

Student Handbook 2019/20

Faculty of Environmental and Life Sciences

School of Health Sciences

Postgraduate Diploma (PG Dip) Nursing
(Adult / Child / Mental Health)

Disclaimer

This information is issued on the condition that it does not form part of any contract between the University of Southampton and any student. The information given has been made as accurate as possible at the time of publication, but the University reserves the right to modify or alter, without any prior notice, any of the contents advertised. It should therefore be noted that it may not be possible to offer all modules or components of a programme in each academic session. *This handbook is available in alternative formats on request.*

Welcome from the Associate Dean – Faculty of Environmental and Life Sciences

Dear Students,

Congratulations on what must have been a great last year for all of you. For our Freshers, we want you to know that we already think you are brilliant – you have beaten off perhaps 10 to 12 people for your place to study at Southampton and that, in our eyes, means that you are a star. For our Continuing Students, you have not only won your place here, but you have progressed through your initial studies and are well on the way to achieving your degree now. For all of you, welcome (back) to Southampton.

Whilst many of you will be focussed on your own discipline, seeing this as your ‘academic home’, each of your disciplines sits within the Faculty of Environmental and Life Sciences. We are one of the largest and the most diverse of the Faculties, and this brings you great opportunity. You can choose from a broad set of ‘minor’ subjects, many of which sit within our own Faculty. Alternatively, you can choose from a long list of broadening modules and option modules to complement your own discipline, many of which also sit within our Faculty. This means that we actively support you in gaining a broad education to suit your interests, and we are sure that there is something for everyone.

Within the Faculty, you may also like to know that there are numerous staff who have chosen the role of ensuring the quality and vision behind your experience at Southampton. My role, as Associate Dean, is to provide leadership to this group of staff, developing educational strategy and a forum for energetic and imaginative discussions about the education we deliver. I have a commitment to ensuring the best possible student experience and, if it is working well, I will be like the duck on the pond – calm on the surface but paddling hard underwater.

In all of our endeavours, we aim to provide a distinctive flavour to our education, both when bringing students from all over the world to Southampton, and when taking Southampton to the world. It is our hope and intention that you too will experience our innovative way of doing things, and that you will thrive and succeed in your studies and in all that University can offer you. Most of all, we hope that you will be happy during your time with us. Our staff are ready and willing to help you on your journey and we will be delighted to hear from you.

For now though, welcome (back) to what we hope will be a ‘home from home’, and good luck for your year to come.

With best wishes,



Sarah Stevenage
Associate Dean (Education)
Professor of Cognitive Psychology
S.V.Stevenage@soton.ac.uk

Welcome

Dear Student

I am delighted that you have chosen to undertake your education at the University of Southampton and hope that you will enjoy your time as a student. This hand book is designed to give you all the information you need to undertake your studies and will be the first place to look when you need answers to queries about your course or programme of studies.

The next few years will be rewarding and challenging and will provide opportunities for you to achieve both personal and professional goals. Your programme involves learning experiences in a variety of both academic and health care environments where academics work in partnership with practice colleagues to facilitate your learning; providing advice, guidance and direction.

We are here to help you make the most of your time at the School and welcome your questions and feedback at all times.

I wish you every success with your studies.

Professor Mandy Fader
Head of School



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The information contained within your handbook is designed to provide key information applicable to you and your programme during the 2018/19 academic year. It is designed to complement the University's Student Portal. You can access the Portal by logging on to [SUSSED](#), using your user name and password, and clicking on the Students tab in the top navigation bar. It is important that you make use of these resources as they support the regulations relating to your obligations and that of the University while you are a student at the University of Southampton. It also provides helpful information on matters such as housing, finance, leisure, healthcare and support facilities.

Resource	Web link
School website	www.southampton.ac.uk/healthsciences
School staff information	<p>Head of School Professor Mandy Fader – M.Fader@soton.ac.uk</p> <p>Deputy Head of School (Education) Professor Anne Baileff – A.Baileff@soton.ac.uk</p> <p>Head of Nursing, Midwifery and Health Dr Julie Cullen – J.Cullen@soton.ac.uk</p> <p>PG Dip Nursing Programme Lead Dr Ellie Monger E.Monger@soton.ac.uk</p> <p>Outgoing PG Dip Nursing Programme Lead Ms Pauline Rachman P.Rachman@soton.ac.uk</p> <p>Professional Lead for Children's Nursing Dr Duncan Randall D.C.Randall@soton.ac.uk</p> <p>Professional Lead for Mental Health Nursing Mrs Paula Libberton P.Libberton@soton.ac.uk</p> <p>Professional Lead for Adult Nursing Mrs Annabel Smoker A.L.Smoker@soton.ac.uk</p> <p>Faculty Academic Registrar Ms Jenny Atkins J.C.Atkins@soton.ac.uk</p>
Programme and module descriptions	<p>Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard. An overview of your modules for each year can be found in the Appendix.</p> <p>To find links to broad generic descriptions of the programmes and modules, follow links to your programme starting from the School web pages.</p>

1. General Information

1.1 Your student office

Opening Hours: Monday to Friday 9am to 5pm

Location and contact details: Student Office
University of Southampton
School of Health Sciences
Building 67
University Road
Highfield
Southampton, SO17 1BJ
Telephone: 023 8059 7841
Email: health-studentoffice@soton.ac.uk

You should visit the Student Office for all general queries relating to the administration of your programme (this may include coursework submissions and collection of feedback, module registration changes, special considerations requests, sickness self-certification forms, suspension and withdrawal requests).

1.2 How we keep in touch with you

Email

We will use your University email account to contact you when necessary. We will not use any other email accounts or social networking sites. **It is your responsibility to check your University email account regularly** and you must not let your inbox exceed your storage limit. Notification that you are due to exceed your storage limit will be sent to your University email account and you should take immediate action as you will be unable to receive further emails once your storage limit has been exceeded.

Written Correspondence

Formal correspondence regarding your programme of study (e.g. suspension, transfer or withdrawal from programme, academic performance (including progression/referral information), issues of academic integrity, student complaints and academic appeals) will be sent to your term-time (TT) or permanent (PM) address listed as active on your student record. You are responsible for advising the University if you change your permanent or term-time address. The University will not be held accountable if you do not receive important information because you failed to update your student record.

Use of social networking sites

We understand that students are increasingly using social networking sites to interact with members of their student community. You should note that any behaviour that affects other members of the University community or members of the general public in ways which might damage the standing and reputation of the University may be subject to action within the scope of the University's Regulations for [Student Non-academic Misconduct](#). Please see the information in section 8.8 as it contains information in regards to the NMC and social media including how this may impact on your Fitness to Practise.

1.3 Confirmation of your student enrolment status

The Student Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during the examination periods). Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information. Changes are made via [Banner Self Service](#).

