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WELCOME
INTRODUCTION

The Perioperative Studies team warmly welcomes you to the Faculty of Health and Social Care and look forward to supporting you throughout the programme. You have successfully secured a place and elected to embark on a challenging programme of study which will facilitate your personal development towards becoming a Surgical Care Practitioner.

The aim of this programme handbook is to provide you with all the information you need to understand the programme structure, organisation, management, assessment, progression, teaching and learning resources as well as academic and pastoral support.

In addition, you will be provided with a module handbook for each individual module you study, which contains information relevant to that particular module, outlining the aims, learning outcomes, content, assessment and timetable details.

It is important that you read and familiarise yourself with the contents of this handbook, as it contains important information about the University, support services and your programme of study.

As a student at Edge Hill University we hope that you enjoy your journey and wish you every success.

Teresa Hardcastle
Programme Leader
MSc Surgical Care Practice

Note:
This Handbook is prepared at the commencement of your programme. Every effort is made to ensure that the information in the Handbook is accurate at the time of going to press.
Section 1: WHO TO GO TO FOR HELP

Head of Department

The Head is responsible for the operational management of the postgraduate provision and works closely with Programme and Module Leaders.

Phil Crompton  
Manchester - 01695 657159  
cromptop@edgehill.ac.uk

Programme Leader

The Programme Leader is responsible for the day-to-day management, administration and quality of the programme. There are Module Leaders for each individual module within the programme and they will provide support for specific module assessments, as detailed in Section 9: Student Support.

Teresa Hardcastle  
01695 657680  
hardcast@edgehill.ac.uk

Personal Tutor and Support Roles

On commencement of your programme you will be allocated a named lecturer/senior lecturer who will act as personal tutor for the duration of the programme. Further details of the personal tutor role, the support they will provide and arrangements for meetings with students, is provided in Section 9: Student Support.

<table>
<thead>
<tr>
<th>Programme Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teresa Hardcastle</td>
</tr>
<tr>
<td>01695 657680</td>
</tr>
<tr>
<td><a href="mailto:hardcast@edgehill.ac.uk">hardcast@edgehill.ac.uk</a></td>
</tr>
<tr>
<td>Paul Rawling</td>
</tr>
<tr>
<td>01695 657047</td>
</tr>
<tr>
<td><a href="mailto:rawlingp@edgehill.ac.uk">rawlingp@edgehill.ac.uk</a></td>
</tr>
<tr>
<td>Sara Dalby</td>
</tr>
<tr>
<td><a href="mailto:dalbys@edgehill.ac.uk">dalbys@edgehill.ac.uk</a></td>
</tr>
<tr>
<td>Adele Nightingale</td>
</tr>
<tr>
<td>01695 657156</td>
</tr>
<tr>
<td><a href="mailto:nightina@edgehill.ac.uk">nightina@edgehill.ac.uk</a></td>
</tr>
<tr>
<td>Jean Hinton</td>
</tr>
<tr>
<td><a href="mailto:Hintonj@edgehill.ac.uk">Hintonj@edgehill.ac.uk</a></td>
</tr>
</tbody>
</table>

Communication with Edge Hill Personnel

Student communication will take place via Faculty’s Notice Boards as well as Learning Edge, which is the University’s Virtual Learning Environment (VLE).

Personal email addresses are often seen as SPAM and re-directed to a quarantine area. To ensure that your email reaches its intended destination you are required to use your Edge
Hill email account. This is the only email account the university staff will use in contacting you once you have registered.

**Faculty of Health and Social Care: Help Desks**

Help Desks are located within the foyer of each Health and Social Care building (Manchester, Ormskirk, and Aintree) – please see further details in Appendix 5.

The Help Desks act as a one-stop-shop for all administrative enquiries relating to your programme. The Customer Service Administrators will assist you in finding the right person to resolve your queries.

**Please note:** The Help Desk team are able to provide help, support and guidance on a wide variety of enquiries to students studying at the Manchester Campus. If you require any assistance during your studies, please contact the Help Desk on 01695 650797, who will do their utmost to help. (Please also refer to Appendix 2 for further information available from EHU central Student Services).

**External Examiner**

The main function of external examiners is to ensure that the modules and the award offered are of comparable standard with those of other universities in the UK. External Examiners are therefore experts in particular fields of study and are drawn from other higher education institutions in the UK. Their duties are:

- to scrutinise all examination papers to ensure quality and fairness, identifying possible areas of overlap or ambiguity;
- to scrutinise a sample of assignments or examination answer scripts;
- to ensure an appropriate standard of marking;
- to make a report on the modules and their methods of assessment.

In line with QAA requirements, the name, position and home institution of all external examiners are provided for students within the Health wiki and can be accessed using the following link:

https://go.edgehill.ac.uk/wiki/display/health/External+Examiners+--+Student+Info

**Support Roles**

There are a number of support roles for students undertaking modules and programmes in the Faculty of Health and Social Care. These are clarified within Section 9.
University Support Services

A broad range of support is offered to all students at Edge Hill University from the following central departments:

- Academic Registry;
- Student Services;
- Learning Services.

Further details of the support and resources available can be found in the appendices of this handbook.
Section 2: GETTING STARTED, ATTENDANCE AND ABSENCE

**Student Number**

When you register you will be allocated a Student Number, which you retain for your studies at the University. This number will operate as your Edge Hill email account username.

Your student number will also serve as your login ID when accessing the Go Portal and Blackboard area. Please always use your number as a reference in any correspondence.

**Student Identification (Unicard)**

Your confirmation of enrolment letter can then be used to register at the University Library you will be provided with your unidcard. This will carry your photograph and act as a combined identity and library card. The card should be kept with you at all times when you are in the University and will be required if you wish to borrow any books or are sitting an examination. If you have an examination for your module it is essential to bring this card with you.

For online modules, access to the online library resources will be allocated to you once you have registered.

**Security of Personal Information, Data Protection and Computer Use**

Personal details held by Edge Hill about staff and students are confidential and will not be given to unauthorised persons.

All staff and students have responsibilities under the Data Protection Act 1998. The University observes the eight Data Protection principles of good practice. Care should be taken by anyone processing or accessing information visible on computer monitors or using computer printouts. You must also read and abide by the university’s Acceptable Use Policy.

**Change of Address or Name and Change of Circumstances**

It is your responsibility to provide us with up to date information regarding your contact details. If you change your name, address, contact details or employment, please advise the University using the online process, by following the instructions through Student Central, which can be accessed here:

https://go.edgehill.ac.uk/wiki/display/academicregistry/Changing+your+personal+details

**Attendance and Absence**

- **Sickness**

  If your doctor has signed you off from work, it may still be possible for you to attend the University; however a doctor’s letter confirming your fitness may be required. This includes students commencing maternity leave.
- **Reporting Absence**
  
  Any absences from timetabled sessions should be reported to the appropriate Module Leader, by email, where possible.

- **Absence from Examinations and Presentations through Illness**
  
  Where a module has an examination/presentation, participation is compulsory and you should not be absent without good cause. Medical certificates for absence must be sent to the module leader.

  If you miss an examination/presentation due to health problems, you will be required to apply for Extenuating Mitigating Circumstances (EMC), see Section 7.

- **Holidays**
  
  Holidays will be taken as per Trust agreement and should not be taken during the theory blocks of study on the programme.

- **Attendance Registers**
  
  An attendance register for each module will be kept by the module leader(s). You must sign the register on all study days. If your employer or another organisation funds the module then information regarding your attendance will be made available to them. You need to be aware that your signature on the registration form demonstrates that you have agreed to this process.

  Please be reassured that use of the information provided will be according to the provisions of the Data Protection Act (1998) and the University’s policy regarding the security of information.

- **Classroom Conduct**
  
  It is expected by staff and fellow students that you will be on time. Students arriving late cause unnecessary disruption.

  Start times for teaching will be indicated on your timetables which will be available on Blackboard. Whilst the class is in progress, please show respect for fellow students and speakers. Attention in sessions is expected out of respect for others. Mobile phones **must** be switched off during lectures, except in exceptional agreed circumstances.

  It is your individual responsibility to sign in before each session. Falsification of this represents conduct unbecoming of a professional and will lead to disciplinary action for yourself and the absent person. Once you have signed as being present for the morning or afternoon, then you must stay until sessions are completed, unless you have negotiated otherwise with your tutor. Failure to sign in will mean you will be recorded as absent.

  Classrooms and common rooms should be left as you find them. This will make life easier and more pleasant for us all. Please do not leave your rubbish for others to deal with. Bins
are provided for your use, please dispose of litter as appropriate. This will enhance the environment for all.

**Equality and Diversity**

"Equality and diversity is core to Edge Hill University’s mission in providing accessible higher education and services."

