

**PG Dip Specialist Community Public Health Nursing Health Visiting and
School Nursing Course Handbook 2024-25**



Poem 'A Place With No Pain' can be found on the side of the building on the corner of London Road and Boston Street. Commissioned for the Sharrow Festival it was written by the Chant writers and the people of Sharrow.

*'Many faces, different races
These are the places where nations unite
Colour, vibrancy, people together
This is a place where everyone excites.*

*Look around and celebrate
The community starts within you,
Each voice speaks multicultural words,
Long may it continue*

*A tiny world in miniature
a wonderful melange of cultures,
a superb melting pot of hope for all our futures'.*

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Welcome to Sheffield Hallam University

'Sheffield Hallam University is one of the UK's largest and most diverse universities: a community of more than 30,000 students, 4,000 staff and more than 280,000 alumni around the globe.

Our mission is simple: we transform lives.

We provide people from all backgrounds with the opportunity to acquire the skills, knowledge and experience to succeed at whatever they choose to do.

As one of the UK's largest and most progressive universities, our teaching, research and partnerships are characterised by a focus on real world impact - addressing the health, economic and social challenges facing society today.

We are ambitious for our university, our students, our colleagues, our partners, our city and our region.

Our vision is to be the world's leading applied university; showing what a university genuinely focused on **transforming lives** can achieve'.



A Message from Department Head

Dear Student

I am delighted to welcome you to the Department of Nursing and Midwifery at Sheffield Hallam University.

Public Health Nursing is an exciting and dynamic career where you will create and develop meaningful relationships with your health and social care colleagues as well as the people that you care for. It is also a very demanding profession and requires a level of professionalism and academic endeavour which can at times be challenging. However, by the end of the course we know that you will be prepared with a new range of skills which will equip you for the exciting practice environments.

The staff working on the programme are keen to ensure that you maximise the learning opportunities that you have access to at Sheffield Hallam University and whilst they acknowledge that you are all independent learners they will be available to provide support and guidance to you throughout your study on this course.

I do hope you take time to familiarise yourself with the contents, not only of the handbook but of the module guidance and assessment regulations to ensure that your progress and success is achieved whilst you study with us.

Please do feel that you can contact one of the course team or me should you wish to give feedback on your learning experience.

I hope that this heralds the start of an exciting and rewarding career with lots of opportunities. I am sure if someone had said to me when I was a student nurse that I would have had the opportunities I have, I'm not sure I would have believed them.

I look forward to meeting you during your time in the Department and shaking your hand at your graduation!

Best wishes

Jo Lidster (Head of School of Health and Social Care)

A message from your SCPHN Course Leader

Welcome to the PgDip Specialist Community Public Health Nursing course at Sheffield Hallam University. This course reflects the close partnership between the University and our Practice Learning Partners. The emphasis throughout the course is on equipping public health practitioners with the knowledge and skills to meet the health needs of families. The teaching team has diverse practice, teaching and research experience which will provide a high-quality educational

curriculum. Practice supervisors and assessors are also expert in integrating the theories of public health nursing into practice. We are all committed to supporting your learning and helping you to reach your potential as Specialist Community Public Health Nursing Practitioners. We look forward to teaching you and welcome your feedback.

Pat Day (SCPHN Course Leader)

Your University Experience

The purpose of the handbook

This course handbook should be used in conjunction with your Blackboard course organisation and module sites. It will signpost you to key SHU issues as a student, what we expect of you as a learner and what you should expect of those providing this course.

Our student Charter

Our student charter was developed jointly by the University and Sheffield Hallam Students' Union. It is an example of the working partnership which exists between our staff, students and student representatives. The charter embodies our commitment to delivering a high-quality student experience and sets out the expectations and responsibilities we have for our community of students and staff.

Our student charter -Your University life and environment

A copy of the current University Student Charter can be found [here](#).

Attendance Statement

The University's approach to learning places high value on the active engagement of all students with their peers, teaching staff and other external/professional experts. The University recognises that a high level of attendance contributes significantly to academic achievement, retention, progression, and the successful completion of the course. It also contributes to the enhancement of the quality of the learning experience and the development of core skills such as teamwork and professional communication and behaviour.

