements. These will include checks during marking and moderating.

**Assignments +/- Agreed Word Allowance.**

For apprentice trainees who submit **under** the assessment word allowance (after the -10% rule) there is no direct penalty. The markers would award a grade that reflects the assignment, taking into account the number of issues raised, depth of analysis, organisation and presentation.

For trainees who submit over the word limit (after the + 10% rule) then trainees would be penalised for unfair means. 10% of the grade would be reduced for every 10% over the word allowance.

Therefore, over the word limit

- 11% - 19% incurs a 10% reduction in marks.
- 20% - 29% incurs a 20% reduction in marks.
- 30%-39% incurs a 30% reduction in marks
- 39%-40% incurs a 40% reduction in marks etc.

Any queries concerning any aspect of the above should be raised with the Programme Leader in the first instance.

**Presentation of Assignments** -Please see the assessments section on MOLE.

**Submitting written assignments**

The School of Nursing and Midwifery uses the 'Turnitin' system via MOLE for the submission of assessed coursework. This means that you need to submit electronic copies of your work, the instructions for submission can be found by going into the assessments section of your unit on MOLE. Staff can then use this system to check for similarity to other submitted or published works. The system is not a substitute for personal scrutiny of your work; it simply acts as an alert (for example, by identifying large passages of text that match text from existing sources).

You are required to use the following general guidelines:

- Submitted work should have an Assignment Cover Sheet, this can be downloaded from MOLE.
- **All assignments must be submitted by 1500 on the hand-in date stated in your unit handbook.**
- You should make sure that all essential information is entered on the Assignment Cover Sheet:
- Your Trainee Registration Number (do not put your name on the assignment)
- Date of Submission
- Module (Unit) Code and Title
- Module (Unit) Lead
- Word count
- Indicate whether it is a first or second attempt

**Handing in other types of course work**

All other types of course work should be handed in by 1500 hours on the date of submission as stated in the unit handbook via the drop box located in Barber House Annexe ground floor near A15. You should complete and attach a receipt for coursework form and deposit this along with the work. The box will be emptied at 1500hrs on the date of submission and any submitted after this time will be classes as late submissions.

Work such as portfolios too large to submit via the drop box should be submitted to the relevant programme secretary at Barber House, 387 Glossop Road, Sheffield, S10 2HQ. Please ensure you obtain a receipt for your work.

Office hours are 0900 – 1700 and submissions will only be accepted between 0900 and 1500.

**YOUR UNIT HANDBOOK WILL INDICATE THE METHOD OF SUBMISSION FOR THE ASSESSMENTS YOU HAVE COMPLETED**

## Late Submissions

**All non-professionally accredited units will be subject to the following if submitted/handed in after 1500 hours on the date indicated in the unit handbook:**

Late submission will result in a deduction of 5% of the total mark awarded for each working day after the submission date, where 'working day' includes Monday to Friday (excluding public holidays) and runs from 1500 -1500

Day(s) late	Mark multiplied by	Example: original mark was 60	Example: original mark was 50
1	0.95	57	47.5
2	0.90	54	45
3	0.85	51	42.5
4	0.80	48	40
5	0.75	45	37.5

The 5 working day deadline for late submission is absolute. Any coursework submitted after the 5 working day period\* will receive a 0 fts grade unless an extension for that work has been granted.

### 2.3.5 MARKING PROCEDURES

Assignments are initially marked by a member of the module teaching team using the marking criteria and feedback sheet as found in the relevant unit handbook. All fails and borderline assignments are then internally moderated along with a 20% sample of the remaining work. A similar sample is then sent to an external examiner whose role it is to comment on the quality of both the work and the marking. All ratified results are then published approximately 6-8 weeks after the submission date.

Further clarification on this issue is contained within the University of Sheffield Ordinances and Regulations relating to programmes of study in all Faculties.

### 2.3.6 PUBLICATION OF SUMMATIVE ASSESSMENT RESULTS

Assignment results will be published once per month by the assessments office located at the School of Nursing and Midwifery. The dates of publication will be in your unit handbook. On the date of publication:

- You may access your results via MOLE , the instructions for this will be available on your unit pages

You are advised to contact your Personal Tutor as soon as possible if you have been unsuccessful in an assessment.

If an assignment result is not finalised, it will be published "pending". This is likely to be the case when apprentice trainees have been granted extensions to submission dates or when there has been a delay in the work being processed. Apprentice trainees are advised to contact their Personal Tutor to ascertain the likely publication date.

At progress points your results may be published un-ratified in order to allow you time for a second

The University of Sheffield School of Nursing and Midwifery - NURSE ASSOCIATE FOUNDATION DEGREE attempt before the end of the part of the programme you are completing. Once seen and approved by the external examiner the results will be published ratified on order for you to progress to the next part of the programme or complete the programme and seek registration as an Adult nurse.

### 2.3.7 COLLECTION OF SUMMATIVE WORK

#### Return of course work requiring submission in hard form

Please note the following.

- **Apprentice trainees are expected to collect their own work any time after the date of publication. At this point they will be supplied with their assignment and the mark sheet that will identify the grade, the feedback and the names/signatures of the marker/moderator- if apprentice trainees wish to have their assignments posted back to them, they should include a STAMPED ADDRESSED A4 ENVELOPE WITH POSTAGE suitable for at least 100g weight with any work submitted. If the postage is insufficient, only part of the assignment will be posted back e.g. covers will be discarded.**
- Work that is not collected or paid to be posted back will be disposed of one month after the end of the course.
- Assignments should always be handed in with **soft** covers. Please note that hard covers e.g. ring binders or lever arch files will not be posted back unless the postage is enough to cover this.
- Assignment pages should **not** be put in individual plastic document wallets or inserts.
- Apprentice trainees should always keep a copy of their work.

#### Portfolios

- Portfolios must be collected and will not normally be posted back.
- Portfolios that are not collected will be disposed of one month after the end of the course.

Original certificates or important documents should **not** be included in the portfolio, only photocopies.

### 2.3.8 RESUBMISSIONS

If you are unsuccessful in an assessment in any aspect of the Programme you may apply for permission to be reassessed on **ONE** occasion only. Reassessment is only allowed with the express permission of the Board of Examiners under University regulations for undergraduate study. This applies both to written academic assessments and to practical clinical assessments.

If you are unsuccessful in the first attempt, whether academic or clinical, you will normally be allowed **four weeks** from the publication of the results of your first attempt, in which to submit. Individual arrangements will be made if you need to be reassessed in a clinical practice placement. This is necessary to ensure that you can be appropriately supported in preparing for reassessment.

A resubmitted assignment or assessment of practice will be awarded a pass grade (Max 40), if your attempt is successful. In addition, written feedback on the strengths and weaknesses of your work will be provided.

**Any apprentice trainee who is unsuccessful at the first attempt will be interviewed by a senior member of the School of Nursing and Midwifery staff, in accordance with School policy. This is because further failure may lead ultimately to discontinuation of your studies on the programme.**

### 2.3.9 PRACTICE LEARNING EXPERIENCE ASSESSMENT

As well as the assessment of theory you will also be assessed in practice. This will involve the completion of a number of formative and summative documents as follows:

	SUMMATIVE	FORMATIVE
<b>UNIT 1</b>	Assessment of Practice Record (showing achievement of competencies)	Skills passport Portfolio Intermediate interview
<b>UNIT 2</b>	Assessment of Practice Record Aseptic-technique assessment	Skills passport Portfolio Intermediate interview
<b>UNIT 3</b>	Assessment of Practice Record	Skills passport Portfolio Intermediate interview
<b>UNIT 4</b>	Assessment of Practice Record	Skills passport Portfolio Intermediate interview

**Whilst formative documents do not contribute to the overall academic outcome they are required as part of demonstration of learning and do, therefore, contribute to the summative process.**

#### Evidence of achievement

In the clinical skills map it is your responsibility to demonstrate developing competence across a range of skills. The levels of achievement are:

- You have observed the procedure in the practice setting - **Level 1**
- You have participated in the skill under direct supervision - **Level 2**
- You have performed the skill on a number of occasions and required minimal supervision - **Level 3**
- You can perform the skill safely and competently, giving the rationale for your actions - **Level 4**
- You have taught the skill to others – **Level 5**

You may be at a level around 3 in some skills at the beginning of the programme and it is anticipated that you will be able to identify these with your clinical lead/manager.

The programme really aims to get you to be practicing at levels 4/5 and the important difference for you to consider is to give rationale for your actions and teach others.

The skills map itself may appear to separate the skills from the holistic approach to care but this should be completed and reviewed alongside the following:

The **Practice placement documents** which assess the application of professional knowledge and evidence across the following domains:

- Professional and ethical values

- Care delivery
- Care management
- Personal and professional development

The **portfolio** which enables you to reflect on your developing skills.

**All these documents should be reviewed concurrently to ensure that you can demonstrate a holistic approach to care. The main points of review are:**

**Preliminary:** To develop a plan of learning that will enable you to meet the expected outcomes

**Intermediate:** As many times as the supervisor feels necessary and, at these points you may identify areas that have been met and areas that need developing further.

Professional values will also be assessed at this point.

If there is any indication that you are likely to fail the supervisor should contact the programme leader in order to develop a learning plan

**Final:** To undertake final signing of competencies at PASS/FAIL

Professional values will also be assessed at this point.

### Record of hours

A record of hours must be kept on an ongoing basis and confirmed by the supervisor at the end of each unit.