*John Cater, Vice Chancellor*

Edge Hill’s vision for equality and diversity is that it will be a place where everyone feels able to participate, contribute, enjoy and influence every aspect of their experience; and where inclusive practices will be embedded in everything we do. Respect for and celebration of individual’s diversity will shape institutional strategy, direction and behaviour.

A full copy of the Equality & Diversity Policy can be obtained from the Student Services Information Centre Helpdesk, Human Resources wiki or from Edge Hill’s website [www.edgehill.ac.uk](http://www.edgehill.ac.uk).

Or this link
[http://www.edgehill.ac.uk/governance/strategies-policies/](http://www.edgehill.ac.uk/governance/strategies-policies/)

**Complaints**

The **Student Complaints Procedure**, which is cited within our Student Charter, can be found here:
[http://www.edgehill.ac.uk/governance/strategies-policies/](http://www.edgehill.ac.uk/governance/strategies-policies/)

Support for this process can be obtained from Student Services – please see Appendix 2.
Section 4: PROGRAMME DETAILS

There are approved target award titles in a number of specialities, you will be studying one of the following:

- MSc Surgical Care Practitioner in Trauma & Orthopaedics
- MSc Surgical Care Practice in General Surgery
- MSc Surgical Care Practice in Urology
- MSc Surgical Care Practice in Cardiothoracic Surgery
- MSc Surgical Care Practice in Plastic and Reconstructive Surgery
- MSc Surgical Care Practice in Neurosurgery
- MSc Surgical Care Practice in Paediatric Surgery
- MSc Surgical Care Practice in Vascular Surgery
- MSc Surgical Care Practice in Maxillofacial Surgery
- MSc Surgical Care Practice in Otorhinolaryngology
- MSc Surgical Care Practice in Gynaecology

For students undertaking a programme, further information regarding alternative awards and validated criteria relating to the programme can be found in programme specifications, which are published on the Edge Hill University website:

http://www.edgehill.ac.uk/aqdu/programme-specifications/fohsc/ppe/

Programme Aims

The national definition of a Surgical Care Practitioner is a registered practitioner who has completed a Royal College of Surgeon’s accredited programme, who is working in clinical practice as a permanent, consistent member of the extended surgical team who performs pre-operative care, undertakes surgical interventions and performs post-operative patient care. Pre-operative care includes supporting the consultant surgeon in pre-operative outpatient clinics, undertaking patient history and examinations and taking consent for surgical procedures, where appropriate. Surgical interventions range from working as the first assistant to the operating surgeons, undertaking minor surgical procedure lists or undertaking more specialist surgical roles as required, such as working within new developing fields, for example robotic surgery. Post-operative care entails undertaking post-operative ward rounds and reporting back to the consultant surgeon, being able to problem solve and make clinical judgements regarding patient care and to be able to implement discharge procedures.

The aims of this programme are therefore:

1. To enable students to extend knowledge and skills to advanced levels within their specialist areas of work.
2. To facilitate the development of critical and reflective practitioners who are able to synthesise professional experience and scholarly study.
3. To develop students who contribute to evidence based health care practice through advanced clinical decision making and clinical reasoning.
4. To facilitate the development of high levels of critical appraisal, autonomy and advanced decision making and clinical reasoning skills to be applied within their specialist areas of practice.

5. To develop the student's intellectual and professional independence commensurate with postgraduate study.

6. To facilitate effective, evidence-based care to patients from their initial presentation to final discharge from hospital, derived from best available evidence and judgement.

7. To enhance and consolidate both the student's clinical competence and their confidence in caring for patients within a multi-disciplinary/multi-professional team.

8. To increase an indepth knowledge of technical, non-technical and operative skills and their commitment to ongoing development.

9. To produce advanced practitioners who are fit for purpose and clearly understand their professional scope of practice.

**Programme Learning Outcomes**

In addition to the programme aims, there are programme learning outcomes at masters’ level within the following areas:

- Intellectual skills
- Knowledge and understanding
- Practical skills
- Transferable skills

The programme specification for each award title provides full details of all programme learning outcomes and the modules which are linked to them:

### Programme Structure

#### Year 1 Level 7

<table>
<thead>
<tr>
<th>1st Year</th>
<th>MSc Surgical Care Practice</th>
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<tbody>
<tr>
<td>HEA 4045</td>
<td>Research: The Development of a Research Proposal</td>
</tr>
<tr>
<td>HEA 4120</td>
<td>Introduction to Surgical Care Practice</td>
</tr>
<tr>
<td>HEA 4121</td>
<td>Clinical Examination and Diagnostics in Surgical Care Practice</td>
</tr>
<tr>
<td>HEA 4122</td>
<td>Generic Surgical Care Practice Skills</td>
</tr>
<tr>
<td>HEA 4123</td>
<td>Leadership &amp; Management in Surgical Care Practice</td>
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#### Year 2 Level 7

<table>
<thead>
<tr>
<th>2nd Year</th>
<th>MSc Surgical Care Practice</th>
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<tbody>
<tr>
<td></td>
<td>Specialist Surgical Pathway in either:</td>
</tr>
<tr>
<td></td>
<td>HEA 4160 Surgical Care Practice in Trauma &amp; Orthopaedics</td>
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<td></td>
<td>HEA 4161 Surgical Care Practice in General Surgery</td>
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<td>HEA 4162 Surgical Care Practice in Urology</td>
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<td>HEA 4163 Surgical Care Practice in Cardiothoracic Surgery</td>
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<td>HEA 4168 Surgical Care Practice in Maxillofacial Surgery</td>
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<td>HEA 4169 Surgical Care Practice in Otorhinolaryngology</td>
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<td></td>
<td>HEA 4170 Surgical Care Practice in Gynaecology</td>
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<tr>
<td></td>
<td>HEA 4002 Advanced Practice Project</td>
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</table>
**Teaching and Learning Approaches**

The teaching and learning approaches within the programme are:

**Face-to-Face Delivery:**
This is a classroom based learning experience. This is a familiar learning experience for students and affords the Module Leader the opportunity to determine the aims, set the pace of learning and gradually develop the depth of learning as the module progresses. Learning materials relating to the session are posted onto blackboard as a repository for students.

**Blended Delivery:**
This approach uses a combination of classroom and online based learning. The Module Leader provides a number of key sessions within the classroom setting and the remainder of sessions online with key learning activities to engage the learner in and build up their familiarity with the virtual learning environment. This approach develops confidence for those new to learning in an online environment.

**Online Delivery:**
A small number of modules are delivered fully online. Each session is known as a unit of learning and offers a range of teaching and learning experiences supported by a set of tasks/learning activities students are required to complete before they progress to the next unit of learning. The learning experience is developmental and therefore units of learning may be time released to ensure the entire learning experience is facilitated. Regular weekly communication is maintained by module leaders, however, students are encouraged to communicate with each other and a number of communication links have been incorporated into every online module for this purpose.

**Learning Opportunities**

The learning opportunities included in the range of modules available to students include:

- Lectures, workshops, seminars, tutorials;
- Group work, work based learning, self-directed study, supervised independent study;
- Problem based and Virtual Learning Environment (VLE) based learning;
- Working alongside academic staff in consultancy and research.

In developing learning opportunities for students following this programme, the programme team will play a key role in:

- Recognising individual differences in learning styles and in supporting students in developing their preferred style and in exploring others.
- Providing academic and pastoral support for students.
- Supporting the development of alternative/flexible ways of programme delivery to enable widening access to professionals.
- Evaluating the teaching/learning experience, organising the exchange of ideas, and encouraging the spread of good practice.
- Arranging to meet specific requirements of students from different backgrounds.
Assessment Methods

Assessment is individualised to each module, and a variety of strategies are employed, for example: examinations, essays, critical incident analysis, classroom presentations/seminars, portfolios of evidence and/or objective structured clinical examinations (OSCE). The module specific handbook will have more detailed information regarding the relevant assessment strategy.
Section 5: PRACTICE LEARNING

This is a practice based Masters’ programme, whereby, you will have the support of a team of clinically qualified mentors, led by a Consultant Surgeon, who may delegate some teaching, supervision and assessment tasks. In addition, you will be working in a field of practice where the clinical assessment of patients, the interpretation of their diagnostic results and their first assistant skills and surgical operative techniques can be observed and assessed. Clinical modules, in addition to your theoretical assessments, will also require the development of a clinical portfolio with specified competencies that will have to be signed-off by the clinical supervisor(s).
Section 6: PERSONAL DEVELOPMENT PLANNING (PDP)

Edge Hill University regards Personal Planning Development, the continuing process of review, reflection and action-planning as an integral part of each learner’s development. The primary objective for PDP is to improve the capacity of individual learners to understand what and how they are learning, and to review, plan and take responsibility for their learning, helping them:

- Become more effective, independent and confident self-directed learners;
- Understand how they are learning and relate their learning to a wider context;
- Improve their general skills for study and career management;
- Articulate personal goals and evaluate progress towards their achievement and encourage a positive attitude to learning throughout life.