The following statement has been agreed to communicate the University's expectations on student attendance and to encourage you to gain the most from the planned learning activities on your course.

It is essential that ***all*** students take responsibility for their learning by engaging fully with their course and that as a minimum, students should:

- Attend punctually all scheduled and timetabled learning and teaching activities and sessions, unless unable to do so for reasons of illness or other extenuating circumstances,
- Engage with and participate in all learning activities,
- Submit all assessments by scheduled hand in dates,
- Attend all scheduled assessments (for example, action learning sets, presentations, exams),
- Reflect on and act on feedback on assessed work,

- Undertake independent learning in support of teaching delivery as directed by academic staff.
- Your funding body may require acknowledgement of your attendance. This information will be provided if and when required.

University Regulations:

As a student at Sheffield Hallam University, you agree to abide by the University regulations upon enrolment to the University. Please note regulations can change during the year and the latest version can be found on SHUSpace under Rules and Regulations, you should therefore read this handbook in conjunction with these Academic Regulations and Student Policies. These can be found online [here](#).

Disclaimer:

While every effort has been made to ensure the accuracy of information contained in this handbook at the time of production, information can change 'in year'. If this is the case these changes will be communicated to you in a timely manner and links are provided where appropriate to sources of current online information.

Looking after you!

The SCPHN course is an intense year. At times you may find things overwhelming. We encourage you to reach out to your Practice Supervisor and Assessor, Link Lecturer or any of the module team, we schedule in 3 Tripartite meetings each year, but please do not wait for these if you are struggling and need one sooner, we are here to support you.

As we would encourage our children, young people and families to do, please practice self-care, be kind to yourselves and seek support as you need, there is more information about the support SHU can offer in the 'how to get the most out of the course' section

Course Information

Course information

This section will tell you where to find information about the course and will give you a brief overview of the modules.

Intranet - SHUSPACE

During your time at the University, you will be using this Virtual Learning Environment (VLE) as a flexible e-learning platform which enhances teaching and learning over the Internet. Shuspace is accessible from home or any Sheffield Hallam University Campus site.

'Your personalised online environment' - Shuspace

The Student Intranet <http://shuspace.shu.ac.uk> provides a full range of information on Learning Support, Student Services, Finance, Rights and Rules. Additionally, it provides access to class timetables, forms, answers to frequently asked questions and course information.

You will be given instructions on how to access and use Shuspace during your Induction, and there is ongoing support available throughout each semester which will also be explained to you on your induction.

You will have been issued with a login account at the time of enrolment. Shuspace is your personalised online environment. It is your route to all of the information and services that the University provides for students.

The teaching team are committed to delivering to the published timetable which can be found on your individual account, accessed through Blackboard. There may be occasions where it is necessary to make changes to the teaching schedule at short notice. The teaching team will endeavour to keep such changes to an absolute minimum. If this occurs students will be notified by an announcement on blackboard, supported by an email to each student affected. It is the student's responsibility to access emails regularly and to check the timetable frequently.

Course Team/Contact Information

Course Leader	<p>Dr. Pat Day PhD, MSc Health Care Ed, BA (Hons), B.Med Sci (Hons), PGCE, PG Dip Research Methods in Social Science, RGN, SCPHN (SN), FPN, Adv. Dip. CBT Collegiate Crescent, S10 2BP Direct Line: (0114) 225 2433 e-mail: p.day@shu.ac.uk</p>
Deputy Head of School of Health and Social Care	<p>Dr Rachael Spencer Registered Midwife Registered Specialist Comm Public Health Nurse - HV</p>
Senior Lecturer	<p>Matt Wilde BSc (Hons), PgDip (x3), RN, SCPHN (HV), FHEA, Community Nurse Prescriber Collegiate Crescent, S10 2BP TEL: 0114 225 2603 Email: m.wilde@shu.ac.uk</p>
Lecturer	<p>Anna Hutchinson Registered Nurse - Adult Registered Specialist Comm Public Health Nurse – HV Registered Nurse Prescriber-V100 Collegiate Crescent, S10 2BP Email: a.hutchinson@shu.ac.uk</p>
Lecturer	<p>Becky Barnes (nee Saunders) Registered Nurse - Children Registered Specialist Comm Public Health Nurse – HV Collegiate Crescent, S10 2BP</p>
Lecturer	<p>Stacey Clapham Registered Nurse - Adult Registered Specialist Comm Public Health Nurse – HV Collegiate Crescent, S10 2BP Email: s.clapham@shu.ac.uk</p>

Commented [SR1]: need to add in scphn qual here. I'd also add in anyone else in the department with scphn quals as contributing to the course team. It will reassure NMC of the academic resource should anything happen to the key people (such as sickness).