**The assessment is designed to ensure you develop competence in the following domains.**

**Domain 1:** Professional Values and Parameters of Practice:

So that apprentice trainees can learn to exercise personal responsibility and work independently within defined parameters of practice, taking the appropriate initiative in a variety of situations and performing a range of clinical and care skills consistent with the roles, responsibilities and professional values of a nursing associate;

**Domain 2:** Person-Centred Approaches to Care:

So that apprentice trainees can learn to exercise those skills, attitudes and behaviours that support the planning, delivery and evaluation of high quality person-centred, holistic care.

**Domain 3:** Delivering Care:

So that apprentice trainees can learn to work across organisational boundaries/ in a range of health and care settings and apply, in practice, the range of clinical and care skills appropriate to their parameters of practice;

**Domain 4:** Communication and Inter-Personal Skills:

So that apprentice trainees can learn to communicate effectively across a wide range of channels and with a wide range of individuals, the public, health and social care professionals, maintaining the focus of communication on delivering and improving health and care services and will possess those inter-personal skills that promote clarity, compassion, empathy, respect and trust;

**Domain 5: Duty of Care, Candour, Equality and Diversity:**

So that apprentice trainees can learn to explain the principles underpinning duty of care, equality and diversity and the need for candour and will consistently demonstrate the application of those principles in and across a range of settings across life-course;

**Domain 6: Supporting Learning and Assessment in Practice:**

So that apprentice trainees can learn to exercise those skills, attitudes and behaviours that support personal development and life- long learning together as well as those associated with the development of others;

**Domain 7: Team-working and leadership:**

So that apprentice trainees can learn to explain the principles underpinning leadership frameworks and associated team-working and leadership competencies and demonstrate a range of those competencies, attitudes and behaviours required of a nursing associate;

**Domain 8: Research, Development and Innovation:**

So that apprentice trainees can learn to demonstrate the importance of being research aware, research and innovation, and their own role in this, across the health and care landscape in improving the quality of patient safety and care and in addressing the challenges faced within the context of rising public expectations.

***The programme also acknowledges and respects the clinical skills already developed in your previous role. However, these skills now have to be undertaken with an ability to apply the knowledge acquired in learning activities to clinical situations.***

Competence is defined as follows:

“The combination of skills, knowledge and attitudes, values and technical abilities that underpin safe and effective nursing interventions”.

(NMC 2010, adapted from Queensland Nursing Council 2009)

You will also be assessed by your supervisor on professional behaviours during your practice learning experience and these will be graded as excellent, good or poor; the latter being associated with not achieving or fail. However, assessment of competence will be deemed safe or unsafe and be awarded pass or fail accordingly.

All apprentice trainees are required, as part of their clinical practice assessment, to record some evidence of exposure to clinical experiences in Mental Health, Child, Mother and Child and Learning Disabilities you should ensure that there are reflections relating to these areas in your portfolio.

**Signatures in Assessment of Practice Records**

All apprentice trainees intending to join the health professions must be aware of the importance of accurate record-keeping and the need for ethical conduct in connection with signatures. Please ensure that attendance and performance on a placement is confirmed in the Assessment of Practice Record by the signature of each of your supervisors and by submission of the Record, when

The University of Sheffield School of Nursing and Midwifery - NURSE ASSOCIATE FOUNDATION DEGREE required, for signature by your Personal Tutor. Any difficulty in obtaining the signature of a supervisor must be discussed with your Personal Tutor. Please be aware that the forgery of a signature is a very serious disciplinary matter. It is likely to lead to the trainee being charged under the Discipline Regulations of the University. The University Discipline Committee will take a serious view when deciding the penalty for such misconduct.

### 2.3.10 PROGRESSION ON THE PROGRAMME

Progression is dependent on you successfully completing summative assessments of theory and practice at the end of each part of the Programme (Unit 2 and Unit 4). Should you fail to satisfy the Board of Examiners in any respect of the summative assessment you will be allowed one further submission/attempt.

**If you fail to achieve all competency based Standards of Proficiency in the practice setting, these standards must be re-addressed in the following unit and must be attained at each progression point of the programme. It should be noted that all Standards of Proficiency must be achieved in the unit preceding the progression point (Unit 2 and 4). Credit from an earlier unit is non-transferable as it is expected that you will maintain a steady progression and demonstrate the competencies within each speciality.**

## 2.4 PROGRAMME REQUIREMENTS

You must satisfactorily meet programme requirements to show that you are applying yourself to the programme. If this is not done, it may be taken as evidence that you should be excluded from the programme.

Your academic and practical performance and progress will be continuously monitored and assessed throughout the programme by a variety of methods including reviews, examinations, assignments and practical assessments.

### 2.4.1 MANDATORY SESSIONS

All mandatory sessions are to be provided by your employer. It is your responsibility to demonstrate to placement areas that you are up to date with these.

### 2.4.2 ATTENDANCE

HEE clearly identify the number of hours in practice and theory that apprentice trainees are required to attend to be able to complete the programme of study. The University also has standards in relation to attendance that need to be met if apprentice trainees are to remain on University programmes. All absences may also be considered by future employers (this includes time which has been made up, as it is not possible to delete any absences from an apprentice trainee's record).

You are required to sign a register when attending your academic base. If you do not sign the register and no sickness report has been received you will be marked absent. Your Programme Coordinator monitors registers daily. Random auditing of registers will take place. Any apprentice trainee found to have fraudulently claimed attendance will be subject to disciplinary action. You are also advised to keep a record of practice hours accrued specific to the nursing associate foundation degree programme. Documentation will be supplied for this purpose. At the end of the programme the number of theory and practice hours you have accrued will be

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given to you in writing.

Over the 2 years you should have accrued:

45 weeks @ 37.5 hours per week = 1687.5 hours per annum and 3375 hours per programme

Of this:

675 will be theory

675 will be alternative placements

2025 will be in your primary placement

**If you do not achieve these hours this may affect your ability to progress/complete and, once the NMC regulate this role your ability to seek registration.**

If you are at all concerned you should contact the programme leader.

**The School is required to report on attendance and progress to a number of different organisations including HEE, your employer, and the Employment and Skills Funding Agency (ESFA).**

### 2.4.3 NIGHT DUTY/SHIFT WORK EXPERIENCE

You will be required to keep a record of the time that you have spent on shift work. The record, which is a simple list of dates and times, must be included on the form in your Assessment of Practice Record and each entry must be signed and dated by an appropriate member of clinical staff.

Records will be maintained for each apprentice trainee and as with other programme requirements, if the time is not accumulated you may be deemed to have not completed the programme.

**You must be able to demonstrate that you have delivered care across the care continuum.**

### 2.4.4 PORTFOLIO

As part of your personal development you are required to keep a portfolio of learning; this is a **compulsory component** of your programme. You will receive a portfolio when you commence the programme. The portfolio is an opportunity for you to collect evidence demonstrating the knowledge, skills and attitudes required to be a Nursing Associate. The clinical skills passport will be included in the portfolio for you to record the development of your clinical skills as you progress through each of the units. You are also required to demonstrate successful attainment of the professional behaviours expected of a Nursing Associate; these form part of your assessment of practice document and will be discussed both in your practice review meeting with your supervisor and also at the end of unit review meeting with your personal tutor. A detailed inventory is provided for you to cross reference against when you are reflecting on your progress and development. Additionally, you must record evidence of your experiences in Mental Health, Learning Disability, Child, and Mother and Child Nursing. You will be provided with information regarding the collection of this evidence in Unit 1. Please see separate documentation for Portfolio development in MOLE.

At the beginning of each unit you will be informed of what would be expected to be included in the portfolio.

### 2.4.5 NUMERACY TESTS

Throughout the programme you will be required to complete formative tests to assess your level of ability in certain skills/subjects. For example, you will be required to complete numeracy tests based on drug calculations, in every unit of learning. These tests will help you to identify your strengths and weaknesses, allowing you to direct your own learning.

### 2.4.6 DECLARATION OF GOOD HEALTH AND GOOD CHARACTER

This will be managed by your employers however you will be required to declare annually to the school that there are no changes to this status.

### 2.4.7 CHARGES, CAUTIONS, CRIMINAL CONVICTIONS and DISCIPLINARY ACTION TAKEN AGAINST YOU

If at any time during the programme you receive a police caution, criminal conviction or are charged with a criminal offence, you must inform the Programme Leader **immediately**. The nature of the offence will determine the action taken but this will need to be discussed with your employer. You should also inform your employer and the school if you are subject to disciplinary action as an apprentice trainee Nursing Associate or in any other employment in which you are engaged. Failure to inform the Programme Leader of the above may lead to disciplinary action within the university as well as with your employer

### 3.1 APPRENTICE TRAINEE SUPPORT

The following section identifies roles and facilities which are available for you to access and utilise during the next two years.

#### 3.1.1 ACADEMIC STAFF

The Programme Leader, the teaching team and clinical staff will all be supporting you as you progress through the programme.

The **Programme Lead** is responsible for the organisation and delivery of the programme. Any matters relating to these areas should be discussed with this individual.

The **Personal Tutor** has a particular responsibility to provide individual pastoral support to a number of designated trainees (see University Trainee Charter at <http://www.shef.ac.uk/ssid/ourcommitment>). The Personal Tutor will work with you to identify your learning needs, guide you through the programme, monitor your progress and maintain relevant records (please refer to the Personal Tutor Standard – Appendix 5).

Please see <http://www.sheffield.ac.uk/lets/pp/support/tutors>

The **Unit Tutor** will be allocated at the beginning of each unit and will be responsible for your academic support. In Unit 1 your Personal Tutor will also act as the Unit Tutor. In the remaining units you will be allocated a Unit Tutor from the unit team.