With appropriate support, students will be able to:

- Create records containing information on the qualities and skills they can evidence and use for purposes such as applying for a job or a further course of study;
- Reflect upon, review, act upon and where appropriate record, their personal and academic development and related action plans.

Please discuss your PDP requirements with your Programme Leader.
Section 7: ASSESSMENT, ACADEMIC RULES AND REGULATIONS

To qualify for the target award, you must pass all modules, meeting the minimum acceptable criteria to progress to subsequent modules.

The assessment details for each module can be found in each individual Module Handbook. This will include the assessment tasks, guidance on how to approach the tasks, assessment submission dates and comprehensive marking and grading criteria.

You should be aware that your work will be subject to internal and external moderation, where appropriate. This is to guarantee internal consistency in marking and to make sure that the standards of our programmes equate to those in other institutions.

Academic Registry – Online Resources and Information

Guidance for all academic regulations and assessment processes is available within the Academic Registry online resource ‘Your Programme: Assessment and Results’. This can be accessed by the following link:

http://www.edgehill.ac.uk/registry/assessment-and-results/

This Student Handbook will introduce you to these regulations, however, you are advised to access the Academic Registry website for more detailed information.

Support Prior to Assessment Submission

The Faculty of Health & Social Care and their staff are committed to supporting its students in the completion of their academic assessments and in meeting this requirement, in a consistent and equitable manner. This policy sets out good practice guidelines regarding module tutor feedback for plans and drafts of assignments, prior to final submission. The aim of the policy is to provide support for both students and markers. Please refer to the full policy for further information:

https://go.edgehill.ac.uk/display/health/Student+Forms

Assessment Submission Deadlines

All students must submit their assessment tasks by the submission or presentation date and attend examinations on the dates notified, normally within their Module Handbooks.

Although submission dates are set by the module leader, it is your responsibility to ensure that you are aware of when, where and in what format you are expected to submit. Failure to submit by the agreed deadline, without an approved extension, will result in a mark of zero.

If you are referred or deferred in your academic assessments during the year you will be expected to resubmit at a specified point - your specific resubmission date will be advised to you by the Programmes Administration Team.
**Academic Requirements – Submitted Assessments**

To ensure that all students receive equal treatment the following procedures have been adopted in order to standardise the preparation, assessment and external moderation of course work:

- All assignments must be electronically generated.
- Please ensure that you keep a copy of your work prior to submitting.
- For online submission, students must submit within the PPE assignment section in their Learning Edge module area (this incorporates a check list, cover sheet and feedback pages).
- Assignments must be presented as double-spaced with left and right-sided margins and with the page number at the base of each page, with a suggested size 12 font.
- Students should refer to their Module Handbooks for specific assessment submission guidance.

**Feedback on your Assessment**

It is our aim to provide feedback to you on your assessment within four working weeks of the submission date. Students can discuss this with the relevant module leader and/or their personal tutor.

**Pass/Fail Criteria**

You must complete and pass all summative component assessments in each core module of the programme, with a minimum of 40% pass mark unless stipulated otherwise.

**Re-assessment**

It is extremely important that students are aware of the following:

- Re-assessment is applied at element level and you are entitled to one automatic right of re-assessment at each element.

- If you are unsuccessful with your re-assessment, the relevant assessment board has the discretion to consider offering you one further, and final, attempt at this submission. Assessment Boards are held in March, July and November.

- If you are offered a second re-assessment and do not pass at that stage, the University holds no further discretion and you will be failed/withdrawn from your module/programme.

- Re-assessment marks are capped at the element level. The best mark that can be awarded for a re-assessed element is 40% (unless stated otherwise).

**Deadline Extensions**

Should you experience difficulties that may adversely affect your ability to submit, it is your responsibility to contact the Module Leader as soon as possible in order to discuss your position. All students should attempt to submit their work in a timely manner, however, in some cases it may be possible to grant an extension for special circumstances. A maximum
period of **two weeks** can be requested and appropriate evidence must be provided. Please refer to the Extension Policy for further detailed information:

https://go.edgehill.ac.uk/display/health/Student+Forms

If an extension is granted it is on the basis that no additional academic supervision is required, the period of extended time is simply to complete the assessment strategy and submit.

In cases where an extension is not possible or further academic support is required, students should consult the University’s guidance for the notification of Exceptional Mitigating Circumstances.

**Exceptional Mitigating Circumstances (EMC)**

Application for an EMC may be made where there are serious mitigating circumstances which you could not have been expected to know about or plan for in advance. In general, this will relate to illness, bereavement or sudden changes in personal circumstances, over which you have no control. Students need to have a strong justification for being in this position and provide appropriate supporting evidence.

Further information relating to EMCs, including deadlines, forms and FAQs, can be found on Academic Registry online student information area:

http://www.edgehill.ac.uk/registry/assessment-and-results/difficulties/

**Electronic Assessment Submission**

Step-by-step online submission guidance is provided in module handbooks and short videos provide students with visual explanations and are available in the module Learning Edge Blackboard area. Students should store assignment files on their home drive and ensure an additional back up of the file is kept as computer failure is not accepted as valid grounds for mitigation.

- **Arrangements for submission**

  Turnitin is the preferred method for the electronic submission of coursework. Where Turnitin is not appropriate (eg e-portfolios, visual/graphical/numerical submissions) other submission methods are available.

  The method for submission for coursework will be published through Module Handbooks. Students will be provided with guidance as to what to do to submit coursework and view feedback.

  Where electronic submission is required it will be the only method to submit the coursework; hard copies will not be accepted.

  In your own interest, you must keep a copy of any work submitted electronically.

Useful link http://www.eshare.edgehill.ac.uk/883/

In the unlikely event that there is any service disruption (to either GO, Blackboard or Turnitin) on a submission date, a decision will be made that an outage is significant
enough to instigate an extension for all submissions, which MUST be authorised by a FoHSC Head of Department.

**Note:** an example of preparatory advice to students is available on the Learning Edge blog:


Any students reporting difficulty with e-submission should be signposted to LS Ask Us in the first instance and their module tutors.

A new date will be set by the Head of Department when there is university network/software failure. This date will be posted out to you by means of communication available i.e. e-mail, letter, an announcement on Blackboard or on the GO Portal.

- **Confirmation of submission**

  An automatic e-mail is generated upon electronic submission. As such proof is the only evidence of submission, it must be saved. This is required to challenge a zero mark for non-submission.

  An e-mail to your university account is sent informing you when you can view your feedback.

  You have access to campus computers to submit coursework electronically and review feedback. *If you suspect university network/software failure please contact Learning Services Help Desk 01695 584286 or the Faculty of Health & Social Care Reception by phone on 01695 657050 who will instruct you on what to do.*

  A new date will be set by the Head of Department when there is university network/software failure. This date will be posted out to you by the means of communication available i.e. e-mail, letter, an announcement on Blackboard or on the GO Portal.

- **Security of electronic coursework**

  Coursework, feedback and grades are protected with other digital data (see University Acceptable User Policy). Feedback and grades will only be made available to students through a secure online environment.

  Students with extenuating circumstances will have access to electronic submission in accordance with extenuating procedures.

  All coursework submitted electronically must comply with the regulations as set out in section 7 above.

**TURNITIN: Originality Reports**

The University uses the anti-plagiarism software called 'Turnitin'. This package is designed to help students understand the requirements of and to develop their academic writing and prevent the use of plagiarism.
The originality report

All work submitted through Turnitin will be scanned automatically and checked against its database. This includes:

- Electronic books;
- Electronic journals;
- Websites;
- Student assignments that have already been submitted through Turnitin.

Turnitin states that the use of student essay constitutes as fair use under copyright law and that student intellectual property is protected. Therefore, all work submitted through Turnitin will be identified by the institution not the name of any student. Instructors and students are the only user types capable of viewing Originality Reports. Please see link for further details:


Once the paper is submitted through Turnitin, an Originality Report will be produced, which will provide a "similarity index". This is the percentage of your work that has been matched to other sources. This report lists the sources to the parts of your work that have been matched, which the student and tutor can view.

There is NO similarity score that the student should aim for as a target.

The originality reports do not detect plagiarism they merely highlight matched text, thus aiding you in checking that your work is correctly cited and referenced. The similarity score indicates text matches with other documents in the Turnitin database.

Work that has a similarity score of 0% is not a guarantee that the work has not been plagiarised.