In accordance with the University policy, a scale of fees exists for the provision of certificates, transcripts and award certificates. Please see point 11 '*Transcripts, Certificates and Award Letters*' within the [fees section](#) of the University Calendar for a list.

1.4 Press or Marketing activities

If you are asked for your opinion, or to get involved in press or marketing activities related to the work of the School of Health Sciences or the University of Southampton, it is imperative that you first consult one of the following for guidance and agreement:

Press enquiries

Becky Attwood, Media Relations Officer, Tel: 02380 593212, Mobile: 07342060429, Email: r.attwood@southampton.ac.uk

Marketing enquiries:

Claire Furnish, Marketing Officer, Tel: 02380 597592, Email: C.A.Furnish@southampton.ac.uk

2. Supporting you through your studies

2.1 The role of your Personal Academic Tutor and other key academic staff

The University operates a tutor system to help support and advise students in their academic study. As a student, you can expect to be allocated a [Personal Academic Tutor](#). Your Personal Academic Tutor may or may not be one of the teaching staff you see in the course of your studies, but their role in this context is to provide advice and support to you throughout your study, and to help review your academic progress. You can expect to see your Personal Academic Tutor at key points through your University career (at least twice per year) and, if you need to, you can contact them more frequently. Sometimes, your Personal Academic Tutor may refer you to other areas for support. They may refer you to individual support services, or to your student office for information, to a Senior Tutor or to a member of the programme team such as the year lead (see below). The Senior Tutor team will have a more specialised understanding of supporting students, and may support you if you have a particular problem.

The University expects that you will engage with your Personal Academic Tutor, attend the scheduled meetings, respond to messages from your Personal Academic Tutor, and notify your Personal Academic Tutor (or Senior Tutor, if you prefer) if you are experiencing problems which are affecting your performance, attendance or progress in your studies. In particular, you should contact your Personal Academic Tutor and / or year lead (see below) if you feel your performance in any forthcoming examinations will be affected by ill health or other special considerations, and check with your Personal Academic Tutor if you plan to cite him/her as a referee for job applications.

There is a year lead and deputy for each year of your programme who work together with academic tutors and the programme lead to oversee the delivery of your programme and are there to support you. The year teams are used to supporting students with a range of challenges that can occur whilst studying. If you have any issues that are affecting your programme it is important to speak to your year lead (or deputy) as soon as possible so that they can talk to you about available options and refer you to other areas for support, if needed.

2.2 Student buddying and mentoring schemes

University of Southampton faculties and societies provide new undergraduate students with opportunities to liaise with current students who are able to offer advice and guidance based on their own experience as they adjust to living and learning at the University.

2.3 What to do if you are ill

It is important that your doctor (as well as the Student office) is immediately informed of any illness that is likely to affect your studies. If appropriate your GP may inform your Personal Academic Tutor that you are experiencing some health difficulties that may affect your academic performance. This will be done with your consent and you may wish the details of your illness to be withheld from your Personal Academic Tutor, although you should think carefully about this (your tutor will, in any case, respect your privacy). More information can be found in the [General Regulations - Attendance and Completion of Programme Requirements](#).

2.4 External factors affecting your attendance or performance in your studies

We expect you to take responsibility for your studies to ensure that your full academic potential can be realised. However, sometimes difficulties can arise that can affect you.

If you are absent from an examination or other assessment or have other grounds for believing that your studies have been affected by external factors you must bring this to the attention of your Year Lead and the Student Office immediately. Whilst we recognise that students can sometimes be reluctant to discuss cultural, sensitive or personal issues, it is essential that you bring problems affecting you to our attention immediately so that we can determine how best to help you.

2.5 Special considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as [Special Considerations](#). If you wish for these to be considered by the School you must complete a [Special Considerations form](#). **You must apply for Special Considerations within five days of the assessment, not wait until you receive the result.** All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter, self-certification or a statement from your Personal Academic Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

If you are not sure if your circumstances have affected you it is important to speak to your year lead so that they can offer you advice about your application and the sort of evidence that can support your application. Your year lead can also talk to you about the impact an outcome may have on your programme.

All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. The Student Office will contact you via your University email account to let you know once approval has been made.

If you have your special considerations approved and this results in an assignment being 'set aside' meaning you are receiving a new opportunity to attempt the assessment, there are some important things you need to know:

- If you have already received feedback on the assignment you will need to write about a new topic when you submit your 'set aside' attempt.
- You can choose to submit an attempt you have received feedback on but this will mean that your assessment mark will be capped at 40% because you have had an opportunity to use the feedback to develop your work.
- If you have not received feedback you may submit an updated version.

If you are unclear about the implications of the special considerations result you should contact your year lead who will be able to explain the outcome to you.

2.6 Student Support Review

The [Student Support Review Regulations](#) are in place to support students if concerns are raised about their health, wellbeing or behaviour which may be impacting on their academic progress and/or general management of life at University or on placement. The regulations seek to be both supportive and to actively engage with students prior to decisions made about their fitness to study. The regulations and supporting documents identify the procedure and support available to both students and staff when a student becomes unwell and/or presents a risk to self and/or others.

2.7 Suspending your studies

Should you feel that you need to take some time out from your studies, known as suspending your studies, you should first discuss this with your Year Lead. Your year lead will discuss a plan for your return and complete the appropriate documentation. Please note that, if you wish, you can suspend your studies in order to undertake an internship or period of industrial training outside of normal vacation time.

2.8 Withdrawing from your studies

If you no longer wish to continue with your studies you should discuss this with your year lead. They will then complete the appropriate documentation. Further information can be found in the [General Regulations - Transfer, Suspension, Withdrawal and Termination](#)

The Students' Union Advice Centre has developed a [Guide](#) for students.

2.9 Timeframes for completing your programme & registration

You must complete your programme within 5 years of your start date (inclusive of periods of suspension).

You may decide to delay registering as a nurse when you complete your programme, if it is more than 6 months the NMC may require some additional information, you can register anytime up to 5 years after completing the programme. For more information please visit the [NMC website](#).

3. Your safety

3.1 School Health and Safety Policy

Health and Safety is an important part of University and practice experience life. Everyone in the University has a legal duty to inform management of hazards they become aware of. Should you have an accident within the University premises, this must be reported. Incidents which arise out of, or in connection with University activities must also be reported. Please ensure you are aware of your obligations under the [School Health and Safety Policy](#).

For students in practice the 'Practice Placement Agreement' requires that the placement provider will take steps to ensure the health, safety and welfare of students undertaking practice learning, as they would for their own employees. The placement provider will notify the education provider of any accidents or reportable incidents sustained by a student undertaking practice learning within a timescale appropriate to the seriousness of the situation. The education provider and placement provider will undertake 'dual reporting' of any incident or incidents.

Please familiarise yourself with the fire safety and emergency information located on prime noticeboards in all education and practice experience areas that you attend as a student.

