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| **School of Medicine****Faculty of Medicine and Health** |  |

**BSc (Hons) Medical Ultrasound**

**Classified Undergraduate**

**Programme Handbook**

**Academic Year: 2024/2025**

# Accessibility Statement

For information in alternative formats (for example, large print or an alternative digital format/document), please email somarcs@leeds.ac.uk.

# **Part 1:**

## Taught Student Guide

This handbook focuses specifically on information relating to your course and the School of Medicine. It does not cover all the information you require about the rules and regulations of the University. You therefore need to read this handbook in conjunction with the **Taught Student Guidance** available at:

* [For Students](https://students.leeds.ac.uk/) website the [University’s Taught Student Guidance](https://students.leeds.ac.uk/info/21519/official_documentation_and_regulations/1478/taught_student_guidance),
* the School of Medicine Code of Practice on Assessment (COPA): [For Students | University of Leeds](https://students.leeds.ac.uk/info/10111/assessment/1340/code_of_practice_on_assessment_taught_students)
* The [School of Medicine Taught Student Guide](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide)

Please note that certain sections of this handbook are generic and therefore some may not be relevant to your Programme.

## University of Leeds Strategy

We hope that you will find your studies enjoyable here at the University of Leeds. Your education experience is set in the context of the University of Leeds Values and associated Strategy. Details can be [found here](https://spotlight.leeds.ac.uk/strategy/).

## School Vision

Details about the range of activities undertaken in the School of Medicine can be found here:

[School of Medicine | University of Leeds](https://medicinehealth.leeds.ac.uk/medicine)

## University of Leeds Partnership

Leeds University Union and the University of Leeds brought staff and students together to set out the mutual expectations of us all as members of the University. At the heart of the Partnership are the core values on which a Leeds education is based.

By accepting your offer of a place at the University of Leeds, a [Student Contract](https://students.leeds.ac.uk/studentcontract) is formed between you and the University. The Contract details all of your rights, and also the obligations you will be bound by during your time as a student. It also details all of the obligations that the University owes to you.

The Partnership, together with supporting materials and case studies, is [available on-line](http://partnership.leeds.ac.uk/). Visit the website to view case studies and share examples of best practice.

* What we can expect from each other
* What staff can expect from students
* What staff can expect from staff
* What students can expect from students
* What students can expect from staff

You can find more details about School of Medicine specific expectations of students [here](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Student%20Expectations%28new%29.aspx).

## Changing your Personal Details

You should let the University know about any [changes to your personal details](https://students.leeds.ac.uk/info/10104/making_changes/651/change_of_personal_details) immediately so that our records are correct.

## The School of Medicine Address

**Our address is:**

School of Medicine

Worsley Building

The University of Leeds

Clarendon Way

Leeds

LS2 9NL

# Part 2: Programme Section

## Programme Welcome

Welcome to the BSc (Hons) Medical Ultrasound Programme Handbook. This handbook contains most of the key information you will need whilst studying here. Even if you do not sit down and read it now, please bookmark the location – much of the information in this handbook you will need in the coming years.

This Handbook is updated on a yearly basis, and therefore contains details of our programme for the academic year 2024-2025.

You should use this handbook as a reference throughout your time on the programme. During your time on the programme policies and procedures may be updated or changed. These will be communicated via several ways, including email and MINERVA. It is therefore important when using this handbook, you also check email and MINERVA for any modifications of policies and procedures relevant to your studies.

The School of Medicine delivers a broad research agenda, including basic discovery science through to applied health research which aims to make a significant difference to improving health and reducing health inequalities, and a varied portfolio of undergraduate, MBChB & intercalated programmes and taught & research postgraduate student education.

The School delivers its learning and teaching, research, and innovation activities through several specialist research-focused Institutes. With stimulating research and learning environments, the School of Medicine Institutes offer a diverse programme of undergraduate and postgraduate opportunities to students, scientists, clinicians and the healthcare community. Study at the School of Medicine will help individuals to gain professionally recognised qualifications in medicine and specialist areas, explore research interests and gain an edge in career progression into academia, healthcare, or industry. For example, in the last four years, up to 100% of our undergraduate and 65% of our postgraduates have progressed into professional practice and a further 25% have pursued academic research.

The BSc (Hons) Medical Ultrasound programme is a Consortium for the Accreditation of Sonographic Education (CASE) accredited, three-year programme. Upon successful completion of your programme you will obtain the academic award, of BSc (Hons) in Medical Ultrasound and be eligible to voluntarily apply for registration as a sonographer with the Register for Clinical Technologists.

The programme is structured to ensure professional requirements are met through the exposure and assessment of theory and practice. The first year introduces the diverse role of the sonographer as well as focusing on normal adult general medical, transabdominal gynaecological and obstetric ultrasound scanning. The second year develops your understanding of the role of the sonographer developing the ultrasound skills and knowledge for more complex patient presentations, intimate examinations, communication skills and the foundations of image evaluation and report writing. The final year allows you to demonstrate the ability to function at the level of a newly qualified graduate sonographer and support you in your transition to practice.

### Year Themes:

1. Introduction to the role of the sonographer
2. Developing into the role of the sonographer
3. Transition into the role of the graduate sonographer

### Message from the programme lead of Medical Ultrasound:

This is a time of profound change not only within healthcare but also within sonography education and career structure, this programme is designed to equip you with the skills required to meet the challenging times ahead. The programme is designed to allow you to take responsibility for your own learning. To achieve this, you will be expected to seek information on your own initiative from several diverse sources such as books, journals, lectures, tutorials, computer-based information systems and the clinical environment. In order to make the most of your time at Leeds you will need to work consistently throughout the programme, but you should also be able to organise your time to participate in activities outside your sphere of study.

We realise that your first few weeks at university can often be quite confusing. Please do not hesitate to contact myself or anyone else on the programme team.

We hope you find your time at the University of Leeds fulfilling and enjoyable, not only in your studies but in all aspects of life.

Dr Pauline Mitchell

Programme Leader, BSc (Hons) Medical Ultrasound

## Equality and Inclusion Statement

The University of Leeds is committed to the principle of equality and is determined to treat all students fairly and avoid all unlawful forms of discrimination on grounds of gender (including pregnancy, trans status, or marital status), race (including colour, nationality, ethnic origin, or national origin), sexual orientation, disability, religion or belief, and age.

We recognise that, to enable all students to have equal access to our facilities and educational opportunities, some students may require specialist support or adjustments (for example, to timetables or learning materials). We therefore aim to take a flexible approach, wherever possible, when responding to the individual needs of our students.

We work hard to meet the needs of a diverse student population and provide a safe, supportive, and welcoming environment for all. We also expect all students to work with us in making this a non-discriminatory and inclusive environment.

If you have any concerns relating to an equality or diversity issue within the School/Faculty of Medicine, or if you would like to suggest a way in which we might make our practices more inclusive, please contact equality@leeds.ac.uk.

For more information, please visit: <https://equality.leeds.ac.uk/>

## Registration and Module Enrolment

At the start of each academic year, you are required to complete registration and, if applicable, enrol on optional modules. [Guidance on How to Register](https://students.leeds.ac.uk/registration) and [How to Enrol on Modules](https://students.leeds.ac.uk/info/10103/module_enrolment) can be found on the Student Education Service website.

# Part 2a: Programme Specific Information

# Programme Team

All staff can be contacted on Microsoft teams via their email address.

**Programme Leader**

Dr Pauline Mitchell Associate Professor Diagnostic Radiography

Room 8.001 Worsley Building \* P.Mitchell1@leeds.ac.uk

**Members of the Programme Team**

Harisah Harris Radiography Lecturer

Room 8.001 Worsley Building \* H.Haaris@leeds.ac.uk

**Student Education Service (SES)**

The Student Education Service handles all administration related to Student Education and can provide information and advice on administrative matters including timetable queries, module enrolment, and assessment arrangements.

The members of the SES Team for your programme are:

• Philip Rowley

• Sue Barras

• Matilda Reardon

You can contact the SES Team via email at somarcs@leeds.ac.uk or contact them via Microsoft Teams.

Individual lecturers can be contacted by email or Microsoft teams. A full University Staff Directory can be found via the search facility on the University web pages at [www.leeds.ac.uk](http://www.leeds.ac.uk). Please contact the programme team by email or Microsoft teams if you need to set up a meeting with them.

It's normal that you'll need to ask for help and advice and use support resources during your studies. Knowing when and how to get help is one of the most important aspects of being a successful student. Our services are here to support you to settle in, manage challenges, and make the most of the many opportunities at Leeds.

**School of Medicine Student Support**

You can find full information about the School of Medicine Student Support Team and the services they offer [at this page](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/STUDENT-SUPPORT-STAFF.aspx).

**Student Information Service**

You can also contact the Student Information Service if you need help with a wide range of topics such as registration, fees and funding, disability support or just general information. Their contact details can be found [at this page](https://students.leeds.ac.uk/info/10101/welcome/679/asking_for_help).

**For Students webpage**

Please bookmark this page <https://students.leeds.ac.uk/> for future use. You can use the search functionality to help answer your query or find a particular student education related policy.

## Definitions of key roles and student support and academic terminology

**Programme Leader**

The programme leader’s role is to oversee the planning and delivery of the programme to ensure that you receive a well-planned, coherent, and high-quality educational experience. The Programme Leader can be contacted for the following: personal problems, taking temporary leave from your studies and withdrawing from the programme.

**Module Leader**

Module leaders are lecturers with expertise in that field, who are responsible for co-ordinating the delivery of the module. They will ensure the module content reflects up-to-date research and information.

**Module Lecturer**

Module lecturers will provide lectures and tutorials. They are lecturers with expertise in that field and are responsible for delivering designated sessions and providing academic supervision on modules.

**Personal Tutor**

You will have access to a named pastoral tutor, who will continue in this role for the whole of your programme. They will have an overview of your performance and welfare and will remain a continuing source of support to you as you progress through your studies. You should contact your Personal Tutor if there are any problems that may affect your academic performance.

Your Personal Tutor will be allocated early in the first term, and you can expect to be notified of a time for your first meeting with your Tutor soon after. You can find more information about personal tutoring in the [School of Medicine Taught Student Guide](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Your%20Academic%20Personal%20Tutor%28new%29.aspx).

**Academic Supervision**

Academic supervision will be provided by module teachers. This is to support and advice on preparing for specific assessments associated with a particular module. This advice may be provided on an individual or group basis. Further details will be provided by individual module leaders. Please note that the feedback offered does not guarantee you will pass the assessment or achieve a good mark.

The University also offers a number of [study skills sessions](https://library.leeds.ac.uk/info/1401/academic_skills) on a range of topics to help you prepare for assessment, such as developing writing skills, preparing for exams and coping with exams: stress management and relaxation.

## Libraries

As well as books and digitised texts, the libraries at the University of Leeds provide specialist support, information literacy and academic skills teaching so that students find, use and apply the information they need effectively. Visit [the Library website](https://library.leeds.ac.uk/) to gain support with finding information and planning your research.

## Support provided while on clinical placement:

Each clinical placement has a designated Practice Educator/Clinical Tutor to support and facilitate your clinical learning whilst working within a multi-disciplinary environment**.**

**Radiology Services Managers/Ultrasound Services manager**:

You will be immediately responsible to the Radiology Service Manager/ultrasound services manager in charge of the clinical placement. They are available to give support and advice regarding the clinical placement.

**Practice Placement supervising sonographers**:

At each clinical placement there is a named practice placement supervisor. This sonographer is one point of contact for any general queries regarding the placement. They will liaise with the Practice Educator/Clinical Tutor for the placement and members of the ultrasound team regarding general placement issues, and they will provide pastoral support when appropriate. They will attend Practice Placement Liaison Meetings within the clinical department where they will be expected to give feedback on you regarding your general progress in the clinical departments.

# Academic Life

## Frequently Used Terminology

|  |  |
| --- | --- |
| (Degree) Programme | Your programme of study within the School of Medicine  |
| Module | A teaching unit within a programme, typically running over one semester (but sometimes over two semesters).* A typical module carries 20 credits, but sometimes 10 or 40.
* Unless stated otherwise in the Programme Catalogue, each student normally takes 120 credits over one academic year.
* Each module has a module code, e.g. ARCS1000. The first numeral indicates the level of the module, e.g. Level 1.
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| Academic Year/Session | For example 2024/25. |
| Semester | The academic year is divided into two semesters, each of which starts when teaching begins and ends when the examination period (in January or May/June) finishes.  |
| Term | For September starters, the following are the three standard terms in an academic year.* Term 1 starts on the first day of Semester 1 teaching, and finishes on the last day of Semester 1 teaching prior to the Christmas break.
* Term 2 starts on the first day of Semester 1 examinations, and finishes on the last day of teaching prior to the Easter break.
* Term 3 starts on the first day of teaching following the Easter break, and finishes on the last day of clinical practice
* **Please note the BSc (Hons) Medical Ultrasound programme does not follow the standard term of a standard University student, due to clinical placement.**
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| Note: The word ‘course’ is sometimes used to refer to a programme of study, and sometimes to refer to a module. |

# Information Technology

## Privacy Notice

The University’s Student Privacy Notice explains how the University collects your personal data, and how it is used: <https://dataprotection.leeds.ac.uk/gdpr/student-privacy-notice/>.

## IT Induction

Details of Digital Learning Resources can be found via the [School of Medicine Taught Student Guide](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Digital%20Learning%20Resources%28new%29.aspx). This includes access to the University’s online IT Induction and information about resources you will use during your studies such as Minerva Ultra and PebblePad.

## IT Support

Follow this link for [University IT Support](https://leeds.service-now.com/it) where you’ll need to log in (with your usual University username and password) to find information about finding places to work, printing, getting software to use for your study, and much more.

## Computer Clusters

Follow [this link](https://leeds.service-now.com/it?id=clusters) for information about computer clusters on campus.

## Accessing & Understanding your Timetable

You can find your personal timetable via Minerva Ultra or the [UniLeeds app](https://leeds.service-now.com/it?id=kb_article&sysparm_article=KB0011628). Timetables are subject to change and you must check yours regularly.

# Programme Information

## Programme Philosophy

The programme leads to the award of the Bachelor of Sciences (Honours) in Medical Ultrasound from the University of Leeds and allows you to voluntarily register with the Register of Clinical Technologists.

**The programme will***:*

* Provide you with an excellent and varied learning experience, prepared and delivered in an inspiring way.
* Provide you with the knowledge, competencies, and communication skills, necessary to become effective and competent sonographer practitioners who will make a valuable contribution to healthcare;
* Enable you to become compassionate and reflective, evidence-based practitioners, with the ability to develop independently and within a team.
* Inspire you to make positive choices, personally, professionally and for the evidence base of health care.
* Provide you with a wide range of subject specific and transferable skills, which will allow entry into healthcare, research, and non-subject specific professions.
* Enable you, through the acquisition of key skills, to continue your learning and career development following completion of your studies.

To achieve the above, you will be taught at the University of Leeds and in appropriate clinical areas. These environments should enable you to meet the requirements of the programme and professional body.

The programme aims to produce an independent thinking, graduate sonographer. In order to achieve this, you will be able to:

1. Understand and demonstrate coherent and detailed subject knowledge and professional competencies some of which will be informed by recent research/scholarship in sonography
2. Explain a range of scientific principles relevant to more complex areas of sonography and their application in clinical practice;
3. Deploy accurately standard techniques of analysis and enquiry within sonography;
4. Demonstrate a conceptual understanding which enables the development and sustaining of an argument;
5. Evaluate and comment on aspects of recent research and/or scholarship;
6. Critically appraise potential innovations and their relevant evidence base in the field of sonography;
7. Evaluate the uncertainty, ambiguity and limitations of knowledge in sonography and critically reflect on their own practice and that of others within and outside the field of sonography;
8. Critically evaluate scholarly reviews and primary sources;
9. Apply knowledge and understanding in order to initiate and carry out a project related to a specific area of sonography, utilising critical appraisal of evidence, application of research methods, scientific and technical thinking, problem-solving and communication skills;
10. Demonstrate clinical and professional competencies at the level of a safe beginner as outlined in relevant standards of proficiencies and codes of conduct and conform to professional boundaries and norms where applicable
11. Competently perform a range of ultrasound scans, within a defined scope of practice, in practice under supervision
12. Develop transferable skills including critical thinking, problem solving, independent learning, scientific enquiry, professional working, and reflective practice.