The report will be available either within a few minutes following the first submission, or 24 hours, if you have already submitted previously.

Please be assured that if potential plagiarism issues are detected, your tutors will discuss this with you prior to deciding what action is required. (Academic Regulation H8 and Appendix 13 of the Academic Regulations).

Useful link: http://turnitin.com/en_us/training/student-training/viewing-originality-reports

Academic Malpractice

Academic malpractice, such as cheating, plagiarism and collusion, are taken very seriously by the Faculty and the institutional and procedures are in place to deal with such occurrences.

Malpractice is defined as an attempt to gain an advantage over other students by the use of unfair and unacceptable methods.

- **Cheating**: is an infringement of the rules governing conduct in examinations or other time-constrained assessment.
- **Plagiarism:** is where a student attempts to pass off work as their own, which is not their own.

- **Collusion:** is where a student knowingly collaborates with another student to submit a piece of work.

A case of academic malpractice or other dishonest practice, such as forging signatures, will be dealt with severely according to the university’s regulations, which may include:

- Reducing the mark of a specific element of assessment;
- Deeming you to have failed the assessment;
- Deeming you to have failed the programme;
- Deeming you to have failed the programme and bar you from further study at the institution.

Further information and the academic regulations relating to academic malpractice, can be found on Academic Registry online student information area:

http://www.edgehill.ac.uk/registry/assessment-and-results/academic-malpractice/

**Academic Malpractice and the Professional Registrant**

Students should be aware that as a registrant of a professional body, any proven academic malpractice issues, such as plagiarism or any other type of malpractice as outlined in the University's regulations and procedures in respect of academic malpractice, may be reported to that (professional) body and or the commissioning agent/employer.

In addition, the University reserves the right to deny subsequent re-attempts in accordance with the University's regulations and procedures in respect of academic malpractice.

**Poor Practice (as identified in student work)**

Please be aware that assignments or examination answers which contain evidence of unsafe, harmful or discriminatory practice may be awarded a fail mark.

**Confidentiality**

There should be no reference within your assessed work to any name or identifying information relating to patients/clients or any staff member of any organisation. Inclusion of such information will result in a failed submission. Where it is relevant to state name of any organisation then the information should be supported by reference to published documents that are available to the general public and form approved official documentation relating the operation and provision of that organisation.

It would be considered relevant to include the name of an organisation when:

- Discussing/debating/analysing published data relating to the performance of that organisation.
- Discussing/debating/analysing published and approved policy and strategy of that organisation.
- Discussing/debating/analysing published research/evaluations/audit/opinion, which relates to and names that organisation.
Where the assignment requires reflection or analysis of specific practice/patient/client/service user scenarios, confidentiality must be maintained by the use of pseudonyms. Whilst retaining the essence of the scenario, where necessary some information may be altered to enhance anonymity, eg changing the number of siblings/children/place or type of work/accommodation or housing.

**Consent**

You are also reminded that it is a legal and professional requirement that where specific personal and/or organisational details are explicitly identified, for example use of photographs, the individual’s valid consent is obtained and that furthermore, the consent is clearly documented and acknowledge at the commencement of the piece of academic work.

You are, therefore, strongly advised to seek tutorial guidance when contemplating the inclusion of aspects of consent within an academic piece of work.

**Fitness for Practice**

A number of modules lead directly to a professional qualification, which gives the right to practice, students must not engage in any behaviour which renders them unfit to be admitted to that area of the professional register.

Where a student’s behaviour is considered to be extreme or a serious risk, then the student may be referred to a Fitness for Practice Panel.

Further information regarding the Fitness for Practice regulations can be found on the Academic Registry online student information area:

[https://www.edgehill.ac.uk/registry/programmes/](https://www.edgehill.ac.uk/registry/programmes/)

**Academic Appeals**

All students have the right to submit an academic appeal against the outcomes of Assessment Boards, Malpractice or Fitness for Practice Panels.

However, students may only appeal on the grounds of:

- Procedural Irregularity in the Assessment Process
- Bias or Perceptions of Bias
- Exceptional Mitigating Circumstances, details which were, for good reason, not previously available to the appropriate Assessment Boards.

Further information regarding the academic appeals process can be found on Academic Registry online student information area:

**Intercalation (pausing and returning to your studies at a later date)**

Intercalation is an approved period of time taken away from formal studies as it is not unusual for students to need time out either for medical reasons or exceptional circumstances. If a student is considering intercalating they must contact the programme or module leader as soon as possible to seek advice as it is not an automatic right and must be approved by the relevant parties. Normally, intercalation cannot occur if you have completed 75% of the duration of the module. This is calculated from registration to the submission date.

Further information relating to intercalation, including the PPE intercalation Policy and forms please use the following link:

[https://go.edgehill.ac.uk/display/health/Programme+Forms+and+Processes](https://go.edgehill.ac.uk/display/health/Programme+Forms+and+Processes)

**Withdrawal from the Programme**

We hope that you enjoy your time at Edge Hill and will not wish to leave before the end of your studies. However, if you are unhappy about your programme or module, University life, or experience changes in your personal circumstances, please seek advice as early as possible, from the Programme Leader or your Personal Tutor or the Help Desk Officer in the Student Information Centre. You may be able to take a break in your programme (integrate) or consider other alternatives to support you.

If you make the decision to withdraw from your course, you must contact your Programme or Module Leader to complete the necessary documentation.
Section 8: ASSESSMENT IN PRACTICE

Due to the nature of the role of SCPs within the surgical team, there must be an equivalent standard of assessment for both doctors and students and qualified SCPs performing similar procedures.

The purpose of the assessment system is twofold:

To provide the systematic and comprehensive feedback necessary to ensure student SCP development and full and appropriate use of the learning cycle. This can include both formative and summative assessments being used as a feed-forward mechanism for future practice and development.

To determine whether you have met the standards of competence and performance required at specific progression points in the curriculum (RCS, 2014).

Assessment will take account of professional values, attitudes, knowledge, judgement and the application of appropriate technique in clinical and surgical skills. In all assessments, whether formative or summative, information from multiple perspectives on your progress will need to be considered, to ensure a full and accurate assessment decision is reached (RCS, 2014).

Tools, Domains and Types of Assessment

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>ISCP domain</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case based discussion (CBD)</td>
<td>Knowledge, Judgement</td>
<td>Formative</td>
</tr>
<tr>
<td>Mini-Clinical Evaluation Exercise (MINI-CEX)</td>
<td>Knowledge, Judgement, Technique, Professional</td>
<td>Formative</td>
</tr>
<tr>
<td>Mini-Peer Assessment Tool (Mini-PAT)</td>
<td>Knowledge, Judgement, Technique, Professional</td>
<td>Formative</td>
</tr>
<tr>
<td>Direct Observation of Procedural Skills in Surgery (Surgical DOPS)</td>
<td>Knowledge, Judgement, Technique,</td>
<td>Formative &amp; Summative</td>
</tr>
<tr>
<td>Procedural Based Assessment (PBA)</td>
<td>Knowledge, Judgement, Technique, Professional</td>
<td>Formative &amp; Summative</td>
</tr>
<tr>
<td>Multi-source Feedback (MSF)</td>
<td>Knowledge, Judgement, Technique, Professional</td>
<td>Formative</td>
</tr>
</tbody>
</table>
Minimum Frequency of Work-based Assessments

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBD</td>
<td>1 every two months (6 per annum)</td>
</tr>
<tr>
<td>Mini-CEX</td>
<td>1 every two months (6 per annum)</td>
</tr>
<tr>
<td>Mini-PAT</td>
<td>1 per year</td>
</tr>
<tr>
<td>Surgical DOPS</td>
<td>1 per month; with each index procedure at least twice to demonstrate progression</td>
</tr>
<tr>
<td>PBA</td>
<td></td>
</tr>
<tr>
<td>Learning agreement and supervisors report</td>
<td>1 per placement: to incorporate initial planning &amp; objective setting, mid-placement review and Final Review</td>
</tr>
<tr>
<td>Review of Competencies</td>
<td>3 per year</td>
</tr>
<tr>
<td>Progression Review</td>
<td>1 per year</td>
</tr>
</tbody>
</table>

Assessment of Professional Judgement

- Recognise the changing nature of supervision derived from the surgeon leading the team.
- Determine appropriate responsibilities within the team.
- Negotiate sharing clinical commitments with other team members.
- Recognise situations beyond their scope of practice and act appropriately to ensure the safety of the patient in their care and also the safety of the wider multidisciplinary team.
- Appraise and utilise all appropriate and available sources of information and data to support actions.
- Respect and understand the patient’s viewpoint.

