



UNIVERSITY OF
LINCOLN

BSc (HONS) NURSING

WITH REGISTERED NURSE (ADULT)

SCHOOL OF HEALTH AND SOCIAL CARE

BSc (HONS) NURSING

WITH REGISTERED NURSE (MENTAL HEALTH)

SCHOOL OF HEALTH AND SOCIAL CARE

PROGRAMME HANDBOOK

2016/17

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This Handbook must be read in conjunction with:

- University of Lincoln's General and Undergraduate Regulations, including the document covering the Variations to the Regulations for 2016-17
- University of Lincoln Undergraduate Student Handbook 2016
- BSc (Hons) Nursing with Registered Nurse Practice Handbook
- BSc (Hons) Nursing with Registered Nurse Assessment Guidance for Students

1. INFORMATION ABOUT THE PROGRAMMES

1.1 *Bachelor of Science (Honours) Nursing with Registered Nurse (Adult) and Bachelor of Science (Honours) Nursing with Registered Nurse (Mental Health)*

The programmes lead to the award of a Bachelor of Science with Honours in Nursing with Registered Nurse and an articulation to practice in one of two fields of practice, these being Adult or Mental Health.

The programmes have been designed to meet the requirement for registration as a nurse as specified by the Nursing and Midwifery Council of Great Britain and Northern Ireland (NMC), who jointly validate this course with the University. This enables graduates of this course to apply for registration as a nurse.

The programmes are underpinned by an ongoing collaboration between the University and its partners in the local healthcare communities including academic staff, clinical staff, practice development leads, student representatives, service users and Health Education England (East Midlands).

The programmes' learning outcomes are mapped against the NMC Standards for Pre-Registration Nursing Education (NMC, 2010), the Framework for Higher Education Qualifications (2014), the Essential Skills Clusters (ESCs) for pre-registration midwifery education (NMC, 2007), the Benchmark Statements for Nursing (QAA, 2001) and the European Union Directive 2005/36/EC Article 31, amended by Directive 2013/55/EU.

1.2 *Programme Philosophy*

These programmes value the contributions of all individuals - be they students, university academic and professional staff, clinicians, service users, patients and carers, both within the University and within our partner health communities - to achieve the goal of developing each individual student's knowledge and professional skills and thereby enabling their progression to graduation and subsequent registration as a nurse.

Care and compassion are central to nursing as is encompassed by the NMC (2010; p17).

“All nurses must practise autonomously, compassionately, skilfully and safely, and must maintain dignity and promote health and wellbeing. They must assess and meet the full range of essential physical and mental health needs of people of all ages who come into their care”

Whilst a caring and compassionate attitude is a requirement for entry to these programmes, this is not seen as an innate or static disposition but as part of a set of professional attributes that will be learned and developed during this course.

In the 21st century, significant changes in demography, lifespan and developments in health and social care policies and research within the UK all require the National Health Service and independent healthcare providers to adapt rapidly to respond to changes in treatment and delivery of care. In particular, developments in public health and e-health require nurses to continually respond to changing workplace needs.

This curriculum embodies the values set out in the NHS Constitution (2015). Consequently, in addition to maintaining the traditional nursing values of caring and compassion, nurses must continually monitor and develop high level clinical and cognitive skills in order to appraise contemporary healthcare delivery systems and acquire the knowledge and skills to meet these demands. This is reflected within this reflexive curriculum where students integrate theoretical knowledge and clinical practice, whilst receiving equal academic credit for both, and demonstrating how each aspect of professional knowledge and skills informs the other.

1.3 Programme Requirements for Completion of Hours

2,317.5 hours of theory activity are planned in total for students to complete across the three years of the programme. All theory activities are mandatory and students must attend all sessions and complete all such activities to ensure successful completion of the programme.

In total, 2,325 hours of practice learning have been timetabled across the three years of the programme. You must complete 2,325 hours of practice learning to ensure successful completion of the programme.

The recording of the theory and practice hours you have completed must be undertaken in a timely and accurate manner. Registers at theory sessions and attendance at your practice placement must be documented to enable you to progress through the programme year on year. This information provides the data to support entry to the NMC register.

Absence for any reason must be reported to the administration teams and evidence submitted to support this.

If you do not submit your record of hours when in practice on placement, you may be withdrawn from your practice placement until these have been received.

If you are unsure how to record practice hours, please ask for clarification from the Practice Administration Support Team. This data is also used to verify travel claim sheets and to record theory hours.

1.4 Disclosure and Barring Service (DBS)

You are required to have an Enhanced Disclosure and Barring Service (DBS) check at the start of your programme.

You should have already provided any details of any previous, relevant criminal record or relevant disciplinary issues during the admissions procedure. If a student does have a criminal record and has been deemed Suitable for Training by a Fitness to Proceed Panel, this will not prevent their continuing on the programme unless further convictions are acquired or further information comes to the attention of the programme team.

It is a requirement of the programme that you disclose any convictions acquired subsequent to you starting the programme of study. Failure to do so will be deemed a Fitness to Practise matter that may result in your studies being terminated.

Returning students in years 2 and 3 will be required to declare any changes to their

status of good health, good character and criminal record when they recommence their studies at the beginning of each academic year.

2. PROGRAMME AIMS

The aim of the pre-registration Nursing programmes is to provide an accessible, high quality professional nursing education which will:

- foster the acquisition of professional knowledge, values, and skills;
- facilitate the development of leadership, professional vision and advocacy to promote quality in health care for diverse and underserved populations; and
- prepare nursing professionals to practice evidence-based nursing in a dynamic healthcare environment.

Above all, it aims to develop a nurse who places the service user at the centre of their practice.

3. PROGRAMME RATIONALE

The public and the profession expect registered nurses to act in a professional manner that ensures high standards of care while treating service users and their carers with dignity and respect. These programmes have been designed to prepare future practitioners who will value the teams they work with and the service users they care for. It is envisaged that completion of one of these programmes will equip individuals to critically appraise their practice and effectively respond to and work within a dynamic healthcare system. A commitment to on-going personal and professional development will be fostered. The programmes will therefore ensure that those qualifying are fit for practice, purpose, award and professional standing and therefore registration as a nurse with the NMC.

4. HEALTH AND WELLBEING

At the beginning of their programme, student nurses will be required to pass a health screening medical assessment to determine their health status prior to accessing clinical placements and working with patients. An element of this medical is to ascertain their immunisation status in relation to Rubella and Hepatitis B antibodies. Additionally their TB status is checked and Mantoux test performed as necessary. All of these areas of care are relevant to protect students and patients when they access clinical placements.

If they have not already been vaccinated, students will need to have a course of the Hepatitis B vaccine. They may also be required to have the Measles, Mumps and Rubella (MMR) immunisation. Each student will be supplied with written and verbal instructions from the Occupational Health Department concerning follow-up procedures which must be fulfilled in order to ensure adequate protection against Hepatitis B, Measles, Mumps and Rubella.