3.2 Access to Buildings

Undergraduate students can access the School Buildings 67 from Monday to Friday between the hours of 8am and 6pm. Access to School buildings is not permitted outside of these hours.

4. Important information about your Programme

4.1 The academic year and the programme structure

The structure and modular content provided within the programme specification is specific to your own programme. You can view the most up to date version of the programme specification by accessing [SUSSED](#). The modules you will study are set out in the table overleaf.

The taught components of the programme are delivered in modular form and run over two semesters. The semesters overlap the traditional three term structure which still determines the pattern of vacations at Christmas and Easter. The detailed programme calendar is available on the [Blackboard site](#) and must be adhered to. The programme clearly states the weeks in which teaching and practice placements will take place, and you must not take holiday during these weeks. If you wish to request dispensation you must apply in writing to the programme lead with reasons and dates, this request will not be granted unless there are exceptional circumstances.

Modules are awarded credits which are referred to as ECTS (European Credit Transfer System) and are in multiples of 7.5. Each credit is associated with 25 hours of student effort and therefore a 7.5 ECTS module has 187.5 hours effort (187.5 hours) associated with it. This will be a mix of lectures, skills, tasks and activities including reading, self-directed study and assignment preparation. The modules have been designed to ensure that you meet the required learning and therefore this time must be used appropriately. Information on each module is within the module guide.

All modules within the programme are core. You must attend, engage in learning activities and pass the assessments of all modules. The definition of a core module can be seen in the [General Regulations - Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes](#). Your student record will automatically record core modules and these must be completed in accordance with the requirements for progression applicable to your programme. You should also familiarise yourself with paragraph 2.19 of Section IV of the [General Regulations: Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes](#), as there may be financial implications for you if you are required to repeat an academic module.

Please note. Pre-registrations nursing programmes are subject to a variation in the General Regulations: Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes in that there is no opportunity to internally repeat any part of the programme. External repeats may not be taken on practice placements.

Programme Structure

At the commencement of the PG Dip programme you are required to make a successful claim for Recognition of Prior Learning which represents 990 hours of theoretical learning that is relevant to the programme learning outcomes. In addition, you must make a successful claim for 110 hours of practice learning before the end of year one of the programme. Further information is available to you on the programme Blackboard site.

Level	Modules	Notes	Credit Value (ECTS)
YEAR 1			
7	An Introduction to Professional Practice	Joint module with Allied Health Professional students	7.5
6	Fundamental Aspects of Care		10
4	Practice Placement 1	Practice module	12.5
7	Person Centred Nursing Care		7.5
7	Global and Public Health		7.5
4	Practice Placement 2 for GEN	Practice module	10
5	Practice Placement 3 for GEN	Practice module	15
YEAR 2 – university progression point			
7	Managing Acute Changes in Health Status (Adult/Child/Mental Health)	Some content if field specific, and some is shared for all fields of nursing	10
5	Practice Placement 4 for PG Dip	Practice module	12.5
7	Co-ordinating Long Term Care in Partnership (Adult/Child/Mental Health)	Some content if field specific, and some is shared for all fields of nursing	10
6	Consolidating Practice Placement for PG Dip	Practice module	10
7	Influencing innovation and change	Joint module with Allied Health Professional students	7.5
6	Preparation for Registered Nurse Placement for PG Dip	Practice module	20

4.2 Attendance

The [University attendance regulations](#) details the University expectations relating to attendance. If are unable to attend a University class, you must follow this procedure:

- Email the Student Office (health-studentoffice@soton.ac.uk) as early as possible to inform them of your inability to attend class. The Student Office will then inform the appropriate people including your Personal Academic Tutor.
- If you are unable to e-mail the Student Office prior to the beginning of class then you should inform a colleague so that they can pass on the message and ensure the non-attendance is entered onto the register. This must however be followed up by a confirmation e-mail from you to your Personal Academic Tutor as outlined above. You are advised to send copies of this email to your Module Lead.
- It is your responsibility to ensure that the information is relayed promptly and accurately.

If you are unable to attend a Practice Placement, you must follow this procedure:

- Telephone the Practice Placement as early as possible before commencement of your shift in line with the local Trust/Placement Provider Sickness Policy
- Provide anticipated duration of the absence if known
- Record the name of the person taking the message
- Record the date and time the telephone call was made
- Academic tutors monitor the records of their students attendance in placement
- Telephone the Student Office (02380 597840/1) providing the relevant information
- When fit enough to return from sickness, you must contact the Practice Placement at least 12 hours before commencement of your next shift.
- You should also telephone the Student Office prior to returning on the placement.

Failure to notify the Student Office and Practice Placement area of sickness will result in you being recorded as absent. Please ensure you are aware of the [Faculty Attendance Monitoring Policy](#).

4.3 Additional Costs

You may incur additional costs as a result of your programme, for example for materials, field trips or books. General programme costs are located in the programme specification. Modules that are optionally available to select may also include information on module specific costs.

Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the [University Calendar](#).

4.4 Placements

All pre-registration programmes of study are required by statutory and regulatory bodies to include a defined period of practice learning and as a result, practice experience is at the heart of your degree. This means that you will acquire work experience across a range of healthcare settings applying your knowledge and skills to help you perform as a professional.

Supporting students in practice settings is an integral part of the preparation of healthcare professionals and the School is committed to ensuring that you are appropriately supported during your practice learning placements. For further information and support please visit the practice learning site on Blackboard

You must undertake 2300 hours of practice during the programme. This is achieved through undertaking 6 placement experiences after completion of your RPL claim. Your learning will be supported by supervisors in practice, and you will be assessed by a designated practice assessor who will give feedback. In some of this feedback you will be graded (satisfactory, good, very good or excellent) in order to give you and future employers an indication of the level at which you are practicing. Although you will receive this feedback to support your further development, practice modules are graded as pass / fail only for the purpose of calculating degree classification.

If you use your own car to undertake any journeys during your clinical placements, you should check with your car insurance company to ensure you have adequate cover on your insurance policy

We understand that towards the end of your programme you may be both excited and apprehensive about becoming a registered nurse. We are experienced in supporting students in their transition to their first post. To support you with this we will offer a range of learning opportunities to help you in making this important transition to being a registered nurse

4.5 NMC requirements for good health and character

The requirements of programmes of study leading to professional registration for Nursing include a significant component governing fitness to practise.

On completion of your programme, you will need to declare that your health and character are sufficiently good to enable you to practise safely and effectively in order to register with the Nursing and Midwifery Council. (See NMC Guidance on [Good health and character as a student](#)). This declaration is confirmed by the School. For this reason, the Nursing and Midwifery Council require that students' health and character are sufficient to enable safe and effective practice on entering and throughout the programme This includes satisfactory occupational health assessment and criminal record checks.