Each level of supervision encompasses three perspectives (RCS, 2014):

- Assessment of knowledge and reasoning;
- Performance;
- Personal and professional awareness.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Knowledge/Reasoning</th>
<th>Performance</th>
<th>Personal and Professional Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCP domains</td>
<td>Knowledge Judgement Professional</td>
<td>Judgement Technique Professional</td>
<td>Judgment Professional</td>
</tr>
<tr>
<td>Progression point at end of year 1</td>
<td>• Applies accurate knowledge to practice</td>
<td>• Demonstrates safe and accurate practice</td>
<td>• Acts, intervenes and behaves in a way generally appropriate for the patient and situation</td>
</tr>
<tr>
<td></td>
<td>• Has awareness of alternatives</td>
<td>• Requires occasional direction or support</td>
<td>• Gives explanations usually at an appropriate and coherent level</td>
</tr>
<tr>
<td></td>
<td>• Begins to make judgements based on contemporary evidence</td>
<td>• Begins to initiate appropriate actions</td>
<td>• Identifies the need for assistance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifies priorities with minimal prompting</td>
<td></td>
</tr>
</tbody>
</table>

### Level of supervision required

<table>
<thead>
<tr>
<th>Progression point at exit of training</th>
<th>Supervising surgeon in the immediate vicinity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Applies evidence based knowledge</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates awareness of alternatives</td>
</tr>
<tr>
<td></td>
<td>• Gives sound rationale for actions</td>
</tr>
<tr>
<td></td>
<td>• Makes judgements and decisions based on contemporary evidence</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Level of supervision required

<table>
<thead>
<tr>
<th>Tasks undertaken as delegated by the operating surgeon who may not be in the immediate vicinity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervising surgeon in the immediate vicinity</td>
</tr>
<tr>
<td>2. Tasks undertaken as delegated by the operating surgeon who may not be in the immediate vicinity</td>
</tr>
</tbody>
</table>

### Completing the Practice Assessment Document (PAD)

You and your mentor should have a preliminary discussion during the first three days of the practice placement in order to establish:

1. Developmental learning needs and to consider the methods of teaching and training you require. The portfolio of learning will feed into this process.

2. Assessment principles and the arrangements for formative review(s) and final summative review.

The learning and assessment processes will be enhanced by you working complementary hours to those of your mentor, including weekend and night duty where appropriate.

The assessment process is informed by you gathering evidence to support your achievement of practice/competence outcomes. This process should occur naturally over a period of time and the assessment process, both formative and summative, plus constructive
feedback, both written and verbal, given at identified and opportunistic intervals, will support and instruct you in developing your evidence of competence.

Assessments will be completed online, instigated by yourselves and then validated by your clinical supervisor(s). This online process is similar to the one used by surgical trainees. Most clinical supervisors will be familiar with the process.

**First, Second or Mid-point Reviews**

This feedback and discussion can be used to identify, which outcomes have been achieved, if any, and the progress you are making towards the achievement of all the specified outcomes at the appropriate level. Feedback should be positive and constructive, with any areas for improvement clearly identified and documented. This should be undertaken in partnership with you documenting evidence of your progress. Comments and contribution from other staff that have supervised or worked with you must be incorporated into any discussion/meeting.

If there are any indications that you are having difficulties in moving towards achievement of the outcomes and are failing to progress, then this should be documented on the assessment form, together with the support needed, being identified.

The University must be informed if you are failing to achieve or making progress. In case of difficulty in contacting the module coordinator, please leave a message on the 24-hour answer phone on 01695 657050 or contact any other member of the ODP Team.

**NB**: This procedure should apply at any stage of the experience or if the Clinical Supervisor/Associate Mentor has doubts about your professional manner.

**Final Feedback**

The Clinical Supervisor will undertake a similar process as at the mid-point review, checking that you have achieved all your practice/competency outcomes. Again this should be discussed with you using the evidence gathered. The Clinical Supervisor will make a judgment on the achievement of all the relevant outcomes and sign to signify your achievement.

If you have not achieved the required outcomes by the end of the experience the Clinical Supervisor should indicate clearly in the assessment document the reasons for non-achievement.

**In the case of non-achievement you will be allowed a further period to complete all your competencies. In such instances the University will offer extra guidance in the assessment process.**

You should also be allowed to comment on your performance in accordance with the criteria to be achieved, reflect on your experience and identify your further learning needs, documenting these appropriately.
Mentors in Practice

You will have a named clinical supervisor during your placements through normal arrangements in the NHS. In your job you will be subject to the rules of NHS employment.

This role is undertaken by a consultant surgeon who is responsible for ensuring that appropriate clinical supervision of the student’s day-to-day clinical performance occurs at all times, with regular feedback (RCS, 2014:5:1). The consultant surgeon will delegate teaching, supervision and assessment to suitable qualified senior doctors.

Consultant Surgeon/Senior Doctor Supervisors have a responsibility to:

- Attend a supervisor’s workshop to ensure they have a clear and shared understanding of the competencies to be achieved and expected performance in the clinical environment at each stage of learning.
- Ensure opportunities for the trainee’s personal and professional development are available.
- Be cognisant of the assessment documents and the SCP portfolio of evidence.
- Ensure the assessment documents and portfolio are discussed with the trainee SCP during the first week of the course.
- Ensure that time is identified for initial interviews in order to assess learning needs and develop a learning contract.
- Identify and provide access to learning opportunities and resources to assist the trainee SCP to reflect on experiences, to facilitate learning in and from practice, and to ensure that the learning experience is a planned process.
- Teach the trainee within the clinical environment as appropriate to the stage of progression within the programme.
- When delegating supervision the clinical supervisor will liaise with the senior doctor for the assessment of competence in related practice processes.
- Collate feedback from all learning events to set goals and support student progression.
- Provide a learning environment that allows students to plan their workplace based assessments (WBA) and provide constructive feedback to improve future performance.
- Ensure that the trainee has sufficient opportunity, in a safe environment, to be taught, and to learn, the required skills.
- Take the lead and make the final decision in the assessment of the trainee SCP including the completion of documentation.
- Co-ordinate the results of the assessment of practice reports to make a final and informed judgment of professional competence.
- Provide advice and support and, where necessary, address specific needs such as difficulties in progression.

For appropriate skills the clinical supervisor will delegate the teaching, learning and assessment to SCPs and/or Surgical First Assistants (SFAs) or other appropriate practitioners who are associate mentors.

Procedure for Submission of Practice Assessment Documentation

The completed Practice Assessment Documentation should be submitted/posted by the student, either at reception in the Faculty of Health & Social Care building on the Ormskirk Campus or reception at Manchester Campus OR if applicable, electronically as instructed and the Module Leader will confirm and record your progress.
You must submit the practice documentation on the required submission date, unless you have formerly applied for an extension from the Programme Leader or Head of Department.

An extension must be arranged at least 48 hours before the original submission date, therefore, non-submission on this day will result in a FAIL mark being recorded.

The procedure for the unauthorised late/non-submission of practice assessment documentation, arising as a consequence of you not following Faculty procedure for extension request, will be managed in accordance with Professional Regulations, Edge Hill University Regulations and the Code of Conduct Disciplinary Procedures.

Failure to submit your practice documentation on the submission dates without prior agreement will result in a FAIL grade awarded, in such circumstances normal University procedures will apply.

Subsequent failure to submit your practice documentation on the revised submission date following the granting of a referral in practice will result in a second FAIL mark being recorded and this will normally result in discontinuation from the programme.

In the event of non-compliance with the assessment of practice arrangements the following will apply:

1. If you lose or misplace your practice documentation you must inform the Faculty immediately and request a replacement.

2. Where there is no evidence that you have met the requirements due to lost or misplaced practice documentation you will be deemed to have failed your placement. In such circumstances normal University procedures will apply.

**NB:** Any fraudulent activities by students means they will face disciplinary action, which may include discontinuation from their programme of study.
Section 9: STUDENT SUPPORT IN THE FACULTY

Module Leader

The Module Leader has the responsibility for the “day-to-day” running of the module and will provide you with the assessment guidelines, offer you tutorial support and is your first point of contact should you experience personal or professional difficulties.

Personal Tutor Support

When you commence your programme of study you will be assigned a Personal Tutor for the duration of your programme to provide you with general academic, professional and pastoral support. Your Personal Tutor will be one of your first points of contact if there are any problems that you wish to discuss about the programme, your own study needs or any academic or personal guidance that you may need. These might include programme work problems, practice placement issues, referencing, study skills.

You are encouraged to seek advice from your personal tutor regarding your progress.

TEL: Online Support

This section outlines the main systems you will be required to use on the programme:

1. A computer;
2. Student E-Mail;
3. Learning Edge (Blackboard);
4. Electronic Assessment Management (Online Submission);
5. Online Enrolment.