No students may attend clinical placements without evidence of their immunity status and without adequate vaccination cover. Failure to follow the Occupational Health Department advice and guidance may result in the student being refused access to a placement and therefore being temporarily suspended from placement.

Should a student become pregnant whilst enrolled on their programme, or have any change in health status, they are advised to discuss this with their academic tutor in order that an occupational health appointment can be made if necessary and an appropriate package of support be put in place.

The University of Lincoln Student Well-Being Centre can provide advice on disability, learning differences, mental health and personal concerns that a student has which may affect them.

The University of Lincoln Chaplaincy provides a multicultural and supportive environment for all students.

5. PROGRAMME DATES

For the 2016/17 academic year*, the BSc (Hons) Nursing with Registered Nurse programme is scheduled as follows.

For first year students (0916):

First Semester starts:	19 th September 2016
First Semester ends:	23 rd December 2016
Second Semester starts:	9 th January 2017
Second Semester ends:	7 th April 2017
Third Semester starts:	1 st May 2017**
Third Semester ends:	26 th July 2017***

**Term dates for subsequent academic years have not yet been agreed.*

***The week commencing the 24th April is a Reading Week.*

****All students should note that the third trimester end date does not include the circumstances in which a student is required, for a variety of reasons, to submit work or complete an activity beyond the end of Trimester date.*

6. PROGRAMME STRUCTURE

The programmes have been written to meet the NMC requirements as defined within the 'Standards for Pre-registration Nursing Education' (NMC 2010). The programmes have also been designed in line with the Framework for Higher Education Qualifications (QAA, 2014). The BSc (Hons) Nursing with Registered Nurse Outcome Mapping Handbook shows the programmes' learning outcomes mapped to these standards.

Year 1 modules provide you with the core foundation skills to work within health and social care. These include communication, interpersonal skills and fundamental nursing skills including caring and compassion. You will be introduced to the principles of professional practice, such as confidentiality, dignity, respect and associated legal, ethical and professional issues. You will gain knowledge and understanding of the human body's anatomy and physiology, structure of the health service, contemporary influences on health and well-being and the foundation to

medicines management. You will learn and develop essential study and academic skills to enable you to use evidence to inform your practice.

The modules in year 2 will build upon the knowledge and skills gained from year 1. You will develop your knowledge and skills in caring for, coordinating and managing care for service users with acute and complex physical and mental health issues across the lifespan. You will learn the contemporary approaches to promoting and enhancing health and wellbeing as well as contemporary nursing care for the older person. The principles of medicines management will enhance the foundations of medicines management gained from year 1.

The final year 3 modules build upon and consolidate the knowledge and skills gained from the previous 2 years. Within this final year your leadership and nursing management skills will develop which will enable you to be prepared for the transition from a student nurse to an autonomous qualified practitioner. There will be an opportunity to look at an area of nursing practice in more depth through the elective placement.

6.1 Curriculum Outline and Assessments

Tables one and two on the following pages outline the curriculum for each programme.

Unless the Accreditation of Prior Experience and Learning (APEL) applies (as defined in the APEL handbook), students must complete all modules. Each module is assessed independently and all elements of all assessments must be passed. Detailed information for each module can be found in the appropriate module handbook.

Table One - BSc (Hons) Nursing with Registered Nurse (Adult) Module Planner		
Year 1	Year 2	Year 3
Module 1 Professional Values and Team Working for Clinical Practice (Shared) 30 Credits (theory)	Module 1 Forging Values Based Nursing Practice (Shared) 30 Credits (theory)	Module 1 Innovation to Transformation in Nursing Practice (Shared) 30 Credits (theory)
Module 2 Assimilating Adult Nursing Practice 1A: The Fundamentals of Care 30 credits (practice)	Module 2 Engaging with Adult Nursing Practice 2A: Promoting Ethical Practice 30 Credits (theory)	Module 2 Impacting on Adult Nursing Practice 3A: Improving and Transforming Practice 30 Credits (theory)
Module 3 Essential Skills for Nursing Practice (Shared) 30 Credits (theory)	Module 3 Cognition and Interpretation in Nursing Practice 30 Credits (theory)	Module 3 Advancing Person-centred Care 30 Credits (theory)
Module 4 Assimilating Adult Nursing Practice 1B: Promoting Professional Values 30 credits (practice)	Module 4 Engaging with Adult Nursing Practice 2B: History Taking and Assessment 30 credits (practice)	Module 4 Impacting on Adult Nursing Practice 3B: Managing and Leading Complex Care 30 credits (practice)
Placement 1 (9 weeks: 337.5 practice hours) Placement 2 (10 weeks 375 practice hours)	Placement 3 (9 weeks – 337.5 practice hours) Placement 4 (13 weeks 487.5 practice hours)	Placement 5 (9 weeks – 337.5 practice hours) Placement 6 (12 weeks 450 practice hours)
Using the Values Exchange (Vx) for IPL with pharmacy and social work students Using Blackboard Collaborate to support e-learning Using Elsevier to support clinical skills teaching		

Table Two - BSc (Hons) Nursing with Registered Nurse (Mental Health) Module Planner		
Year 1	Year 2	Year 3
Module 1 Professional Values and Team Working for Clinical Practice (Shared) 30 Credits (theory)	Module 1 Forging Values Based Nursing Practice (Shared) 30 Credits (theory)	Module 1 Innovation to Transformation in Nursing Practice (Shared) 30 Credits (theory)
Module 2 Assimilating Mental Health Nursing Practice 1A: The Fundamentals of Care 30 credits (practice)	Module 2 Engaging with Mental Health Nursing Practice 2A: Promoting Ethical Practice 30 Credits (theory)	Module 2 Impacting on Mental Health Nursing Practice 3A: Improving and Transforming Practice 30 Credits (theory)
Module 3 Essential Skills for Nursing Practice (Shared) 30 Credits (theory)	Module 3 Recovery Focused Care 30 Credits (theory)	Module 3 Complex care for Mental Health Nursing 30 Credits (theory)
Module 4 Assimilating Mental Health Nursing Practice 1B: Promoting Professional Values 30 credits (practice)	Module 4 Engaging with Mental Health Nursing Practice 2B: Assessment and planning for recovery 30 credits (practice)	Module 4 Impacting on Mental Health Nursing Practice 3B: Managing and Leading Practice 30 credits (practice)
Placement 1 (9 weeks: 337.5 practice hours) Placement 2 (10 weeks 375 practice hours)	Placement 3 (9 weeks – 337.5 practice hours) Placement 4 (13 weeks 487.5 practice hours)	Placement 5 (9 weeks – 337.5 practice hours) Placement 6 (12 weeks 450 practice hours)
Using the Values Exchange (Vx) for IPL with pharmacy and social work students Using Blackboard Collaborate to e-learning Using Elsevier to support clinical skills teaching		