## Programme Aims and Objectives

### Year 1: Introduction to the role of the sonographer

Year 1 introduces you to Medical Ultrasound. The key focus of this year is to gain underpinning medical ultrasound skills including hand-eye coordination, ultrasound technique and medical ultrasound deductive reasoning using the Bodyworks Eve ® simulations systems, ultrasound phantoms, ultrasound equipment and the Scan Trainer ® simulation system. You will also gain an understanding of the underpinning physical principles of medical ultrasound and develop essential skills in team working, communication, and patient care.

On completion of the first year, you should have provided evidence of being able to:

* develop an in-depth knowledge of anatomy which you can then apply to a range of ultrasound areas of practice to be able to identify and communicate normal findings.
* Demonstrate an understanding the physical principles of ultrasound and apply these to safely produce a diagnostic ultrasound examination
* develop the core skills required to be a healthcare professional
* use basic generic and subject specific intellectual qualities i.e.
	+ be able to communicate the results of your work;
	+ present a structured and coherent simple argument;
	+ be able to interpret and evaluate the underlying concepts and principles of diagnostic radiography;
	+ understand the role of evidence-based practice on health care
* demonstrate an ability to evaluate the appropriateness of different approaches to problem solving associated with medical ultrasound;
* appreciate your strengths and weaknesses as learners;
* demonstrate an awareness of professional and disciplinary boundaries within medical ultrasound and healthcare;
* undertake routine adult ultrasound examinations in general medical, transabdominal ultrasound gynaecological ultrasound examinations and routine, normal obstetric examinations in the simulated environment.

### Year 2: Developing the role of the sonographer

In year 2 you will build on the knowledge and skills you gained in year 1 to further develop your understanding of the medical ultrasound skills. You will undertake a range of obstetric, gynaecological, and general medical ultrasound examinations in clinical practice. You will also explore complementary imaging techniques such as projection radiography, computed tomography, and magnetic resonance imaging. You will learn how these methods are used in conjunction with medical ultrasound to aid diagnosis. You will also gain further knowledge related to the physical principles of medical ultrasound and develop essential skills in team working, complex communication, and patient care.

On completion of the second year, you should have provided evidence of being able to:

* demonstrate a broad understanding of the concepts, information, practical competencies, and techniques in a range of general medical, gynaecological, and obstetric ultrasound examination within the clinical department
* able to identify and communicate normal and abnormal findings.
* understand the more complex physical principles of ultrasound, including Doppler
* develop an understanding of the essential role research has on practice and learn the skills to be able to develop your own evidence-based practice
* appreciate and employ the main methods of enquiry in the subject and critically evaluate the appropriateness of different methods of enquiry;
* use a range of techniques to initiate and undertake the analysis of data and information;
* adjust to professional and disciplinary boundaries;
* effectively communicate information, arguments, and analysis in a variety of forms.
* Develop diagnosis and reporting skills

### Year 3: Transition into the role of a Sonographer

Year 3 covers the more challenging and specialist aspects of medical ultrasound practice, where the sonographer evaluates and adapts the ultrasound examination/technique to aid diagnosis. You will develop a level of independence and professional responsibility in preparation for graduation and voluntary registration.

Year 3 aims to help you in your transition from student to graduate sonographer practitioner.

On completion of the third year, you should have provided evidence of being able to:

* understand and demonstrate coherent and detailed subject knowledge and professional competencies some of which will be informed by recent research/scholarship in health and medical ultrasound
* deploy accurately standard techniques of analysis and enquiry within diagnostic radiography;
* demonstrate a conceptual understanding which enables the development and sustaining of an argument;
* describe and comment on aspects of recent research and/or scholarship;
* appreciate the uncertainty, ambiguity, and limitations of knowledge in diagnostic radiography;
* make appropriate use of scholarly reviews and primary sources;
* communicate effectively in English using verbal and non-verbal skills
* apply your knowledge and understanding to initiate and carry out an extended piece of work or project;
* conform to professional boundaries and norms where applicable including the BMUS Standards of Proficiency for a Sonographer and CASE National Occupational Standards C1.C.2019 (ultrasound Imaging)
* work autonomously within your individual scope of practice;
* demonstrate the ability to function at the level of a graduate sonographer outlined in the BMUS and NHSE Career and Progression Framework for Sonographers

## Programme Plan

***Programme plans, timetables can be found in the programme area on MINERVA Ultra***

The BSc (Hons) Medical Ultrasound programme is a three-year full-time degree programme and for organisational purposes each year is divided into 3 semesters.

There is a maximum time period in which you must complete your programme. For this programme this is 5 years from the date you commenced your studies. This includes any temporary leave you may take from the programme. You must therefore take care to ensure any absence does not jeopardise your ability to complete your studies. Please discuss this with your Programme Leader if you need to negotiate a period of temporary leave. Should you wish to temporarily withdraw from a programme, further information is available in the Withdrawal from Study section of this Handbook.

The programme is modular and for each 20-credits there are 200 notional learning hours with between 20 - 30 hours formal contact time (may differ for the professional practice modules). The rest of the time you will be expected to work independently, this includes supplementing your lecture notes and preparation for course work and assessment. In your module handbooks you will be provided with guidance as to how you are expected to use your time. Please be aware that for some activities it may take you longer than the indicated hours stated and for other which you are more familiar with it may take you a shorter time to complete the activity.

Over the programme there is an approximate 60:40 split in academic to clinical experience weeks

In each year of the programme there are 120 credits

Over the whole programme there are 360 credits

A single module consists of 100 hours = 10 credits

A double module consists of 200 hours = 20 credits and so on.

Each module is delivered at a specific level. Levels 1, 2, and 3 - each is progressively more demanding than the other.

## Programme Structure

The course is developed to meet the necessary professional on successful completion of the programme. You will develop the skills and knowledge expected of a graduate sonographer to provide excellent patient care through a combination of university and practical clinical learning. Throughout the three years of the programme, several themes are scaffolded into the course to develop your knowledge and skills in becoming a sonographer. These themes include:

* *Anatomy, image interpretation and deductive reasoning –* developing an in-depth knowledge of anatomy which you can then apply to a range of ultrasound examinations to be able to identify and communicate normal and abnormal findings.
* *Medical Ultrasound science and technology* – understanding and applying the fundamental science underpinning ultrasound practice such as B-mode scanning, Doppler, elastography and the use of AI technologies
* *Application of imaging* – being able to apply the anatomy and science of a range of medical imaging techniques and applications which may be used to help diagnose and manage disease
* *Evidence-based practice and research* – you will develop an understanding of the essential role research has on practice and learn the skills to be able to develop your own evidence-based practice
* *Interprofessional education* – as a sonographer you will work with a wide range of other people that make up the interdisciplinary team, including the patient. As part of the course you will learn with, about and from other healthcare professionals and patients. You will develop the core skills required to be a healthcare professional
* *Professional practice* – in a clinical simulation and placement you will be able to directly apply these skills and knowledge to real world environments.

Although these themes are developed throughout the course of the programme, each year has a slightly different emphasis. All modules listed below are compulsory and are mapped to the CASE standards for Sonographic Education learning outcomes, Standards of Proficiency for a Sonographer, CASE National Occupational Standards C1.C.2019 (ultrasound Imaging) and the 2016-2021 Society and College of Radiographers Research Strategy.

All must be passed at 40%, with no compensation, to achiever the full BSc (Hons) Medical Ultrasound award.

Those in bold are interprofessional shared modules with other courses.

### Level 1

This is the level expected of undergraduate students studying a traditional, 3-year, full time programme during their first year. This is also known as certificate level.

You will study the following compulsory modules in year one of the programme:

|  |  |  |
| --- | --- | --- |
| **MODULE CODE** | **MODULE TITLE** | **CREDITS** |
| **ARCS1121** | **Professional Practice for Healthcare** | **20** |
| **ARCS1150** | **Introduction to Biological Principles of Healthcare** | **20** |
| ARCS1151 | Medical Ultrasound Science 1 | 20 |
| ARCS1152 | Medical Ultrasound Clinical Practice 1 | 20 |
| ARCS1153 | Medical Ultrasound Communication  | 20 |
| ARCS1154 | Sono-embryology | 20 |

### Level 2

This is the level expected of undergraduate students studying a traditional, 3-year, full time programme during their second year. Level 2 is also known as diploma level.

You will study the following compulsory modules in year two of the programme:

|  |  |  |
| --- | --- | --- |
| **MODULE CODE** | **MODULE** | **CREDITS** |
| **ARCS2211** | **Research Methods and Evaluation** | **20** |
| ARCS2225 | Medical Ultrasound Science 2 | 20 |
| ARCS2226 | Medical Ultrasound Clinical Practice 2 | 40 |
| ARCS2227 | Medical Ultrasound Deductive Reasoning  | 20 |
| ARCS2228 | Pathophysiology and genetics | 20 |

### Level 3

This is the level expected of undergraduate students studying a traditional, 3-year, full time programme during their final year.

You will study the following compulsory modules in year three of the programme:

|  |  |  |
| --- | --- | --- |
| **MODULE CODE** | **MODULE** | **CREDITS** |
| ARCS3225 | Medical Ultrasound Clinical Practice 3  | 40 |
| ARCS3226 | Medical Ultrasound Science 3  | 20 |
| ARCS3227 | Sono-pathology | 20 |
| **ARCS3213** | **Research Project** | **40** |

## Module Summaries

The following is a summary of the modules you will be undertaking as part of your programme of study. More detailed information on all modules will be available to you in the module handbook which will be available on the MINERVA Ultra.

### Year 1: Introduction to the role of the sonographer (120 credits at level 1)

***Professional Practice in Healthcare – 20 credits***

This interprofessional module seeks to introduce you to the healthcare setting. The module focuses on the role you will have as a healthcare professional, both as an individual and as a member of the team. This will allow you to begin to establish your contribution within the healthcare setting focusing in the main on patient care.

This module is based on the 6 values of the NHS Constitution and seeks to provide a foundation for the development of professional practice by exploring key professional behaviours within the context of sociological, psychological, and legal frameworks. Information literature and evidence-based practice will underpin the module, and a study skills workshop will ensure the students are signposted to the requirements of degree level study.

There will be shared learning with students registered on BSc (Hons) Healthcare Science (Audiology), BSc (Hons) Healthcare Science (Cardiac Physiology) and BSc (Hons) Diagnostic Radiography.

***Introduction to Biological Principles of Healthcare-******ARCS1150-20 credits***

This module will cover the underlying principles of biological systems that can then be related to profession specific examples in the profession specific modules.

***Medical Ultrasound Science 1 – ARCS1151-20 credits***

This module covers the fundamental physical processes involved in ultrasound production. It will provide a wide knowledge base of the scientific principles underpinning the production, recording and display of the ultrasound images, and the safe operation of technology. The knowledge gained will underpin safe clinical practice

***Medical Ultrasound Clinical Practice 1 -******ARCS1152- 20 credits***

This module enables you to utilise the ultrasound phantoms, simulation equipment and patients in the clinical setting to integrate your theoretical knowledge with practical ultrasound skills. It is your opportunity to gain hands on experience, to practice your ultrasound technique and to utilise the anatomical knowledge and communication skills gained in the theoretical modules. You will also start to learn essential team working and clinical reasoning skills.

***Medical Ultrasound communication - ARCS1153-20 credits***

This module will also introduce you to concepts associated with the complex communications skills required by sonographers in practice. This will utilise the INDIRA Consensus (ASCKS) Guidelines on communication of unexpected news via ultrasound and the INDIRA coach method will be introduced. This will help you to learn important skills such as resilience and adaptability.

***Sono-embryology- ARCS1154- 20 credits***

This module introduces you to image interpretation through the application and understanding of the embryological development of the fetus and organs. This module provides the fundamental concepts on which you will develop your skills in more complex areas throughout the programme enabling you to develop their knowledge, understanding and analytical skills.

### Year 2: Developing the role of the diagnostic sonographe(r 120 credits at level 2)

***Research methods and evaluation – 20 credits***

The objective of this module is to help you develop an understanding of how clinical practice is informed by evidence and to provide you with the knowledge and tools to appraise both practice and published work. This module will introduce you to the skills you will need to carry out research effectively, including how to formulate research questions, gather information from a range of sources, make judgements on the quality of data gathered, and draw conclusions.

***Medical Ultrasound Science 2 –******ARCS2225- 20 credits***

This module builds on the information delivered in Medical Ultrasound Science 1. It provides a wide knowledge base of the scientific principles underpinning the production, recording, transmission and display of medical images, and the safe operation of ultrasonic technology. The knowledge gained in this module will underpin safe clinical practice.

***Medical Ultrasound Clinical Practice 2– ARCS2226-40 credits***

20 weeks of simulated and in placement practical experience. Continuation of clinical ultrasound and communication skills development and further team working and clinical reasoning skills.

***Medical Ultrasound Deductive Reasoning – ARCS2227-20 credits***

This module introduces systematic image appraisal methods applicable to the appearances of normal anatomy and common pathology in obstetric, gynaecological, and general medical ultrasound images/examinations. Students will develop deductive reasoning skills by exploring ultrasound imaging appearances relevant to a wide range of patient histories from real clinical cases. This will enable them to develop report writing skills to enable them to compose a provisional report. Projection radiography and cross-sectional imaging appearances will be included where relevant.

***Pathophysiology and genetics-******ARCS2228- 20 credits***

This module will enable you to understand the pathophysiology and genetics associated with ultrasound appearances. This module provides the fundamental concepts on which you will develop your skills in more complex areas throughout the programme. This will enable you to develop their knowledge, understanding and analytical skills.

### Year 3: Transition into the role of a sonographer (120 credits at level 3)

***Research Project – 40 credits***

This interprofessional module is the culmination of the research thread that has run through your degree programme. You may carry out one of a range of projects in this module including audit and systematic review as well as the possibility of a piece of original research. You will be supported a named supervisor.

***Medical Ultrasound Professional Practice 3– ARCS3225-40 credits***

This module provides application of specific knowledge and a structure for practical skill development for the use of ultrasound in obstetric/gynaecological and general medical ultrasound examinations. This module allows the student to apply theoretical knowledge gained in the co-requisite modules. In addition, as a healthcare professional, you will become a member of a multidisciplinary team within a healthcare organisation. You will also be called upon to make decisions and be accountable for them. This partially inter-professional module will aid your transition from learner to healthcare professional and prepare you for your first graduate post as a safe beginner.

***Medical Ultrasound Science 3 -ARCS3226-20 credits***

This module provides specialist ultrasound technical knowledge required for use in a wide range of clinical settings. The knowledge gained in this module will underpin safe clinical practice.

***Sono-pathology-ARCS3227-20 credits***

This module provides theoretical knowledge related to pathological ultrasound appearances in obstetric/gynaecological and general medical ultrasound examinations Incorporating patient management. The knowledge gained in this module will underpin safe clinical practice. Please note that, that graduates will not be able to perform FASP examinations independently upon qualification, according to the Career and Progression Framework and the Fetal Anomaly Screening Programme (FASP) service specification.

## Leeds for Life

[Leeds for Life](https://leedsforlife.leeds.ac.uk) is about preparing our students for their future. It is about inspiring you to get the most out of your academic and co-curricular experiences and build on your time studying at the University of Leeds. We want you to be able to recognise the value of everything you have done at university and to be at ease articulating this clearly and confidently.

Societies, volunteering, internships, sport, work-experience, project work are all opportunities which can provide you with really valuable experience and new or enhanced skills that will benefit you while you are at university and when you move on. The Leeds for Life student dashboard gives you easy access to explore the variety of opportunities offered at Leeds.

## Leeds for Life Development Skills

Please remember that you are reading for your degree. It is essential that you develop skills throughout your programme in order for you to attain your potential. As part of this development, you are advised to utilise university resources available to you.

This University has excellent IT and library facilities. It is strongly recommended that you learn to use them effectively.