Please dedicate time at the start of each new academic year to ensure that your IT equipment works, as it should, by testing Internet connection. You will need to install the following software:

1. Adobe;
2. Up to date Java.

Student e-mail

It is important/essential to check your student e-mail account, as this is the primary form of communication used by the Faculty. Your tutors and programme leads will communicate with you when appropriate through your students e-mail account and through Bb Announcements.

It is your responsibility to check your EHU email account regularly.
GO Portal

The Student GO Portal is your personal gateway to the University’s online environment. It offers secure and easy one-step access to all online resources and systems, available to help you with your studies and it is the tool that lecturers will use to communicate with you. The Portal can be accessed 24/7, wherever you are in the world, for access to Learning Edge.

Learning Edge (Blackboard)

Learning Edge is a suite of systems, which can be accessed online to support you and your learning. At the heart of Learning Edge is Blackboard, the University Virtual Learning Environment (VLE), where you will find your programme and module course areas. Within these course areas you have access to a range of tools and information, which include:

1. Communication and collaboration tools;
2. Course materials;
3. Online submission and feedback (Turnitin).

The VLE Blackboard will be used to provide you with information related to your programme, as well as learning resources, such as lecture notes and interactive activities. You should check the Blackboard sites you are enrolled onto on a regular basis. (Please NOTE: if you fail to enrol onto your course, access to Learning Edge will be denied).

Electronic Assessment Management (EAM)

The method for submission for course work will be published through Module Handbooks, where you will be provided with guidance as what to do to submit course work and view feedback.

Turnitin is the preferred method for EAM (see page 21 of this handbook for details) within the FOHSC. Where Turnitin (Tii) is not appropriate (e.g. Portfolios, visual/graphical/numerical submissions) other submission methods will be used.

Where electronic submission is required it will be the only method to submit the course work - hard copies will not be accepted.

In the case of a system failure (see page 20 of this handbook).

Back up all work regularly and save all course work to your University Network Drive.

Online Enrolment

Enrolment is a mandatory process that you must go through at the beginning of each new academic year to become a member of the University, activate your IT/Library account and benefit from all its services.

Additional Information

Recording lectures

Should you wish to record a lecture (in any format, whether audio or audio), you must seek the permission of the lecturer before the lecture begins.
It is important you respect the lecturers' work and their rights to determine the manner in which the teaching is distributed (NOTE: lectures and learning materials are the intellectual property of the University). Any recording that is made with the lecturer’s permission must not be distributed in any format and can only be used to support your own learning or others on the programme.

Digital Tattoo: managing your online identity

It is important to be aware of and take control of information about you, online, and remember that when you post online, even in a context that is considered private, it can be made public by others.

See link for further details:
http://www.eshare.edgehill.ac.uk/3716/

Please consider the following:

- Anything posted online can present in the public domain;
- Don’t post explicit materials;
- Do learn to adjust your security settings.

Please NOTE: facilities are available through Learning Edge to create social spaces; see link for further details:
http://www.eshare.edgehill.ac.uk/4140/

Mobile devices

It is possible to access many of the online support using mobile devices through Mobile Learn, which is a free downloadable application designed to mimic the functionality of Learning Edge. This provides access to the EHU website, the Library Catalogue, Learning Edge to enable access to all Blackboard Courses.

For further details see link:
http://www.eshare.edgehill.ac.uk/3013/1/Mobile_Stay_Connected_Flyer.pdf

Wireless Network

You are able to connect your laptop, phone or tablet to the University's wireless networks. To connect to Edgenet, login with your network ID and password. To connect to Eduroam, login using this format, Username@edgehill.ac.uk and your EHU password.

If you are experiencing problems with accessing Blackboard please change your password in the first instance as this may resolve your issue. If further assistance is required, contact Learning Services:

Email: ehu.ac.uk/askus
Tel: 01695 584286 or 4286
Section 10 – THE STUDENT VOICE

**Student representatives**

The Students’ Union, in partnership with Edge Hill University, values the views and opinions of its students. We want to hear the student voice and act upon your feedback regarding the quality of your learning experience. The Student Representative System allows thousands of students to have their say on matters affecting their course of study.

Every year of every course at Edge Hill University seek to elect at least one Student Representative. It is the Student Representative’s job to listen to student opinions on how the course is running and feed that back to staff. Representatives are democratically elected by the students on their course every year and attend meetings with staff to have the opinions of students heard.

Firstly, think about becoming a Student Representative! You’ll have lots of support (including training, networking events and a dedicated member of staff to support you) from the Students’ Union. From the perspective of the PPE team, the student voice really helps to ensure programmes have the right focus and are genuinely fit for practice. If interested, talk to your Programme Leader. Alternatively, you can visit the Students’ Union upstairs in the HUB or email suvpacademicrep@edgehill.ac.uk.

Student Representatives take an active lead in their studies and have the opportunity to be involved in wider student issues. The role allows you to help your fellow students resolve course related issues. This role will adds real insight into the running of the faculty and the importance placed on the student experience.

As a student it is your responsibility to know who your Student Representative is and to raise anything you want to say with them. If you do not know who your Student Representative is either email suvpacademicrep@edgehill.ac.uk or come and talk to the Students’ Union.

**Student Representatives at Faculty Meetings**

Student Representatives are invited to attend Student Staff Consultative Forums (SSCFs), which take place once or twice per year. This process enables consultation between staff and students on matters relating to the modules and programmes. Students have the opportunity to give constructive feedback to academic staff who are responsible for the delivery of the course. Any necessary action arising from the feedback and consultation is channeled through the appropriate structures and feedback is provided to all students in Blackboard.

Additionally, one Student Representative from each SSCF is invited to attend the Postgraduate Professional Education Programmes Board, which takes place 3 times per year. This meeting is responsible for monitoring the quality of all the degree programmes within the PPE Department and benefits from the engagement of a broader membership, including representative from university central departments.

Help and advice for how to fulfil your role as a Student Representative is available on the Students’ Union website: www.edgehillsu.org.uk
Module and Programme Evaluations

Student evaluation is key to constantly improving and enhancing our modules and enhancing our undergraduate PPE provision. The input received from this process is valued and may result in modifications to teaching and learning, assessment and delivery of sessions.

Students are invited to evaluate each module and the programme as a whole. Module evaluations are undertaken towards the end of the module. Feedback will be given via a summary report in your Blackboard area.

The programme evaluation takes place at the end of the programme, comments will be reviewed and appropriate actions taken to inform future delivery. The programme evaluation form is circulated to students at the end of each academic year with their July Assessment Board results. A summary to provide feedback to students is displayed within Blackboard.

Student Engagement in Quality Assurance Processes

As well as engaging with Faculty meetings and completing evaluations, students may be invited to engage in a variety of other quality assurance processes relating to curriculum development, including consultation on changes to modules and programmes and the approval of new modules and programmes.

Student Focus Groups with the Dean of the Faculty are organised on an annual basis. Students are invited to attend these Focus Groups as an opportunity to share their views on all aspects of their learning experience by being asked a set of questions. Students may also be invited to other Focus Groups with professional bodies as part of an external review.

Furthermore, PPE students are encouraged to take part in the internal student satisfaction survey, organised by the Students' Union. This is another avenue for sharing and making your views count.

Mechanisms are in place to ensure that comments or concerns expressed by students through all engagement processes have been actioned appropriately and, in turn, this will be fed back to students so it is clear what steps have been taken to improve and enhance the student experience.

All methods of student engagement, as detailed above, are key to the Faculty in understanding what works well and indicating areas for development, with the overarching aim to improve the student learning experience year on year.

For further clarification or guidance please contact Victoria Kelly, Student Engagement & Scheduling Officer in the Faculty of Health & Social Care (Victoria.kelly@edgehill.ac.uk).

Students Union – see overleaf
Edge Hill Students’ Union is a member-driven organisation, representing all students who attend Edge Hill University. Our vision is to be an essential part of Edge Hill University significantly adding value to your student experience. Specifically, we aim to:

- Be recognised by Edge Hill students and the University as the provider of excellent, effective advice and representation on academic and welfare matters.
- Provide quality, well-used membership and commercial services for our diverse student body
- Be acknowledged by Edge Hill students as having made a positive difference to their lives.

To achieve this we listen to your feedback and ideas, whilst ensuring we offer guidance, support and help if things go wrong.

The Union is run by four elected officers, a President, Vice President Welfare, Vice President Academic Representation and Vice President Activities. The Officers’ roles are to represent the student body on a variety of issues that affect you, our members. We do this by representing your views at a number of University committees and boards and also run a range of campaigns.

The officer team are supported by a team of full-time and part-time staff, as well as Part-Time Officers, elected to represent: LGBT students, Disabled students, Black students, Mature/Part Time students, Post Graduate students and Women respectively. These Officers help to shape policy and inform projects that the Full-Time Officers work on, as well as running their own campaigns on behalf of the students they represent.