6.2 Programme Management

The programmes are managed by:

- Head of School of Health and Social Care;
- The Director of Nurse Education / Deputy Head of School;
- The BSc (Hons) Nursing with Registered Nurse Programme Lead, responsible for the strategic management and organisation of the Programmes;
- Module Leaders, who are responsible for the administration and delivery of individual modules;
- A Lead for Practice Learning to manage the strategic coordination, planning, relationships and quality of practice learning placements;
- A Practice Placements Development Worker to plan, enhance and administer the student placement allocations;
- Designated Administrators for both theory and practice placements to support the day to day administration associated with the programmes;
- A Lead for Assessment, with specific responsibility for coordinating all elements of student assessment, from submission deadlines to granting extensions;
- A Senior Admissions Tutor, with specific responsibility for coordinating open days, recruitment, selection and admission processes;
- An APEL/APCL coordinator who is responsible for advising prospective candidates regarding the production and submission of an APEL/CL claim
- A Student Experience and Professional Standards Officer, responsible for supporting programme enhancement and ensuring compliance with the university, professional and regulatory bodies to improve student experience.

6.3 Personal Tutor Support

You will be allocated a named personal tutor at the point of enrolment, who will oversee your progress for all three years of your programme. Personal Tutors are students' first line of contact and support. Personal tutors are there to help with any problems regarding academic progress, or with a personal problem that is affecting participation in the course. Students should see their personal tutor at regular intervals. Mandatory tutorial meetings are scheduled on students' timetables and are not optional.

Further information about the role of the personal tutor is available at:

<http://edeu.lincoln.ac.uk/portfolio/personal-tutoring-resources/>

6.4 Communication

The University provides all students with a University e-mail account. Communication to students from the University will use this e-mail account only, except in exceptional circumstances.

7. TEACHING AND LEARNING

The BSc (Hons) Nursing with Registered Nurse programmes are based upon a fundamental belief that the process of learning will be most effective if it is student centered and that you take responsibility for your own learning. A variety of facilitative methods will be used.

7.1 Key Lectures

Keynote Lectures will form an integral part of teaching, introducing you to new material and setting the scene for future learning. Lecture notes and interactive discussion will also be available through the university's virtual learning environment, Blackboard.

7.2 Seminars and Workshops

Seminars and workshops are used to enable you to exchange further information and ideas. Under the facilitation of a seminar / workshop leader and following appropriate preparation, you will be expected to question, critically analyse and evaluate and think about the topic under discussion. Working effectively in a group is a key skill for all health professionals and seminars allow you to demonstrate good team working.

7.3 Directed Study

Directed Study are periods of planned study which normally take place outside of organised lectures.

7.4 Ongoing Achievement Record

You have responsibility for your own learning and for recording your achievements. Throughout your programme you will complete an Ongoing Achievement Record which will contain evidence that demonstrates the integration of practical and theoretical achievements.

7.5 Reflective Discussions

These discussions will enable you to look at incidents that occur during learning and to analyse and learn from them. They will be structured, facilitated discussions which will help you to develop your analytical and problem solving skills.

7.6 Literacy and Numeracy

Numeracy skills are developed in year 1 and continue through years 2 and 3, building towards more complex calculations with support of an interactive online numeracy package, which supplements in-class learning. Throughout the course, students will be assessed on their ability to carry out calculations associated with medicines, nutrition and fluids.

Literacy is developed in conjunction with Learning Development materials and these are introduced in modules in year one of the programmes. All students have access to online resources of the University's Learning Development Team.

During years 2 and 3, students will be offered further literacy support to write at higher levels through links with Learning Development and writing workshops. Module tutors also support students in assignment writing.

7.7 Clinical Skills Teaching

This takes place both in the classroom and the simulation laboratories and is facilitated by the academic team and clinical demonstrators. Learning opportunities include demonstrations, role plays and skill rehearsals and enable you to develop your clinical skills within a safe environment.

7.8 E- Learning

You have access to the University's virtual learning environment which includes Blackboard. This gives access to programme and module information and allows interactive teaching and learning.

Upon enrolling onto your programme you will be provided with access to an e-learning suite of modules which facilitates learning around a range of clinically focused courses but also delivers some mandatory training required prior to commencing the first practice placement.

At the beginning of a programme every student will be allocated a University email address. This should be checked regularly as it will be used to convey important information relating the programme of study, modules and placements.

7.9 Tutorials

Tutorials usually take the form of a one-to-one discussion or between groups of students and their personal tutor. The relationship with your personal tutor will look at your general professional development, support with learning needs and any personal difficulties and advice concerning accessing central university services. Queries regarding assessments for specific modules should be raised with the teaching team for that module.

To benefit from tutorials students should:

- Organise time effectively to meet the academic requirements of your course.
- Arrange mutually convenient tutorial sessions. Tutors have a wide range of commitments and it is recommended that you use e-mail and other approaches suggested by the module teacher to arrange this.
- Agree with the personal tutor the objectives for their tutorials.
- Deal with unforeseen circumstances, e.g. in the event of a personal tutor's sickness, it is your responsibility to re-organise another tutorial. If the circumstances become protracted for example a long-term sickness problem, the Programme Lead will advise on alternative arrangements.
- Not expect excessive time. It is anticipated that most tutorials will be no longer than 20 minutes and will not normally exceed one hour per module.
- Bring as much information as possible to the tutorial e.g. essay plan, rough draft, areas of concern etc. However, tutors will not look at extended pieces of

work or “pre-mark” assessments. Support from the personal tutor for the submission of written assignments will only be available up until one week prior to the published submission date.

- For further information please see:
<http://secretariat.blogs.lincoln.ac.uk/files/2013/08/Student-Support-and-Tutoring-Policy-June-2014.pdf>

7.10 Clinical Tutorials

Clinical tutorials form part of module delivery and you will be encouraged to reflect on practice in a structured way to enhance links between theory and practice.

In clinical placement areas, the role of mentors is complemented by academic link lecturers as part of the Practice Support Teams who have a role supporting the mentor and you, whilst undertaking practice placements.

7.11 Practical Skills Teaching

Practical skills teaching will be facilitated by lecturers and clinical staff. These sessions will provide the opportunity for development of skills based on theoretical knowledge and contemporary evidence. Skills based material to develop and support practice will be delivered by use of multi-media resources, clinical demonstrations, role play skills sessions and group supervision sessions.