Leeds for life skills

This table outlines where the Leeds for life skills are developed in the core modules of the programme

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Analytical skills** | **Commercial awareness** | **Communication skills** | **Creative problem solving** | **Critical thinking** | **Flexibility** | **Independent working** | **Initiative** | **Leadership** | **Planning and organisation** | **Research skills** | **Team working** | **Time management** |
| **Professional Practice for Healthcare** | X |  | X |  | X |  | X |  |  | X |  |  | X |
| **Introduction to Biological Principles of Healthcare** | X |  |  |  | X |  | X |  |  |  | X |  | X |
| **Medical Ultrasound Science 1** | X |  |  |  | X |  | X |  |  |  |  |  | X |
| **Medical Ultrasound Clinical Practice 1** | X | X | X | X | X | X | X | X |  | X |  | X | X |
| **Medical Ultrasound communication** | X |  | X | X | X |  |  |  |  | X |  |  | X |
| **Sono-embryology** | X |  |  | X | X |  |  |  |  | X |  |  | X |
| **Research Methods and Evaluation** | X |  |  | X | X |  | X |  |  | X | X |  | X |
| **Medical Ultrasound Science 2** | X | X |  | X | X |  | X |  |  |  |  |  | X |
| **Medical Ultrasound Clinical Practice 2** | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **Medical Ultrasound Deductive Reasoning** | X | X | X | X | X |  | X | X |  | X | X | X | X |
| **Pathophysiology and genetics** | X | X |  | X | X |  | X | X |  | X | X |  | X |
| **Research Project** | X |  | X |  |  |  | X |  |  | X | X |  | X |
| **Medical Ultrasound Professional Practice 3** | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **Medical Ultrasound Science 3** | X | X |  |  | X |  | X |  |  |  | X |  | X |
| **Sono-pathology** | X | X | X | X | X |  | X | X |  | X | X | X | X |

## Research Led Teaching

### Research-based Learning (RBL)

The fundamental core of all programmes of study at the University of Leeds is research-based teaching, which ensures our graduates are equipped with the world class knowledge, skills and attributes they will need to be successful in whatever path they choose to follow after graduation.

Research-based learning (RBL) can be characterised as a journey, taking you from your school-based experience through research-led teaching to research-based learning – a journey from being taught to being autonomous, self-reliant, supported and supervised. The University has chosen to use the Healey matrix as a simple model to characterise this journey, together with the descriptors derived by staff at the University of Adelaide in their teaching to provide a more detailed depiction of the level of autonomy and research focus. In the early levels of your programme you will encounter predominantly teaching about research (content, methods, ethics, outcomes, critiques, etc) and, as you progress through your course, you will engage in more self-directed, supervised research activity, applying the skills acquired earlier in your programme.



The table that follows shows how your programme will take you through the RBL journey. As you will see, some of the modules are specifically designed to prepare you for the journey by developing your research skills, while others provide an opportunity to develop and practise the skills needed to complete a major piece of research-based learning – your research project/dissertation – in your final year.

**Healey (2005) Matrix of Research-Based Learning – BSc(Hons) Diagnostic Radiography**

**STUDENTS AS PARTICIPANTS**

**Research-based**

Curriculum emphasises students undertaking enquiry based learning

**Research-tutored**

Curriculum emphasises learning focused on students writing essays and papers

Level 3 Module

Level 2 Module

Level 1 Module

**Research-orientated**

Curriculum emphasises teaching processes of knowledge construction in the subject

**Research-led**

Curriculum is structured around teaching current subject content

**EMPHASIS ON RESEARCH CONTENT**

**EMPHASIS ON RESEARCH PROCESSES AND PROBLEMS**

Medical Ultrasound deductive reasoning

Research Project

Medical Ultrasound Clinical practice 3

Medical Ultrasound Science 2

Research Methods and Evaluation

Imaging Science and Technology1

Sono-embryology

Medical Ultrasound Clinical Practice 1

Introduction to biological principles in healthcare

Medical Ultrasound clinical Practice 2

Medical Ultrasound Science 3

Pathophysiology and genetics

Professional Practice for Healthcare

Sono pathology

Medical Ultrasound Communication

**TEACHER-FOCUSED**

**STUDENTS AS AUDIENCE**

## Curriculum Enhancement

### Core Programme Threads

The University of Leeds has recognised that there are 3 internationally significant topics of which an awareness and understanding will be beneficial to all of our students. These are: Ethics and Responsibility; Global and Cultural Insight; and Employability. These topics are a prominent feature of health and social care programmes and are threaded throughout the modules. The table below demonstrates how and where these themes occur in the modules you will study and how these will be of benefit to you both as you progress through the programme and in your future employment.

|  |
| --- |
| **Core Programme Threads – Core Modules** |
| **Level**  | **Module Code and Title** | **Thread activity** | **Assessed** | **Benefit to students** |
|  |  | **Ethics and Responsibility** | **Global and Cultural Insight** | **Employability** | **Formative/summative** | **Brief description** |
| 1 | Professional Practice for Healthcare | Seminar discussions, group work | Inter-professional group work | Seminar discussions, group work | Summative Case study | Understanding the role of the individual in teamwork and communication. |
| 1 | Introduction to biological Principles of healthcare |  |  | Lectures, workbooks | Formative and summative exams | Development of knowledge and skills related to profession |
| 1 | Medical Ultrasound Clinical Practice 1 | Lectures, group work, practical simulation, and clinical practice | Lectures, group work, clinical practice, simulation | Lectures, practical, clinical practice | Reflective essay Portfolio | Development of understanding of role and knowledge and skills related to profession |
| 1 | Medical Ultrasound Science 1 | Lectures |  | Lectures | Formative and summative exams | Development of knowledge and skills related to profession |
| 1 | Medical Ultrasound Communication | Simulation and Clinical Placement | Simulation, Clinical Placement | Simulation & clinical Placement | Formative and SummativeScenario case study | Understanding the role of ethical patient care and the role of professional practice. |
| 1 | Sono-embryology | Lectures and simulation | Simulation & lectures | Lectures and simulation | Formative and summativeScenario case study | Development of knowledge and skills related to profession |
| 2 | Research Methods and Evaluation | Lectures, practical |  | Lectures, practical | Summative assessment | Considering the role of evidence-based practice and ethics in research |
| 2 | Medical Ultrasound Deductive Reasoning | Lectures & practical |  | Lectures, practical  | Summative exam | Development of understanding of role and knowledge and skills related to profession |
| 2 | Medical Ultrasound Science 2 | Lectures |  | Lectures and CBAs | Formative and summative exams | Development of knowledge and skills related to profession |
| 2 | Pathophysiology and genetics | Lectures, group work | Lectures, group work,  | Lectures, practical  | Formative and Summative exam | Development of knowledge and skills related to professional skills |
| 2 | Medical Ultrasound Clinical Practice 2 | Practical, Clinical Placement | Practical, Clinical Placement | Practical, clinical Placement | Formative and Summative: Completion of portfolio, reflective essay | Understanding the role of ethical patient care and the role of professional practice. |
| 3 | Medical Ultrasound Clinical Practice 3 | Clinical placement.Seminars, group work. | Clinical placement.Seminars, group work. | Clinical placement.Seminars, group work. | Formative and summative: Completion of portfolio, reflective essay.  | Understanding the role of ethical patient care and the role of professional practice. CPD, and transition to practice. |
| 3 | Research Project | Project proposal, study and write up. | Project proposal, study and write up. | Project proposal, study and write up. | Formative and Summative; research report in format of journal article, oral presentation. | Student becomes familiar with ethics processes, informed consent, data management. Role of evidence-based practice. |
| 3 | Medical Ultrasound Science 3 | Lectures, group work | Lectures, group work,  | Lectures, practical  | Summative exam | Development of understanding of role and knowledge and skills related to the profession  |
| 3 | Sono Pathology | Lectures and group work | Lectures and group work | Lectures | Summative exam | Development of knowledge and skills related to professional skills |

## Attendance Requirements

You can read about the attendance requirements of the Classified Undergraduate Programmes in the [School of Medicine Taught Student Guide](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Classified-Undergraduate-Programmes.aspx).

More information about the University’s approach to attendance and absences can be found [via this page](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Attendance%20and%20Absence.aspx?source=https%3A%2F%2Fleeds365.sharepoint.com%2Fsites%2FSchoolofMedicineTaughtStudentGuide%2FSitePages%2FForms%2FByAuthor.aspx).

## Fitness to Study Procedure

The [Fitness to Study Procedure](https://secretariat.leeds.ac.uk/student-cases/fitness-to-study/#:~:text=The%20Fitness%20to%20Study%20Procedure,between%20students%20and%20the%20University.) provides a clear process for responding to situations where a student may not be fit to study.

## Taking Permanent or Temporary Leave

If you are considering leaving the University temporarily or permanently, you should read the information in the [School of Medicine Taught Student Guide](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Leaving%20Leeds%20Early%28new%29.aspx).

## Unsatisfactory Work, Attendance & Progress Procedure

The [Unsatisfactory Work, Engagement, Attendance & Progress Procedure](https://students.leeds.ac.uk/info/10108/attendance_and_absences/660/unsatisfactory_engagement_and_attendance) is applied to all taught students whose work, attendance or progress is unsatisfactory.

## Holiday Arrangements

Holidays may only be taken at the prescribed times, please refer to the annual timetable: Holidays normally occur:

Christmas 2 weeks including Bank Holidays

Easter 2 weeks including Bank Holidays

May Day 1 day

Spring Bank Holiday 2 days

August Bank Holiday 2 days

Summer 10 weeks holiday allocated in weeks 40-43 and 45-51

## Professional Body Registration upon Completion

In order for a student to progress from each year in years 1 and 2, and pass the degree overall, students need to complete 120 credits in each of the three years. All 360 credits (and therefore all modules) are required to pass the BSc (Hons) Medical Ultrasound degree. The classification of degree awarded is as per University Policy.

Successful completion of the full degree BSc (Hons) currently does not allow you to apply for HCPC registration but you are advised to voluntarily apply to the Register for Clinical Technologists .

## Finance

You can find more information about financial support in the [School of Medicine Taught Student Guide.](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Financial-Support.aspx?source=https%3A%2F%2Fleeds365.sharepoint.com%2Fsites%2FSchoolofMedicineTaughtStudentGuide%2FSitePages%2FForms%2FByAuthor.aspx)

### Bursaries

You are currently not eligible for a Learning Support Fund: <https://www.nhsbsa.nhs.uk/learning-support-fund>

Paying fees and arranging your funding are an essential part of academic life. The [Finance web pages](http://students.leeds.ac.uk/#Finance) explain the dates, deadlines and processes that you need to follow.

### Travel Expenses

You will be responsible for any expenses you incur in travelling to your academic base (University main campus). You are currently not eligible for travel expenses when undertaking practical clinical experience.

### Other Costs

You are not required to pay for materials produced by the University to support your studies, e.g. worksheets, module handbooks, reading lists, etc.

Within the programme, there may be additional costs for purchasing of books, although we would recommend that you look at a variety before purchasing. You will be required to pay for printing of assessment work (if required, the majority of work is submitted electronically), poster production and photocopying of articles. You will be notified of any additional costs.

Programmes in the School of Medicine, charge students to re-sit examinations and resubmit course work. Therefore, if you have to re-sit examinations or resubmit coursework at a 2nd attempt, you will be responsible for the associated re-sit or resubmission fees. You will be sent an email outlining the costs and you must register for the resit or resubmission and pay the fee to be eligible. More Information can be found online and in the Code of Practice of Assessment

### Accommodation at External Practice Placements

If you are required to pay for secondary accommodation for clinical placements currently you are unable to claim the secondary accommodation costs.

### Freelance Working

The School accepts that some students find it difficult to manage financially and that you may choose to supplement your bursary/loan by undertaking paid work. You should keep in mind that you are undertaking a full-time course and your commitment to your programme must come first. You must meet both the theoretical and practice components of your programme.

1. If you request a reference from a member of staff, and if they agree to provide one, it will only confirm that you are a student on a particular programme of study and the number, if any, of sickness/absence days.
2. It is important that if you seek paid work this is outside the time of the programme. As the programme will state how many shifts/days you are expected to undertake within the University and within practice, you must ensure that you are not working for another organisation when you are supposed to be in the School, on placement, undertaking private study or on reading days. Disciplinary procedures may be implemented if this occurs.
3. You must recognise that if you are working as a healthcare assistant, or assistant practitioner, you should only undertake duties commensurate with working as a healthcare assistant.
4. You must recognise that if you are working as a healthcare assistant, particularly within the placement area allocated for you as a student, this could lead to potential conflict in your role.
5. If you are subject to NHS Trust or Voluntary/Social Care Agency disciplinary procedures this may lead to investigation by the School and could have implications for your position on the programme.

## Support during your Studies

If you ever encounter difficulties with your academic work, or have non-academic personal or domestic problems that you feel unable to sort out on your own, there will always be someone who can help. If you are having any problem or difficulty that is affecting your academic work or health, it is very important that you seek help and advice as soon as the problem develops - the sooner the better! Do not leave it until it is too late, when it may have become difficult to resolve.

Details of Support Services that are available to you can be found in the [School of Medicine Taught Student Guide](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Student-Support%28new%29.aspx).

## Mitigating Circumstances

Mitigating circumstances are significantly disruptive or unexpected events which are beyond your control and may have affected, or will affect your academic performance. Information about the University’s Mitigating Circumstances procedure can be found in the [School of Medicine Taught Student Guide](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Mitigating%20Circumstances%20Extensions%20and%20Additional%20Consideration.aspx).

## Peer Mentoring

On the medical ultrasound programme 3rd year students can volunteer as peer to peer mentors. These can be a useful source of information and support when you first start the programme. You can opt for a mentor when you start the course.

## Become a Course Rep

Course Reps from each programme and year are elected/re-elected at the beginning of the session. If you are interested in becoming a Course Representative, please email Dr Pauline Mitchell as programme lead P.Mitchell1@leeds.ac.uk . Information about current Course Reps can be found in the [School of Medicine Taught Student Guide.](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/STUDENT-REPRESENTATIVES.aspx)

## Volunteering

Our [volunteering team](https://students.leeds.ac.uk/info/10600/opportunities/1034/volunteering), the Students’ Union (LUU), academic departments and services provide a huge range of opportunities to develop your skills, broaden your life experience and make a difference to the community, the University and your employability.

# Part 2b: Practice Placement Information

The BSc (Hons) Medical Ultrasound programme has a finite number of practice placements at the following Trust sites: Leeds Teaching Hospitals NHS Trust, Mid Yorkshire Teaching NHS Trust, Wrightington, Wigan and Leigh NHS Foundation Trust, Scunthorpe and Goole NHS Trust, Airdale NHS Foundation Trust, Calderdale and Huddersfield NHS Foundation Trust and Bradford Teaching Hospitals NHS Foundation Trust. Each Trust is composed of a number of Hospitals of varying size. Your placement allocation for the duration of the programme will occur during induction week. Please contact the Medicine Placements Team to discuss any queries regarding the allocations process. You will also undertake simulation at the university.

## Working hours

Generally you are expected to be prepared to be flexible in terms of shift patterns and travelling to the placement to which you are allocated. During the clinical placement it will be expected that your working pattern reflects clinical practice of the department in which you find yourself. This will include 9am -5pm and weekend duties. You will be expected to undertake 28hours/week with one day protected study day, however if you feel you need more clinical time replacing the study day with clinical time can be negotiated with the clinical department.

If you know you are going to have difficulty managing your practice placements, discuss this with the Clinical coordinator, Dr Pauline Mitchell P.Mitchell1@leeds.ac.uk well in advance of the placement.

## Permission to Practice

A major aspect of healthcare education in England is that you gain experience and competence in medical ultrasoundthrough practice placements. This is very important to the quality of the experience you have; a significant percentage of your programme is spent in a practice, rather than a University setting. Practice placements are negotiated through a joint arrangement between the University of Leeds and the co-providers of health care education in health and social care organisations within the Yorkshire region and beyond, who agree for you to gain experience within their organisations.

Between them, the School and such organisations (for example NHS Trusts, private and independent providers care homes, community services) have agreements which ensure that you are safe, the public is protected and regulations, from BMUS and CASEare met. The majority of these placements are subject to an NHS Education contract arranged by Health Education Yorkshire and the Humber.

You play a very important part in these regulations, as they are based on you behaving in a professionally responsible manner whilst on placement and being aware of both your rights as a student and responsibilities as a person permitted to practise your profession, under supervision, in the ‘real world’ of professional practice.

**Please read this next section of your handbook carefully, and make sure that you understand what it means - if in doubt – ask! You may be asked to sign a statement that you have done so which will be kept in your personal files.**

## Conditions for Practice Learning

In order to start on a placement within an organisation you must have completed all of the necessary health and safety checks which include your occupational health clearance and immunisations.

### Disclosure and Barring Service Checks

You must have received your Disclosure and Barring Service (DBS) clearance, and either have a clear record or have an agreement that any records held are not considered to be a risk. You will be asked at the start of every year to confirm in writing that your details have not changed, but it is also your responsibility to tell your programme leader if there is any change to these during the year. If in doubt – tell someone! Further information about DBS can be found in the [School of Medicine Taught Student Guide](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Enhanced-DBS-Requirements1.aspx).