An essential function of the Union is our representation structures. As a result of student feedback we opened an Advice and Representation Centre and over the last three years the service has grown considerably, offering support and guidance in key areas such as academic issues, welfare benefits, housing, money and debt. The Advice and Representation Centre offers both face to face and phone consultations to help make the service as accessible as possible for all students. The most important aspect of our service is that we are totally independent from the University and so our advice is impartial, confidential and free to all students.

Course Reps are also an integral part of our democracy and representation, ensuring all students’ voices are being heard, whether on a course level, or right up to Faculty level. As well as Course Reps we have Faculty Reps who are there to represent the voices of their peers at high level Faculty meetings ensuring the student voice is always at the forefront of decision making. Being a Course Rep or a Faculty Rep is a great experience where you will be responsible for creating a positive driving force for change on your course, as well as making valuable suggestions that will change the way Edge Hill operates, empowering yourself and your peers to make sure you’re getting the best from your course.

Joining a society is the best way to get involved in student life at university, meet new people and of course, have a great time! We currently have around 70 active societies with more being created all the time. To join a group, or even start your own, the SU can offer support and guidance, helping you make the most out of your student experience.

The Union annually organises a variety of events, starting with Freshers’ Week! Later in the year, EHSU hold the Graduation Ball, as well as a whole programme of weekly events in the SU Bar and The Quad. The SU Bar also serves a great range of handmade burgers and pizza’s every day and our menu is also available to take away. For your official Edge Hill merchandise, clothing and NUS Cards, The SUshop has regular deals and discounts!

As part of our ongoing commitment to delivering the services you want and need, we have over the past couple of years developed and grown to provide you with the advice centre, bar, shop and a range of activities through our student-led groups. We hope with you as our members we can continue to grow in the future.

Your officers for 2016/2017 are

- Union President: Matthew Greenhalgh
- Vice President Academic Representation: Rachel Arland
- Vice President Welfare: Lauren Mann
- Vice President Activities: Lee Arrowsmith

You can also keep in touch with the Students’ Union here

w: www.edgehillsu.org.uk  E:edgehillsu  F:/edgehillsu
APPENDICES
APPENDIX 1 - LEARNING SERVICES

All new students will have been provided with a booklet, ‘Your Guide to Learning Services’, which details the services and facilities available to support you with your learning resources at Ormskirk, Aintree and Manchester campuses, including:

- University Libraries
- Resources
- Learning Edge
- Academic Skills

Additionally, an extensive and comprehensive online service is available to you on the website:

http://www.edgehill.ac.uk/ls/

This facility will also provide you with up to date guidance intended to help you get started finding and using the information you need to study successfully at Edge Hill University, including opening hours and Frequently Asked Questions.

Access to Resources whilst on NHS Placement

Learning Services has a formal agreement with a number of NHS libraries that Edge Hill University is in partnership with. The health libraries are on NHS sites where Edge Hill students attend clinical placements.

Information about the above services can be found at:

www.edgehill.ac.uk/ls/resources/health
APPENDIX 2 - STUDENT SERVICES

*Edge Hill University's Student Services team provides comprehensive advice and support and can help you with almost anything to do with general student living. It is our mission to provide excellent services which promote student success and wellbeing and enhance the student experience.*

The Student Services Desk, located in the Student Information Centre (SIC), is your ‘One-Stop-Shop’ for most enquiries relating to student life and is open 8:30am-6:00pm Monday to Thursday and 8:30am-5:00pm Friday during term time, and 8:30am-5:00pm Monday to Friday during vacation periods.

You can contact the Student Services Desk on 01695 584554 or just call in to the SIC Information Centre, Ormskirk Campus.

If you do not need an immediate reply, you can email your enquiry to: studentservices@edgehill.ac.uk. If your enquiry is a frequently asked question, you may find the answer contained within the team’s auto-response.

Most Student Services’ teams are based in the Student Information Centre and are accessed via the Desk:

<table>
<thead>
<tr>
<th>Team</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation Team</td>
<td><a href="https://www.edgehill.ac.uk/studentservices/accommodation">https://www.edgehill.ac.uk/studentservices/accommodation</a></td>
</tr>
<tr>
<td>Money Advice Team</td>
<td><a href="https://www.edgehill.ac.uk/studentservices/moneyadvice">https://www.edgehill.ac.uk/studentservices/moneyadvice</a></td>
</tr>
<tr>
<td>Inclusion Team</td>
<td><a href="https://www.edgehill.ac.uk/studentservices/inclusive">https://www.edgehill.ac.uk/studentservices/inclusive</a></td>
</tr>
<tr>
<td>Student Wellbeing</td>
<td><a href="https://www.edgehill.ac.uk/studentservices/the-health-well-being-centre">https://www.edgehill.ac.uk/studentservices/the-health-well-being-centre</a></td>
</tr>
</tbody>
</table>
The Counselling team is located at Milton House, on Ruff Lane, Ormskirk. The team offers a wide range of support and advice to both students and staff.

https://www.edgehill.ac.uk/studentservices/counselling

Contact:
counselling@edgehill.ac.uk (01695 657265 or 01695 650988)

The Multi-Faith Chaplaincy Service is based on The Street and offers support from a spiritual perspective to students and staff of all faiths and none. The Magnolia Multi-Faith Centre can be accessed by students and staff.

https://www.edgehill.ac.uk/studentservices/chaplaincy

Contact:
chaplaincy@edgehill.ac.uk (01695 657200)

**Student Support Regulations and Handbook**

This online resource is available via the following link
https://www.edgehill.ac.uk/studenthandbook

This includes information relating to:

- Useful contacts;
- Support for resident students;
- Financial help;
- Health, safety and security;
- Equality and diversity policy statement;
- Student regulations;
- Student code of behaviour;
- Disciplinary procedures;
- Student charter;
- Complaints procedure;
- Facilities available on campus;
- Facilities specific to the Faculty of Health and Social Care.
APPENDIX 3 - ACADEMIC REGISTRY

Academic Registry, based in the Student Information Centre, is responsible for a wide range of administrative functions in relation to students and their programmes, including: enrolment, specification of programme, tuition fees, timetabling, room booking, assessment and the conferment of the final award.

An extensive and comprehensive online service is available to you on the website:

http://www.edgehill.ac.uk/registry/student-information/
APPENDIX 4 - CAREERS SERVICE

Using the Careers Centre at Edge Hill University provides students with many opportunities for learning, developing skills and gaining experience that help towards future career and job prospects. The Careers Centre at Edge Hill provides an award winning service, which students are encouraged to use from the first year onwards. The Centre is located on the ground floor of the Student Information Centre.

- **The Careers Website** provides access to the services available from the Careers Centre [www.edgehill.ac.uk/careers](http://www.edgehill.ac.uk/careers). As well as resources including careers information specifically for students undertaking courses within the FOHSC, the website allows students to book an appointment and have queries answered online via ‘Ask a Question’. Students can also view part time job vacancies and upcoming Careers events. Typical events including Health and Social Care Fairs, Volunteering and Part-Time Job Fairs and CV Workshops.

- **Volunteering** is a crucial part of a student’s experience. It helps develop relevant job skills, confidence and provides experience that will enhance a CV. Check volunteering vacancies using Search Opportunities’ [www.edgehill.ac.uk/careers](http://www.edgehill.ac.uk/careers) or call in person at the Careers Centre and speak to one of our Volunteering Advisers. Students who take part in volunteering activities are eligible to enrol for the Volunteering Certificate Programme. Students can also apply for an On-Course Excellence in Volunteering Scholarship worth up to £1000. [https://www.edgehill.ac.uk/scholarships/](https://www.edgehill.ac.uk/scholarships/)

- **Part-Time Work** helps pay for course fees as well as providing valuable work experience. Our Employment Adviser offers a CV checking service for part-time work and one-to-one help with finding part-time jobs and summer work in the UK and abroad. Part-time jobs are available on campus and within the local community. Go to: Search Opportunities’ [www.edgehill.ac.uk/careers](http://www.edgehill.ac.uk/careers)

- **Careers Advice** is available to all students at Edge Hill and to all graduates for up to three years after graduation. Careers Advisers provide regular input during students’ studies on a range of topics including ‘Acquiring Graduate Employment Skills’, ‘Developing Quality CVs’, ‘Job Applications and Personal Statements’, ‘Interview Techniques’ and ‘Job Search’. Bookable, one-to-one confidential consultations with a careers adviser are available at the Careers Centre for in-depth discussions e.g. on career choice, CV/job application advice, mock interviews, changing course etc. For quick queries, students can use our ‘Careers Express’ drop-in service for a 15 minute slot, available all day every day from Mon-Fri. Or why not have your question answered via ‘Ask a Question’ [www.edgehill.ac.uk/careers](http://www.edgehill.ac.uk/careers)

- **Graduate Jobs**: The Careers Centre maintains close links with graduate employers (nationally and locally). Graduate vacancies are accessed using ‘Search Opportunities’ [www.edgehill.ac.uk/careers](http://www.edgehill.ac.uk/careers)

The Careers Centre is committed to promoting equality of access to education, employment, training and guidance regardless of race, religion, gender, disability, marital status, social class, age or sexual preference.