7.12 Self-Directed Study

Self-directed study time is a major and important aspect of both programmes and is the time when you need to develop and extend your own personal work, and where the majority of the learning on the module will take place. It is important to realise that the time spent with a tutor during formally timetabled classes and the Virtual Learning Environment (VLE) packages is only a very small part of the learning time identified for a module. In addition to the contact time with lecturers and use of the VLE, a significant amount of personal study should be undertaken. This personal study time should be spent, for example, engaging in general background reading, preparing for seminar activities, working on assignments or revising for examinations. Early in your programme, guidance will be provided as to how you can make best use of this time. As you progress through the programme however, this guidance will become less structured and prescriptive. It is expected that you will demonstrate significant independence in your study, taking responsibility for the management of your own learning time.

7.13 Consolidation Sessions

These sessions occur in the final week of the Year 1 and introduce the students to their programme modules and practice placement requirements in year 2. The sessions include: field specific learning, as well as core modules and enable students to undertake some focused preparation in the autonomous study and reading weeks prior to commencement of year 2 of their programme and to review feedback from theory and practice placements in order to take forward learning points for the following year.

7.14 Reading Weeks

Reading weeks are integral to the programmes. These are self-directed study weeks to enable students to review their learning journey, to develop deeper learning and to prepare more effectively for assignments in theory and practice.

7.15 Practice-Based Learning

Practice learning experiences are undertaken in a range of environments, agencies, organisations and geography, with services meeting a range of health related population needs, involving a multidisciplinary skill mix, across the NHS and the private, voluntary and independent (PVI) sector. Placements involve shifts over a 24 hour, seven day a week period in order that you experience the full range of care delivery and to spend at least 40% of your time with your mentor. Practice learning hours required each week are 37.5 but this may vary at times. Placements are spread across Lincolnshire and Newark and Sherwood with some further afield. Other opportunities are explored continually. There will be a significant amount of travel and potential for overnight stay during some of your placements, but we endeavour to map your placements to ensure equity and a reasonable balance of placements to meet both learning requirements and to minimise excessive travel where possible.

7.16 Practice Placement Learning

Practice placement learning is supported by mentors. These are suitably prepared, experienced and appropriately qualified registered practitioners who are responsible for guiding, supporting and assessing students in practice. You will also learn from support staff and administrative roles as well as from patient and public groups and within a wide range of placement opportunities, where services are delivered. You will be allocated a named mentor for each practice placement. A mentor is responsible for assessing and documenting the student's progress against the NMC competency framework in the student's Practice Assessment Documentation (PAD).

An additional document, known as the "Ongoing Achievement Record" (OAR) captures and retains key information from each placement including achievement, grades, statements of progression, tutorials and any action plans or concerns over the full three years and is used to support the sign off mentor in undertaking the final assessment to support their decision in referring the student as fit to practice and to register. Further details of the role of the mentor, support and assessment can be found in the Practice Handbook.

In year three, you will be allocated a sign off mentor when you are in your final practice placement in order to support your learning and assessment needs to ensure you meet all of the required standards for entry onto the NMC register. The sign off mentor also will work collaboratively with yourself and the remaining placement team to develop your skills throughout your time in the placement area.

All students undertaking the pre-registration nursing programme have supernumerary status while on placement. This means they are additional to the workforce requirement and staffing figures.

7.17 Interprofessional Learning

Interprofessional working is a key factor in securing high quality care for service users, and this is highlighted by the NMC's inclusion of the requirement to embed interprofessional collaboration and leadership within education programmes leading to registration within its Standards for Pre-Registration Nursing Education (2010).

The School of Health and Social Care comprises programmes for nursing, social work and health and social care and the School works closely with the School of Pharmacy through the Interprofessional Education (IPE) Standing Group to promote and sustain the provision of interprofessional learning and working experience for the student nurses and all other student groups in the scheme.

One vehicle of the intended enhancement of such learning is the introduction of the interactive online *Values Exchange* programme, which is available through Blackboard. Students are able to exchange ideas and views about all aspects of health and social care in the context of their development as a professional. There is commitment to incorporate the values exchange across programme activities.

7.18 Uniform Policy

The University of Lincoln will provide three pairs of trousers, three tunics and one polo shirt with the University logo and identifiable colour to raise awareness to others of the role of student nurse. Exceptions to the wearing of University uniform only apply where the placement provider clothing / uniform policy supersedes university policy. Such exceptions may occur within services delivering health and social care within home environments or in some mental health settings.

Name badge/photo identifier must be worn at all times when undertaking a practice placement.

Flat or low heeled shoes covering the whole foot should be worn for comfort, stability and to minimise risk of health and safety incidents to self and others. .

Minimum Personal and Professional Standards for Student Nurses on Practice Placement and on University arranged activities other than theory:

- Where facilities exist students must change promptly on arrival at the start and at end of the shift, before leaving their placement.
- Hand hygiene must be undertaken before and after each contact with patients and between interventions with the same patient to prevent cross contamination of different areas, regardless of whether contact or contamination of the uniform fabric has occurred.
- Uniforms must be laundered by machine, must not be hand washed and clean and dirty uniforms must not be carried or transported together.
- Uniforms must not be worn outside of work for non-essential or non-work related activity. Exceptions to this rule may concern community nurses escorting patients or filling up with petrol to undertake work activity. Students must not smoke whilst wearing practice uniforms.
- Students must not wear jewellery (plain wedding bands and ear studs are acceptable). Neck chains, bracelets, nose rings, tongue studs or any type of jewellery for piercing, diamond or stone based rings and wrist watches must not be worn.

- Hair should be worn off the shoulder in a style that does not frequently require re-adjustment (Pratt et al 2007).
- Nails should be short and free of nail or other decorative embellishment; false nails must not be worn.
- False eyelashes must not be worn while on practice placement.
- Cardigans or other layers must not be worn during direct patient contact.
- Use of Personal Protective Equipment (PPE) must be adhered to in areas where there is a risk of transmission of healthcare associated infection and to the risk of contamination of student work wear by blood, body fluids, secretion or excretion. Examples of PPE are aprons, gloves, shoe covers, goggles.
- Aprons and gloves should not be worn routinely, but in case of need.
- The placement organisation must ensure adequate supplies of protective equipment are available in appropriate size ranges so students and staff can access them when necessary. They must make reasonable adjustments in relation to occupational health requirements, for example, glove allergy, and provide the necessary PPE.

Further information can be found in the Pre-Registration Nursing Dress Code Policy for Students 2016/17.

7.19 Personal Development Plan

Personal development planning is an important part of your programme which supports the development of skills for life- long learning that lead to improved opportunities for employment. You will achieve this through, reflecting on your learning achieved and planning for your further learning needs. You will also be guided by module teachers and your personal tutor about both academic and professional learning outcomes. Your Practice Assessment Documentation will be used to demonstrate and evidence competence acquisition, confidence and values throughout the student's programme and will be used as a basis for planning further learning.

8. ATTENDANCE AND ABSENCES

8.1 Attendance

Full attendance on a student's chosen programme is required. Attendance in both the University and the practice / clinical areas will be monitored by the academic team, in accordance with the Clothier Report (1984).