### Occupational Health Clearance

All undergraduate and full-time students are required to attend the occupational health department as an essential part of health screening. It is a statutory requirement for any person working in the NHS to be fully protected by essential immunisations. These will be provided for you if necessary. However, you may be removed from clinical practice if you do not complete the course of immunisations and until such time as you are fully protected. Further information about Occupational Health clearance can be found in the [School of Medicine Taught Student Guide](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Occupational-Health-and-Wellbeing.aspx?source=https%3a//leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Forms/ByAuthor.aspx).

### Compulsory Clinical Skills Training

You will also be expected to have attended **compulsory** sessions on, infection control and handwashing, moving and handling, basic life support, health and safety requirements, personal safety and information governance. Failure to attend these sessions could lead you to being withdrawn from practice and may seriously affect your ability to progress on the programme. The above checks are in place to make sure that you are a suitable person to be trusted in a practice or other care environment and to be sure that you and the public are safe.

## Health and Safety

The School of Medicine is committed to high standards of health, safety and welfare and it is departmental policy to improve them and create a safe environment for all our staff and students. Our key objectives are to prevent accidents and injuries, minimise loss and to provide a safe place of work. We are also committed to providing supervision, training and information with regard to safety. Members of the University should have a positive commitment to their own safety and the safety of others. The Policy Statement will be reviewed at regular intervals in order to keep in step with changes in legislation and developments within the unit. This Policy Statement and guidelines are in addition to and should be read in conjunction with the University Safety Handbook and the University Office Safety Manual.

There are specific guidelines that students must adhere to when working within the University. These are summarised below, and further details can be found in the Health & Safety Manual, a copy of which can be obtained from the Programme Leader or found at:

<https://wsh.leeds.ac.uk/policy-strategy/doc/health-and-safety-policy>.

## Personal Safety

Please take time to read the advice on what you can do to help [keep you and your belongings safe.](https://students.leeds.ac.uk/info/10440/staying_safe/)

Generally, any safety procedures must be followed rigorously especially when carrying out practical and project work.

The University and placement provider responsibilities are set out in the LDA. Your specific responsibilities, which you are expected to meet, are as follows:

You will:

* Behave in an effective, safe and reliable way.
* Inform the Placement Provider and the University of any personal factors, health (including mental health) concerns or disabilities that may require specific adjustment(s).
* Attend any briefing sessions given by the University or Placement Provider and familiarise yourselves with any information provided before the placement begins.
* Inform the University of your contact details for the duration of the placement.
* Follow the rules, practices and processes regarding health and safety of the Placement Provider, including any training and instruction that is required.
* Carry out the work specified under the appropriate supervision of nominated individuals of the Placement Provider.
* Inform the Placement Provider of any concerns with regard to health and safety.
* Consult and inform the University of any changes to the conditions of the placement.
* Report any accidents or near misses to the Placement Provider and the University as soon as possible.
* Inform the University if any concerns with regard to Health and Safety that have been raised with the Placement Provider are not addressed.

## General Placement Information

Before you start on a practice placement, you will have clear information about how many hours you are expected to work, daily work patterns and uniform or dress codes. It is your responsibility to make sure that you comply with these. We need to give your name and University email address to a small number of health providers like the NHS who support us in delivery of your programme. These third parties are only to use the information we provide to offer you learning and development, for example Information Governance training.

You are expected to be punctual, neat and tidy when you attend your placement, and you must inform both the University and the placement area if you are going to be absent from any part of your placement. *It is essential that you contact your practice placement at least two weeks in advance to introduce yourself and ensure that you fully understand the expectations re dress code, working hours etc.*

A Practice educator or clinical tutor in your placement area will be responsible for supervising your placement experience. It is the responsibility of the organisation providing the placement to ensure that all health and safety checks have been completed, to monitor your safety and tell the University if there is a risk. It is your responsibility to ensure that you have complied with the policies, procedures and codes of the organisation you are placed with, including health and safety. On the first day of placement in a new area part of the induction process is to conduct a risk assessment, familiarising yourself with the key health and safety aspects of that practice area. You must follow the procedures required by your placement site and ensure that any necessary risk assessments are completed in full.

Your clinical coordinator will be responsible for ensuring that the placement is able to help you to meet the learning objectives set for the experience and that you practise within the limits of your competence with appropriate supervision. If your lecturer practitioner and/or clinical tutor is uncertain that these can be achieved the University should be informed. You too must take responsibility for your actions whilst on placement. If you feel that you have been placed in an unsafe situation, are working beyond your competence or are not adequately supervised, you should inform your practice educator and/or clinical tutor and the University. If in doubt – politely decline to involve yourself in the activity and ask for advice.

You will be visiting areas that use ionising radiation, it is essential that you are aware of how to protect yourselves and the public. It is essential that you take great care in all your work to ensure that you comply with the various rules and regulations. If you are ever in doubt check before proceeding. Failure to do so will result in action being taken, an incident form will be completed and reviewed to determine the appropriate action required (refer to section below with regards to Matters related to perceived unsafe or dangerous practice).

Both the University and your placement organisation have to comply with the Disability Discrimination Act (2005). This means that if you have a disability which could affect the safety of either yourself or others, the University must inform the placement area, and work together with them to ensure that everyone is safe.

Confidentiality is a very important aspect of professional practice. Information concerning individuals which is stored manually or on computers or appears on computer printouts is covered by the Data Protection Act (2018). In addition the Caldicott report (web: [Report on the review of patient-identifiable information : Department of Health - Publications](http://webarchive.nationalarchives.gov.uk/20130107105354/http%3A/www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4068403) makes recommendations about confidentiality which health care professionals are required to adhere to. As a student you will be permitted to see and hear confidential information as part of your involvement with professional practice. You must remember that, at all times, information relating to clients, patients, relatives, carers, visitors, students or other members of staff must not be divulged to anyone other than those employees of the University or the placement organisation who are authorised to receive it in the course of their duties. *You will also be required to successfully complete an annual online information governance session to ensure that you are compliant with NHS requirements for data protection. More details will be given to you near the start of the programme.*

At all times you must adhere to the policies and regulations of the placement organisation. They can request that your placement is stopped immediately if they feel that you are acting inappropriately, have violated their policies or that there is any potential risk to the public. If this happens then the University will thoroughly openly and fairly investigate the situation. This may lead to the ‘health and conduct’ procedure or ‘[Unsatisfactory Work, Engagement, Attendance & Progress Procedure](https://students.leeds.ac.uk/info/10108/attendance_and_absences/660/unsatisfactory_engagement_and_attendance)’ procedure (see [Taught Student Guide](https://students.leeds.ac.uk/info/103552/taught_student_policies_and_procedures/1478/taught_student_guidance)) being used. Both can lead to you being required to leave this programme of studies, and being unable to complete your programme.

### Matters related to perceived unsafe or dangerous practice

As a student you will observe and participate in care with service users. There may be occasions when you observe/participate in practice which you perceive to be unsafe or dangerous practice. It is important that this is brought to the attention of a senior member of the team within the practice area or your programme leader / clinical coordinator.

## Guidance on Practice Placement Expenses

You will be responsible for any expenses you incur in travelling to your academic base (University main campus and when undertaking practice experience. Currently sonography students are not eligible for the learning support fund <https://www.nhsbsa.nhs.uk/learning-support-fund>

## Uniforms

When you are engaged in practice you are usually expected to wear a clean uniform with a University ID badge (you will be provided with a badge holder). Uniforms should be laundered as soon as they become soiled at a minimum of 60oC. In the interests of infection control, uniforms **should not** be worn outside of your placement. Such instances will be taken very seriously as a matter of professionalism and dealt with on a case-by-case basis. You are responsible for cleaning your uniforms and ensuring they are looked after.

The School, provides an appropriate set of uniforms to each student near the start of the course. You will be sent details of how to order your uniform upon commencing the course. You will need to measure yourself and order online.

The uniforms are your responsibility – if any item needs replacing within the period of your course you will normally be required to pay for it. Please contact somarcs@leeds.ac.uk in the first instance.

### Uniform Policy

Students may wear a navy blue or black cardigan or fleece in the clinical areas when it is cold such as at night. However, the cardigan or fleece MUST be removed when approaching patients, undertaking any clinical procedures or at the request of the person in charge of the healthcare team. Each individual trust will have their own restrictions on this, so this information will need to be sought from clinical practice.

## School of Medicine Placements Team

The School of Medicine Placements Team can be contacted at medicine-placements@leeds.ac.uk. The Placements Team oversee the allocation of students to placements. For general information about clinical placements, please refer to the [School of Medicine Taught Student Guide](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Clinical-Placements%28new%29.aspx).

## Trust websites

* [Leeds Teaching Hospitals](https://www.leedsth.nhs.uk/a-z-of-services/radiology/)

# Part 2c: Communication

While you are with us, we will be sharing a lot of information with you to ensure you get the most out of your time in the School of Medicine but importantly you’ll have the chance to talk to us and share your thoughts and views during your study.

## Face to face

We will be speaking with you directly through your programme leaders, programme representatives, personal tutors and of course your student rep. There will be regular catch ups across these groups where you can raise issues directly and get updated.

We will be utilising Microsoft teams for some face-to-face meetings, so please make sure this is downloaded to your phone or computer. However, we will also have a campus presence and be undertaking flexible working, so face to face meetings can be arranged.

## Online and Electronic Communication

We also have a range of online and electronic communications we will be using regularly, via your school email address, Minerva Ultra, the Virtual Learning Environment.

Email Etiquette

The School of Medicine has agreed guidelines for the use of email, which describes, as part of “The Partnership” the shared responsibilities of staff and students when working together as members of a learning community. This outlines what the School expects of you with regards to communicating with staff via email and in turn what you can expect from the School. It should be read alongside the School’s guidance on academic supervision found in the Assessment section.

### What we can expect from each other

* When communicating in the electronic environment students and staff will use their University of Leeds email account.
* When interacting in an electronic environment we will use the same rules of courtesy and conduct that we would expect to find in a face to face or telephone conversation.
* Emails will not be copied to third parties without due consideration of a proper need to do so. However, if a third party is mentioned in an email they will be copied into the correspondence.
* We must all remember that email is a public conversation with another person. The content can be read by anyone along the distribution trail.
* Confidential matters will not normally be discussed by email.
* Email correspondence will maintain a professional approach. Language should be clear and precise. There should be no text speak or use of inappropriate abbreviations. CAPITAL LETTERS and **bold type** should be used with caution as this can be interpreted as SHOUTING.

### What staff can expect from students

* Your emails will include a clear subject heading, ideally with your full name, assessment title and module code.
* Your emails should **be addressed and signed off appropriately**
* Your message will be brief and to the point and should reflect the subject line of the email message.
* You will not use email tutorials in addition to other means of supervision. It will count towards your optional individual tutorial sessions.
* You will check your University email account regularly and will respond when contacted by a member of staff; ignoring an email message is discourteous.

### What students can expect from staff

* Staff will use the “out of office” facility when they are away from their desks for a period greater than one working day. The message displayed will inform you of the staff members period of absence and if appropriate an alternative contact.
* When staff are not “out of office” you will normally receive a response to your email within 2 working days. If a definitive answer cannot be given at this time you will be advised of the date by which a full response will be provided.
* As a general principle you should normally receive a definitive answer to your question within 5 working days for general queries and 7 working days for academic work. **Please remember that feedback for academic work will not be provided within one week of the submission date.**
* As with face to face or telephone contact email supervision it is not an opportunity to give feedback on several drafts in order to have your work pre-marked. The feedback offered does not guarantee you will pass the assessment or achieve a good mark.

The University’s policy on use of computer systems (including email) can be found [here](https://ses.leeds.ac.uk/info/22149/a-z_of_policies_and_key_documents/982/university_computer_systems_ucs_disciplinary_regulations).

## Appropriate behaviour in the learning community

You can help make the School and University pleasant to work in and enhance your student experience by behaving in a professional and responsible manner.

## Use of Social Media - Guidance to Students

The Faculty of Medicine & Health’s Social Media Guidance can be accessed via the [School of Medicine Taught Student Guide](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Student%20Expectations%28new%29.aspx).

## Recording of Taught Sessions

Some of the taught sessions you attend will be recorded to help you with your studies and will be accessible to you through Minerva Ultra. Details of which sessions will be recorded and further information on this process will be included in your module handbook.

Some sessions may not be recorded as these may be a discussion of sensitive information, such as patient cases and imaging procedures.

You must not record a taught session yourself unless you have obtained the consent of the individual leading the activity or have permission from Disabled Students’ Assessment and Support.

## Recording of Meetings by Students

You are not permitted to record a meeting without the consent of the Chair and other people included in the meeting. A request for consent must be made at least five working days before the meeting is due to take place and should be made in writing to the Student Education Service. Only in very exceptional circumstances will consent be given. Usually, consent is only granted where a student has a disability and a recording is necessary as part of the University’s legal requirements to make an adjustment. If a recording is made without the necessary consent, this may lead to disciplinary action. Please note that this applies to academic supervision sessions and meetings with staff, in addition to formal meetings.

## Making your Voice Heard

We are continually trying to improve the student experience and your opinion is therefore very important. You will be asked to participate in on-going evaluation of the programme through module and programme questionnaires and by making your views known to student representatives on the Programme Management Committee.

All comments from students are taken very seriously and are discussed at the module and programme reviews and at the Classified Undergraduate Programme Sub-Committee. Action may be taken by members of the teaching staff in response to constructive comments reporting to the School Taught Student Education Committee.

If you have any strong views about your overall programme or a particular module that you wish to pass on, you can make them known through any of the following: programme management committee, your tutor, the module leader or the programme leader.

With your help we can monitor the quality of the programme and implement changes, as and when required.

### Module Evaluation

At the end of every module, you will be asked to complete a questionnaire giving your views on the lectures, content, delivery, etc. Your comments are carefully considered by the Module Team and form part of the formal review of the module, which in turn informs the annual programme review. Your comments are borne in mind when planning the module delivery for the next session, so it is very important that you let us know what you think.

### Programme Evaluation

Towards the end of each year you will be asked to complete a questionnaire giving your views on the course. Your comments are carefully scrutinised and influence the future development of the programme, so again please take time to complete this.

You will also be asked your views on your higher education experience for the National Student Survey in your final year of study.

The feedback collected from students is analysed and feeds into the School or Faculty’s annual Student Education Action Plan on teaching.

### Programme Management Committee

A student representative from each year group will have a seat on the Programme Management Committee.

The Group meets once each semester and the student representative will be fully involved with discussions and the decision making process and will be given the opportunity to add any items to the agenda on behalf of fellow students.

## Student Representatives

While you are studying with us we give you an opportunity to represent your colleagues, and give a voice to their ideas and issues in a professional environment. As a student representative you will experience first-hand how the School operates. Typically students have used this to build their skills in debate, discussion and influencing, and at the same time gaining insight to management and strategic issues which may arise in the future career.

This is a valuable and meaningful role which can give you a professional advantage when you begin building your career, particularly if you have ambitions for senior positions in management. Being a student representative gives you the chance to ensure that the student voice is heard on a number of committees, from programme level up to School level. It is a responsible position which carries demands on your skills as an organiser and facilitator and communicator, however when applying for jobs, it provides an excellent example of your professional skills and can give you a competitive advantage in interviews.

The School of Medicine and the University welcome the involvement of students on many committees. Examples of such committees are:

* Programme Management Committee (PMC)
* Classified Undergraduate Programme Sub-Committee
* School Taught Student Education Committee (STSEC)

The role of the representative is to:

* obtain the views of appropriate students
* provide a voice for students on matters related to the appropriate committee
* comment on School/Faculty/Professional body documents as required

Student representatives therefore will have to meet with fellow students, circulate information and gather views in order to put forward the views of students. The important point is that the student representative should represent the views of the appropriate student body and not see this role as a way to express personal views.

## Classified Undergraduate Programme Sub-committee

This is the main Committee in the School for teaching and learning relating to classified programmes and will provide the opportunity for students to input ideas into strategic decision making processes. The Sub-committee reports to the School’s Taught Student Education Committee. The School student reps are members of this committee.

# Part 2d: Programme Assessment Information

For details on assessment procedures it is essential that you familiarise yourself with Part 3 of this handbook which is the School Assessment Section.

This includes details on submission, extensions, mitigation, dangerous practice, client and patient confidentiality, plagiarism, cheating, marking criteria, results and feedback

## Academic Integrity

All taught students are required to undertake an academic integrity tutorial and test that can be found in Minerva Ultra. More information can be found via the [School of Medicine Taught Student Guide](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Academic%20Integrity%20and%20Plagiarism%28new%29.aspx?csf=1&web=1&e=6h4Ncc).