On commencing the programme you are required to complete an **enhanced DBS**. To prevent delays this needs to be completed at the earliest opportunity as you will not be able to commence practice placements unless and until this is satisfactorily completed. If you face pending charges, a police caution or a criminal conviction whilst a student on the programme you must inform your year lead and the programme lead at the earliest possible opportunity. Failure to disclose at the time could have serious implications for your continuation on the programme. You are then required to complete an online self-declaration of any criminal record each year when you re-enrol. Please see the [NMC guidance on charges, cautions & convictions](#) for further guidance.

The university is required to consider any charges, cautions or convictions to determine if you are on sufficiently good character to remain on the programme, which may include investigation through the University [Fitness to Practice Policy and Procedures](#).

Before you are able to start your first placement experience you have to be assessed by occupational health and meet any requirements set by them. This may mean providing documentary evidence of for example, vaccinations and booster or you may need have additional vaccinations. You must be passed fit for placement before the start of placement 1 and therefore need to ensure you attend all planned appointments. You may also see occupational health during the programme, particularly if your health changes and you may need adjustments to support your programme or if we are concerned about your health and wellbeing. Please see the [NMC guidance on good health and character](#).

In addition to existing University procedures for academic progression and conduct, the School of Health Sciences needs to ensure that the health status of students and their professional behaviour does not constitute a risk to service users, clients and their families, carers, the public, other students or the individuals themselves. There are mechanisms in place to monitor any issues during your studies. Please ensure you are aware of the [Fitness to Practise policy](#).

4.6 Confidentiality

Professional codes of conduct/practice issue clear guidance on the protection of confidentiality, and the protection of information from improper disclosure at all times. It is particularly important that you maintain your professional standards regarding patient/service user confidentiality while undertaking academic study, assessment and examination. A breach of confidentiality may affect the outcome of your assessment and in serious cases could result in a mark of 0% (Fail).

The School policy on user/carer involvement states:

- the identities of all participants (including users, carers and staff) and all locations must be fully protected at all times through the use of pseudonyms and alternatives (for example, by changing all identifiable details);
- nothing should be included in assignments which may indicate a client's identity or compromise their confidentiality;
- data must not be disclosed if this cannot be done without revealing personal data relating to a third party, unless that third party consents, or the third party data can be removed;
- where the case study or scenario forms part of an assessed presentation or a written assignment, students are expected to demonstrate how they have observed ethical principles in gathering and using relevant information. These form part of the marking criteria for all written assignments and breaches of confidentiality could lead to failure of the module.

These guidelines are based on the Caldicott principles 2 and 3, which state:

Principle 2 – 'Do not use patient-identifiable information unless it is absolutely necessary. Patient-identifiable information should not be used unless there is no alternative.'

Principle 3 – 'Use the minimum necessary patient-identifiable information. Where the use of patient-identifiable information is considered essential, each individual item of information should be justified with the aim of reducing the possibility of identification.'

You are encouraged to ensure patient confidentiality at all times and to protect the identities of locations. However, the latter aspect is not always possible since you may identify your practice area as well as your practice mentor/practice teacher in any assessment of practice and other portfolio. The following guidelines should be adhered to when producing text for assessment:

- The names of NHS Trusts and practice areas are in the public domain and as long as you do not disclose any information relating to a patient or staff member, or any information which might be deemed confidential about the location, you should not be penalised for this.
- The use of a referral to local guidelines and policies are not deemed a breach of confidentiality, but these should be referenced in the normal way.
- 'Serious' breach of confidentiality occurs when improper disclosure is made – either relating to the identities of staff, users or carers or other personal information and/or the inclusion of data for which explicit permission has not been obtained. In the event of a serious breach you will be awarded 0% (Fail).

Please remember that markers and external examiners have an overall responsibility to respect professional and confidential information in assignments, whatever the nature of that information may be.

5. Teaching and Learning in the School

5.1 Time management

It is your responsibility to manage your time in order to ensure that you keep up to date with the material presented and with the requirements of the programme. Deadlines for work submission should be adhered to, otherwise marks will be deducted via the imposition of a [late submission penalty](#). However, the framework of when lectures and classes occur and deadlines for submission of work will be made available to you well in advance, but if you are unclear about any aspect of your module you should talk this through with your module lead or year lead. This knowledge will allow you to plan your life based on how you work best. Effective use of your time will allow you to perform well on your course and to enjoy student life. One of the work-place skills you should aim to acquire at University is the ability to manage multiple priorities. If you have problems in this area please discuss them with your Personal Academic Tutor.

5.2 Lectures

A single lecture slot lasts 45 minutes. It is therefore essential that you arrive promptly in order to gain maximum benefit from the time. Each lecturer will present material using either handouts or require you to make your own notes. Transcribing lectured material into a form that you find most useful is an important part of the learning process. You should ensure that you understand the material and, if you have difficulty in understanding or applying the knowledge, use recommended textbooks or the assistance of teaching staff during tutorials to gain understanding. It is your responsibility to develop your ability in a given subject. How well you have acquired that ability and the associated knowledge is gauged by the examination and coursework assessment process. Lectures are provided for your benefit and you should take full advantage by ensuring you attend all of the lectures in a given course module. If, for any reason, you are unable to attend, ensure that you get hold of a copy of the notes or handouts from your module lead.

5.3 Use of electronic recording devices or mobile phones in lectures or classes

Out of courtesy to staff and other students, please ensure that mobile phones are switched off in lectures and seminars. You are advised that lectures are the copyright property of the lecturer and permission to audio-record a lecture must be personally sought from the lecturer before proceeding.

If you wish to use an electronic device to take notes in a lecture, you should do so in a way that does not cause disruption to those sitting near you.

If you have a health condition for which additional support is needed, you may, following assessment by the University's educational support services, make appropriate arrangements with staff for recording lectures.

5.4 Tutorials/supervisions

Group tutorials/supervisions are timetabled for some modules. These sessions are intended for you to develop your problem solving skills as well as for you to discuss further with an experienced member of staff any particular lecture material you are finding difficult to understand. It is essential that you come well prepared for these sessions. These sessions are one of the most effective ways of reinforcing the lecture material.

5.5 Personal & professional development (PPD) groups

You will be supported in a Personal and Professional Development (PPD) group that will meet several times a year throughout the programme. Students in your group will be studying the same field of nursing and you will remain in the same group for the duration of your programme in order to build effective and trusting group relationships, and to build your identity and skills within your chosen field of practice. PPD groups will be facilitated and led by experienced educators with appropriate registrant status. PPD groups are also the forum in which you will demonstrate and develop some of the teamworking skills articulated within Annex A and Annex B of the NMC (2018) Standards of Proficiency. These include skills in active listening, providing constructive feedback and encouragement to others.

5.6 Independent or Self-directed learning

Independent study or self-directed learning involves using libraries, data retrieval systems, internet, etc, or in a group working on coursework, reading the lecture material or reading around the subject. This should also develop your investigative and problem solving skills in furthering understanding of the subject, creating links with other modules - past and present - and providing a broadening of your educational experiences and knowledge base.