Students must attend all classes for each individual module and in accordance with any compulsory attendance requirements defined for such modules. The University attendance policy can be found within the general University Regulations.

Poor attendance may be taken into account by assessment boards when they determine results for modules or awards. All formally timetabled lectures, tutorials, seminars, electronically delivered lectures, organised visits, all allocated time within practice placements and other notified events are classified as "Compulsory Attendance Requirements".

Attendance at lectures and seminars (and any other theoretical component of the programme) will be recorded in writing through a register in accordance with the United Kingdom Boarder Agency Regulations. Registers are taken, usually at the

start of each class, and recorded on an electronic system. This system monitors students' attendance and punctuality. If an individual student's pattern of attendance is irregular they will be contacted and this information noted in their records. Continued absence will result in a "cause for concern" process to be escalated which could ultimately lead to termination from the course. You are required to meet all the 2317.5 allocated hours for theoretical learning over the course of the programme.

As stated at 1.3 of this Handbook, you are required to meet all the allocated hours on each practice placement in order to complete a minimum of 2,325 hours over the course of the programme. It is imperative that you have any attendance hours recorded and signed off by your mentor or other professional responsible for your learning. Any professional involved in your learning and assessment must record their signature in the Practice Assessment Documentation (PAD) in order that we verify their identity and suitability for sign off. We keep an electronic record of placement hours and practice placement providers are also aware of the hours allocated.

Your ability to meet required practice hours may be potentially compromised if you become unwell. You must submit notification of absence and sick notes or evidence should this occur. This will enable us to plan and prepare for you to make up time during the affected placement.

8.2 Sickness

Students are required to satisfy the requirements of the NMC in relation to theory and practice hours.

Absence from the course (either from placement or from academic sessions) must be reported. All sickness and absence from practice will be recorded at pems.lincoln.ac.uk. Theory absence will be recorded at nursingtheoryabsence@lincoln.ac.uk

Absences related to ill health for a period of five to seven days must be self-certificated. If a student is off sick for 8 or more days, (including Saturdays, Sundays and Bank Holidays), they must obtain a medical certificate from their General Practitioner. This certificate should be sent to the programmes' administrators and will be included in the student's file.

Any practice hours that are missed must be made up to adhere to the prescribed hours to meet the NMC requirements to register. The student must notify the practice administration team to ensure they are notified of any hours not achieved during the allocated placement. The practice administration team will negotiate additional learning hours on your behalf, will inform you and communicate with the placement directly.

8.3 Authorised Absence

Compassionate or special leave MUST be approved by the Programme Lead, notification must be received prior to any absence. You may discuss this with your personal tutor but authorisation has to be through the Programme Lead. Evidence is required for this to be sanctioned. Acceptable reasons for authorised absence include the serious illness of a close relative, bereavement and serious personal difficulties. Unacceptable reasons for absence include travel difficulties and attending family celebrations (as per University policy). If this authorised absence relates to a

Practice period, you will be expected to make time up at some other point within the affected placement. More details about this can be found on the relevant Blackboard site. Students are advised to see their personal tutor in the first instance or Student Services if they have any problems with on-going access to the programme.

9. STUDENT CONDUCT

9.1 *Raising a Concern*

Concerns about the conduct, competence or health of a student may be raised by a member of University staff, clinical staff, peer, patient or member of the general public.

When a concern is raised it is required that the person making the disclosure will identify themselves and will record their concern in a signed document.

In exceptional circumstances the discloser's identity shall remain confidential to the Nursing Leadership Team; where there is a risk to the personal safety of the discloser or a related third party.

In exceptional circumstances concerns raised anonymously will be considered; where there is evidence of risk to patients or public safety or where the University may be brought into disrepute.

Non-University persons or students raising a concern can do so by e-mailing uoladmin@lincoln.ac.uk, telephoning a member of the nursing administration team on 01522 837771 or by contacting any member of the academic or administration team uolpractice.support@lincoln.ac.uk.

For further information as to how to raise a concern please refer to the Nursing Cause for Concern Process (2015) which is available on request from the nursing administration team and on all nursing blackboard sites.

9.2 *Fitness to Practise Regulations*

When a concern is raised about the conduct, competence or health of a student enrolled on a course leading to statutory registration with a regulatory body the Nursing Cause for Concern Process (9.1 above) will be invoked. This assures patient and public safety and provides the student with pastoral and academic support.

In the event of a severe/critical level of concern, an allegation of impairment of fitness to practise will be formulated by the appropriate School Leadership Team. A team nominee will subsequently refer the matter to the Head of School who will instigate the Fitness to Practise Process.

A student's fitness to practise may be alleged to be impaired by reason of;

- (i) Misconduct
- (ii) Lack of competence/deficient professional performance
- (iii) A conviction or caution for a criminal offence
- (iv) Physical or mental ill-health
- (v) A determination by a regulatory or licensing body of impairment of fitness to practise

Further information about the Fitness to Practise procedure for nursing can be obtained in the University General Regulations 2015-16 page 41.

10. CONTACTING PROGRAMME STAFF

10.1 *Response Time to Emails or Voice Mail*

The best way to contact staff outside lecture time is by e-mail. All members of the team will endeavour to respond to your emails within 4 working days. However, when staff members are on holiday their e-mail and voice mail messages will indicate their return to work date. Students should use email as means to arrange face-to-face discussion as required.

Tutorials will be available through the personal tutoring system and this may be via a group tutorial session or a 'one to one' tutorial. Students will be expected to regularly access their University e-mail account to make sure they are in receipt of notices and messages. All students at the University of Lincoln are allocated a university email address, which can be accessed from their home. During the online enrollment, students will be provided with an e-mail address, username and password.

10.2 *Extreme Emergencies*

In the case of extreme emergencies students, should contact the practice administration team and explain their circumstances.

10.3 *Leaving a Voicemail Message*

As stated above, e-mail is the preferred mode of contact as staff have access to this outside of their office. If students use a telephone voicemail system they should speak clearly and slowly leaving their name and any telephone numbers they can be contacted on. They also should state the date and time that the message was left.

11. FINANCIAL SUPPORT FOR NURSING STUDENTS

11.1 *Student Loans*

You may be entitled to a reduced rate student loan to cover the balance of your living/travel costs. The NHS Business Service Authority (NHSBSA) means tested bursaries are not intended to meet all your maintenance requirements, so you are encouraged to consider carefully whether you will need a loan to avoid hardship during the programme.