#### Feedback

You will be provided with **formative** feedback on drafts as per the guidance in appendix 6.

You should expect to receive **summative** written feedback on all non-invigilated course work any time after the date of publication as stated on the assessment calendar. If you would like additional feedback from the marker it is your responsibility to organise a meeting for this with the marker. Feedback should explain why you have received a particular grade, the strengths and weaknesses of the work and notes on how the work could be improved. You should use this information to improve your performance in subsequent assessments.

If your assessment was an invigilated examination you can request to see your paper with your personal teacher present who will give you verbal feedback on performance; this should be followed up by written feedback. You should utilise this feedback to improve your performance at subsequent examinations.

#### 3.1.2 CLINICAL STAFF

Whilst on practice learning experience you will be allocated and supported by a named supervisor. The supervisor is responsible for assessment of your practice and signs to verify that you have met the necessary standards of proficiency for the unit. There are also other elements of support during this time:

#### Primary Supervisor

The allocated supervisor must be a first level registered nurse or someone who is considered

The University of Sheffield School of Nursing and Midwifery - NURSE ASSOCIATE FOUNDATION DEGREE occupationally competent. This supervisor is required to formulate a learning plan and, at the end of the unit assess and sign the record of achievement for each element of competence and to indicate on the assessment form the result i.e. Progressing /Not Progressing, Pass/Fail for each competency statement.

#### Associate supervisor

An associate supervisor is an appropriately prepared practitioner who accepts delegated responsibility for the supervision and support of the trainee in the absence of the trainee's primary supervisor.

#### Secondary Supervisor

Is the person allocated to provide support during the alternative practice placement days. They are not required to sign the record of achievement but, in relation to the learning plan give a testimony for review by the primary supervisor at the intermediate and final stages of assessment.

#### Link Lecturer

The named university link who provides support to supervisors and trainees in the practice setting.

#### Clinical link

The named person from the partnership who provides support to supervisors and trainees in the practice setting.

This arrangement is designed to enable you to develop a learning partnership with a qualified practitioner who will assist you to meet your learning objectives and ensure that your progress is assessed and appropriate records compiled and necessary personnel informed.

### **3.1.3 ADMINISTRATIVE SUPPORT**

You will receive administrative support from the designated Programme Coordinator located in the School Office at Barber House. The office is open 0900-1700, Monday to Friday.

The programme support for NURU152 is Deborah Reid

[snm-admin@sheffield.ac.uk](mailto:snm-admin@sheffield.ac.uk)

0114 2222037

### **3.1.4 SUPPORTING EACH OTHER**

It is expected that apprentice trainees will frequently work and learn together. Not only will transferable team-building and leadership skills be developed in this way but also apprentice trainees can give one another support. This peer support is invaluable. The informal sharing of feelings, information and ideas can be especially helpful when you are facing the inevitable (but hopefully rare) major challenges thrown up by working with people in stressful situations.

### **3.1.5 UNION OF STUDENTS**

When you become a Sheffield student you automatically become a member of what is generally held to be the best Union of Students in the UK. The Union is at the heart of the campus. Its shops, cafés and bars, are open seven days a week, from breakfast into the night.

This hub of facilities and services, central to your life as a Sheffield student, was rated best in the country in the 2010 Times Higher Education Student Experience survey. It also won Best Union in the NUS Awards 2008 and Best Union in the Club Mirror Awards in both 2007 and 2004. In the 2008

The University of Sheffield School of Nursing and Midwifery - NURSE ASSOCIATE FOUNDATION DEGREE Virgin Alternative Guide it is rated 'Excellent'.

There are over 300 student-run clubs and societies (including the Nursing and Health Society), taking in the recreational, academic, religious, and political. The range of events is extensive and in addition, the Give it a Go scheme - offering students the chance to try out new activities without making a major commitment - has proved very popular. The Student Volunteering programme has also been praised as a showcase project at the National Student Volunteering Awards.

The Union provides support for students through facilities like the Student Advice Centre, (0114) 222 8660, a professional service providing specialist advice on issues like housing, academic problems, finances and immigration.

Students also have access to the confidential Counselling Service provided by Sheffield University. The service is based at 36 Wilkinson Street, Sheffield S10 2GB, Tel: (0114) 222 4134, Fax: (0114) 222 4190.

### 3.1.6 TRAINEE REPRESENTATION

Every group of apprentice trainees is invited to elect one or two of their peers to act as their representatives on a range of issues related to the programme.

Group representatives get together to discuss matters of common interest, share information, assist each other and meet with other people involved with the programme to ensure that the apprentice trainee's perspective and view are considered. Trainee representatives sit on a range of key committees and provide valuable input to the development, progress and evaluation of the programme. Your participation is actively encouraged and your co-operation in making it work will be both welcomed and valued.

The key committees with apprentice trainee representation are:

- The Steering group
- The implementation group
- The Curriculum and Placement group

The School participates in the Student Ambassadors for Learning & Teaching (SALT) scheme – a network of students working on Learning & Teaching projects. The Ambassadors influence, improve and develop how students learn and how they are taught at a departmental, faculty and University level.

### 3.1.7 LIBRARY SERVICES

As an apprentice trainee on this course you will have full access to the University of Sheffield Library:  
**The University Library**

The Library is here to support you in your studies. There is a wealth of material available; over 1,400,000 printed volumes and an extensive range of electronic resources including e-books, e-journals and subject databases. All electronic resources are accessible both on and off-campus via your MUSE login.

#### The electronic library

Logging into MUSE gives you personalised access to all the University Library's online resources. From myServices connect to StarPlus, the Library catalogue. Use the catalogue to:

- find all electronic & print books, journals and databases
- place book requests and manage your library account
- access myResource lists
- access subject guides and the Information Skills Resource where you can improve your academic skills.

### Sites & services

There are four Library sites for you to choose from:

The Information Commons (IC) – open 24/7, every day of the year, and holding core texts found on module reading lists. There are 1300 study spaces and over 500 PCs. It has bookable group study rooms, silent study areas and a cafe.

The Health Sciences Library – based in the Medical School, with a second site at the Northern General Hospital. These sites specialise in medicine, dentistry, nursing and health related subjects.

Western Bank Library – containing material in the fields of arts, humanities, science, architecture, social sciences, management, and East Asian studies. It has a large reading room and houses the Library's Special Collections and the National Fairground Archive.

The Diamond – offers over 1000 new study spaces and 24/7 facilities.

A valid UCard is needed to gain entry to all Library sites and to borrow books. You will also need your UCard to use photocopying, printing and scanning facilities. Computing facilities and Wi-Fi are also available at all sites.

### Sources of help & guidance

You'll find all the information you need to get started in the library at

<http://www.sheffield.ac.uk/library/services/new>

For subject-specific guidance contact your liaison librarian;

Anthea Tucker - Liaison Librarian for Medicine, Dentistry & Health, email [a.l.tucker@sheffield.ac.uk](mailto:a.l.tucker@sheffield.ac.uk)

Tel: 0114 222 7318

Or for general enquiries contact the Library helpdesk;

Email: [library@sheffield.ac.uk](mailto:library@sheffield.ac.uk)

Tel: 0114 2227200

## 3.1.8 DISABILITY AND DYSELXIA SUPPORT SERVICES

If you have any special learning needs you should inform your Personal Tutor as soon as possible, who will explain more about the University Policy on apprentice trainee special needs and the University Counselling Service. It is important that you give attention to this **at the start** of the programme or as soon as possible if such needs arise after starting. If at any time your Personal Tutor advises you to seek professional help regarding your learning it is expected that you will respond appropriately to their advice.

### 301 Glossop Road

301 is the University's Skills and Development Centre which opened in spring 2013. Based in redesigned premises in 301 Glossop Road, the Centre offers a flexible, modern space with a range of services and activities to support your skills development. <http://www.sheffield.ac.uk/ssid/301>

### Disability Support

If you have a disability, medical condition, or specific learning difficulty that may impact your studies, we strongly encourage you to contact the Disability and Dyslexia Support Service (DDSS).

The DDSS is a confidential and friendly service which offers a range of support, including:

- Liaising with academic staff and central services about disabled trainees' support needs
- Helping trainees to apply for Disabled Trainees' Allowances
- Organising support workers, e.g. note takers, readers, library support, scribes, interpreters
- Advising on specialist equipment and technology
- Referring dyslexic trainees for study skills support, at the English Language Teaching Centre
- Referring trainees who think that they might be dyslexic for diagnostic assessments with an Educational Psychologist
- Putting trainees in contact with local and national external agencies who offer support and advice to disabled people on specific issues
- Formalising alternative arrangements for examinations and assessments, e.g. extra time in examinations; reasonable adjustments to assessment tasks; or alternative assessment formats.

**For further information, please contact the contact the DDSS:**

<http://www.shef.ac.uk/disability/>

**If you require alternative exam arrangements, please make sure that you contact the DDSS at the earliest opportunity.**

Or

Contact David Reid, the School of Nursing and Midwifery's Disability Liaison Officer ([d.reid@sheffield.ac.uk](mailto:d.reid@sheffield.ac.uk)).

### Recording of lectures

The recording of lectures is only permitted in certain circumstances. Please use the form in Appendix 7 to negotiate this with the lecturer responsible for the session(s) you wish to record.

**Mobile phones and computers must not be used to record lectures.**

### 3.1.9 APPRENTICE TRAINEE WELFARE

The Students' Union is located on Western Bank, a little way along from the Children's Hospital and next to the Octagon Centre. Trainees who would like help in the following areas can go to the Students Services Information Desk in the Students' Union.