## Assessment Access Arrangements

Information about assessment access arrangements, which may be appropriate if you are disabled or you become ill at the time of your exams, can be found via the [School of Medicine Taught Student Guide.](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Help%20and%20Support%28new%29.aspx)

## Assessment Schedule

### Overview of Assessment – Year One

Specific dates for submission of assignments or examination will be identified in module handbooks

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module code** | **Module Name** | **Number of credits** | **Assessment**  | **Week** | **Date** |
| ARCS 1152 | Medical Ultrasound Science 1 | 20 | Exam Semester 1 | 16  | TBC |
| ARCS 1150 | Introduction to Biological Principles of Healthcare | 20 | Exam Semester 1 | 16 | TBC |
| ARCS 1153 | Medical Ultrasound Communication | 20 | 2000 word Case Study | 27 | 31/03/25 |
| ARCS 1121 | Professional Practice for Healthcare | 20 | Essay | 35 | TBC |
| ARCS 1154 | Sono Embryology | 20 | 2000 word Case Study | 34 | 19.05.25 |
| ARCS 1152 | Medical Ultrasound Clinical Practice 1  | 20 | 1500 word Reflective EssayPortfolio | 3639 | 02.06.2527.06.25 |

### Overview of Assessment – Year Two

Specific dates for submission of assignments or examination will be identified in module handbooks

### Overview of Assessment – Year Three

Specific dates for submission of assignments or examination will be identified in module handbooks

## Progression

### Pass Mark

The pass mark for all modules is 40%. A candidate deemed to have passed a module will gain credits for that module according to its credit rating.

**You will only be eligible for 2 attempts for all modules at each level.**

### Professional Practice Modules

All components of the assessment for the professional practice modules must be passed.

The electronic portfolio must be completed to a pass level-including all clinical documentation and assessments. The electronic portfolio is on a pass/fail basis.

All clinical documents must be submitted on time and passed-any that are late or incomplete will be a 1st attempt fail. This will therefore mean the overall module mark is capped at 40, and therefore the mark for the written component will be capped at 40- in line with the School of Medicine code of assessment.

If you are unsuccessful in your electronic portfolio you will be required to repeat the failed components, and you only have 2 attempts.

### Failure to Achieve Pass Grade for a Module

If you fail the summative assessment for a module you will be required on the recommendation of the Classified Undergraduate Programmes Progression and Awards Board to re-sit the assessment. Where an assessment comprises more than one element, you will normally only be required to resit the failed component (arrangements do differ from module to module so please check in the module handbook or with the module leader.) The maximum mark you can achieve for a module on resubmission is the minimum pass mark of 40 for the module.

### Provision for the Progression of Students

The BSc (Hons) Medical Ultrasound Programme is normally to be studied over a 3 year period and should be completed within a maximum of 5 years (inclusive of any periods of leave from the programme).

The Classified Undergraduate Programmes Progression and Awards Board will consider the performance of all students registered to undertake the programme at end of year 1, year 2 and year 3. The Board will consider and make decisions for each result, taking into account any late penalties, and mitigating circumstances as approved and awarded by the mitigation panel.

Students who fail in any assessment in any year and having satisfied the Classified Undergraduate Programmes Progression and Awards Board on re-examination or re-submission can only be credited with the minimum pass mark of 40 for the module.

Students must normally have passed all modules in the current year to proceed/progress into the following year.

**Level 1 to Level 2**

In order to progress from level 1 to level 2, students will normally be required to have obtained 120 credits at Level 1 before they start at Level 2.

Students who fail to achieve 120 credits at level 1 before starting Level 2 will normally be required to temporarily leave the programme. They will be required to complete any outstanding assessment work as an external student at the next available opportunity.  On successful completion of outstanding work they re-join the programme at the point of exit the following year.

**Level 2 to Level 3**

In order to progress from level 2 to level 3, students will normally be required to have obtained 240 credits at Level 1 and 2 before they start at Level 3.

Students who fail to achieve 240 credits at level 1 and 2 before starting Level 3 will normally be required to temporarily leave the programme. They will be required to complete any outstanding assessment work as an external student at the next available opportunity.  On successful completion of outstanding work they re-join the programme at the point of exit the following year.

## Stepping Off Awards

In conformity for the regulations for each programme of study as determined by the appropriate committee empowered by the Senate, the following awards may be awarded:

**Certificate of Higher Education in Imaging Studies** may be awarded to a candidate who has achieved 120 credits at level 1; with either a pass, merit or distinction

**Diploma of Higher Education in Imaging Studies** may be awarded to a candidate who has satisfied any supplementary regulations governing the programme and has achieved 240 credits in the programme (120 at level 1 and 120 at level 2); with either a pass, merit or distinction

It may be possible for a student, through the APL/APEL procedure of the University of Leeds, to transfer to another more suitable programme of study within the University. The programme team will offer support to students who wish to undergo this procedure on an individual basis.

**These step-off (intermediate) awards are not linked to eligibility to apply for registration with the RCT as a sonographer**

# Part 2e: General Information

All new and returning students should have registered on-line for the academic year before starting their course. If you have not already done so, you should complete this as a matter of urgency. If you are unsure what to do, please refer to the guidance available [on this page](https://students.leeds.ac.uk/registration).

Please note that failure to register may affect your ability to continue with your studies.

## Student Card

You must obtain a Student ID card from the University in order to fully complete the registration process. Failure to obtain a Student ID Card may result in your registration with the University being terminated. More information about student cards can be [found here](https://students.leeds.ac.uk/info/21519/official_documentation_and_regulations/848/student_card).

## Returning to study after a break

 If you return to the programme/ module, pastoral and academic support will be identified. For students on programmes leading to professional registration, Occupational Health and DBS clearance will be needed if you have been off the programme for longer than 6 months.

If there are issues related to assessment/progression, the Classified Undergraduate Programmes Progression and Awards Board will make the decisions following recommendations from programme leaders. Personal tutors and academic supervisors will be asked to provide reports.

## Change of Study

### Change of Programme

If you decide to discontinue on your programme and wish to transfer to another, please contact your programme leader. You can also look at the information [available here](https://students.leeds.ac.uk/info/10104/making_changes/650/transfer_to_a_new_programme).

## Teaching Venues

For most of our students, teaching will take place on the main campus of the University. There is a Campus Virtual Map to help you find where Worsley Building is (location of the School of Medicine), click here: <http://www.leeds.ac.uk/campusmap>

The location of lecture halls and classrooms is available via the Central Teaching Space website here: <http://students.leeds.ac.uk/rooms>

Your programme or module leaders will provide you with full details of your timetable with dates and times and this will be posted with the module handbook in the specific Module Information area.

## Lectures

Lectures are traditionally one of the main methods of teaching used throughout the University. Most lectures start at 5 minutes past and ending at 5 minutes to the hour in order to allow students sufficient travelling time between consecutive lectures in different locations. Most lectures are 2 hours long.

When you have your timetable please check the locations of your lectures with the maps above. Some of the lecture theatres are in quite distant parts of the campus - do allow plenty of time to find them on the first occasion!

Note-taking in lectures is a vital skill for all students and you should aim to improve your technique of writing lecture notes. Each module will typically include lecture resources in Minerva (in addition to reading lists) but these should supplement rather than replace the notes that you take yourself. On-line lecture resources are provided so that you can revisit learning beyond the scheduled study period and some are designed to be studied independently. Printed handouts will not be provided although some resources are available to print and annotate as required.

### Mobile phones

Mobile phones should always be switched off when engaged in professional activity, unless they are supporting your learning. This includes all teaching and clinical activities and use of the IT clusters. If you are expecting an urgent call, please agree a suitable arrangement for the use of your phone with the tutor you are working with at the time.

## Small Group Teaching

Several types of small group teaching are used in the School. These include tutorials, practical work, academic supervisions, seminars and workshops. All of them depend on active student participation, and they usually require a degree of preparation. If you are unused to these ways of learning, how they work will be explained to you during the first sessions that you attend.

Workshops are used to support the lectures so that you can work within smaller groups, get feedback on your work and thus monitor your own performance. The workshops will vary widely in style from one module to another but they should give you the opportunity to work with each other and with the members of staff who are there to organise the workshop.

Seminars normally involve one or more students presenting a prepared topic to the rest of the group, thus providing the basis for subsequent discussion.

## Dignity and Mutual Respect

Concerns about any unfair treatment can be raised either with Equality Services or Leeds University Union Student Advice Centre. You will also find guidance on steps you can take in the [University’s Dignity and Mutual Respect Policy](https://equality.leeds.ac.uk/wp-content/uploads/sites/64/2014/03/Dignity-and-respect.pdf) regarding issues such as bullying, harassment, and discrimination. Further guidance is also available in the [School of Medicine Taught Student Guide.](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Reporting%20racism%2C%20sexual%20harassment%2C%20bullying%20or%20other%20hate%20related%20incidents.aspx?source=https%3A%2F%2Fleeds365.sharepoint.com%2Fsites%2FSchoolofMedicineTaughtStudentGuide%2FSitePages%2FForms%2FByAuthor.aspx)

## Students with Disabilities

Information about Disability Services at the University can be accessed via the [School of Medicine Taught Student Guide](https://leeds365.sharepoint.com/sites/SchoolofMedicineTaughtStudentGuide/SitePages/Disability.aspx).

## Making a Complaint

Please refer to [University’s Complaints Procedure](https://secretariat.leeds.ac.uk/student-cases/student-complaints/), however wherever possible do discuss concerns with an appropriate person in the school such as your Programme leader, module leader, personal tutor, the Disability Contact so that we can work together to resolve matters.

## Student Professional Conduct Process

Students undertaking health and social care programmes of study leading to a professional qualification with registration must adhere to the requirements of the relevant statutory regulator that regulates health and social care professionals for that profession. These statutory regulators require evidence from the School of the applicants’ good health and good character prior to registration, authenticating that applicants are capable of safe and effective practice.

It is important that you are aware that any conduct rendering you unfit to practise may result in you being required to withdraw from your programme of study and consequently not gaining the professional qualification or registration for which you were studying.

# Part 3: Classified Undergraduate Programme Handbook

## Introduction

This on-line handbook has been produced to give you the general information required in relation to assessment. It should be read alongside your module handbook, which will give specific assessment detail.

The handbook will be updated as required; therefore it is important that you review the contents before any assessment period to check for any changes.

Please also refer to the [School of Medicine Code of Practice on Assessment](https://students.leeds.ac.uk/info/10111/assessment/1340/code_of_practice_on_assessment_taught_students).

## Assessment Strategy

### Course Work

Course work refers to formative work which may receive verbal and / or written feedback but will not receive a summative mark. Throughout a module you may be given course work to complete. Although this will not contribute to the overall mark for the module you are expected to complete such work. Failure to do so may result in you being excluded from the summative assessment. Please check your module handbooks for specific details.

### Formative Assessment

Formative assessment will be actively encouraged and is seen as a developmental process for you. This will help guide the lecturer and you in monitoring your performance through informed feedback. Problems identified by the formative process can be actively addressed through appropriate remedial work.

Self-assessment and peer assessment will also be encouraged. Please check your module handbooks for specific details.

### Summative Assessment

Summative assessments contribute to the final mark for a module and will indicate the level of attainment you have achieved. A variety of assessment methods are used to reflect the learning outcomes of modules. Specific details are given in the module handbooks.

### Examination

This assesses your ability to apply knowledge and understanding in a specified time. It requires a degree of organisation and demonstrates the ability to present information relevant to the question in a logical way. This requires that you are selective about the information that you choose to present. Examinations may be in the form of essays, multiple-choice questions or short answers.

### Essay / Assignment

This will have a topic focus for which you need to demonstrate knowledge and understanding at specific levels. Guidelines with regard to focus and word limitations will be included in the module handbook.

### Reflective Essay

This will include the provision and analysis of information from a learning journal, diary or log. The essay may include a reflective account of a situation in which you were required to provide evidence of your performance in practice, e.g. video recording or audio tape.

### Seminar Presentation

This refers to the presentation of a subject to your peer group. The presentation should form the basis for discussion and debate within the group. A plan of the seminar and supporting literature must be submitted.

### Oral Examination

This is oral questioning of a candidate by 2 or more assessors; the questions are based on a piece of work that has previously been submitted.

### Teaching Package

A teaching package will comprise materials and resources which can be used to provide specific information to an individual group in order to meet expressed or identified learning needs. The nature and content of the materials or resources will differ according to the identified learning needs of the individual group.

### Assessment of Practice

Assessment of practice may be by: assessment in practice, OSE, OSCE and/or portfolio. Refer to your programme/module handbook for more detailed information. There is a dress code for clinical assessments such as OSCE’s. Please refer to Dress Code for Clinical Placements on Minerva.

## Academic Supervision

The BSc (Hons) Medical Ultrasound programme operates two models of Academic Supervision:

1. Academic supervision for all undergraduate (UG) modules
2. Undergraduate final year project dissertation academic supervision
3. **Academic supervision for all undergraduate and post graduate modules (except final year project/dissertation)**

Academic supervision for all UG modules involves input from the student, module leader and academic supervisor. The spirit of [The Partnership](http://partnership.leeds.ac.uk) provides a clear sense of what students and staff can expect from the process and each other.

* 1. **Who is my supervisor? (refer to Module handbook)**

You will be assigned an academic supervisor at the beginning of each module who may also be responsible for the delivery of some or all of the taught sessions. You will receive clear guidelines related to the module assessment at the beginning of the module which will also be published within the module specific handbook and within an assignment plan which will be posted in the assessment section of the module area in Minerva.

It must be noted that a submission will not always be marked by the academic supervisor.

* 1. **What counts as supervision? (refer to Module handbook)**

The purpose of academic supervision is to help you achieve your potential. The feedback offered does not guarantee that you will pass the assessment or achieve a good mark.

A compulsory group tutorial academic supervision session will be set within the module timetable where you will have the opportunity to share ideas and discuss issues related to the assignment in a group forum with your academic supervisor. This may well be sufficient for many students.

If required, you may then negotiate individual supervision to a maximum of 30 minutes per assignment. Individual supervision can take different forms: face-to-face contact, e-mail, telephone or feedback on a draft. Any of these forms will count as your academic supervision for that assignment.

E-mail supervision *could* include comments in the essay margins of draft work which will then be returned to you in pdf format or feedback in the form of answers to questions. However, remember that your academic supervisor is only able to view and provide specific comment on a maximum of 20% of the overall word count of your final draft work. Please bear in mind that cumulative drafts and/or whole drafts cannot be commented upon.

We recognise that occasionally individual student circumstances may dictate some variation which should be in negotiation with the programme leader (or relevant other member of academic staff).

**Please note: The reading of draft work must reflect and fully comply with the** <http://www.leeds.ac.uk/secretariat/documents/proof_reading_policy.pdf>

* 1. **Content of supervision**

Your academic supervision will revolve around the ideas and plans you have for your assignment.

To assist you in structuring your thoughts, you *may* develop a plan (Appendix A) of the structure and content of your assignment, and which demonstrates achievement of the module learning outcomes. Please note that this is *optional* and *only* for your personal use.

You should take responsibility for your learning and undertake some preparatory work prior to accessing supervision. You are advised to reflect on your strengths and areas for development, and prepare a number of questions to direct your academic supervision sessions (group and individual).

So, when submitting your work for feedback, it is beneficial to identify which parts of your work you wish to receive comments on. Making clear to your supervisor what you think is weakest in your written work, and where you most need constructive comment, would help in obtaining effective and efficient support.

* 1. **When to seek individual academic supervision?**

You should consider accessing academic supervision if you are having difficulty understanding any aspect of the assessment for the module, or if you are in need of assignment guidance, additional to what is delivered during the module.

Please remember that feedback for academic work will **not be provided within 7 working days of the submission date for essays up to 7,500 words**, **and 14 days for assignments with a word count greater than 7,500 words.** To accomplish this, any queries and/or requests for supervision *must* be submitted at least 14 working days for essays, and 21 working days for large assignments, prior to the submission date. (Remember your academic supervisor may have a number of students to give feedback to, and also be a flexible worker, or part time. If you have not negotiated feedback and leave it too late to the deadline you may be too late.)

* 1. **Your Personal Tutor’s role**

Your personal tutor will meet with you to discuss your progress on the programme of study. You should be prepared to discuss your grade attainment and the academic feedback you have received for different module assessments. This will enable your personal tutor to help you identify and access any additional academic support you may find helpful. Your personal tutor will also discuss the academic expectations of your next level of study.

* 1. **Academic Supervision for resubmission**

For essay resubmission attempts you may expect to meet with your academic supervisor once to discuss the feedback comments. Thereafter you may access *one session* of individual academic supervision.