Course Overview.

The course will equip you with the knowledge and skills to work with children and young people, their families and carers to improve their health and wellbeing within their own communities. The distinct principles of Health Visiting and School Nursing practice will also be gained through the practice learning experiences, where you will learn how to apply the principles of public health into the roles of school nursing or health visiting supported by appropriately qualified Practice Assessors and Practice Supervisors. You will also be supported by field specific seminars and tutorials by Health Visitor and School Nurse Lecturers. The emphasis is on the development of a pragmatic public health philosophy for family health care encompassing an evidence-based skills set applicable to the challenges of current practice that meets the requirements of the standards of proficiency for specialist community public health nurses (NMC, 2022), and the Standards for post registration programmes (SPRP) (NMC 2022, updated 2023).

Aims of the SCPHN course:

- To enable students to be proficient and autonomous in fulfilling the NMC Standards for Specialist Community Public Health Nurses (2022),
- To equip students to be able to transform specialist community public health nursing practice through research,
- To facilitate development of a philosophy of public health nursing which promotes human rights and addresses inequalities,
- To enable students to promote health and wellbeing across the lifespan,
- To enable students to work in communities to enhance public health services and promote healthy environments,
- To equip students with leadership skills which enable them to collaborate in developing public health services.

Course Level Outcomes for PgDip SCPHN (Main Award)

Course Level Learning Outcomes for Main/Target Award to reflect totality of learning at the end of the course.	
Knowledge and understanding	<p>By the end of the course, you will be able to identify, explain and critically evaluate:</p> <ul style="list-style-type: none"> • Critically evaluate the theory and practice of public health, health inequalities and its impact, • Critically evaluate child and adolescent development and attachment, • Critically demonstrate recognition of the need for interventions to address areas of vulnerability in children, • Critically evaluate collaborative community approaches to enhancing family health, • Critically evaluate health promotion theory and practice, • Demonstrate leadership theory and practice in the context of public health, • Critically evaluate research methodologies, policy and evidence, and its impact on health.
Intellectual Skills	<p>By the end of the course, you will be able to:</p> <ul style="list-style-type: none"> • Make and justify ethically sound professional judgements in the context of collaboration applying to a range of complex situations, • Critically evaluate a range of appropriate knowledge and evidence to support sustainable arguments and draw reasoned conclusions, • Critically evaluate policy and guidance from a variety of local and international settings/sources, • Critically appraise contemporary evidence and its application to practice in a local and/or international context, • Critically reflect upon situations and devise an appropriate course of action.

<p>Subject-specific and/or Professional/ Practical Skills</p>	<p>By the end of the course, you will be able to:</p> <ul style="list-style-type: none"> • Critically assess health needs through an epidemiological approach, • Demonstrate psychological approaches to consultations, • Demonstrate advocacy in support of public health, • Critically construct and deliver parenting programmes and care plans for complex situations, • Demonstrate competence across finance and resource in support of funding, • Demonstrate co-production, interventions and projects with users of service to enhance health, • Demonstrate appropriate professional networking with the multi-agency team and influence decision making.
<p>Transferable/ Key Skills</p>	<ul style="list-style-type: none"> • Communicate effectively with individuals and groups through a variety of media platforms, • Use appropriate skills in the interpretation of research and evidence in the context of your studies, • Demonstrate the self-management of time and resources when working independently and as a member of a group, • Apply problem solving skills and shared decision-making skills to address academic and practice issues, • Critically demonstrate adaptability, autonomy, enterprise and reflective practice, • Critically analyse personal contributions to working collaboratively and relate this to underpinning theories of effective inter-professional collaboration and team working, • Demonstrate the necessary literacy, numeracy, information and computing technology skills to enable safe and effective practice, • Critically demonstrate leadership and management skills to deliver the 0-19 agenda.