- academic (reviews, appeals)
- finance (funding, hardship, benefits, debt, disability, council tax, some employment issues)
- housing (contracts, repairs, eviction, university accommodation)
- international students (immigration, asylum, leave to remain, public funds)
- harassment
- learning disabilities – please contact Students Services Information Desk

The number of the Student Services Information Desk is 0114 222 1299, email [ssid@sheffield.ac.uk](mailto:ssid@sheffield.ac.uk), and their homepage is located on <http://www.shef.ac.uk/ssid/> or can be accessed at present from the University Home Page (<http://www.shef.ac.uk>) by clicking on "Current Students".

Student counselling services are available and details of this can be found at:

[www.sheffield.ac.uk/counselling/students](http://www.sheffield.ac.uk/counselling/students)

### THINGS NOT GOING RIGHT?

If things aren't going right for you may find the necessary support services at

<http://www.shef.ac.uk/ssid/sos>. You are also encouraged to speak with your personal tutor or the Programme Leader at the earliest opportunity.

## 3.2 YOUR ROLE AS A TRAINEE

### 3.2.1 APPROACH TO LEARNING

You will be encouraged and expected to take responsibility for your own learning within a teacher/apprentice trainee partnership. This includes your employer who is key to providing learning opportunities in the health care setting, it is your responsibility to demonstrate development during this time.

The School has a trainee-centred approach to teaching and learning. Our belief in the need for the trainee to be independent is central. The teacher acts as a **facilitator of learning** rather than an instructor.

### 3.2.2 CONFIDENTIALITY

#### In practice

This is a matter of great concern for all those engaged in health care. During your studies, especially on your practice learning experiences, you must respect the confidentiality of all the information that you acquire. Your teachers and supervisors will give you specific guidance on dealing with confidentiality and your obligations in relation to it, at various points during the programme. The general principle to be applied in the early stages of the programme is: **“share information only with those it belongs to and those authorised to have it”** - and if in any doubt ask a teacher or designated nurse supervisor for advice before sharing.

**YOU MUST NOT DISCUSS YOUR CLINICAL EXPERIENCES ON SOCIAL NETWORKING SITES. THIS MAY LEAD TO DISCIPLINARY PROCEDURES.**

#### Please see:

<https://www.nmc.org.uk/standards/guidance/social-media-guidance/>

#### In assessments

Individuals and institutions should not be named in assignments, neither should data be collected from patients, relatives or staff for assignments unless it is a requirement of the unit and appropriate approval has been granted.

Information that is not in the public domain, that identifies individuals or institutions or that is subject to copyright should not be included in appendices. Should this occur the work will be returned to the apprentice trainee and will require resubmitting with the identified information removed within seven days.

#### Your university record

The School maintains manual and computerised records of your progress that contain information personal to you. These records are kept in a secure state and can only be accessed by authorised personnel. You have the right to view your personal records under the General Data Protection Regulation (2018) and Data Protection Act (1998) and in accordance with University regulations.

### 3.2.3 REPORTING OF SICKNESS/ABSENCE

If you are unable to attend placement/lectures because of sickness you should ring and inform ***both*** your Programme Coordinator and your clinical placement area before 10 am. If you are not on placement during the period of sickness you only need ring the Programme Coordinator. **When you ring, please clearly state your name and cohort.**

When your period of sickness ends you should also inform the Programme Coordinator and your clinical base.

When you are next due in school you are required to complete the appropriate documentation.

1. For sickness up to and including 7 days a Special Circumstances Form (self-certification)
2. For sickness exceeding 7 days the Special Circumstances Form must be supported with GP certification.

The completion of these forms is a University requirement. Supplies of these forms are available at the School Office. Prolonged periods of absence may result in you being unable to complete the programme

### 3.2.4 PREGNANCY

If you become pregnant during the programme, you must inform your Employer and Programme Leader as soon as possible so that guidance may be given and to allow for assessment of support required. This is very important as certain clinical environments involve a high risk of exposure to anaesthetic gasses, ionising radiation and extreme physical exertion. Alternative arrangements will be organised, where possible, in accordance with the prevailing policies, practices and regulations related to leave associated with childbirth.

The school will liaise with your employer on this matter.

### 3.2.5 ANNUAL LEAVE

Fixed annual leave periods are identified on your Plan of Training. All other permitted annual leave is negotiable but will not be permitted during assessment periods. If annual leave, not arranged before the programme, is taken during an assessment period the attempt may be recorded as a fail.

Please arrange this annual leave with your employer but ensure that this is communicated to the programme administrator and recorded on your log of hours. It is advisable not to take long periods of annual leave as this could affect clinical assessment and progress on the programme – you should discuss this with your employer.

### 3.2.6 TRAVEL EXPENSES

Where applicable, these are to be arranged with your employer.

### 3.2.7 GENERAL INFORMATION

#### Council Tax

If you require a council tax certificate, please contact the Trainee Services Information Desk. You can request a council tax certificate on-line using the University Web pages. The address is:

[www.shef.ac.uk/ssid/forms/](http://www.shef.ac.uk/ssid/forms/)

The completed forms will be available for collection from the Trainee Services Information Desk, Firth Court, Sheffield one week after the date of application, upon presentation of a valid Ucard.

### Personal Details

You **MUST** inform the School of Nursing and Midwifery (the Programme Coordinator at your theory base) of any changes to your personal details, including change of name or address.

### 3.2.8 HEALTH/STAYING FIT

The programme is demanding both mentally and physically. For these and other reasons it is wise to take action to ensure that you remain fit and healthy.

Moreover, the programme itself contains consistent emphasis on the positive promotion of good health, and increasingly nurses, midwives and other health professionals are expected to be suitable role models for patients, clients and others.

Please ensure that you are registered with a GP. The University does operate a student Health Service. The aims of these services include:

- To protect personnel from the adverse effects on health of work and study related activity
- To promote positive health attitudes and lifestyle
- To encourage preservation of health and well-being in social, work and study contexts.

The work of these services includes health screening, health assessment after illness or injury, vaccination programmes. They also offer counselling services and advice on safe working practice, the work and study environment, occupational hygiene and accident prevention.

A large and growing number of accessible fitness, sport and recreation services are offered by the University and various NHS units. These include swimming, aerobics, weight-training and most regular sports. You will be offered opportunities to join the various sports clubs at the University.

### Infectious Diseases – General Advice

During your programme you will encounter situations where there is a significantly increased risk of exposure to infectious diseases. It is critical that you learn the implications of this for your health and the potential consequences for your studies.

Further information and guidance on this subject will have been given in pre-programme information and may be obtained at any time from the health services mentioned above. Any requests from Occupational Health to attend appointments should be adhered to.

When allocated to practical placements it is vital that you are familiar with and understand the particular local infection control requirements in order to protect yourself and others. Your supervisor will give you practical advice on this matter, as will the local guidance documents related to that particular placement.

### HIV/AIDS and Sexual Health

The increase in HIV/AIDS and sexually transmitted diseases has become a major concern for society in general and health care personnel in particular. In line with the policies of the Department of Health, the School aims to treat any HIV infected trainee or staff member with sensitivity and achieve a balance in providing a supportive environment for them, whilst protecting patients and clients from risk of

infection.

The Departments of Genito-Urinary Medicine in each major hospital offer confidential guidance and advice on all matters concerning HIV/AIDS and sexually transmitted diseases.

### **Hepatitis B**

All health care workers should be aware of the hazards associated with the Hepatitis B virus and the benefits of being immunized against it. You are required to undergo an appropriate immunisation programme prior to commencement of the programme.

### **No Smoking Policy**

All NHS, University and School premises are designated no smoking areas. No Smoking notices must be observed at all times. Assistance with stopping smoking is available from the health services mentioned above.

### **Health and Safety at Work**

All staff are required under the Health and Safety at Work Act to report hazards of which they become aware. You should report these to the Programme Co-coordinator when in the School and to your supervisor or the facility management during a practice learning experience.

All accidents occurring on NHS, School or practice learning experience premises of any kind must be reported to Departmental Health and Safety Officer (your Programme Coordinator will tell you who this is) and the relevant documentation completed. Failure to report an accident promptly may affect any subsequent claim you may have.

## **3.2.8 PERSONAL SAFETY AND SECURITY**

On many occasions during your time on the programme you will be faced with situations in which risks to your personal safety will be increased. Those in direct connection with the programme may include travelling to and from placements and places of residence at unusual times of day or night when shifts start or finish. Specific guidance in relation to this matter will be offered early in the programme, but it is essential that from the outset you recognize your responsibility for your own personal safety and take appropriate measures.

For practical advice about Personal Safety and Security, refer to the following websites:

<http://www.sheffield.ac.uk/trainees/news/stay-safe-1.373958> and

<http://www.sheffield.ac.uk/security/advice/personalsafety>. You are advised not to take large sums of money or valuable possessions into School or practice placement premises.

Losses should be reported to a member of the School staff or, if on a practice placement, to the local security personnel. The School does not accept liability for any loss of or damage to any personal property.

## **3.2.9 CAREERS ADVICE/SUPPORT**

As members of the University of Sheffield, apprentice trainees in the School of Nursing and Midwifery have access to the full range of support offered by the University Careers Service, which is based on the main university campus on the corner of Glossop Road and Durham Road, next to the Trainees' Union: 388 Glossop Road, Sheffield S10 2JA, Tel: 0114 222 0910.

Although you are currently in employment you may still wish to discuss career opportunities and

The University of Sheffield School of Nursing and Midwifery - NURSE ASSOCIATE FOUNDATION DEGREE future job applications. The range of help offered includes.