1. **Academic supervision for undergraduate final year project and post graduate dissertation (Refer to Module handbook)**

Academic supervision for the final year project/dissertation:

* Involves input from the student, module leader and academic supervisor. The spirit of [The Partnership](http://partnership.leeds.ac.uk) provides a clear sense of what students and staff can expect from the process and each other.
* Will be available on an individualised student basis and will follow the University key principles on Academic Supervision for Dissertation and Extended Projects and the [Proof Reading Policy](https://www.leeds.ac.uk/secretariat/documents/proof_reading_policy.pdf).
	1. **Who is my supervisor?**
* For the undergraduate final year project, you will be assigned an academic supervisor who has specialist expertise in your chosen discipline, subject area and /or research methodology. This allocation is not negotiable.

You will receive clear guidelines related to the final year project at the beginning of the dissertation module which will also be published within the module specific handbook and in the assessment section of the module area in MINERVA.

* For the post graduate dissertation, the module leader identifies a supervisor taking into account the topic and methodology. This will depend on the availability/workload of the supervisor.

You will receive clear guidelines related to the dissertation at the beginning of the academic year which will also be published within the module specific handbook and will be posted in the assessment section of the module area in MINERVA.

* 1. **What counts as supervision? (Refer to Module handbook)**

The purpose of academic supervision is to help you achieve your potential. The feedback offered does not guarantee that you will pass the assessment or achieve a good mark. Academic supervision for the final year project/dissertation can take different forms; group and individual; via face-to-face contact, e-mail, telephone or other methods. Information sessions will be set within the module timetable where you will have the opportunity to share ideas and discuss issues related to the final year project/ dissertation in a group forum with the module leader.

You are expected to negotiate individual supervision. It is anticipated that you will arrange to meet your final year project/dissertation supervisor regularly (to discuss your project’s aims and research methodology, to confirm the project plan, to monitor progress at the half way point, to review draft sections of the final report). Academic supervision may be accessed to a maximum of 5 hours, if required, for the undergraduate final year project and 10 hours, if required, for the post graduate dissertation depending on the student’s needs.

We recognise that occasionally individual student circumstances may dictate some variation which should be in negotiation with the programme leader (or relevant other member of academic staff).

**Please note: The reading of draft work must reflect and fully comply with the University guidelines on proof reading**

<http://www.leeds.ac.uk/secretariat/documents/proof_reading_policy.pdf>

* 1. **Content of supervision**

Your academic supervision will revolve around the ideas and plans you have for your dissertation. You need to ensure that you are clear about the expectations of the final year project/dissertation and seek guidance as necessary.

To assist you in structuring your thoughts, you should develop a dissertation plan which outlines the structure and content of your dissertation and demonstrates achievement of the module learning outcomes. Please note that this will support you in structuring your thoughts and can be to prepare for your supervision session, your academic supervisor *may* read and/or comment on your plan.

You are advised to reflect on your strengths and areas for development, and prepare a number of questions to direct your academic supervision sessions.

Following an individual academic supervision session, you should submit an electronic version of your supervision report (Appendix B) to your academic supervisor within 7 days of your supervision. Feedback provided during face to face and e-mail supervision needs to be reflected in your supervision report.

E-mail supervision *could* include comments in the essay margins of draft work which will then be returned to you in pdf format. In this case your supervision report needs to contain a summary of the feedback.

E-mail, Teams correspondence, or telephone feedback (rather than face to face) will count towards your academic supervision allowance. Teams may be used for academic supervision meetings but must not be used for sharing documents for comments

Your academic supervisor is only able to view and provide specific comment upon a maximum of 20% of the overall word count of your final draft work. They could also provide further feedback in the form of answers to questions.

So, when submitting your work for feedback, use your analytical skills and identify which parts of your work you wish to receive comments on. This means that you should make clear to your supervisor what you think is weakest in your written work and where you most need constructive comment.

* 1. **When to seek academic supervision?**

Please remember that feedback for academic work will **not be provided within 14 days for final year project/dissertation.** To accomplish this, any queries and/or requests for supervision should be submitted at least 21 working days for final year projects/dissertations, prior to the submission date.

* 1. **Academic Supervision for resubmission**

For resubmission of an undergraduate final year project you may expect to meet with your academic supervisor once to discuss the feedback comments. Thereafter you may access one session of individual academic supervision.

For resubmission of post graduate dissertations you are expected to negotiate individual academic supervision sessions.

**Additional information**

You may find the following University policies helpful:

* The University Proof Reading Policy:

<https://ses.leeds.ac.uk/info/22168/student-support-related-policies/669/proof-reading-taught-components>

* The University Personal Tutoring Policy:

<https://ses.leeds.ac.uk/info/22168/student_support-related_policies/636/personal_tutorials>

* School of Medicine Protocol for the Recording of Meetings and Taught Sessions. NB Recording of academic supervision meetings by students or staff must adhere to the School of Medicine Protocol for the Recording of Meetings and Taught Sessions (please see programme handbook).
1. **Academic supervision and guidance for all students: e-mail etiquette**

**3.1 E-mail academic supervision:**

This guideline for e-mail supervision is in addition to the general guideline for academic supervision and needs to be read alongside this. It is meant to help you navigate your way through electronic academic supervision.

**Main aim of e-mail supervision:**

To ensure that you are prepared for the method of assessment for the module and the marking criteria by which it is judged. It helps you develop ideas and receive constructive criticism.

REMEMBER:

* The feedback offered does not guarantee that you will pass the assessment or achieve a good mark.
* E-mail tutorials are not in addition to other means of supervision; they count towards the total amount of supervision you receive.
* As with face-to-face or telephone supervision, this is not an opportunity to give feedback on several drafts in order to have your work pre-marked.
* Remember that your supervisor may have a number of students to give feedback to. If you have not negotiated feedback and leave it too close to the deadline you may be too late.

**3.2 E-mail etiquette (sometimes referred to as “netiquette”)**:

The Partnership Agreement describes the shared responsibilities of staff and students, working together as members of a learning community. This document outlines what the School expects of you with regards to communicating with staff via e-mail and in turn what you can expect from the School. It should be read alongside the School’s guidance on academic supervision and the University’s policy on e-mail use.

**What we can expect from each other:**

* When communicating in the electronic environment students and staff will use their University of Leeds e-mail account.
* When interacting in an electronic environment we will use the same rules of courtesy and conduct that we would expect to find in a face to face or telephone conversation.
* E-mails will not be copied to third parties without due consideration of a proper need to do so. However if a third party is mentioned in an e-mail they will be copied into the correspondence.
* We must all remember that e-mail is a public conversation with another person. The content can be read by anyone along the distribution trail.
* Confidential matters will not normally be discussed by e-mail.
* E-mail correspondence will maintain a professional approach. Language should be clear and precise. There should be no text speak or use of inappropriate abbreviations.
* CAPITAL LETTERS and bold type should be used with caution as this can be interpreted as SHOUTING.

**What staff can expect from students:**

* Your e-mails will include a clear subject heading; ideally with your full name, assessment title and module code.
* Your message will be brief and to the point and should reflect the subject line of the e-mail message.
* You will not use e-mail tutorials in addition to other means of supervision. It will count towards your optional individual tutorial session.
* You will check your university e-mail, account regularly and will respond when contacted by a member of staff; ignoring an e-mail message is discourteous.

**What students can expect from staff:**

* Staff will use the “out of office” facility when they are away from their desks for a period longer than 1 working day. The message displayed will inform you of the staff members period of absence and if appropriate an alternative contact.
* When staff are not “out of office” you will normally receive a response to your e-mail within 2 working days. If a definitive answer cannot be given at this time you will be advised of the date by which a full response will be provided.
* As a general principle you should normally receive a definitive answer to your question within 5 working days for general queries and 7 working days for academic work.
* *Please remember that feedback for academic work will not be provided within 7 working days of the submission date for essays, and 14 days for assignments with a word count greater than 7,500 words. To accomplish this, any queries and/or requests for supervision should be submitted at least 14 working days for essays, and 21 working days prior to the submission date for large assignments, final year projects and dissertations.*
* As with face to face or telephone contact, e-mail supervision it is not an opportunity to give feedback on several drafts in order to have your work pre- marked. The feedback offered does not guarantee you will pass the assessment or achieve a good mark.

**3.3 Making the most of e-mail supervision:**

* Include a clear subject heading; ideally with full name, assessment title and module code. This helps both you and your academic supervisor to manage electronic files appropriately. Keep the message brief and to the point; it should reflect the subject line of e-mail message.
* Limit your e-mail comments, questions and attachment to one piece of draft work. This helps your supervisor to manage supervision feedback files. Viruses on attachments are a huge concern with electronic communications. Please do not knowingly send an attachment if you know you have a virus on your computer. Contact IT help desk if you are unsure.
* You should contact your academic supervisor to clarify the expected turnaround time of any feedback sought. Your supervisor will tell you when you can normally expect to receive feedback. Importantly this must not fall outside the school regulations; that is the time limit for feedback prior to the submission date for hand-in of work. *Remember that your supervisor may have a number of students to give feedback to and if you have not planned feedback you may be too late.*
* As for any kind of written work, follow the same rules in terms of plagiarism guidance, in both e-mail message and any attachments of your work. You should cite all quotes, references and sources (see [plagiarism web site](http://www.leeds.ac.uk/secretariat/documents/cpffm_procedure.pdf)).

**3.4 Sources used to inform this guidance**

* COLLETT, B. (2007) Getting e-mail etiquette right Professional Manager UK Web sites on e-mail etiquette for students: Universities of Bristol, Liverpool and Northumbria. General e-mail advice on etiquette - Outlook University of Leeds
* USA web site for “netiquette” - Penn State University March 2007.
* Marking Criteria.

## Marking Criteria for Assignments and Presentations

The following guidelines have been produced, giving you the criteria which will be considered by all staff when marking essays. However, it is important to recognise the following points:

**Weighting of the criteria** – the relative importance of the different criteria will vary from one module to another and between different levels of work. Weighting may also vary according to the nature of the particular piece of work. Refer to your module handbook for details

The first grid demonstrates progression of the expected standard from Level 1 to M Level and clearly differentiates the difference between each academic stage.

There are marking criteria for each level of study and also for different forms of assessment: for audio-visual presentations; for video assessments and one for all other forms of assessment.

### Levels Of Expectation by the end of each Level

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Structure and Presentation** | **Content and Knowledge** | **Analysis/Synthesis** |  **Reflection on Practice/Discipline (where appropriate within module assessment)** |
| **Masters** | Excellent ability to structure coherent arguments and present a series of complex issues in aclear and concise manner. Literature used is of scholarly reviews and primary natureDemonstrate ability to undertake and appraise a comprehensive literature search. | Display coherent and comprehensive subject knowledge. Demonstrate a conceptual understanding of a broad range of issues relating to the subject and drawing on relevant experience when appropriate  | Analyse concepts and reframe arguments. Accurate analysis of data and information with some transfer of knowledge into new contexts including use of experience and personal ideas where appropriate Demonstrate excellent ability to critically review theories, processes, solutions and outcomes and considers validity and reliability of such evidence. Display mastery and original thought | Critically reflect on the theories, practice and outcomes. Challenges received opinions and their implications for practice.  |
| **Level 3** | Good ability to structure a coherent presentation dealing with complex issues. Evidence of wide reading and application of the literatureDemonstrate ability to conduct a comprehensive literature search. | Display detailed knowledge and understanding of the subject area. Apply relevant conceptual frameworks, facts, principles and theory to practice accurately  | Use current and contemporary evidence to support arguments. Review significance and limitation of evidence supporting conclusions/recommendations and investigate contradictory information. Reframe arguments and demonstrate some originality. | Ability to reflect on and apply new insights to practice and demonstrate recognition of own limitations |
| **Level 2** | Well structured presentation.Communicates in a written format which provides sound evidence of relevant reading.Demonstrate ability to effectively search appropriate literature. | Discuss key issues accurately and display detailed knowledge and understanding of theory and practice. Apply relevant theory to practice accurately  | Clear discussion of a range of information, analysis of some issues and recognition of the significance of findings | Reflect on practice as appropriate and evaluate personal strengths and weaknesses to enhance future practice.  |
| **Level 1** | Clear, concise presentation which includes an introduction, main body and conclusion.Adheres to academic writing style and grammatical accuracy.Key reference sources used to support text and beginning to use relevant primary reference sources. Conforms to University of Leeds modified Harvard style of referencing | Describe key issues clearly and display understanding of knowledge base. Beginning to apply appropriate theory to practice  | Evidence of accurate and relevant principles described with clarity. Simple argument presented. Able to develop ideas and discuss some relevant issues.  | Begin to reflect on your own strengths and weaknesses with reference to theory and practice  |

### Marking Grids: Written work

**Level 1**

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| **Outstanding Pass** (80 - 100)First class. | Your work demonstrates excellent knowledge and understanding with insight into basic concepts and principles. You concisely present excellent, coherent evidence-based arguments and can identify some original thinking on the subject. Ideas are expanded and you are starting to demonstrate evaluative skills. Your work is presented in an academic format with excellent use of language and a wide range of correctly referenced sources are used and detailed proof reading is evident. Your work is excellent in all aspects so overall this is an outstanding performance at this level. |
| **Excellent Pass** (70-79)First class | You demonstrate a detailed knowledge of theory and understanding of basic concepts which are integrated well in your work. Your discussion is coherent, well focused and supported by relevant literature. You demonstrate an academic style of writing supported by wide appropriate reading, which is correctly referenced. Your presentation indicates excellent sentence construction and accurate spelling.  |
| **Very Good Pass** (60 – 69)  2.1 | You demonstrate a very good accurate understanding of the knowledge base and relevant principles. Your ideas are developed through simple coherent arguments and there is a clear discussion of some relevant issues and principles. Your work indicates good sentence construction and accurate spelling. You appear to have read widely and your referencing is correct.  |
| **Good Pass** (50 –59) 2.2 | Your work is accurate with the description adequately demonstrating factual knowledge of concepts, appropriate terminology and principles. Ideas are organized and clearly presented. Your work has an appropriate structure and your presentation indicates sound sentence construction and accurate spelling. Referencing demonstrates some awareness of the conventions specified but these are not followed consistently. |
| **Pass**(40 – 49) Third class | Your work contains a basic description of the information required with identification of some facts and concepts and some understanding displayed. There is a limited but generally accurate description of key or relevant principles, ideas or information. Your work has an adequate structure and some referenced sources are displayed, however the presentation requires attention and not all parts of your work are adequately supported by the literature. You need to pay more attention to the overall presentation, grammar and spelling and proof reading.  |
| **Fail**(0-39) | Your work does not meet the standard for a pass due to inaccurate information, weak understanding and an inadequate display of knowledge. There is a lack of structure and focus in describing ideas and the content is incomplete or superficial with ideas poorly expressed. Your presentation and use of language and grammar is poor with little evidence of proof reading. A lack of coherence and structure limits the integrity of your work. There is little evidence of wide reading.  |

**Level 2**

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| **Outstanding** First Class(80 - 100) | This is outstanding work that demonstrates a clear, concise and accurately written interpretation of the set task. This is a highly effective and comprehensive answer to the question in which you have read widely and used your own reading to critically develop and inform the work. You demonstrate articulate and thorough critical analysis in which there is detailed awareness of the ambiguities and limitations of the scholarship. You have provided a persuasive, logical, sustained and eloquent argument underpinned with excellent critical engagement using different methodologies. The supporting evidence demonstrates thorough analysis, excellent and clear structure and persuasive conclusions. Referencing conforms to the conventions specified throughout. |
| **Excellent Pass**First Class(70 – 79) | This work is well organised and concisely and accurately written throughout. You have presented an excellent, comprehensive and effective answer to the question showing detailed knowledge and understanding of the topic. You provide a high quality of analysis throughout which is well-articulated, clear and logical in argument and supported by a selection of evidence. Referencing conforms to the conventions specified throughout. |
| **Very Good Pass**2.1(60 – 69) | Your work is well structured and articulated. You have presented a thorough answer to the question, covering all or most of the main points. You demonstrate a detailed knowledge and understanding of the topic with a good understanding of the significance and limitations of the evidence base. There is evidence of wide reading beyond the main texts and you demonstrate good analytical ability to sustain a persuasive argument. Referencing conforms to the conventions specified. |
| **Good Pass** 2.2(50 – 59) | This is a competent answer to the question in which the main points are covered. You present evidence of a broad knowledge of the topic, logical, analytical thinking and use evidence to support your statements. There is some evidence of the ability to distinguish between different arguments though this is not sustained throughout the entire piece. You have read beyond the main texts but there may be/is some over reliance on one or two sources. You have a command of grammar, sentence construction and spelling without significant errors and use appropriate professional language. Referencing conforms to the conventions specified without significant errors. |
| **Pass**Third class(40 – 49) | This is an adequate answer but fails to address some important aspects of the question. A very limited if broadly accurate knowledge and understanding of the material which may include some errors. The information presented is based on only limited reading. There is some evidence of logical, discursive writing and some attempt to distinguish between different arguments in the literature. You present some attempt to support findings with evidence but this is not sustained. There is little evidence of any engagement and application of underpinning theories. Referencing demonstrates some awareness of the conventions specified but these are not followed consistently. Your work displays an adequate structure though there are errors of spelling, sentence construction or grammar. |
| **Fail**(0-39) | The work fails to address the set question. You display a superficial understanding of the main issues and there are gaps in the knowledge of some key aspects with some significant inaccuracies. Your knowledge is based on very limited reading with superficial awareness of the different views in the literature. The work consists of generalizations with little supporting evidence and hence lacks logic and in some places contradictory information. The submission lacks attempt at an analysis, argument and valid conclusions. The work is very poorly presented and contains numerous serious errors, inconsistencies and omissions with limited use of source material. Referencing demonstrates little awareness of the conventions specified. |