Self-learning is your personal responsibility and your commitment to the programme. It requires discipline, motivation and focusing on achieving individually set targets. It enables you to reach your full potential academically, develops your personal skills and helps establish a successful professional career.

5.7 Key skills

Key skills are those skills which can be applied to other disciplines and fields of work. Employers are increasingly seeking to employ individuals with well-developed key skills. More can be found on the Academic Skills pages of the [library website](#). The emphasis is on [Leading Change, Adding Value](#) which is underpinned by the 6Cs and you will see that the whole programme is based on the values needed to be a caring, compassionate, intelligent and effective nurse.

5.8 School Policy on referencing

The School Policy for referencing your work can be found in the Assessment Information tab on the library website or via <http://www.citethemrightonline.com/>.

5.9 Academic integrity: the University Policy

The University expects that all students will familiarise themselves with the [Regulations Governing Academic Integrity](#). The University is a 'learning community' within which students and staff learn from each other, from their peers and through original research. All members of the University are expected to maintain high standards of academic conduct and professional relationships based on courtesy, honesty and mutual respect. In maintaining this community, the concept of Academic Integrity is fundamental.

You are strongly advised to familiarise yourself with the information contained in the [Academic Skills Hub](#) on the Library's website. Additionally, The Students' Union Advice Centre has developed a [Guide](#) for students.

If students on a programme leading to professional registration are found to be breaching academic integrity it may also lead to action being taken under the Fitness to Practice policy (see section 4.5).

6. Assessment and Examinations

6.1 Coursework assessment and submission

Your course has a variety of assessments to enable you to develop academically as well as prepare you for your future practice as a nurse. The appendix to this handbook gives you an overview of the types of assessment and assessment feedback you will experience in your programme. Coursework can often occupy a large amount of time. It is worth noting that getting a few extra marks on an assignment may not justify the extra time spent. Conversely, students who forget or do not bother to hand in work can make it very difficult for themselves to achieve their full academic potential.

Each module is assessed and information is provided in each of the module guides. More detailed information about how, when and where the assessment will happen is available on the module Blackboard site. Some assessments include essays whilst others may be presentations or exams. The programme includes a range to ensure that the module content and learning is assessed in the most appropriate ways. Your written assignments should be presented in Arial or Lucida Sans, size 12 font, using 1.5 or double line spacing.

Your learning and achievement in practice setting will be recorded in a Practice Assessment Document (PAD) which incorporates your ongoing record of achievement and remains with you throughout your programme.

6.2 Penalties for late coursework submission

When coursework is set a due date for submission will be specified and there will be associated penalties for handing in work late. The University has a [uniform policy for the late submission](#).

6.3 Coursework extensions

If you know there will be a valid reason why you cannot submit the work at the given date you must contact the Student Office as soon as possible. You should complete an extension request form, which should provide adequate detail of the reasons why you require an extension and be supported by evidence. Your completed form, with appropriate supporting evidence, should be submitted to the Student Office who will arrange for your request to be reviewed in accordance with the Special Consideration policy. The Assessment Office will contact you via your University email account to let you know whether approval has been made. It is your responsibility to request an extension in a timely manner.

6.4 Word count limitations

Always leave plenty of time for compiling your reference list, proof reading your assignment and preparing the assignment for submission. Your word count should not exceed 10 per cent of the limit indicated in the assessment guidance. You will need to note your word count on the title page of your submission and confirm its accuracy.

Please note that the word count **includes** headings and text (including in-text references and footers), but **excludes** the title and contents page, reference list, bibliography and appendices. Therefore all the work occurring after the title and contents page to the beginning of the reference list is included in the word count.

The stated word count may be exceeded by a maximum of 10% to acknowledge that it is difficult to hit the word count precisely and to allow for in-text citations, figures and tables. Tables which contain a large amount of text can be included in the appendices – but please note that whilst appendix information is read and noted by markers, it does not contribute to the grade awarded.

Candidates who exceed the specified word limitation by more than 10% but less than 20% within an assignment will incur a 10% penalty reduction in their mark or a reduction by one grade (e.g. from B to C) where a per cent mark is not given.

Candidates who exceed the specified word limitation by more than 20% but less than 25% will incur a 20% penalty reduction in their mark or a reduction by two grades (e.g. from B to D) where a per cent mark is not given.

Candidates who exceed the specified word limitation by more than 25% will incur an automatic referral in that assignment.

6.5 Examination preparation

You will know yourself how best you prepare for examinations. It is always worth remembering that the sooner you start your preparation the better and that one of the aims of each module is to help you prepare for the examination. Make sure that you have a complete set of notes; that you understand their content; that you can apply the material by solving the example sheet questions; and that you have practiced questions from past papers under examination time constraints. Remember that if you get into difficulty during your revision process on a particular subject ask someone to help you. This may be either one of the lecturers who are part of the module team or the module lead.

6.6 Examinations

The dates of University examination periods are published annually on the [exam timetables web page](#). However Faculties that have extended academic years, may have assessment periods outside of these times.

6.7 Illegible exam scripts

The majority of examinations are likely to be undertaken through computer aided assessment and you will type your answers. In cases where you do write your script, if your examination script is considered illegible, the [Illegible Examination Scripts Policy](#) will be instigated. You will be asked to come in to dictate your script so that it can be transcribed. The cost of this work will be met by you. If your script is not transcribed then it will receive a mark of zero (0).

6.8 Coursework and examination feedback

Feedback comes in many forms and you must learn to recognise the merits of all of these. The [Student Feedback Policy](#) provides an overview of formal feedback.

Formal feedback is well documented and the appendix to this handbook lists the forms of assessment feedback that you may expect to receive on this programme.

Informal feedback is just as important and comes in the form of individual chats with your Personal Academic Tutor, module leads, project supervisors, group meetings with academics after a lecture or practical session. Feedback may also be via tests and quizzes on Blackboard, which are available for several modules and can provide valuable feedback on how you are progressing.

All coursework will be marked and returned to you, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given. You should note that all marks are considered provisional until they have been reviewed and confirmed by the Board of Examiners. This feedback will typically be returned within six weeks following your submission. Large assignments (e.g. your dissertation/project work) may take slightly longer to be returned. Bear in mind that if you hand in work late, your feedback may be delayed.

Where appropriate, for example with smaller problem solving exercises like calculations, the lecturer will decide if feedback should be given individually, or reported back to the whole group. You are, however always free to ask the lecturer personally how you are progressing.

6.9 Access to coursework/examination scripts

Students are entitled to view their examination scripts on request to the School. You are only permitted to view an examination script to enable you to see how you can improve your future performance and no mark or other annotation on the script is negotiable or open to alteration. The absence of annotation on a script does not mean that it has not been marked. Should you wish to inspect your completed examination script, there is a procedure that will need to be followed and you should contact the student office for details.