- Access to careers information e.g. on occupations, employers, postgraduate study, career management skills in the Careers Service Information Room.
- Take away leaflets on a variety of issues including career planning, making applications, job search, and interview preparation.
- The Careers Service website 'Directions' <http://www.shef.ac.uk/careers> provides a range of general information trainees. 'Nursing Directions' contains specialist information for nurses and midwives.  
<http://www.shef.ac.uk/careers/trainees/worktypes/nursing/>
- Individual advice, guidance and support as appropriate to trainees. This might be to discuss future career plans in more detail, for help in preparing for job interviews or to offer assistance to trainees who have specific concerns e.g. programme change queries, the impact of a disability/health problem on future employment.
- Access to a range of career planning programmes such as Prospects Planner, available through all networked computers across the University and employer videos.
- Careers Service events and workshops, as well as employer presentations (full information is available from the 'events' section of 'Directions').  
<http://www.shef.ac.uk/careers/events>

### 3.2.10 RELIGIOUS NEEDS

If you require time off for religious festivals then you should apply for special leave as per the absence policy on MOLE. During practice placements, trainees should follow the Home Trust policy on specific religious and cultural requirements.

Prayer rooms are available on the top floor of Barber House and in the Medical School at Beechill Road.

#### Religious Holidays and Examinations

Please complete a 'Request for Religious Observance Form' at the beginning of each semester. Click here for more information <http://www.sheffield.ac.uk/ssid/exams/observance>.

## APPENDIX 1: LIMITATIONS OF PRACTICE

Within the turbulent and rapidly developing service delivery arena it is inevitable that at times trainee nursing associates will be asked to engage in aspects of care delivery that could be seen as beyond their usual scope of practice. At such times it is incumbent on the trainee and their clinical supervisor to seek guidance from the programme leader.

It is not appropriate to closely define and delineate what is or is not seen as acceptable practice, but members of the School of Nursing and Midwifery can give appropriate and legitimate advice when required to do so, using the following guiding principles:

- i) Check the Assessment of Practice documentation. Trainees should perform in practice to a level of competency consistent with what is described within the programme assessment information for the part of the programme they are undertaking.
- ii) If, having done this, there remain areas of uncertainty then the lecturer should consult with the Programme Leader with a view to establishing a greater degree of clarity.
- iii) In the event that ambiguity remains, seek the view of the Director of Teaching and Learning which should be accepted as definitive.

Trainees are advised not to undertake any activity in clinical practice that they have not been trained for. Trainees need to recognise their own limitations and seek knowledge, understanding and training before carrying out any activity.

**TRAINEE NURSING ASSOCIATE PROGRAMME trainees should not undertake any activity in clinical practice that they have not been trained for. Trainees need to recognise their own limitations and seek knowledge, understanding and training before carrying out any activity. In addition the following are excluded from the intended role of the TRAINEE NURSING ASSOCIATE PROGRAMME:**

- Acting autonomously to change the prescribed plan of care**
- Acting autonomously in situations where they may be limits to confidentiality, for example in safeguarding situations**
- Decision to make specialist referrals**
- Decisions to share information across multi-agency boundaries**
- Resolution and interpretation of risk issues (they must be able to identify risk and halt practice is necessary).**
- Decision to discharge an individual from a service**
- Managing situations of conflict or risk beyond immediate actions to maintain safety.**
- Administer medicines under a patient group directive or patient specific directives.**
- Nursing associates will not prescribe medicines**

## APPENDIX 2: REFLECTION ON PRACTICE

### Trainee Guidelines for Reflection on Practice Forums

#### Aims Reflection on Practice Forums

##### To:

- provide you with the opportunity to constructively reflect upon your clinical experiences
- facilitate the strengthening of links between the theory and practice of nursing
- enable you to critically reflect upon your integration into the multi-professional team, in a safe environment supported by clinicians and lecturers
- enable you to critically analyse the nature of the learning environment
- enable you to critically evaluate your personal integration into the nursing and inter-professional team
- provide you with the opportunity to enhance your skills in portfolio development
- provide you with the opportunity to enhance your skills in reviewing collated evidence and identify areas of personal growth and limitations
- enable you to develop the skills of creating a professional portfolio for continued professional development and lifelong learning

#### Achieving the aims

A variety of mechanisms could be used and we would encourage you to undertake a combination of the following approaches to maximise your learning.

- Reflect upon what you have learned during your clinical experiences and document these experiences
- Reflect upon your personal growth and development recognising your strengths and limitations. Develop learning objectives which will address your areas of weakness and enhance your areas of strength
- Reflect upon how you are achieving your competencies/ outcomes identifying key knowledge, skills and attitudes
- Develop action plans to provide a basis for discussion with your supervisor
- Reflect upon the theoretical input prior to your clinical experience and identify links between the theory and practice of nursing
- Reflect upon and document your experiences which contribute to the achievement of EU outcomes
- Prepare material which can be utilised in the timetabled reflection sessions
- Write a personal action plan to address personal learning needs

#### Evidence of learning

Record your personal learning in your portfolio as evidence of personal and professional development. This evidence should be utilised during the timetabled reflection session at the end of each Unit and may also contribute to your end of Unit interview with your personal tutor. You should also be prepared to share this evidence with your supervisor/ assessor if you are asked to do so.

### APPENDIX 3: POLICY FOR THE SUBMISSION AND CONSIDERATION OF EXTENUATING CIRCUMSTANCES

- 1: It is the **individual responsibility** of trainees to notify the Extenuating Circumstances board, at the earliest opportunity, if there are any circumstances that might have a bearing on their performance in assessments or on attendance/engagement with the programme of study.
- 2: Trainees should provide notification by completion and submission of an Extenuating Circumstances Form <http://www.sheffield.ac.uk/ssid/forms/circs> along with any additional relevant documentary evidence where appropriate. This should only be completed after reading the explanatory notes.
- 3: The trainee should hand this completed form, in person by mail or from their personal university email account, to **the nominated person in the schools assessment office** in the assessment office.
- 4: In other than exceptional circumstances the **deadline** by which trainees should notify the Extenuating Circumstances board of their circumstances is no later than 2 weeks (14 calendar days) prior to the board at which their results will be ratified.
- 5: Any **supporting evidence** should also be made available to the pre-assessment board in order for them to be able to make a decision. The board may request evidence and this may delay decisions and therefore the publication of results.
- 6: The form must be countersigned by the **personal tutor, or academic supervisor where no personal tutor has been designated**, or their named alternative indicated on any vacation message unless a different signatory has been agreed with the personal tutor/academic supervisor.
- 7: Trainees **should not** hand completed forms to any other member of staff or individual to submit or complete on their behalf. If the board receives information late because of this they will not be able to consider the circumstances. Please see point 16.
- 8: It is the **personal responsibility** of trainees to ensure that the completed forms and any supporting evidence are submitted within the required time frame to the schools assessments officer
- 9: The pre-assessment board may also take into account medical circumstances when considering performance in assessed work and examinations or attendance and engagement, provided that adequate and written medical evidence is submitted.
- 10: The trainee should submit **written medical evidence** which states the nature, the date of onset and the duration (where this can be judged) of the medical problem.
- 11: Where a trainee has medical problems that are ongoing and/or chronic and that affect more than one examination period the trainee should keep their personal tutor/academic supervisor informed and may be required to submit further written medical evidence for subsequent examination periods.
- 12: Trainees with ongoing medical conditions may be eligible for support from the Disability and Dyslexia Support Service (DDSS) and should refer to the DDSS website for information ([www.shef.ac.uk/ssid/disability](http://www.shef.ac.uk/ssid/disability)).

13: Where a trainee has disclosed a disability and where details have been passed to the Departmental Disability Liaison Officer by the Disability and Dyslexia Support Service, the trainee will

not be expected to submit further written evidence at subsequent assessment and examination periods.

14: On occasion, where any additional information concerning the impact of the disability at a particular examination period needs to be considered by the Examiners, the trainee should submit an Extenuating Circumstances Form but will not normally be expected to submit further written evidence. The trainee will, however, be expected to provide evidence to support other extenuating circumstances, not related to their disability.

15: Where Extenuating Circumstances have affected coursework but not invigilated examinations, the Extenuating Circumstances board may consider granting an extension to the deadline for submission in the first instance.

16: Notification of medical or personal circumstances, including assessments of dyslexia, which have not been submitted within the specified deadline will not normally be considered by the meeting of departmental examiners and will need to become the subject of an appeal under the Academic Appeals Regulations following publication of examination results to trainees.

17: Trainees citing dyslexia as mitigation must be registered with DDSS.

## **APPENDIX 4: PLAGIARISM**

### **Guidance for Academic Staff**

The table overleaf has been developed to assist markers in instigating the appropriate course of action when they detect a high level of similarity in a trainee's work that has been submitted to "Turnitin".

On full time programmes it is recommended that all trainees submit their own work via "Turnitin".

On part time programmes unit leaders must submit at least 20% of work to "Turnitin".

The table is not definitive; there will still be occasions when professional judgement will need to be exercised.

Sources of plagiarism are identified as below:-

- Published material
- Database sources
- Another trainee's work
- This trainee's previous work, which may be:
  - a previous attempt at this assignment or
  - a previous assignment for another unit/module

Plagiarism may also be identified as poor or inappropriate referencing that may be as a result of inexperience (see definitions on next page). If this is deemed to be the case in the markers professional judgement, the action guide below contains appropriate action to be taken.