**Level 3**

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| **Outstanding Pass** (80 - 100)First class | This is an outstanding piece of work that displays a comprehensive (breadth and depth) knowledge of the subject focus and demonstrates good use of inquiry from a wide range of sources. You have an excellent grasp and deployment of relevant concepts and theories which you present in a coherent, imaginative and innovative way. Your application of theory to practice is excellent and you show an ability to analyse problems in novel ways from a range of different viewpoints and appropriately challenge received opinion. Your analysis of data and information considers the validity and reliability of evidence and provides a thorough investigation of contradictory information. You clearly demonstrate originality of thought and synthesis of new ideas. You demonstrate an excellent ability to structure a coherent presentation of complex issues in a clear, concise and fluent manner. You support your discussion with extensive reference to literature from scholarly reviews and of primary nature*.* Your work is of publishable quality. |
| **Excellent Pass** (70-79)First class | This is an excellent piece of work. You display a well developed and detailed knowledge and understanding of the subject focus gleaned from a good range of sources. You demonstrate a very good grasp of relevant concepts and theories with an appreciation of competing arguments. Your application of theory to practice is excellent and you show an ability to analyse problems from a range of different viewpoints. You analyse data and information well, consider the validity and reliability of evidence presented, can investigate contradictory information and synthesise new and original ideas. You demonstrate a good ability to structure a coherent presentation dealing with complex issues and support your discussion with extensive reading and application to primary sources of literature. |
| **Very Good Pass**(60 – 69) 2.1 | You display an in-depth knowledge and understanding of your subject area from a good range of sources. You utilize appropriate and relevant conceptual framework(s), facts, principles and theories and apply them to your discussion well. You analyse data and information well, consider the validity and reliability of evidence presented and begin to show some originality and logical argument. You communicate in a concise and logical manner adhering to formal styles of academic work with reference to relevant literature to good effect |
| **Good Pass**(50 – 59) 2.2 | You display an acceptable level of knowledge and understanding of key concepts, principles, facts and theories. You demonstrate the capacity to analyse concepts, question theory and practice and reframe arguments though this may have been developed further at times. You show a good understanding of the significance and the limitations of the evidence base. You present a well-structured essay, in which arguments are clearly expressed and appropriate reference to the literature supports the discussion. |
| **Pass**(40 – 49) Third class | You display the minimum acceptable level of knowledge of concepts, principles, facts and theories of subject area. You demonstrate some integration of theory to practice though there is a tendency to describe rather than analyse the main issues. You present a structured argument, showing some clarity of expression and supporting references are evident and appropriate though limited in number. |
| **Fail**(0-39) | You do not demonstrate sufficient evidence of knowledge or understanding of the subject focus. Your presentation of key facts is superficial, lacking depth and detail. You largely fail to apply theory to practice and rely predominantly upon descriptive factual writing with no evidence of discussion of concepts, analysis of issues or ability to critique arguments. This is a poor presentation which lacks focus and direction, fails to address the assessment guidelines set and does not conform to an academic format. Inaccuracies are evident, there is limited evidence of reading, over reliance upon anecdote and/or opinion articles and your work does not conform to the referencing conventions specified. |

### Marking Grids: Audiovisual

**Level 1**

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| **Outstanding Pass** (80 - 100)First class | Your work demonstrates excellent knowledge and understanding with insight into basic concepts and principles. You conciselypresent excellent coherent evidence-based arguments and can identify some original thinking on the subject. Ideas are expanded and you are starting to demonstrate evaluative skills. A good range of key reference sources have been used. Your audiovisual aid is visually stimulating and graphics enhance the text. The content creatively and effectively summarises the topic. Your delivery is well paced, timely and audible and appropriate language and terminology are used throughout your presentation. Your response to questions shows a real depth of understanding. There is insight into your reflection on practice and you can recognise your own strengths and weaknesses and make evidence based suggestions for personal improvement. Overall your presentation is excellent in all aspects of execution so overall this is an outstanding performance at this level. |
| **Excellent Pass** (70-79)First class | You demonstrate a detailed knowledge of theory and understanding of basic concepts which are integrated well into your work. Your discussion is coherent with an excellent discussion of ideas which are well focused and supported by relevant literature. Your audiovisual aid is visually stimulating and graphics enhance the text. Appropriate and concise language is used. The content creatively and effectively summarises the topic. Your delivery is well paced, timely and audible and appropriate language and terminology are used throughout your presentation. You clearly recognize your own strengths and weaknesses when reflecting on practice and relate this to the wider literature to inform future practice. |
| **Very Good Pass**(60 – 69) 2.1 | You demonstrate a very good accurate understanding of the knowledge base and relevant principles. Your ideas are developedthrough simple coherent arguments and there is a clear discussion of some relevant issues and principles. There is a good range of key reference sources used to support your presentation. Your audiovisual aid attracts attention, the text is clear and some appropriate supporting graphics are used. There is a very good introduction and summary of your topic. Your presentation is audible, well-paced and timed. You are able to appropriately respond to the majority of the questions asked demonstrating a depth of understanding. There is evidence of meaningful structured reflection on practice which recognises your own strengths and weaknesses. |
| **Good Pass**(50 – 59) 2.2 | Your work is accurate with the description adequately demonstrating factual knowledge of concepts, appropriate terminology and principles. You use evidence from appropriate sources. Your ideas are organised, clearly and accurately expressed with some discussion of relevant issues. You use appropriate terminology; the text on your audiovisual aid is clear and maintains attention with a limited use of appropriate graphics and evidence of careful planning. Your presentation is delivered with clarity, at an appropriate pace, good overall timing and audibility. You are able to respond to questions which shows understanding of your topic. There is evidence of appropriate reflection on issues from practice. |
| **Pass**(40 – 49) Third class | Your work contains a basic description of the information required with identification of some facts and concepts and some understanding displayed. There is a limited but generally accurate description of key or relevant principles, ideas or information. Your work has an appropriate structure and some referenced sources are displayed. Your presentation is fair but requires attention as the text appears cluttered affecting clarity and your chosen graphics are distracting or missing. Improvements could be made to the summary of your topic. Minor mistakes are evident in your presentation or there is a poor response to questions. You could be more precise with the language used. There are some issues with the pace, overall timing and clarity of delivery but some evidence of thought into planning for the presentation. You did recount experiences with limited reflection. |
| **Fail**(0-39)  | Your work does not meet the standard for a pass due to inaccurate information, weak understanding and an inadequate display of knowledge. There is a lack of structure and focus in describing ideas and content is incomplete or superficial with ideas poorly expressed. Your response to questions is limited with inaccuracies or poor replies. Your audiovisual presentation does not attract attention, the text lacks clarity and graphics are poorly chosen or absent. Your presentation lacks an appropriate pace and is either too fast or too slow, overall timing is poor and at times there are issues with audibility and clarity of your delivery. Limited reference to the evidence base is evident. Little reflection on practice is evident. |

**Level 2**

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| **Outstanding** First Class(80 - 100) | An outstanding presentation which is clearly audible, well-paced with excellent time management. Your text is clear and visually stimulating with a clear introduction and conclusion. A good range of key reference sources are used and your graphics enhance the text which summarises the topic effectively and creatively You demonstrate excellent knowledge and understanding of a range of aspects pertaining to the subject area inclusive of interpretation and application of knowledge. You present an effective argument and logical analysis of information, founded on authoritative sources and identification of a range of valid perspectives. Your response to questions shows depth of understanding and the ability to justify the validity of decisions made in the context of practice whilst evaluating personal strengths and weaknesses*.* |
| **Excellent Pass**First Class(70 – 79) | An excellent presentation which is audible and well-paced with very good time management. Your text is clear and attracts attention with an understandable introduction and conclusion. A good range of key reference sources are used and you use some graphics to support the text which provides a very good summary of the topic. You demonstrate a detailed knowledge and understanding of a range of aspects of the subject area with good interpretation and application of principles inclusive of reasoned argument and analysis of information. You select and evaluate relevant issues and begin to demonstrate critical skills. Your response to questions demonstrates understanding of topic and the ability to evaluate personal strengths and weaknesses. Reflects on practice as appropriate. |
| **Very Good Pass**2.1(60 – 69) | A very good, audible presentation in which the text is clear and attracts attention. You identify key relevant ideas which are described in a clear and accurate manner. There is clear discussion of a range of information, and analysis of some issues. Key references are identified and though the graphics are limited they do support the text. You present a good summary of the topic and demonstrate detailed knowledge of the underlying concepts subject area alongside appropriate application and understanding. There is evidence of evaluative skills and ability to recognize the significance of findings. Your response to questions shows some understanding and you reflect on practice as appropriate showing insight into application. |
| **Good Pass** 2.2(50 – 59) | A satisfactory presentation which provides an appropriate summary of the topic. The text is clear but could be enhanced by appropriate use of graphics to support the text. At times audibility is problematic and the introduction and conclusion are brief/rushed. You demonstrate an acceptable knowledge base, understanding and awareness of a variety of ideas/frameworks and application though there is limited use of key references. Relevant issues are selected and some discussion of a range of information is presented including the application of major theories and comparison of methods. You identify some key areas andcan consider a reasoned argument. There is evidence of selecting appropriate techniques of evaluation and you evaluate the relevance and significance of data. Your response to questions shows some minor errors. You reflect on practice as appropriate and are aware of your personal limitations. |
| **Pass**Third class(40 – 49) | A fair presentation which provides a poor summary of the topic. You do not pace the session well and there are frequent problemswith audibility and clarity. The text is cluttered which affects clarity and the graphics are distracting or omitted. There is some structure evident but overall this lacks precision in the language used. You demonstrate a knowledge base but have not developed ideas well and use minimal key references. The overall tone is descriptive and lacks the depth and breadth expected with only a basic understanding of concepts evident. You outline some important issues and there is some discussion but this is not maintained throughout. There is evidence of attempts at evaluation but this remains poorly expressed and undeveloped. You provide a poor response to questions with some mistakes evident. Reflection is given but this is brief and lacks detail.  |
| **Fail**(0-39) | A poor presentation, focus and structure which does not address the topic. Your pace is too fast/slow and you are under/over time with problems with audibility throughout. The text is unclear and does not attract attention. You use no/very distracting graphics to support the text with no reference to key sources. Your knowledge is unclear/ inaccurate and your understanding is lacking precision of language and terminology with substantial omissions. There is no evidence of discussion attempted within the text with largely anecdotal evidence presented in the form of unsupported insights and sweeping statements/generalizations. You provide a poor or incorrect response to questions. You demonstrate limited evidence of reflection. |

**Level 3**

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| **Outstanding Pass**(80 - 100)First class | This is an excellent presentation You clearly display a comprehensive (breadth and depth) knowledge of the subject focus which demonstrates good use of inquiry from a wide range of sources. You demonstrate an excellent grasp and understanding of relevant concepts and theories which you present in a coherent, imaginative and innovative way. Your application of theory to practice is excellent and you show an ability to analyse problems in novel ways from a range of different viewpoints and appropriately challenge received opinion. Your analysis of data and information considers the validity and reliability of evidence and provides a thorough investigation of contradictory information. You clearly demonstrate originality of thought and synthesis of new ideas. Your presentation includes a clear introduction of achievable aims and a succinct summary of the main points raised to conclude. Your presentation of the main issues is structured in a clear, concise and coherent manner. Excellent use of colour, imagery and graphics further supports the presentation where appropriate. Your verbal delivery is clearly audible, fluent and well-paced and your posture relaxed while maintaining a good level of eye contact with the audience. Your time management is excellent and engagement with the audience appropriate allowing sufficient opportunity for audience participation and questions when appropriate. You support your discussion with extensive reference to literature from scholarly reviews and of a primary nature and your response to questions shows depth of understanding. You competently reflect on the appropriateness of theory, practice and outcomes and demonstrate recognition of your own limitations where applicable. |
| **Excellent Pass**(70 - 79)First class | This is an excellent presentation. You display a well-developed and detailed knowledge and understanding of the subject focus gleaned from a good range of sources. You demonstrate a very good grasp of relevant concepts and theories with an appreciation of competing arguments. Your application of theory to practice is excellent and you show an ability to analyse problems from a range of different viewpoints. You analyse data and information well, consider the validity and reliability of evidence presented, investigate contradictory information and synthesise new and original ideas. Your presentation includes a clear introduction of achievable aims and a succinct summary of the main points raised to conclude. Your presentation of the main issues is structured in a clear, concise and coherent manner. Excellent use of colour, imagery and graphics further supports the presentation where appropriate. Your verbal delivery is clearly audible, fluent and well-paced and your posture relaxed while maintaining a good level of eye contact with the audience. Your time management is excellent allowing sufficient opportunity for audience participation and questions when appropriate. You support your discussion with extensive reading and application to primary sources of literature and your response to questions shows depth of understanding. You reflect upon the appropriateness of theory, practice and outcomes and demonstrate recognition of your own limitations where applicable. |
| **Very Good Pass**(60 – 69)2.1 | You display an in-depth knowledge and understanding of your subject area from a good range of sources. You utilize appropriate and relevant conceptual framework(s), facts, principles and theories and apply them to your presentation well. You analyse data and information well, consider the validity and reliability of evidence presented and begin to show some originality and logical argument. Your presentation includes a clear introduction of achievable aims and a succinct summary of the main points raised to conclude. You communicate the main issues in a concise and logical manner. Very good use of colour, imagery and graphics further supports the presentation where appropriate. Your verbal delivery is audible, fluent and well-paced and your posture relaxed while maintaining a good level of eye contact with the audience. Your time management is very good allowing sufficient opportunity for audience participation and questions when appropriate. You support your discussion with reference to relevant literature and your response to questions shows a good level of understanding. You reflect upon on and apply new insights to practice and demonstrate recognition of your own limitations where applicable.  |
| **Good Pass**(50 – 59)2.2 | You display an acceptable level of knowledge and understanding of key concepts, principles, facts and theories. You demonstrate the capacity to analyse concepts, question theory and practice and reframe arguments though this could be developed further at times. Your presentation is well structured including a brief introduction of aims and summary of the main points raised to conclude. You clearly express the main issues however text does not always attract attention and more use of colour, imagery and graphics may enhance the presentation. Your verbal delivery is generally audible and well-paced and your posture reasonably relaxed while maintaining a good level of eye contact with the audience. Your time management is good and you allow some opportunity for audience questions. You support your discussion with reference to relevant literature and your response to questions shows some understanding of the key facts. You demonstrate some insight into practice and reflection and recognize personal limitations where applicable. |
| **Pass**(40 – 49)Third class | You display the minimum acceptable level of knowledge of concepts, principles, facts and theories of subject area. There is some integration of concepts, facts, principles, theories and arguments in practice though there is a tendency to describe rather than analyse the main issues. Your presentation demonstrates some structure including a brief introduction and summary to conclude, but lacks precision in language at times. The visual presentation is cluttered affecting clarity and the use of colour, imagery and graphics distracting, inappropriate and/or missing at times. Your verbal delivery is not always audible or well-paced, your posture indicates a degree of discomfort and you do not always maintain eye contact with the audience. Your time management is within the limits set and you allow some opportunity for audience questions. Your presentation is supported with minimal key references and your response to questions shows limited understanding of the main issues. You demonstrate some insight into practice and reflection, begin to recognise personal limitations and display safety throughout. |
| **Fail**(0 - 39) | You do not demonstrate sufficient evidence of knowledge or understanding of the subject focus. Your presentation of key facts is superficial, lacking depth and detail. You largely fail to apply theory to practice and rely predominantly upon a descriptive factual content. This is a poor presentation which lacks focus and direction, does not have a clear introduction or summary to conclude and fails to address the topic. The language used lacks precision at times and accounts given are confusing and include inaccuracies. The visual presentation lacks clarity and does not attract attention and the use of graphics to support the text is either lacking or distracting. There are problems with audibility throughout and verbal delivery was either too fast or slow and you fail to adhere to the time limit set. Your posture appears to indicate either discomfort or indifference and you do not maintain eye contact with the audience. Your presentation is not supported with reference to the literature and your response to questions is poor or incorrect. There is no reflection upon practice or evidence of recognition of personal limitations. |

## Examinations

### Date of Examination

Your module handbook will give details of the provisional week in which examinations are expected to take place. For examinations that are organised centrally by the University, it is your responsibility to check your exam dates and times again on the Final Timetable. These are available in November for Semester 1 exams and March for Semester 2 exams (see [Exam Timetable Publication Dates](http://www.leeds.ac.uk/ssc/examdates.htm) to find out when the Final Timetable and Final Timetable with Venues will be made available).