6.10 Release of results

Students will be given, as a matter of course, the marks they obtain in each individual module of study after they have been ratified by the Board of Examiners. More information can be found in [the Release of Marks procedure](#).

You should note that the official transcript of your marks would normally show the latest mark obtained in each subject with a note, where appropriate, that it was obtained at repeat or referral attempt.

7. Staff/Student Liaison: getting your voice heard

7.1 Module Survey

The School aims to consult with and to provide opportunities for all students and staff to make their views known. You are encouraged to offer your comments/suggestions to members of staff and feedback is requested for each module undertaken. These surveys are conducted electronically and anonymously following the completion of each module and the comments received are used to shape and improve the way that modules are taught.

7.2 Module Reports

Your feedback to module surveys will be reflected upon by the module leader and will be included in the Module Report. Modules reports and module lead action plans are made available to students via the module Blackboard site.

7.3 Staff Student Liaison Committees

Staff-Student liaison committees have representatives from across each programme. These committees have the role of monitoring the organisation and management of the student programmes, to note any difficulties that students may be encountering, and to take advice about ways of improving the programmes.

7.4 Student Representation

Through the [Students' Union](#) you will be invited to elect your School representatives (School Leaders, Academic Presidents and Course Representatives) who co-ordinate the student voice on School committees to enable your voice to be heard.

Careers and Employability

From the moment you enrol the focus will be on preparing you for future employment. You will experience a range of different clinical areas and over the course of your programme build up a comprehensive network of clinical and academic contacts.

The School have an established and well-respected reputation for our employability provision. To enhance these opportunities, the School has a dedicated 'Employability Week' as a part of the programme and this takes place early in the final year of study. The aim is to support students in developing career readiness in order to achieve their career aspirations. The week is led by the School's Employability Lead and delivered by Careers Service staff, alumni and recruiters; it includes workshops on writing CVs, personal statements, portfolios, applications and interview technique. As a part of employability week, the School holds an annual health sciences careers fair which attracts leading employers from a wide variety of sectors and we invite all our students to attend this in order to meet employers face to face and get timely advice about career destinations and aspirations. During the final placement experience students also engage with a range of learning opportunities that are designed to aid in making the professional transition to the workforce as a registered nurse.

In addition to this provision within the School as part of your programme, the University also provide a [Careers and Employability Service](#) which provides support to students at all levels of study and has a range of opportunities on offer. The employability service provides drop-in advice, 1:1 guidance, workshops, skills sessions, Careers Fairs and employer led events to support your career planning as well as the following opportunities:

8.1 Excel Southampton Internships

The [Excel Southampton Internship Programme](#) offers 4-12 weeks paid internships which enhance your CV, expand your network and open graduate recruitment opportunities

8.2 Business Innovation Programme

The [Business Innovation Programme](#) provides an opportunity to develop your business acumen, team working and problem-solving skills by working on an 8 week project put forward by local businesses or not-for-profit organisations.

8.3 Year in Employment Placements

The [Year in Employment](#) is a work placement of up to 12 months duration taken after your second year of study enabling you to develop the skills employers value and gain insight to an industry of your choice. Eligibility criteria is available [here](#) please check before applying.

8.4 Volunteering Bank

[Volunteering](#) is a fantastic way to help you gain many of the skills employers are looking for, build your network and develop yourself in new ways. Opportunities vary in duration and the type of role advertised.

8.5 Enterprise

Whether you want to develop your own start-up or make a real difference from within an existing organisation, enterprise skills are essential to working life and highly valued by employers. The University of Southampton's Student Enterprise Team support all students in developing their enterprising and entrepreneurial skills. Click [here](#) to find out more about opportunities and support.

8.6 Career Readiness Test

Developed especially for University of Southampton students and graduates, our Career Readiness Test will give you an insight into your career planning. Research shows that students who are more self-aware and clear on their career strengths feel more confident in their ability to succeed in the future.

The test is for everyone. Take the test to:

- Understand where to start
- Reflect on your strengths and areas for development
- Recognise what makes students most employable
- Structure your thinking
- Identify priorities for action

Just go to [Career Readiness Test](#) to find out more.

8.7 Employability events within the School

The School hosts an 'Employability Week' for final year students in October/November of each year, providing a series of events including:

- Careers Fairs
- Preparing Personal Statements and CVs
- Interview Skills
- Setting up small businesses and writing business plans
- Working in the Voluntary Sector
- The future of Healthcare and expectations from employer perspectives
- Public Patient Involvement
- Careers Destination Services
- Further study opportunities

8.8 Professional accreditation

When you have successfully completed your programme of education in Nursing or Midwifery, you will be entitled to register to practice with the Nursing & Midwifery Council (NMC). **Applications to join the NMC register must be made within 5 years of completing your programme.**

The NMC is the Regulatory Body for Nursing and Midwifery. Its purpose is to establish and improve standards of Nursing and Midwifery in order to protect the public. These standards are set out in The Code (2018) which you can access on the [NMC website](#).

The NMC is the UK regulator for two professions – Nursing and Midwifery. The powers of the NMC are detailed in the Nursing and Midwifery Order 2001. The work of the NMC is governed by this and other associated legislation. The core function of the NMC is to safeguard the health and wellbeing of the public. It does this through maintaining a register of Nurses and Midwives eligible to practice in the UK and by setting standards for their education, training, conduct and performance. The NMC register enables anyone to check the registered status of all Nurses and Midwives.

The NMC Code (2018) Professional standards of practice and behaviour for nurses, midwives and nursing associates sets out the principles enshrined in Nursing and Midwifery practice. It is intended to support safe and effective practice, and it is an important tool in safeguarding the health and wellbeing of the public. A registered Nurse or Midwife is required to adhere to the standards set out by the NMC. The standards set by the NMC apply to students: the content, length and assessment components of your programme apply to these standards. When you have successfully completed your programme, the University will notify the NMC that you have met the required standards, have met the requirements of good health and good character, are 'fit to practice' and are eligible for entry on the register.

Good health is necessary to undertake practice as a Nurse or Midwife. Good health means that a person must be capable of safe and effective practice without supervision. It does not mean the absence of any disability or health condition. Many disabled people and those with long term health conditions are able to practice with or without adjustments to support their practice.

Good character is important as Nurses and Midwives must be honest and trustworthy. Good character is based on a person's conduct, behaviour and attitude, as well as convictions and cautions that are not considered compatible with professional registration and which might bring the profession into disrepute. A person's character must be sufficiently good for them to be capable of safe and effective practice without supervision. It is important to be aware that your personal and professional conduct may have an impact on your fitness to practice. This applies to your conduct in your personal life, in addition to your conduct on placement. Your conduct may affect your ability to complete your programme and become a registered Nurse or Midwife.