You should apply for a student loan via the Student Loan Company:
<http://www.slc.co.uk/students.aspx>

11.2 *NHS Bursaries*

The NHS Business Service Authority (NHS BSA) is responsible for assessing, reviewing and paying your means tested bursary entitlements. The information regarding your entitlements and methods of payment is in the Department of Health booklet "Financial Help for Health Care students" [Fifth Edition]. Copies are available

on the Department of Health Website: <https://www.gov.uk/nhs-bursaries> or emailing doh@prolog.uk.com

Normal daily travel between your home and usual University base will not be reimbursed. However, the cost of journeys between your term time residence and a clinical placement site can be reimbursed as Practice Placement Expenses (PPE), providing the cost is in excess of your normal daily travel costs from your term time residence to the university.

11.3 Access to Learning Fund

For students who are experiencing financial difficulties the University operates an "Access to Learning Fund" which has funds available either as a direct payment or as a loan. The Access to Learning Fund can be obtained through contact by e-mail: studentsupport@lincoln.ac.uk

11.4 Travel Insurance

Those of you who use their own car for when undertaking community placements must ensure that their current car insurance provides cover for business use. In addition, any equipment carried in their car needs to be covered by insurance. The NHS BSA requires evidence of adequate insurance as supplied to the University with your placement (PPE) form. Please ensure you provide a copy of the appropriate insurance cover.

11.5 Student Responsibilities

You should obtain relevant travel claim forms from your programme administration team. These should be completed and submitted on a monthly basis (together with timesheets) for checking and authorisation by the administration team. All receipts for claimable expenditure (e.g. bus tickets, car park tickets etc.) should be firmly attached. Payment cannot be approved without corresponding tickets and receipts. These claims will then be forwarded onto the NHS BSA. Payment will take approximately twenty days once received and scanned by NHS BSA.

All enquiries relating to bursary payments should be directed to the NHS BSA at the following address:

NHS Business Services Authority (NHS BSA), Middlebrook House, Horwich, Bolton BL6 6PQ

Telephone: 0300 330 1345 (Free Call)

Online: <http://www.nhsbsa.nhs.uk/students.aspx>

It is important you quote your student reference number on all correspondence with NHS BSA (this is the six digit number which commences with SBA).

12. QUALITY ASSURANCE

In accordance with the requirements of the Higher Education Quality Assurance Agency, The Nursing and Midwifery Council, Higher Education England and the University of Lincoln, all aspects of the programmes are subject to a range of quality assurance mechanisms.

12.1 *Student Engagement and Student Representatives*

Underpinning student engagement is a stable system of student representation at programme, school and college levels. Student representatives engage in curriculum development, quality assurance and safeguarding the wider student experience. Student representatives have regular meetings with key programme personnel, including the Director of Nursing Education and the Programme Leader to facilitate the early identification of difficulties and to put in place mitigating measures at the earliest opportunity.

Training for student representatives is offered by the Students' Union. Training as a representative offers students the opportunity to further develop communication and leadership skills, and participate in the planning and decision-making processes of the University.

12.2 *Moderation Teams and External Examiners*

There is a rigorous assessment and monitoring process within the School. Much of the assessed work that is produced will be subject to second marking, and double marking is used in line with the University's Marking and Grading Policy. The final grade that a student receives is one which is mutually agreed by both markers. This process helps us ensure the quality and consistency of our marking, but also ensures that all students get a fair and unbiased assessment of their work against established standards.

External Examiners are qualified and registered nurse academics from another University. They have the role of judging the consistency of the marking and grades given, the quality of the feedback provided for students, whether the assessment set is meeting the needs of the curriculum and the students and finally, to benchmark the quality of the University's programmes against the sector standards.

12.3 *Subject Committee*

The Subject Committee is convened four times a year and is comprised of the Student Engagement Champion for the programme, Student Experience and Professional Standards Officer, key members of the Programme team, module leaders, student representatives from each cohort, mentors, service colleagues and the subject librarian. The function of a subject committee of the University is to provide a collaborative forum for staff, students and other stakeholders to review the state of the programmes, to look at what is going well and what needs attention, to suggest improvements and to provide a forum for considering change.

12.4 Exam Boards

Exam Boards are convened on a regular basis throughout the year. The boards comprise the Board Chair, key members of the programme team including all module leaders, administration staff, external examiners and representatives from Academic Registry. Its purpose is to review the assessment of all students across the programmes, to review standards of marking and grading and to receive external examiner comments.

12.5 Subject Board

The Subject Board meets at the end of every academic year. The board is composed of the Award Board Chair core team members, an external examiner and representatives from Academic Registry. Its purpose is to confirm the performance of each the student (taking into account information provided on extenuating circumstances), and to agree progression or awards. In addition, the Board confirms the arrangements for reassessment as necessary.

12.6 National Students' Survey

The National Students' Survey (NSS) is a mechanism to measure the performance of all UK universities in the subject areas including nursing. The formal NSS occurs in the third year of the programme. However at the University of Lincoln we undertake an annual module and programme evaluation for all students to ensure that our performance is the best it can be. We really appreciate student feedback and any opportunity to address issues, they raise about the programme and the wider University, or to tell us what we are doing well. It is a real opportunity for students to 'have their say' and a good opportunity for the University to listen.

12.7 Learning support

All programmes studied at the university have learning and career development as part of their curriculum. The department is committed to developing student study and employment skills, helping to ensure that students take full advantage of all future opportunities.

Should a student feel that they have additional needs which are impacting on their ability to study and fully access the curriculum, advice and diagnostic assessments are available through the Student Wellbeing Centre in the University. Once assessed it is possible for reasonable adjustments to be made to address students' particular and specific learning needs whilst undertaking all aspects of the programme, including assessments. It is an individual student's responsibility to seek this support.

12.8 Student Feedback and Evaluation

Student feedback and evaluation - both of individual modules and of the whole programme - is an integral and important part of the learning and teaching process. You will be invited to evaluate the delivery and content of each module, utilising a standard Module Evaluation form generated by the University. In addition, some form of qualitative evaluation will normally be undertaken at a local level by module coordinators.

12.9 PEMS: Student Feedback of Practice

Mandatory evaluation of placements is required to ensure your next placement is made available to you. The completion of these evaluations enables the team to ensure you are getting the best learning opportunities and support available.

12.10 Trades Unions

It is advisable for students to join one of the Trades Unions which support and act on behalf of student nurses and registered nurses alike. Trades Unions can be a valuable method of support and guidance.

12.11 Student Services

The Student Services team offers a range of support areas, including student revenue and finance, registry matters and general student welfare advice. Students will be able to get information and advice on a number of issues by making an appointment with an appropriate specialist.

13. RESPECT CHARTER

Every member of University staff and every University student, regardless of their role or background, is a member of the University's community. The success of the University is dependent upon the positive contribution made by each and every member of the University's community.

The University holds the core value that respect is central to how we should interact with one another. It is through showing respect for others that we can in the same way expect to be shown respect in return.