Examinations are normally held between the hours of 9.00 am and 7.00 pm (Monday to Friday) and 9.00 am – 12.30 pm (Saturday). A personal exam timetable for centrally organised exams will be available via the student portal. Some exams may be held online, known as ‘open book ‘ examinations, these will be released within a time frame on Minerva and have an end time with a submission box. You will be informed of which type of examination you will be undertaking in your individual modules.

Some examinations are organised by the School, your module leader will inform you if this is the case and when the examination is due to take place.

### In-person Examination requirements

You must bring your University Student ID card with you to all examinations (both written or oral) and place it on your desk so that it is easily visible by the invigilator. This will be the only form of identification accepted.

You will be permitted to enter the examination room at least five minutes before the time indicated on the timetable. The examination will begin when all students are seated and at the specified time.

**It is your responsibility to check whether or not you are allowed to bring additional materials e.g. a calculator into your examination and to check that the type of calculator you are using is permitted.**

## Resits

Programmes in the School of Medicine charge students to re-sit examinations and resubmit course work.

Therefore if you have to re-sit examinations or resubmit coursework at a 2nd attempt, you will be responsible for the associated re-sit or resubmission fees. You will be sent an email outlining the costs and you must register for the resit or resubmission and pay the fee to be eligible. More Information can be found online and in the Code of Practice of Assessment

## Assignments / Essays

### Presentation Guidelines

* On the front page accurately write:
	+ - your student identification number (as printed on your Student ID Card)
		- your course (module code and title)
		- the date of the assignment
		- the title of the assignment.

**NB**  You must identify your assignment by your student number only (**not** your name) to assist with anonymous marking and the name of the module lead, for example: Sayer\_200912378

* Hard copies must be on A4 paper and you can print on both sides. This also can apply to post-graduate dissertation. Hard copies will normally only be requested for assignments of >3000 words in length to assist in the marking process.
* The assignment must be word-processed.
* Leave at least 2½ cm (1 inch) margin and use size 12 font, Times New Roman or Arial, use double line spacing.
* The assignment should be logically organised with well-defined paragraphs and headings if appropriate.
* Number the pages.
* A word count must be included in the last page of your assignment (overall word count includes all references used in the text).
* Reference list, bibliography and appendices should be included at the end of your assignment. **These sections and footnotes do not constitute part of the word limitation**.
* Always, always keep a copy of your assignment.

### Submission of Assignments / Essays

**Please refer to your module handbook regarding the specific mode of assessment submission.**

All essays / assignments will be submitted electronically.

**Dissertations:** Please refer to your module handbook for information on the submission method for your dissertation.

**Electronic submission must be before 12.00 noon on the submission date. If you fail to submit electronically you will be recorded as a non-submission. Submission made after the deadline may be subject to a late penalty.**

You must adhere to the naming convention required by the School when uploading your assignment. In the “submission title field” please ensure that you put the surname of the marker followed by your 9 digit student ID number e.g. ***Brown\_123456789***. Please note that 5 marks will be deducted if you do not comply with this naming convention.

### Late Submission of Assignments

University rules on penalties for late submission of coursework require 5 full marks to be deducted for **each** calendar day, or part thereof (including weekends and bank holidays) that passes after the date of required submission. The deduction is applied to the mark for the coursework component concerned before any conflation with other marks to give the overall result for the module. If coursework is not submitted by the end of fourteen calendar days following the prescribed deadline, a mark of zero is returned for that component. Penalties will go with the mode of marking e.g. whether main mode of submission is electronic or hard copy.

For Pass/Fail assessments (i.e. assessments which do not receive a numerical mark), any submissions received after the deadline will automatically be treated as a fail.

## Receiving Results and Feedback

Provisional marks and feedback on the strengths and weaknesses of your assignment will normally be available electronically 4 weeks after submission. Your module leader will let you know when the provisional marks and feedback will be available, and an announcement will normally be made via the Gradebook function on Minerva.

You will receive notification of access to the electronic feedback, annotations to your electronic script and the **provisional** mark for your assignment once all scripts have been received back from the external examiner. On the feedback sheet you will see a statement informing you that the mark shown may go up or down and that penalties applied by the Classified Undergraduate Programmes Progression and Awards Board (e.g. following late submissions and over word count), may also result in the mark being reduced. Thus the identified **agreed** mark will be the one you see on the official University results day which may be different to that which you see on the feedback sheet. **It is your responsibility to check the agreed mark. The re-submission date is normally published on the results list.**

It is important to remember that **ratified** marks are those which have been considered by the Classified Undergraduate Programmes Progression and Awards Board at the point of progression or completion, and these are the marks that will ultimately appear on transcripts and be used for classification purposes.

After the Classified Undergraduate Programmes Progression and Awards Board has met and agreed marks have been published you must access your marked assignment electronically, if you haven’t already. **NB** this does not apply to examination scripts however you may be able to access some electronic feedback on your exam performance. The module leader will provide further details. If you submitted a hard copy, again you will need to show your ID and collection by anyone else will not normally be permitted.

Remember that:

* The **provisional** mark is the one you see on your assignment feedback sheet’. This may go up or down at the the Classified Undergraduate Programmes Progression and Awards Board.
* **Ratified** marks are marks which have been considered by the the Classified Undergraduate Programmes Progression and Awards Board at the point of progression or completion and which will appear on any transcript and be used for classification purposes.

### Resubmissions

Students undertaking both undergraduate and postgraduate programmes of study will be permitted to resubmit work in accordance with University regulations. You will be required to submit to a new assessment title if you have been investigated and found guilty of the offence of plagiarism.

If a student submits work of a pass standard that is recorded as a fail due to the application of a late submission penalty, the work can be recorded automatically as a pass but with a capped mark for the next assessment opportunity.

Where an assignment comprises more than one element, you will normally only be required to resit the failed component. The maximum mark you can achieve for a module on resubmission is the minimum pass mark for the module which is 40.

## Assessment Rules and Regulations

### Meeting Assignment Deadlines

If you experience difficulties in meeting the deadline you must seek advice from a member of the module team in advance. Genuine cases of difficulty will be treated sympathetically. It is easier to treat cases of illness or personal difficulty with sympathy if we know about them in good time and well before work is due to be submitted. You may, in exceptional circumstances, be given an extension to the submission date by submitting an extension request. Medical evidence must be provided, if required.

### Exceeding the Word Limit

It is expected that all students will work within the boundaries of the word limit set for assignments. You must declare the word count on the last page of the assignment. This word count includes sources used in the text but not the reference list, footnotes and appendices.

However, if the written work exceeds the specified word limit by 10% or more students will either receive a maximum mark of 40 (undergraduate) or 50 (postgraduate) or be deducted **10 marks** from the total allocated mark whichever is higher. For example, for undergraduate modules, if a student receives a mark of 60 prior to a penalty being imposed then **10 marks** would be deducted resulting in a mark of 50. If a student was awarded a mark of 48 then a maximum mark of 40 would be given. For post-graduate modules, if a student receives a mark of 70 prior to penalty being imposed then **10 marks** would be deducted resulting in a mark of 60. If a student was awarded a mark of 58 then a maximum of 50 would be given.

### Cheating In University Examinations

Cheating in University Examinations occurs when a candidate transgresses any of the following University Procedures governing the conduct of University Examinations. Specifically, candidates shall not:

1. Copy from other candidates or from notes.
2. Introduce specified items (e.g. pencil cases), notes or other unauthorised material (including blank paper) into the examination room.
3. Communicate in any way with other candidates or person(s) except the invigilators.
4. Access sources of information (except as allowed by examiners or the Examinations Officer) or annotate or mark this information (except as authorised by the Examiner).
5. Remove script books (blank or otherwise) from the examination room.
6. Bring mobile telephones or pagers into the examination room;
7. Disobey the regulations relating to the use of calculators.

<https://students.leeds.ac.uk/info/10110/cheating_and_plagiarism/812/cheating_in_exams>

### Penalties

Cheating in University Examinations is treated as an absolute offence. Normally one of two penalties will apply.

1. Repeat, as an external candidate, the examination or all the examinations in the Semester where the incident of cheating has occurred. Where a student is successful in repeating the examination(s), the credit may be awarded but a mark of zero will contribute to the degree classification.
2. Withdraw permanently from the University, without award.

### Appeals

A student has the right to appeal against their result in a University assessment/examination. Before entering the formal appeals process however, students are encouraged to attempt to resolve the issue within the School; only if this proves unsatisfactory should they follow the University’s appeals procedure.

The University Appeals Procedure applies to students registered on taught programmes. An appeal must be made by the student personally and correspondence from third parties will not be accepted.

An appeal can be made against a decision published by the Board of Examiners (and not therefore, a provisional module grade).

A student cannot graduate until their appeal has been concluded, and once a student has graduated, they cannot appeal.

Any student wishing to start a formal appeal must read the procedure in full before beginning their appeal: <https://www.leeds.ac.uk/secretariat/academic_appeals.html>

### Advice and Representation

Students have a right to impartial advice and representation by a third party, such as Leeds University Union. The Student Advice Centre, part of the University Union, provides literature and advice to help explain the appeals procedures and to support students in structuring their case. The Centre can advise on the procedures but will not comment on the content of the appeal.

 Further information is available from: <https://www.luu.org.uk/help-support/about-luu-advice/>

### Ownership of Intellectual Property Generated By Students

**Guidance on use of course-work / assessed work for publication**.

Academic staff are keen to assist and encourage students to produce work of a standard suitable for presentation and / or publication. In many instances, such work will originate from course-work or work submitted for assessment.

Students are reminded that the University owns the intellectual property rights (copyright) on any work undertaken as part of your programme of study or resulting from the use of University resources.  As such, formal approval for external dissemination of work arising from your programme of study with us must be sought from your Programme Leader.

In principle, any benefit arising from dissemination of student generated work should be shared equitably between the student and the University.

As such:

* **the student’s affiliation with the University must be acknowledged** in any disseminated work;
* **members of the teaching / lecturing staff,** who have contributed experience and/or expertise to student learning and have provided formative feedback to improve student work, **should be invited to be formally recognised, in acknowledgement or as co-authors**, of work arising from course-work or assessments on their programmes.

More details can be found in the [University’s Policy on Intellectual Property Rights](https://www.leeds.ac.uk/secretariat/documents/ipr_policy.pdf) and the [University Taught Student Contract](https://students.leeds.ac.uk/info/21519/official_documentation_and_regulations/1263/student_contract_2020-21).

### Client and Patient Confidentiality

**For all pieces of assessed work ensure that you have anonymised your written work. It is your responsibility to ensure that any personal information that could identify a client/service user is removed.**

As a student of the School of Medicine it is important that you integrate theory and practice. The various methods of assessment that you will come across, such as essays, case studies and reflective accounts, will enable you to develop this theory/practice link. Clients'/ service users' confidentiality must be maintained in all assessments. Personal information would include names, addresses, NHS patient number, date of birth and ward/department name details. Clinical areas must not be identified especially if the department /unit or ward is small.

If in any doubt regarding maintaining confidentiality please contact your module leader or academic supervisor. In modules where client/service user consent is required this will be clearly stated in the module handbook.

**The School of Medicine views any breach of client/service user confidentiality extremely seriously. There may also be implications for student attendance in practice and student may be subject to ‘Fitness to Practice’ panel procedures.**

Professional and regulatory bodies, the Department of Health, the Data Protection Act and common law all identify the importance of confidentiality of client /service user information. The contracts which you may hold with an individual organisation will include statements regarding confidentiality and therefore it is your responsibility to make sure that you are familiar with what the law, your host organisation/employer and your professional /regulatory body expects from you.

**Make sure that you carefully proof read your assignments and check all medical images, clinical forms, electrocardiographs etc before handing them in, to make sure that no client /service user details alone or together could identify a client/ service user are included.**

**The following will guide you in maintaining client/ service user confidentiality:**

* Client /service user confidentiality must be maintained at all times.
* Do not describe a person by name, address, hospital number, placement or any other means
* If in doubt speak to your module leader or academic supervisor
* It is **your** responsibility to keep client /service user details confidential

### Dangerous Practice in Assessments – Guidelines

**Definition**

Dangerous practice is defined as any act or failure to act which would result in injury to a client /patient/ service user. Injury in this context refers to physical harm, pain and/or death. Dangerous practice also includes bullying and unkindness to patients /clients and service users.

Unsafe practice is synonymous with dangerous practice

You must not write anything in your assessments that could be viewed as dangerous practice as this could lead to you failing your written assessments. This applies to all levels of work from Level 1 up to postgraduate study.

**Examinations**

Module leaders will identify those questions that **must** be passed, as an incorrect answer would demonstrate unsafe practice, for example questions calculating drugs dosages.  These questions are mandatory pass questions.  Failure in any one of these questions will result in failure of the entire paper, irrespective of how many other questions are answered correctly.

Incorrectly answering a question **not** identified as a mandatory pass question, will result in failure of the individual question only. You may still pass the overall paper provided that you correctly answer a sufficient number of other questions and do not fail any mandatory pass questions.

It is not a requirement that every examination includes a mandatory pass question(s) but there may be many instances where this will occur.

**Written Assignments (e.g. Essays)**

Where a marker identifies written statements that suggest dangerous practice these will be brought to the attention of the module leader. The written material will be considered by a panel of academic staff and this may result in you failing your written assessment. If required you could be invited to meet with academic staff from within the school to discuss your written work.

## Special Arrangements

### Dictionaries and Textbooks

* The use of dictionaries in examinations is not permitted. You are not allowed to take a dictionary of any kind into the examination with you, unless it is specifically stated on the rubric of the examination paper. All examination venues will be supplied with a basic English Language Dictionary that you may request to use by raising your hand and speaking to an invigilator during the examination. Always check with your Module Leader before the examination whether or not you are permitted to take a dictionary into the examination room.
* Please note that electronic translators are **not** permitted. Other books may be taken into the examination room only if specified in the paper.
* **The condition of the dictionary is the responsibility of the user.** Where a dictionary is permitted on the rubric of the examination, the dictionary should not be annotated in any way – to do so will be considered an attempt to cheat. You are responsible for the dictionary you bring to the examination. To claim it is borrowed or second-hand will not be an acceptable defense.

### Calculators

* Calculators may be used except where specifically precluded by the rubric of a particular examination paper. This exclusion may extend to particular types of calculators e.g. graphical calculators and if in doubt candidates should consult the teaching department well in advance of the examination. Miniature information processors for the storing of information are not permitted, and their use will be regarded as cheating. Spare calculators are not provided by the Examinations Office in the event of a breakdown.

### Mobile Phones and Pagers

* Mobile phones and pagers are not allowed in the examination room and their presence will be regarded as cheating

### Sabbaths and Holy Days

* The University endeavours to make special arrangements to avoid holding examinations on a Sabbath or Holy day, but reserves the right to hold examinations on such days if no alternative time is practicable.
* Students who, for religious reasons, are unable to carry out their University work or examinations on a Sabbath or Holy day must give notice of this fact in writing to the Head of School and the University Examinations Officer **by the last Friday in October** of the relevant academic year giving details of the dates on which they will be undertaking religious observance. A form is [available here](https://students.leeds.ac.uk/info/10111/examinations_and_assessment/1274/religious_observance_and_exams).