The NMC expects all Nursing and Midwifery students to adhere to the standards and guidance set by the NMC. The conduct of student nurses both professionally and personally needs to uphold the reputation of the profession. For further information please visit the NMC website www.nmc-uk.org.

Further study opportunities

Perhaps you are considering postgraduate study. There is a wide range of programmes leading to various qualifications available to you, and selecting the appropriate programme may not be easy. The first thing to realise is that you need to make a well informed decision and therefore the key is to obtain all the information you need. The School always aims to retain its best and brightest students for research. However when collecting information about postgraduate studies, you should cast your net wide. You need to select an area that interests you – a difficult task in itself because you will also seek an area that has good employment prospects. There is also the choice between taught postgraduate programmes leading towards a Master of Science (MSc) and/or research postgraduate degrees.

Further details on the programmes offered by the School can be found on the [School's website](#).

Regulatory Issues

We hope that you will be satisfied with your experience during your time as a student at the University of Southampton but we do recognise that, on occasion, things can go wrong. If you have a concern about any aspect of your experience at the University we encourage you to raise it as soon as the concern arises. It is always better to let us know that you feel there is a problem as soon as possible so that the matter may be resolved quickly. You may alternatively wish to consult with your student academic president if it is an issue in common with other students. Please be reassured that you will not suffer any disadvantage or recrimination as a result of raising a genuine concern, student complaint or academic appeal.

10.1 Academic appeals

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. The [Regulations Governing Academic Appeals by Students](#) outlines the regulations and procedure that should be followed when making an academic appeal.

The Students' Union Advice Centre has developed a [Guide](#) for students.

10.2 Student complaints

The [Regulations Governing Student Complaints](#) sets out the process that should be followed should you wish to raise a complaint about a matter relating to either the facilities and services provided by the University, its academic programmes, and the conduct of University staff, and which has materially affected you.

10.3 Dignity at work and study

The [University's Dignity at Work and Study Policy](#) applies to the conduct of staff and students, in the context of their University work of study, or which otherwise affects the working, learning or social environment of the University. Fair criticism of staff or student performance or conduct will not be considered to be bullying or harassment provided that those involved are treated with dignity, courtesy and respect. Any allegation of harassment, bullying or victimisation will be treated seriously, regardless of the seniority of those involved, and anyone found to have behaved unacceptably may be the subject of disciplinary action up to and including dismissal or expulsion.

10.4 Student Non-academic Misconduct

As members of the University community, all students are expected to conduct themselves with due regard for its good name and reputation and are required to comply with the University's Regulations at all times. Any allegation of misconduct will be considered within the [Student Non-academic Misconduct Regulations](#), in accordance with the evidence and circumstances presented. Information for students on non-academic misconduct is available from the [Student and Academic Administration web pages](#).

Appendix: Assessment journey

	Module Title	Formative assessment	Summative assessment
Year 1			
Year 1 Semester 1	An Introduction to Professional Practice	Classroom discussions	Group oral presentation
		Feedback: Feedback from peers and facilitator on your contribution to debate and discussion within seminar groups	Feedback: Written feedback to the group. Students will also be invited to attend a session in which the relative strengths and weaknesses of the cohort's work will be discussed. General feedback will be placed on the Blackboard site for current and future students to view
Year 1 Semester 1	Fundamental Aspects of Care for GEN	Coursework presentation	1. Essay (2000 words) (75% of your mark) This will answer a question relating to the evidence base and rationale for fundamental nursing care. 2. Computer Aided assessment (25% of your mark) MCQ questions relating to health sciences
		Feedback: You will receive peer feedback on how you have interpreted the evidence to inform fundamental care. You will also have an opportunity to receive written feedback on your assignment plan	Feedback: You will be provided with individual feedback by the marker
Year 1 Semester 1	Practice Placement 1	Interim assessment	Completion of Practice Assessment Document
		You will receive formative feedback from practice supervisors throughout your placement. At the mid-point of your placement you will have an interim assessment which will be recorded in your assessment document by your Practice Assessor.	Summative feedback will be recorded in your Practice Assessment document by your Practice assessor
Year 1 Semester 2	Person-Centred Nursing Care	You will develop a person centred care plan that will form the basis of your summative assessment.	Essay (2000 words). Your work will provide a justification and analysis of a care plan that you have developed.
		Feedback: You will receive peer feedback on your assignment plan and the quality of a piece of evidence that you have accessed.	Feedback: Written individual feedback from the marker
Year 1 Semester 2	Global & public Health	You will make a presentation on a case study which illustrates a nursing response to a global health issue.	Individual digital presentation exploring a global health problem
		Feedback: You will receive feedback on your work from your peers and from academic staff in a seminar group.	Feedback: The marker will provide individual written feedback.
Year 1 Semester 2	Practice Placement 2	Interim assessment	Completion of Practice Assessment Document Drugs Calculations exam

		You will receive formative feedback from practice supervisors throughout your placement. At the mid-point of your placement you will have an interim assessment which will be recorded in your assessment document by your Practice Assessor.	Summative feedback will be recorded in your Practice Assessment document by your Practice assessor
Year 1 Semester 2	Practice Placement 3	Interim assessment	Completion of Practice Assessment Document
		You will receive formative feedback from practice supervisors throughout your placement. At the mid-point of your placement you will have an interim assessment which will be recorded in your assessment document by your Practice Assessor.	Summative feedback will be recorded in your Practice Assessment document by your Practice assessor

Year 2			
Year 2 Semester 1	Managing acute changes in health Status for GEN (Adult / Child / Mental Health)	Seminar: Participation in seminar groups to rehearse identifying the needs of a presented case study on which your examination will be based.	A two part examination: 1. Modified Essay Questions (MEQs) Short answer exam question based on case studies. (75% of overall mark) 2. Online examination testing knowledge of assessment skills (25% overall mark).
		Feedback: Peer & seminar lead feedback.	Feedback: The student cohort will be provided with collective feedback on student performance. Individual students will have the option of reviewing their examination scripts from their summative assessment with support from an academic member of staff.
Year 2 Semester 1	Practice Placement 4	Interim assessment	Completion of Practice Assessment Document
		You will receive formative feedback from practice supervisors throughout your placement. At the mid-point of your placement you will have an interim assessment which will be recorded in your assessment document by your Practice Assessor.	Summative feedback will be recorded in your Practice Assessment document by your Practice assessor
Year 2 Semester 1	Co-ordinating long term care in partnership for GEN (Adult / Child / Mental Health)	Individual presentation A presentation in which you will reflect on how a nurse may respond to an individuals' experience of living with long term care needs	1. Essay (2500 words) exploring the empowerment of an individual living with a long-term condition 2. Annotated Bibliography and mind map to test field specific content
		Feedback: Peer and seminar lead feedback.	Feedback: Individual feedback from the marker.
Year 2 Semester 2	Consolidating Practice Placement	Interim assessment	Completion of Practice Assessment Document Drugs calculations exam
		You will receive formative feedback from practice supervisors throughout your placement. At the mid-point of your placement you will have an interim assessment which will be recorded in your assessment document by your Practice Assessor.	Summative feedback will be recorded in your Practice Assessment document by your Practice assessor