The following principles are based upon showing respect for others, and form part of the University's expectation that every member of its community will hold to in their actions and decision making, outlined in the Respect Charter:

<https://ps.lincoln.ac.uk/services/hr/RespectCharter/SitePages/Home.aspx>

14. UNIVERSITY REGULATIONS

This programme of study is governed by the University of Lincoln Regulations for Undergraduate degrees.

In addition to academic regulations, nursing students are also subject to codes of professional behaviour that relate to the honesty, integrity and professional behaviour. A breach of an academic regulation may therefore have more serious consequences for you as a student on this programme as it could affect your future registration.

You must be aware that any entry on University documentation involving falsification of comments, claims or signatures will be investigated. This investigation could lead to disciplinary action, which may lead to a student being discontinued from the programme and, where appropriate, prosecution if a criminal offence is proven to have occurred.

14.1 Variations to Standard University Regulations:

Both BSc (Hons) Nursing with Registered Nurse programmes (Adult) and (Mental Health) are subject to variations on the University of Lincoln Regulations for Undergraduate degrees.

These variations to regulations, other regulations and University policies and procedures are updated on a regular basis and can be located via the University's Secretariat webpage:

<http://secretariat.blogs.lincoln.ac.uk/>

14.2 Progression Points

This programme is divided into three equal parts by two progression points, occurring at the end of year one and year two. The Nursing and Midwifery Council insists that each student must pass all theory and practice assessments by each progression point (or in exceptional circumstances by the twelfth week of the next part of the programme) before being allowed to progress. Full details of requirements for progression are set out in the University Regulations and the Variations to the Regulations 2016/17.

14.3 Exit Awards / Interruption of Studies

Those of you who successfully complete 120 academic level four credits in this programme and are unable to continue or do not wish to do so, will be eligible for the award of Certificate of Higher Education in Healthcare Practice.

Those of you who successfully complete 120 academic level four credits and 120 academic level five credits, totaling 240 academic credits in this programme and who are unable or do not wish to continue, will be eligible for the award of Diploma of Higher Education in Healthcare Practice.

Students receiving either of these awards will not be able to register with the NMC nor the Health Care Professions Council (HCPC).

Students who chose to interrupt their studies at the end of the first or second stage will be eligible to resume the programme provided that this allows for completion within five years of your original registration on the course. Interruption of Studies should not be used where a student is failing or has failed an assessment (unless Extenuating Circumstances are to be considered). You must notify the programme administrator at least six months before your planned return date. A return will be subject to vacancies being available and review by the Programme Lead. Any subsequent offer to return will be subject to occupational health clearance and enhanced Disclosure and Barring Service check.

14.4 The Appeals Procedure

The appeals procedure is only concerned with the decisions of Assessment Boards and the assessment process which gives rise to these. You cannot use the appeals procedure to deal with problems experienced with the delivery of your course, supervisory issues or the availability of facilities, for example. You should use the University's Complaints Procedure to pursue these issues.

If, after considering your case, it is felt the issues you raised would be dealt with more appropriately via the complaints procedure, you will be advised how to proceed. More information is available from Secretariat Portal. You may contact the Secretariat directly on 01522 836665 or complete the form located on the Portal site.

14.5 Grounds for Appeal

The university will only consider an appeal where you can produce evidence that:

- Assessments were not conducted in accordance with the current Assessment Regulations
- Some other material irregularity, related to assessment, has occurred.

Appeals against academic or professional judgement will not be considered.

Disappointment with your results does not constitute grounds for appeal (if your marks were accurately recorded, assessment regulations were followed and there is no evidence of material irregularity).

14.6 Extenuating Circumstances and Appeals

Extenuating circumstances are exceptional and unforeseen circumstances, beyond a student's control, which may have had a serious and adverse effect upon their assessed work, and in the case of the BSc (Hons) Nursing with Registered Nurse programmes, the attendance at and completion of Mandatory Training. Students should refer to the Undergraduate Regulations for detailed information about Extenuating Circumstances for assessed work.

Extenuating circumstances that you did not submit to your School before the Exam Board met will only be considered as grounds for appeal in the most exceptional circumstances (normally because you were unable to disclose the circumstances in advance). However, as the university allows you to submit extenuating circumstances under confidential cover, the fact that you did not wish to disclose personal information will not normally be considered as an exceptional circumstance.

15. SMOKING POLICY

Details of the University of Lincoln's Smoking Policy can be found in your student handbook. The School of Health and Social Care is appreciative of the difficulties that may be associated with trying to adopt this policy and various lines of support and communication are available to staff and students.

If you are a smoker and wish to give up smoking or think you will have a problem conforming to this policy, please tell your personal tutor as soon as possible. Under no circumstances may staff or students smoke whilst in uniform. In addition students are subject to the relevant Trust policy whilst in clinical placement.

16. PROFESSIONAL REGULATOR

The Professional Regulator for Nursing in the United Kingdom is the NMC. All students studying for the BSc (Hons) Nursing with Registered Nurse programmes will need to be assessed as eligible for registration with the Nursing and Midwifery

Council (NMC).

To achieve this students must satisfy the requirements of both the University and the NMC. Please refer to the Practice Assessment Document (PAD) Handbook for Practice, Handbook for Assessments and the University of Lincoln's Undergraduate Student Handbook in relation to progression and conduct on the programme.

16.1 Membership of Professional Bodies

This programme is approved by the Nursing and Midwifery Council and is subject to NMC annual monitoring procedures. Whilst on the programme you may be asked to meet with NMC reviewers to share your experiences which contribute to quality assurance processes. At the end of three years the Assessment Board will confirm that all assessments (theory and practice, including evidence of you being signed off in practice by a sign-off mentor) have been completed successfully and can thereby grant the final academic award which in turn enables you to register as a nurse within the field of practice with the NMC.

Within the final term of year three, you will be reminded of/informed that you have 5 years in which to register with the NMC. The programme leader will act as the delegated and designated person who will confirm that you are of good health and good character.

17. PROFESSIONAL SUITABILITY

The University reserves the right to review a student's continued membership of the programme if clear evidence causes the university to question their professional suitability. In such a situation, approved University procedures will be followed. All students will be required annually to sign and return a statement of good health and character. Students should refer to the student code of conduct issued separately. All students should read and adhere to the NMC Guidance for student nurses and midwives: (<https://www.nmc.org.uk/education/becoming-a-nurse-or-midwife/when-studying-to-be-a-nurse-or-midwife/> and <https://www.nmc.org.uk/education/becoming-a-nurse-or-midwife/when-studying-to-be-a-nurse-or-midwife/guidance-for-students/>).

18. USEFUL LINKS

Nursing and Midwifery Council: <http://www.nmc.org.uk>

Royal College of Nursing: <http://www.rcn.org.uk/>

Student Services:

<http://www.lincoln.ac.uk/home/campuslife/studentssupport/studentsservices/studentssupportcentre/>

UK Border Agency: <http://www.ukba.homeoffice.gov.uk/>

Unison: <http://www.unison.org.uk/>

19. UNIVERSITY OF LINCOLN HEALTH AND SAFETY REQUIREMENTS



UNIVERSITY OF
LINCOLN

Student Induction
Health and Safety

Welcome, Students!