If the marker requires any clarification regarding their concerns then they should consult with the Head of Learning and Teaching/Teaching and Learning Advocate.

It is important that programme/unit leaders ensure that information on avoiding plagiarism is included at the beginning and end of all taught units on part time programmes. On full time programmes, sessions should be timetabled at the beginning of each semester. For units delivered on-line or by distance learning the unit/programme leaders should ensure that trainees are given the opportunity to complete the distance learning package.

**ACTION TO BE TAKEN IN CASES OF SUSPECTED PLAGIARISM OR INAPPROPRIATE REFERENCING**

**A. The difference between inappropriate referencing and plagiarism**

Inappropriate referencing.	Sections of work matched; sources individually acknowledged, but fails to paraphrase and/or identify secondary sources.
Plagiarism	Sections of work matched but no attempt made to acknowledge this as the work of others

**B. Action**

Percentage of work identified by Turnitin as plagiarised	INAPPROPRIATE REFERENCING	PLAGIARISM
<b>0-49%</b>	<p><b>1<sup>st</sup> instance</b></p> <ol style="list-style-type: none"> <li>1. Action as identified on the marking criteria should be followed.</li> <li>2. Tutorial support is offered as part of feedback.</li> <li>3. Standard letter 1 sent to Trainee</li> </ol> <p><b>2<sup>nd</sup> instance</b> As for Plagiarism →</p>	<ol style="list-style-type: none"> <li>1. <b>Zero grade will be awarded</b></li> <li>2. The trainee will be seen by the Programme Leader and Personal Tutor/unit leaders.</li> <li>3. A record will be entered in the trainee’s personal file.</li> <li>4. Standard letter 2 sent to trainee</li> </ol>
<b>50-100%</b>	<ol style="list-style-type: none"> <li>1. <b>Zero grade will be awarded</b></li> <li>2. The trainee will be seen by the Programme Leader, Personal Tutor/unit leader and Director of Learning and Teaching.</li> <li>3. A record will be entered in the trainee’s personal file.</li> <li>4. Tutorial support is offered.</li> <li>5. The trainee may be referred to faculty/NMC/regulatory body where appropriate.</li> <li>6. Standard letter 2 sent to Trainee</li> </ol>	

**If any action is taken with reference to the above this should be notified to the Director of Teaching and Learning as this needs recording on the unfair means monitoring form to be returned to faculty in July of each year**

## **APPENDIX 5:** **Your Personal Tutor**

By the end of the first week of the course you should have been given the name of your personal tutor.

The role of your personal tutor typically includes the following:

- (a) Being an important port of call for you for general academic advice on matters such as personal academic achievement.
- (b) Monitoring your overall academic performance and offering you appropriate guidance.
- (c) Signposting services that you might access to support your further development.
- (d) Encouraging you to become a reflective learner, to engage in Personal Development Planning and to give timely consideration to your career plans and other future aspirations.
- (e) Ensuring that meetings/opportunities for discussions are arranged at appropriate intervals and that you have the necessary staff contact information.

Your first tutorial meeting usually takes place during the first two weeks of the course.

What should the first tutorial cover?

### **1. The role and purpose of personal tutorials**

Your personal tutor should explain that their main role is to help you with academic achievement and personal development and also to help you address any problems that you may have.

### **2. Clarify expectations**

Your tutor will explain how the personal tutorial system operates in the School, share contact information, and explain their personal preferences, expectations and boundaries in relation to how they conduct tutorial arrangements. For example some tutors may be involved in research and may not always be in Barber House Annexe on the days you are attending whilst others will usually be in their office when you are around.

### **3. Re-cap on Induction / Intro Week**

Your tutor will be able to clarify some of the things you were told during induction / intro week if you are still confused. They might ask you questions to establish if there is any remaining confusion (for example regarding timetabling, knowing your way around campus and so on).

### **4. Getting to Know You**

Your tutor will probably ask you general questions in order to get to know you such as where you are from, and what hobbies or interests you have. They might also ask you whether you have any specific worries (how to reference is a common one) or whether you have any problems or conditions which might affect your study (e.g. you might get anxious in certain situations).

### **5. Answering your questions**

At the end of the meeting your tutor will invite questions in order to clear up any remaining issues e.g. about the course, whether there is anything that you are anxious about with respect to being a trainee; and so on.

Your personal tutor is there for YOU, to offer support and advice throughout the programme.

As a minimum, you are required to meet with your personal tutor at the beginning of the programme and then towards the end of each unit. This is the minimum amount of contact required but many trainees will meet their tutors more frequently than this. Your personal tutor will write your final course summary which is used as your reference so it is a good idea to get to know each other before then!

### **STANDARDS FOR THE PERSONAL TUTOR ROLE**

The role of the Personal Tutor will be to provide personal support and academic guidance, following the University/Programme Regulations and School of Nursing Procedures, where relevant

It is the responsibility of the Head of Department or their deputy to apply these standards within the context of the individual programme of study. Application of these standards will fulfil the standards set within the Trainees' Charter and incorporates the University of Sheffield Teaching committee Personal Tutor: Policy Statement.

- All trainees will be allocated a Personal Tutor during the first week of the course/programme of study.
- Personal Tutors will normally arrange to meet with their personal trainees at the beginning of the course/programme of study. They will, at a mutually agreed time, also undertake an end of module/unit interview with personal trainees regarding completion of assessment records and monitor clinical progress where appropriate. It is the trainee's responsibility for negotiating further meetings for support, academic guidance or review of clinical progress.
- Trainees will normally be allowed a maximum of 3 academic support sessions per assignment, if necessary.
- Personal Tutors will not review a final version of a complete piece of work prior to submission or pass comment on the standard of achievement.
- Personal Tutors will provide the trainee with information regarding how they may be contacted.
- Support and academic guidance may involve face to face meetings or other means of contact e.g. telephone, post and e-mail.
- Confidentiality of trainee information, where requested, will be respected in all but exceptional circumstances and in accordance with the NMC Code (2008)
- Personal Tutors will, where necessary, direct the trainee to information relating to the wide range of trainee support within the University and Union of Trainees. The personal tutor will also act as a referral agent, on behalf of the trainee to School/University support services (e.g. Counselling Service, Careers Advisory Service, and English Language Teaching Centre).
- Personal Tutors should facilitate additional academic support for trainees who are experiencing difficulties. Where this additional support is perceived to be excessive Personal Tutors should seek advice from the Programme Leader.

- Personal tutors will be informed of the sickness and absence record of trainees and, where appropriate arrange an interview with the trainee to discuss the implications and decide the action to be taken.
- Personal Tutors will ensure/maintain a complete and comprehensive record of the trainees' progress and meetings held, including a record of meetings arranged and not attended by trainees and or personal tutors. Both tutor and trainee would normally sign entries.
- When necessary, Personal Tutors will make alternative support available to trainees during periods of annual leave, providing a briefing of trainees' needs. The affected trainees will be informed of the named individual and a contact number.
- The relevant Head of Department will arrange for another tutor to act as support during periods of sickness/absence. The trainee will be informed of the named individual and a contact number.
- Personal Tutors will support reasonable requests for special/compassionate leave
- Personal Tutors will liaise as necessary with Programme Leader, link lecturer, Programme Coordinator and other departments (e.g. placements and assessments office).
- Where either the Personal Tutor or trainee perceives the relationship as being unproductive either party may seek to negotiate a change of Personal Tutor via the Programme Leader/Head of Department.

## APPENDIX 6: PRINCIPLES OF FEEDBACK

The following principles of feedback have been drafted after both staff and trainees raised issues of consistency in the application of the existing standards. They have been written with regards to the following:

EXISTING STANDARDS  
UNIVERSITY GUIDELINES  
TRAINEE FEEDBACK  
LeTS Toolkit

### FEEDBACK

Feedback exists in any process, activity or information that enhances learning by providing trainees with the opportunity to reflect on their current or recent level of attainment. It can be provided individually or to groups. It can take many forms. It is responsive to the developmental expectations of particular programmes and disciplines.

#### Formative feedback

Is 'feedback for learning' and is provided during the unit/module to help improve the way you learn and enhance future academic performance

#### Summative feedback

Summative feedback is '**feedback on learning**'. It gives an idea of what was done well or not so well in work already done and is often module-specific.

### PRINCIPLES

#### Trainee engagement with feedback is important

Trainees need to seek formative feedback when developing work for submission and make the most of opportunities made available to them.

Feedback is regarded as a process whereby trainees and staff work together to promote individual learning and development.

Trainees need to be aware of how to utilise both formative and summative feedback to develop their academic abilities.

When unsure of who their personal/academic tutor is, or from whom they should be seeking feedback, trainees should contact the course coordinator or programme leader.

#### Feedback is for learning

Trainees should seek formative feedback early on in the assessment process in order to ensure time for development of work if required.

Trainees should be able to obtain formative feedback on drafts in order to develop ideas further.

Formative and summative feedback should affirm what is positive and offer encouragement where improvement is needed.

Feedback may be given in a variety of forms this may be dependent on the module assessment and/or the needs of the trainee.

Opportunities for reflection on feedback should be provided if required by the trainee.

## **Feedback is timely**

### Formative feedback

You will receive feedback throughout your units if you request this, it should be timed to help with your final assessment.

Work submitted for feedback within 5 working days of assessment submission date will not be considered in other than exceptional circumstances.

Trainees should not expect to receive formative feedback on more than two occasions for each assignment. In the case of longer pieces of work, such as dissertations, this may not be the case but will be stated in the handbook.