[www.edgehill.ac.uk/careers](http://www.edgehill.ac.uk/careers)
01695 584866
APPENDIX 5 - STUDENT FACILITIES

University Campuses

There are three main campus sites: Ormskirk, Aintree and Manchester

Location information for Ormskirk Campus, including maps and transport arrangements can be found on the university’s website:

https://www.edgehill.ac.uk/location/

Additional information relating to the Faculty of Health and Social Care can be found on the Faculty’s website:

https://www.edgehill.ac.uk/health/about/faculty-overview/

Car Parking

Postgraduate Education Centre, Aintree
A Pay & Display system is in operation on the site. Fixed penalty fines are in operation within the University Hospital grounds for illegally parked vehicles.

Ormskirk Campus
A Parking Permit system is in place and students need to formally enrol on their course and receive their student number before they can apply. Further information can be found on: https://www.edgehill.ac.uk/sustainability/travel/car-parking/

Manchester Campus
No car parking facilities are available for students at the Manchester premises. There are local car parks in the city centre.

Help Desks

Postgraduate Education Centre, Aintree
Normally, open between 8.30am – 4.30pm. (Reduced opening times during July and August)
Located with the Edge Hill University building on Aintree University Hospitals site.
Tel: 0151 529 6241

Ormskirk Campus
Open between 8.00am – 5.30pm (Monday to Thursday)
Open between 8.00am – 5.00pm (Friday)
Located within the Faculty of Health and Social Care building.
Tel: 01695 657050

Manchester Campus
Open between 8.45am – 4.30pm (Monday to Thursday)
Open between 8.45am – 4.15pm (Friday)
Located within the Edge Hill University building at St James’ Building, Oxford Street, Manchester, M1 6EG
Tel: 01695 650797
Smoking

Postgraduate Education Centre, Aintree
There is a no smoking policy in operation in accordance with government legislation for hospital sites.

Ormskirk Campus
There is no smoking within campus buildings and students are required to observe the no smoking exclusion zones immediately adjacent to buildings where these are indicated.

Manchester Campus
There is no smoking within campus buildings. There is a designated smoking area that students are required to observe.

Canteen/Catering

Postgraduate Education Centre, Aintree
All students are expected to access refreshment facilities within the Aintree University Hospitals main buildings. The dining room, cafes, and shops are open for extended periods on site.

Alternatively, access to the Postgraduate Education Centre kitchen is made available to students, providing they bring their own provisions. There is also a vending machine, drinks machine and water fountain within the premises.

Ormskirk Campus
There are a variety of facilities located on campus, particularly within the university’s Hub, opening times vary and are subject to change.

The catering outlet in the Faculty of Health and Social Care building is:
Cafe Rewind - situated on the Lower Ground floor and is normally open 8.00 am - 2.00 pm Monday – Friday.
Please be aware that during the summer facilities at the Ormskirk campus may have restricted/limited opening hours.

For those students attending the evening, there are vending machines within the Health and Social Care building, or facilities in the university’s Hub are available.

Manchester Campus
FOHSC building is ideally located within the busy Manchester City Centre, with convenient access to cafes and shops.

There are vending machines within the Edge Hill University premises.
APPENDIX 6 - GLOSSARY OF TERMS

**Academic Credits:** These are academic ‘points’. Each module is designed to achieve a set number of points, which if used as part of a programme will lead to the achievement of an award.

**RPL:** An abbreviation for Recognition of Prior Learning, which means that you’ve undertaken previous certificated study within another Higher Education Institution and you would like it to be taken into account, when planning your pathway.

**RP(E)L:** This is an abbreviation, which stands for the Recognition of Prior Experiential Learning; this means that credit is awarded for learning gained through experience.

**Assessment Board:** This is of a group of people who meet, (at established times during the academic year), to officially confirm your marks/results.

**Associate Student Status:** Providing you are self-funding, you may undertake a module without completing the assessment. However, you will not gain academic credit for the module.

**Blended Learning:** Refers to a combination of teaching strategies for example; a combination of online and face-to-face/classroom teaching.

**Breach of Confidentiality:** This occurs when you have either accidentally or intentionally included personal details and/or details regarding Institutions which clearly identifies them, without their explicit consent.

**Collaboration:** This is again where you’ve worked with someone but this time, and this is the key, you’ve clearly identified the shared partnership working.

**Collusion:** Collusion occurs when you have knowingly conspired with another/others to submit work that you present as your own.

**Confidentiality:** The term arises from the Latin: Con, meaning completeness and Fidere to trust. This is a statutory obligation upon everyone that certain information in respect to individuals, institutions and organisations are not revealed to the public or anyone without prior permission from the relevant individual/institutions/organisation.

**Credit Transfer:** This just means you can move or ‘transfer’ any credits that you have gained from Edge Hill as part of a Credit Recognition Agreement into a pathway.

**Deferred:** This term is also used in regards to assessments, it relates to you having sought and been granted extra time for your assignment submission.

**Evaluation:** The value of something, i.e. your module/pathway. This is a vital source of information for the Faculty’s quality assurance strategy.

**Exceptional Mitigating Circumstances:** These are events, which may have had an impact upon your ability to study.

**External Examiners:** These are experts in their particular fields of study who are drawn from other higher education institutions in the UK. Their function is to ensure that you and your assignment(s) are justly treated and to review the assessment processes.
**Failed Module:** This means that the Assessment Board has made the decision that you have exhausted all opportunities for assessment/re-assessment and you have failed without any further right of re-submission/re-sit.

**Intercalation of Studies:** This just means you are taking a break from your studies but you will be rejoining later.

**Learning Outcomes:** These are what you will be able to achieve (knowledge or skills) once you’ve successfully completed your module/pathway/programme.

**Mentors/Practice Teachers/Teachers:** Qualified colleagues in your practice area who act as ‘critical friends’, offering practice-related advice and who also assesses your practice skills.

**Module:** A single unit of study.

**Named Awards:** This refers to the programme for example; MSc Advanced Practice.

**OSCE:** An abbreviation for Observed Structure Clinical Exam (Practice).

**Pathway:** The journey you undertake, as agreed during the meeting with a Pathway Leader, within a programme, towards your final named award. Pathways can be either generic i.e. involving a variety of modules, which are non-specific or specialist and involves studying modules related to a particular specialism, for example, mental health.

**Pathway Leaders:** These are specific members of the academic staff who you can speak to regarding individual modules, pathways and programmes of study. They are here to help you throughout your time with us.

**Plagiarism:** This occurs when you have copied someone else’s work and submitted it as your own original effort without acknowledging the source of your information.

**PQL:** Stands for Post Qualification Learning; this is a framework, which is designed to change the focus of post qualification learning from uni-professional academic programmes to multi-professional ones, which contain skills and competency assessments linked to your individual role. The Strategic Health Authority, under this framework, funds various modules based upon Trust requirements.

**Practice Based Descriptors:** These are terms used to describe a variety of qualities and skills you will be expected to achieve by the end of your chosen module.

**Programme:** A programme is composed of one or more independently developed modules which, when combined, results in an award such as a Postgraduate Certificate/Diploma or a Masters. However, you must be registered on a pathway before a postgraduate certificate/diploma or Masters can be awarded.

**Provisional Marks:** These are temporary marks including the marker’s feedback, which are sent to you once your assignment has been marked so that you can determine your progress.

**QAA:** Stands for Quality Assurance Agency, they are an independent body whose responsibility is to ensure universities and colleges of higher education continue to provide a quality service for students.
**Referred:** To be referred means that you have been unsuccessful in meeting the learning outcomes of the module. You have the automatic right to a further opportunity at re-assessment if it is your first attempt.

**Student Representatives:** A volunteer who acts as a spokesperson for the group at University meetings/Boards. Your ‘voice’ in other words.

**Virtual Learning Environment (VLE):** A collection of integrated tools enabling the management of online learning, providing a delivery mechanism, student tracking, assessment and access to resources. These integrated tools may be one product (e.g. Blackboard) or an integrated set of individual tools.

**Withdrawal:** In this instance, you have decided not to continue with your module/pathway/programme.