Student Responsibility

- **Health and Safety is everyone's responsibility**, both staff and students have a legal obligation to ensure they work and study in a safe environment.

Welcome, Students!

UNIVERSITY OF
LINCOLN

Student Responsibility

- **Health and Safety is everyone's responsibility**, both staff and students have a legal obligation to ensure they work and study in a safe environment.

Students Must...

- Obey all safety signs and warnings.
- Read and comply with all safety instructions provided by their tutors / supervisors.
- Seek advice from tutors / supervisors when needed.
- Know how to exit the building they are in, in the event of an emergency.

Welcome, Students!



Student Responsibility

- **Health and Safety is everyone's responsibility**, both staff and students have a legal obligation to ensure they work and study in a safe environment.

Students Must Not...

- Take part in any activity which may pose a risk to themselves or others.
- Encourage any other person to take part in potentially dangerous activities.
- Use equipment which they have not been trained to use or for which it was not intended.
- Damage or misuse equipment supplied for Health and Safety. (E.g. Fire extinguishers)

Welcome, Students!



Hazards and Risks

You should familiarise yourself with these terms, as you will see them in your colleges risk assessments.

REMEMBER:
They have different meanings.

HAZARD

Anything that can cause harm (eg. a chemical, electricity, ladders, etc)

RISK

How great the chance that someone will be harmed by the hazard

Welcome, Students!

UNIVERSITY OF
LINCOLN

Fire Evacuation



On activation of a **fire alarm**, please leave calmly via your **nearest available exit**.

Welcome, Students!

UNIVERSITY OF
LINCOLN

Fire Evacuation



On activation of a **fire alarm**, please leave calmly via your **nearest available exit**



- **Fire Marshalls** are appointed to check seminar rooms and lecture theatres are evacuated.
- They will be wearing a **high visibility vest**. **Please listen to their instruction.**

Welcome, Students!



Fire Evacuation



On activation of a **fire alarm**, please leave calmly via your **nearest available exit**



- **Fire Marshalls** are appointed to check seminar rooms and lecture theatres are evacuated.
- They will be wearing a **high visibility vest**. **Please listen to their instruction.**

- **You must not use lifts** in the event of fire or during fire drills
- Where possible close **fire doors** behind you.



Welcome, Students!



Fire Evacuation



On activation of a **fire alarm**, please leave calmly via your **nearest available exit**

- **Fire Marshalls** are appointed to check seminar rooms and lecture theatres are evacuated.
- They will be wearing a **high visibility vest**. **Please listen to their instruction.**
- **You must not use lifts** in the event of fire or during fire drills
- Where possible close **fire doors** behind you.



- You should make your way to the buildings **fire assembly point**.
- **Fire Action Notices** (Blue and red signs) will tell you where your point is.
- **DO NOT RE-ENTER** the building until you are instructed to do so.



Welcome, Students!



Fire Evacuation



On discovering a fire you should:

- Operate the nearest fire alarm point.
- Dial **999** and request the Fire Service (**9999** from a University phone)
- Inform Security (Ext. **6062**) of your observations (**01522 886062** from a mobile)
- Proceed to the assembly point.

Welcome, Students!



Refuge Areas



- For those who have difficulty evacuating a building from the upper floors during an emergency – you will find suitable **refuge points** at each stairwell.

Welcome, Students!



Refuge Areas



- For those who have difficulty evacuating a building from the upper floors during an emergency – you will find suitable **refuge points** at each stairwell.



- Use the **call button** or **phone** to contact security and request assistance.
- If phones are not working, ask a passing **Fire Marshal** to tell security where you are.
- Guidance will be displayed in the area for you to follow.

Welcome, Students!



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- The University has **evacuation chairs** on site.
- There are trained operatives available to aid your evacuation.

Welcome, Students!



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- The University has **evacuation chairs** on site.
- There are trained operatives available to aid your evacuation.

- Students who have mobility issues, should contact **Student Wellbeing**.
- With your support, Student Wellbeing will prepare a **Personal Emergency Evacuation Plan (PEEP)** for you, which will address your individual needs and establish what assistance you require. Please make sure your tutor/ lecturer is aware of your requirements.

Welcome, Students!



First Aid

- **First Aid** care will be available for students who become ill or injured on **University teaching premises** during working hours. The University have trained first aiders and defibrillator operators located around the campus.



Welcome, Students!



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If you or a fellow student require **medical assistance**,

- Inform a nearby member of staff or
- **Telephone the switchboard** on 01522 (88)6666.
- You will need to tell them your precise location and provide details about what has happened.
- They will then assist you and **contact a nearby first aider**.

Welcome, Students!

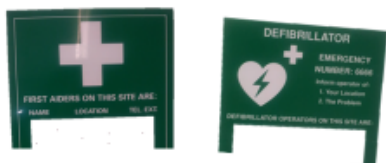


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- **Telephone the switchboard** on 01522 (88)6666.
- You will need to tell them your precise location and provide details about what has happened.
- They will then assist you and **contact a nearby first aider**.



- Some buildings have **first aid rooms**. These rooms do not have First Aiders in them, you will need to summon a First Aider.

Welcome, Students!

UNIVERSITY OF
LINCOLN

Housekeeping

Good Practice

- Do not place bags in walkways.
- Avoid trailing wires from far away sockets.
- Never place objects in front of fire exits.
- If you spill liquids, wipe them up.
- A build up of rubbish can pose fire, pest or health risks.
- It is important that rubbish is placed in bins and not left on tables or work stations.
- If you notice the floor is slippery, notify a member of staff who will locate a wet surface sign



UNIVERSITY OF
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Display Screen Equipment

Good Practice

- Set up a comfortable workstation.
- Look away from your screen at more distant objects regularly.
- Take regular breaks away from your workstation.
- Visit an optician for regular eye check ups.
- Follow DSE workstation guide, available on the Health and Safety Student Portal



Laboratories and Workshops

Your College / School is responsible for all areas of Health and Safety for your course. Depending on your course some of the following areas may be relevant to you. If you have any queries talk to your tutors or supervisors.

- **Personal Protective Equipment (PPE)**
- **Hazardous Substances**
- **Safety with machinery and work equipment**
- **Electrical Safety**
- **Lone Working**
- **Risk Assessments**



Health and Safety Department



Visit our **Student Portal** pages:

<https://ps.lincoln.ac.uk/services/registry/hs/SitePages/Default.aspx>

- Addition Health and Safety Information for Students can be found at Student Safety via Blackboard.
- Look out for regular Student Health and Safety messages around campus.

Welcome, Students!