Year 2 Semester 2	Influencing Innovation and Change	Case study analysis	Group Presentation with marked individual (80%) & group (20%) contribution
		Feedback: You will receive feedback on your thinking in plenary sessions to inform the development of the group assignment.	Feedback: You will receive written feedback on both the group and individual performance
Year 2 Semester 2	Preparation for RN Practice Placement	Interim assessment	Completion of Practice Assessment Document
		You will receive formative feedback from practice supervisors throughout your placement. At the mid-point of your placement you will have an interim assessment which will be recorded in your assessment document by your Practice Assessor.	Summative feedback will be recorded in your Practice Assessment document by your Practice assessor

Appendix A - Revision Strategy and Examination Techniques

A.1 Revision strategy

Revision should be an on-going process which starts very early in your programme. The amount of knowledge to be accumulated and the variety of skills and techniques to be developed are large and they are best assimilated gradually and consolidated as you go along. Regular revision is really a part of the learning process but, of necessity, becomes more concentrated as the examination approaches. "Re-vision" means looking again at things you have already seen – it is not about learning for the first time.

A.1.1 Final revision programme – *N.B. Please note this describes a standard university programme. These timescales may vary for those undertaking programmes which lead to professional registration.*

At the start of your final revision schedule (during the Christmas Vacation for Semester 1 exams, and during the Easter Vacation and at the end of the taught element of the programme for Semester 2 exams) you must get organised, and the best way to do this is to devise a revision timetable. Plan your time carefully, give yourself definite objectives for each session, revise actively, test yourself regularly, make notes, and practise problem solving. Use revision sessions to study topics you have worked on before, as revision is simply the process of reminding you of topics and techniques previously understood. You will appreciate how well-organised notes will help you during your revision. Write out important definitions, proofs, formulae and equations, checking them against your notes. Re-work previously solved problems without looking at your previous solution, then attempt questions that you have not looked at before. Make special revision notes for quick reference on cards to keep in your pocket and charts to hang on the wall of your study room. Practise your examination technique.

A.1.2 Examination practice – *N.B. Please note this describes a standard university programme. These timescales may vary for those undertaking programmes which lead to professional registration.*

You should be familiar with the modules and syllabuses you will be examined in at the end of Semesters 1 and 2. Analyse recent examination papers. Work out how long you have for each question and become familiar with the style of questions.

During your ordinary study periods you will no doubt have attempted many questions but will have seldom given yourself strict time restrictions. In examinations the timing of your answers to questions is vitally important. Practice answering examination questions in mock examination conditions, allowing yourself only the normal available examination time and the equipment you are permitted to take into the examination room. To obtain 'mock examination' practice save one or two complete examination papers so that you can use them as final test papers 'against the clock'.

Examination nerves are common and understandable but will be lessened if you have followed a sensible course of study and revision. You may not do yourself justice if you have a poor examination technique. The hints on the next page should help you to tackle the examination with greater confidence.

A.2 Examination techniques

A.2.1 Before the day

Before the actual day of your examination, make sure you know:

- the date, day, time and venue of each paper for your course;
- how to get to the examination venue if it is not well known to you;
- your candidate number;

- the telephone number of the Student Office.

Prepare any equipment you will need for your particular examination:

- pens which are comfortable to use;
- sharp pencils, a pencil sharpener and rubber;
- drawing instruments such as a ruler, compasses, protractor, set squares;
- University approved calculator (if allowed) and spare batteries (check that you know how to replace them quickly);
- an accurate watch or small clock.

A.2.2 On the Day

Before the examination:

Check that you have all the equipment you will need before setting off for your examination with plenty of time to spare. If you are delayed, contact the Student Office (have the telephone number with you) to explain what has happened. Arrive at the examination room early; a late start to an examination cannot be a good start and you will not be permitted to enter the examination room later than 30 minutes after its scheduled start time.

Just before the start:

Listen carefully to the invigilator. There may be some changes or special instructions which you were not expecting or some errors in the paper. Fill in any details, such as your candidate number, when the invigilator instructs you to do so.

Reading the instructions:

When the invigilator says that you may begin, read the instructions on your examination paper very carefully. Make sure that it is the correct examination paper and, in particular, note:

- the number of sections and questions you have to do;
- how much time you have to do them in;
- which questions (if any) are compulsory;
- what choice of questions (if any) you have;
- how to present your answers.

Planning your time

Quickly calculate the length of time you should spend on each question. You will have practised doing this for past papers but make sure that you use the instructions on your actual examination paper, rather than making any assumptions. Try to allow about 10 minutes at the end for checking your paper.

Choosing the questions

Read through the whole examination paper carefully, checking that you have read each page. If you have a choice of questions:

- cross out the ones you can't do;
- tick those you can definitely do;
- choose the correct number to do;
- mark the order in which you are going to attempt them, attempting your best question(s) first.

Answering the question

Before you attempt to answer a question, read it all again carefully, jotting down points such as formulae and information relating to that question. These hints should help you when writing an answer.

- Plan before you write – the stress of working under time constraints in the exam room can make all your good study intentions disappear. However, this is when it is more important than ever. Take a few minutes to think and plan.
- Think about what the question is actually *asking*. What are you expected to include in your answer. What material will be *relevant*?
Underline the key words in the question; identify the main topic and discussion areas; choose a few points/arguments about which you can write; make a mini plan which puts them in order before you start writing. You can cross it through afterwards.
- Make sure that your writing is legible.
- Present your answer in a neat, logical and concise way.
- Show all your working; marks are often given for methodology as well as your answers. You should be able to refer by name to the main theorists/researchers in your topic, giving the year of their major works. You do not need to give page numbers of lengthy quotes, except in an open book exam. You do not need a reference list.
- Do not do things you are not asked for.
- If relevant, state any principles, results or formulae used and indicate your reasons for using them.
- Check any formulae you use with the formula sheet, if provided.
- Always do a rough estimate of any calculation to check that your answer is sensible.
- When using a calculator, make sure that each calculation is shown clearly in your answer and give your final answer to the required degree of accuracy.
- If you get 'stuck', re-read the question carefully to check that you have not missed any important information or hints given in the question itself.
- When you have completed your answer, re-read the question to check that you have answered all parts.

Examination discipline

It is important that you try to keep to the times you have allocated to answering a question or section and that you answer the correct number of questions. If you answer less than the number of questions required you are limiting the number of marks available to you.

At the end

Before handing in your examination script check that:

- any 'front sheet' is completed according to the instructions;
- every loose page is clearly marked with your candidate number, etc;
- every answer is numbered correctly;
- pages are numbered clearly and in order.