Trainees should receive acknowledgment of receipt of work submitted for formative feedback within 48hrs (2 working days); in event of non-receipt of acknowledgement, trainees are required to contact the programme administrator. Feedback should be provided by the tutor within 5 working days; if this does not happen the trainee should contact the programme administrator.

In the event of a tutor being absent/sick for longer than 5 working days, an email “vacation” message will be used to inform trainees of the absence and what cover has been arranged for the provision of formative feedback.

### Summative feedback

Feedback on assessed work is as stated in the assessment calendar Feedback is clearly communicated

### Formative

Feedback on written drafts will reflect four key areas covered by the marking criteria in order to give trainees an overview of relative strengths and weakness:

- structure/flow of assignment
- critical analysis
- application to assignment guidelines/context
- referencing
- Additional comments

Detailed corrections to drafts using track changes will not be made. This includes corrections to grammar, syntax and content. Attention will only be drawn to the need to address deficiencies in this area when required. This is in order to ensure that there cannot be a case made for collusion. Where trainees need signposting to academic support mechanisms this will be discussed with the trainee and raised with the personal tutor.

### Summative

Summative feedback should provide a justification for the grade awarded along with comments on strengths weaknesses and areas for improvement. In the case of a second attempt where the maximum grade awarded is 40 for UG and 50 for PG the trainee should be given an indication of the band in which the grade would have been if it was a first attempt.

## **Feedback is consistently delivered**

Your feedback will be delivered in an accessible and consistent manner, and will relate to module assessment criteria and learning outcomes.

There will be an opportunity to view exam scripts.

**Feedback quality is maintained**

The school will monitor trainee views on feedback and will ensure that which you receive is of good quality. Your trainee reps will be involved in the process of maintaining that quality.

**NB: Trainees with extenuating circumstances for which the school has a record may have/make alternative arrangements for support.**

**APPENDIX 7: Written Permission to Audio Record Lectures**

**Apprentice Trainee and lecturer to complete Parts A and B**

**together:**

**Trainee's name.....**

**Date of Lecture.....**

**Course.....**

**Lecturer's name.....**

**A: Learning need**

**Tick one  
option**

***I have provided evidence that I have a formally recognised learning need including a recommendation that my learning would be supported by me audio-recording lectures***

**OR**

***I request permission to record this lecture because English is not my first language and my learning would be supported by me audio-recording lectures***

**B: Agreement**

- I agree that the audio-recording of this lecture is for my own personal educational use.
- I agree that I shall not share this recording with anyone else. This includes other trainees or sharing via social networking sites.
- I agree that the audio-recording I make of this lecture will be kept securely by me and deleted once I have finished using it for my own educational purposes.
- I am aware and agree that any breach of this agreement will be reported by the School of Nursing and Midwifery to the University of Sheffield for consideration of appropriate disciplinary action.

Signature of trainee	
Date	
Signature of lecturer	
Date	

## APPENDIX 8: Extension request form UNIVERSITY OF SHEFFIELD SCHOOL OF NURSING & MIDWIFERY

### PROFORMA FOR COMPLETION BY TRAINEES WHO WISH TO REQUEST AN EXTENSION TO THEIR SUBMISSION DATE FOR ASSESSMENTS

The School of Nursing and Midwifery has a written policy on the circumstances under which an extension may be granted, which is strictly adhered to, as part of the process to ensure a fair and consistent approach to assessment for all trainees.

An extension can only normally be granted in the following extenuating circumstances:

- **Sickness:** periods of sickness will qualify when supported by self-certification or a certificate from a registered medical practitioner.
- **Bereavement / Compassionate Leave:** discussion with your personal academic supervisor / course leader is required to agree an appropriate time frame, based on the number of days which have been lost during the preparation of the work.
- **Family Crises:** this includes sickness in a close relative (partner, child, parent), marital breakdown, accidents e.g. burglary, house fire.

Please complete this form giving any information that may help in deciding if an extension should be granted regarding this assessment.

Trainee Name: \_\_\_\_\_ Registration Number: \_\_\_\_\_

Theory base: \_\_\_\_\_ Academic group: \_\_\_\_\_

Programme of Study: \_\_\_\_\_ Cohort: \_\_\_\_\_

Programme Code (NURU Number): \_\_\_\_\_ Unit of Study (SNM Number) \_\_\_\_\_

Assessment Due Date: \_\_\_\_\_ Assessment Title: \_\_\_\_\_

Personal Tutor: \_\_\_\_\_

Please give your reasons for requesting an extension below (including the dates that the issues has been affecting you, what impact these circumstances have had regarding preparation for this assessment etc...) continue overleaf if necessary...

Upon completion, please submit this form to Mrs Tracey Pacan in the assessments office, by NO LATER than 1 week preceding the original submission date. A request made after this date will not be granted unless the circumstances are genuinely unforeseen.

If an extension is granted, confirmation of the extension will be issued in writing by the assessments officer. When an extension is granted, the work may not be marked according to the Assessment Calendar dates. Therefore, a publication date for results may not be available.

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School use only:  
Upon receipt, the personal tutor should complete the 'Request to extend assignment submission date form' in line with website guidelines, attaching a copy of this document to the form.

**APPENDIX 9: Unit aims and outcomes**

Unit	title	Aim	LO
Unit 1 SNM146  Direct supervision  60 level 4 credits	Theoretical Foundations of Health and Nursing	Introduction to important theoretical concepts that help the TNA to understand the concepts of health and nursing  <b>DOING</b>	<ol style="list-style-type: none"> <li>1. An understanding of the professional, ethical, legal and anti-discriminatory principles relevant to the nursing associate, including British Values</li> <li>2. An understanding and appropriate application of knowledge, skills, values and attitudes associated with the organisation, delivery and management of nursing care in a designated environment as outlined by HEE and those pertaining to the National Service Frameworks</li> <li>3. An understanding of the role of the nursing associate within the multi-disciplinary, multi-agency arena demonstrating an awareness of the principles of safe collaborative working within local health care communities</li> <li>4. Understand the need for continuing professional development and personal supervision activities for themselves, in order to enhance knowledge, skills and attitudes</li> </ol>
Unit 2 SNM147  Direct supervision  60 level 4 credits	Contexts of care 1	To help the TNA understand the different contexts of care delivery/client groups and reflect upon their role within this.  <b>APPLYING</b>	<ol style="list-style-type: none"> <li>1. Explore professional and ethical dilemmas and understand the decision making processes arising from care delivery in different contexts of care</li> <li>2. Deliver care and reflect upon practice to analyse the evidence base underpinning the delivery of holistic and compassionate care to patients in different environments</li> <li>3. Analyse the evidence underpinning policy and practice which ensure safe management of care within different care environments, recognising the essential nature of multi-disciplinary/ multi-agency collaboration</li> <li>4. Reflect on one's own development needs and take action to meet identified knowledge and skills deficits</li> </ol>

<p>Unit 3 SNM2238 Guidance</p> <p>60 level 5 credits</p>	<p>Contexts of Care 2</p>	<p>To help the TNA further understand the different contexts of care delivery/client groups and reflect upon their role within this.</p> <p><b>INTERPRETING</b></p>	<ol style="list-style-type: none"> <li>1. Analyse the principles of professional, ethical and legal perspectives underpinning nursing associate practice within different care contexts, including British Values</li> <li>2. Develop knowledge and understanding for the delivery of compassionate care interventions to maintain, promote optimum physical, social, psychological and spiritual health of patients', families and communities adapting to the consequences of illness</li> <li>3. Analyse the range of skills and diverse strategies required for the delivery of safe care in different care settings, valuing the essential nature of multi-disciplinary/multi-agency working in promoting quality of life from a holistic perspective</li> <li>4. Reflect on one's own development needs and take action to meet identified knowledge and skills deficits</li> </ol>
<p>Unit 4 SNM2239</p> <p>Indirect/ Minimal supervision</p> <p>60 level 5 credits</p>	<p>Team Project</p>	<p>To help the NA consolidate their role within the team and use information to help others learn.</p> <p><b>EVALUATING AND TEACHING</b></p>	<ol style="list-style-type: none"> <li>1. Critically analyse and reflect upon professional, ethical and legal perspectives underpinning the role of the nursing associate, including British Values</li> <li>2. Critically analyse the relevant evidence based theoretical and clinical frameworks required in the development of practice within the multi-disciplinary team</li> <li>3. Critically analyse the concepts of safe, evidence based practice in keeping with the role of the individual nursing associate within the multi-disciplinary/multi-agency team and understand the process in adapting to health needs and local and national policy demands</li> <li>4. Critically analyse the need for continuing professional development and personal supervision activities for oneself and others in order to enhance knowledge, skills, values</li> </ol>

## APPENDIX 10: Apprentice Code of Conduct

### Apprentice Name:

I agree to the Code of Conduct. The Code of Conduct is in line with British Values. By signing this page I confirm that I understand the behaviour expected of me and I agree to abide by this Code of Conduct. I also understand if I breach the Code of Conduct, then the Disciplinary Procedure will be actioned.

😊 Individual Liberty 🤝 Tolerance and Mutual Respect 🗳️ Democracy 📖 Rule of Law

CODE OF CONDUCT	British Value	✓
Health and Safety guidance must be followed at all times as directed by the University / Placement staff, legislation and policies/procedures and documents.	📖 🤝	
Uniforms must be worn at all times on the placement (as appropriate).	📖	
Behaviour must be of the same high standard when in the University and in practice.	📖 😊 🤝	
No practical jokes in classrooms or in the ICT rooms or in practice.	🤝 😊	
No mobile phones are to be used in practice, in classrooms or in the ICT rooms without permission.	😊 📖	
No chewing gum on site.	📖 🤝	
Malicious damage will not be tolerated and damages may be charged for.	📖 🤝	
Smoking can only take place in designated areas off-site.	📖	
Use safe driving practices when approaching and leaving the University or practice; in particular speed limits must be adhered to and parking must only be in a designated area.	📖 🤝	
Anyone suspected to be under the influence of drugs or alcohol will be asked to leave the premises and reported to their employer.	📖 😊	
No food or drink is not allowed in classrooms or ICT rooms without permission.	📖 🤝	
Behave respectfully towards learners, staff and visitors.	🤝 😊	
Any degrading comments will not be tolerated.	🤝 😊 🤝	
If you aware of any infringement of this code of conduct it is your responsibility to report this.	🤝 😊	
Ensure assignment and work deadlines are met.	😊	
Ensure any absence is reported either in advance or on the day.	📖 🤝	
Observe break times.	📖	
Acceptable standards of dress.	📖 🤝	

**APPENDIX 11 : Learning Styles Questionnaire**

**Name:** ..... **Date:** .....

**This questionnaire will help you to find out the way you learn best. It will help you and your trainer or tutor make your time on the programme more enjoyable and successful.**

- There are no right or wrong answers and there are no tricks.
- The questionnaire should take about 15-20 minutes to complete, but if you need to, you can take longer.
- Answer all the questions to get the best results.
- All answers are either YES or NO. Circle just one answer per question.
- Answer all questions honestly.
- You should complete the questionnaire on your own. We can offer help on, for example, how to plot your scores, but we can't give you the answers to the questions.

1	When you are describing a party or holiday to a friend, do you describe the music, sounds and noise you experienced?	YES	NO
2	Do you use your hands when you speak?	YES	NO
3	Do you prefer to use the Internet or TV to keep up to date with the news or sport rather than read a newspaper?	YES	NO
4	When you use a computer, do you find the visual prompts useful (i.e. the icons and pictures in the toolbar)?	YES	NO
5	When you have to take down information, do you prefer drawing diagrams and pictures than writing notes?	YES	NO
6	When you play noughts and crosses, can you picture the 'o' and 'x' counters in different positions?	YES	NO
7	Do you like to take objects apart and repair things e.g. bike, engines ?	YES	NO
8	When you are trying to remember the spelling of a word, do you tend to jot it down a few times in different ways until you find the one that looks right?	YES	NO
9	When you are learning something new, do you like spoken instructions, talks and/or lectures?	YES	NO
10	Do you like making things?	YES	NO
11	When using a computer, do you find the bleeps and sounds useful to tell you that you have done something wrong?	YES	NO
12	When you revise, study or are learning something new, do you like to use diagrams and/or pictures?	YES	NO
13	Are you quick and efficient at copying information down?	YES	NO
14	If something is said to you, do you usually remember it, without it being repeated?	YES	NO
15	In your spare time do you like doing something physically active (i.e. sport, walking, climbing, cycling etc)?	YES	NO
16	When you have spare time do you like to listen to music?	YES	NO
17	When you go shopping, do you prefer to look around peacefully on your own?	YES	NO
18	Do you find it easier to remember people's names rather than their faces?	YES	NO
19	When you spell, do you usually have to write the word down?	YES	NO
20	Do you like to be able to move around when you are working?	YES	NO
21	Do you learn to spell by saying the word out loud?	YES	NO
22	When you are describing a party or a holiday to a friend, do you describe what people looked like, what they were wearing and the colours?	YES	NO

23	When starting a new task, do you like to get on and do something straight away?	YES	NO
24	Do you learn well by watching someone demonstrate a particular skill?	YES	NO
25	Do you find it easier to remember people's faces rather than their names?	YES	NO
26	Does saying things out loud help you learn?	YES	NO
27	Do you like demonstrating and showing things to others?	YES	NO
28	Do you enjoy discussions and hearing other people's views?	YES	NO
29	When you do a practical task, do you follow diagrams?	YES	NO
30	Do you like role play and acting things out?	YES	NO
31	Do you prefer to use different search engines or web pages to find out information rather than just one?	YES	NO
32	When you go shopping, do you enjoy talking about the items on display and listening to the comments of others	YES	NO
33	Do you find it easy to follow a map?	YES	NO
34	Do you feel that one of the best ways to appreciate something on display in a shop is to be able to reach out and touch it?	YES	NO
35	When you read a story or an article in a magazine, do you picture the scene in your mind?	YES	NO
36	Do you tend to hum or talk to yourself when completing tasks?	YES	NO
37	Do you look at the pictures in magazines before deciding what to read?	YES	NO
38	When you are planning a new journey, do you like to talk to someone to find out where to go?	YES	NO
39	Have you always found it difficult to stay still for long, and prefer to be active?	YES	NO

**SCORE SHEET**

- Ask for help if you are stuck.
- Only circle the number of the questions that you answered YES.

4	1	2
6	3	5
8	9	7
12	11	10
13	14	15
17	16	19
22	18	20
24	21	23
25	26	27
29	28	30
33	32	31
35	36	34
37	38	39
Total Circled _____	Total Circled _____	Total Circled _____
<b>Visual/Seeing</b>	<b>Auditory/Listening</b>	<b>Practical</b>

- Now draw in/plot the total number for each style on the column chart below.
- The tallest column on the chart shows your preferred learning style.
- If the column chart is more or less even, you probably enjoy using all learning styles.



<b>TOTAL CIRCLED</b>	13			13
	12			12
	11			11
	10			10
	9			9
	8			8
	7			7
	6			6
	5			5
	4			4
	3			3
	2			2
	1			1
	0			0
	<b>VISUAL/SEEING</b>	<b>AUDITORY/LISTENING</b>	<b>PRACTICAL</b>	

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

**VISUAL/SEEING**

Someone with a **visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as ‘show me’, ‘let’s have a look at that’ and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

**AUDITORY/LISTENING**

Someone with an **auditory** learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as ‘tell me’, ‘let’s talk it over’ and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

**PRACTICAL**

Someone with a **practical** learning style has a preference for physical experience - touching, feeling, holding and practical hands-on experiences. These people will use phrases such as ‘let me try’, ‘how do you feel?’ and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

**APPENDIX 12: Induction Questionnaire**

<b>Name</b>	
<b>Programme</b>	
<b>Date</b>	

<b>Who is responsible for Health and Safety in the University? Tick all that apply.</b>	(a) The tutors (b) Management (c) Apprentices
<b>What is the legislation that covers health and safety in the workplace?</b>	
<b>What qualifications will you undertake during your apprenticeship?</b>	
<b>Who do you go to if you have</b> (a) A problem with your apprenticeship (b) A personal problem	
<b>What would you do if you saw someone behaving in a dangerous manner?</b>	
<b>What would you do if you were being bullied or saw someone being bullied?</b>	
<b>What is the name of the awarding body who will award your qualifications?</b>	
<b>What uniform will you be wearing in practice?</b>	
<b>Name three things that could cause a drug error.</b>	1. 2. 3.
<b>Name three things that could cause an accident in the University or in practice.</b>	1. 2. 3.
<b>If you were asked to carry out a procedure which you should not do, what action will you take.</b>	

<b>What do you understand by the term equal opportunities?</b>	
<b>Give three examples of things that equality legislation protects.</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<b>Name three of the behaviours expected of you.</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<b>What do you need to do if you want to book a holiday?</b>	
<b>What do you need to do if you are absent because of illness or medical/dental appointments?</b>	

**APPENDIX 13: Induction Checklist**

<b>Candidate Name</b>	
<b>Employer Name</b>	
<b>Programme Leader Name</b>	
<b>Qualification</b>	

Area Covered	Date Undertaken
University	
Additional support	
Individual Learning Plan (ILP)	
Current GCSE certificates	
Reviews	
Disciplinary process	
Codes of conduct	
Fitness to Practice	
End Point Assessment	
Appeals procedure	
Equality and Diversity	
Safeguarding & Prevent	
Health and Safety	
Enrichment programmes	
Privacy protection	
You and your employer's commitment	
Qualifications: <ul style="list-style-type: none"> <li>• GCSE Maths &amp; English</li> <li>• Functional skills</li> </ul>	

## APPENDIX 14: Preparing for the week ahead

To ensure you are fully prepared for the weeks ahead, please see below a checklist of equipment required:

Equipment	Check
Pens/pencils	
A4 notepad	
Folder dividers	
A4 plastic wallets	
GCSE or other certificates not previously supplied	

### Please note:

- You must arrive promptly for each session.
- That mobile phone use is not allowed in class.
- No food is allowed in class.
- If you have any holidays booked during your programme which take place during Assessment periods, alternative placement weeks or at the start of a new Unit, please could you let us know as soon as possible. You need to be aware that you will need to catch up on any work missed as a result of holidays taken.

## Declaration

**By signing this declaration, I declare that I understand the terms and conditions set out in this agreement and that I will abide by the Code of Conduct set out in Appendix 10. I also confirm that I have completed the following exercises:**

Document	Appendices	Confirm by Initialing
Learning styles questionnaire	Appendix 11	
Induction questionnaire	Appendix 12	
Induction checklist	Appendix 13	
Preparing for the week ahead	Appendix 14	

## Evidence of first day of in-learning

**I confirm that today, I have completed my CV which has been countersigned by an academic member of staff, which is part of the Unit 1 assessment and is a requirement of my apprenticeship. Evidence of the work I have completed can be found in my apprenticeship portfolio.**

<b>Print Name:</b>	<b>Signature:</b>	<b>Date:</b>