Course Philosophy

The philosophy of the course is based on the unique universal role of health visitors and school nurse as specialists in early intervention and prevention of ill health. It is underpinned by the principles of public health. You will focus on targeting the real needs of families and collaborative work to improve health. You will work in diverse communities, many of which are affected by profound inequalities.

To meet the new SCPHN standards, the role of Health Visitors and School Nurses has to change. The focus will be on autonomous, advanced specialist public health nursing practice. The needs of children and young people have changed dramatically since the early days of Health Visiting and School Nursing. The challenges of the modern world have caused pressure and stress on children and young people which have affected well-being. The main issue with this population now is concern with emotional well-being. The Health Visiting and School Nursing service were not set up to deal with mental health and have had to adapt to meet the real needs of children and teenagers. Children's emotional wellbeing is suffering and the extent of mental health issues in the young has reached crisis levels. The Covid 19 pandemic has led to an increased demand for child and adolescent mental health services and psychological wellbeing in young people has deteriorated in these continued difficult times.

NMC Standards of Proficiency

The NMC standard for proficiency changed in 2022, this new course reflects those changes and offers the opportunity for transforming the roles of HV and SN.

[NMC SCPHN Standards of Proficiency \(2022\)](#)

Course Design and Award

The course will focus on the evidence base for what matters to children and young people, whilst aligning to and meeting the Standards of proficiency for Specialist community public health nurses (2022). The course is 50% theory and 50% practice with the opportunity to undertake Alternative Learning Experiences and a minimum of 10 weeks consolidated practice towards the end of the programme (please see your course calendar [here](#) or on Blackboard's organisational site for further information).

The themes will be:

- Therapeutic communication and specialist practice,
- Supporting child and adolescent development,
- Evidence-based practice and interventions to reduce health inequalities
- Promoting environmental health,
- Practice Assessment Document 1 credit.

Trimester 1	Trimester 2	Trimester 3
<ul style="list-style-type: none"> • Therapeutic communication and specialist practice (20 credits) • Supporting parenting, child and adolescent development (40 credits) 	<ul style="list-style-type: none"> • Interventions to reduce health inequalities (40 credits) • Promoting environmental health (20 credits) 	<ul style="list-style-type: none"> • Consolidated Practice only (Full Time Practice)
<ul style="list-style-type: none"> • Practice Assessment Document (1 credit) 		

Award Information and registration

This course leads to the academic award of Post Graduate Diploma Specialist Community Public Health Nursing in Health Visiting or Post Graduate Diploma Specialist Community Public Health Nursing in School Nursing, and professional award, leading to annotation on the NMC register.

Please note, as per NMC Standards for Post-registration Programmes (2023) 5.2: The SCPHN award must be registered with the NMC within five years of successfully completing the programme.

Commented [SR2]: The SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered. This needs stating in student facing documentation.

Failure to do so, will lead to undertaking additional education and training, or gain such experience as specified in NMC standards for the award to be registered.

Module and Assessment Overview

Supporting parenting, child and adolescent development 40 credits Trimester 1

This module will develop the relevant knowledge and skills to facilitate advanced assessment and meaningful communication to deliver evidence-based support for children, young people and families based on identified risks. Building on this, through continuous professional development and critical reflection you will develop the relevant knowledge and skills to lead, influence, and work collaboratively to deliver interventions which enhance family health.

Therapeutic communication and specialist practice 20 credits Trimester 1

This module explores the relevant knowledge and skills required to foster therapeutic relationships and support health across the lifespan through early intervention and prevention to enhance health and emotional wellbeing.

Interventions to reduce health inequalities 40 credits Trimester 2

This module will equip you with the knowledge and skills required to interpret global and national policies, epidemiology and the determinants of health to plan and implement interventions to reduce health inequalities. You will evaluate evidence-based research in practice which will be used to support your decisions in addressing health inequality.

Promoting environmental health 20 credits Trimester 2 & 3

This module explores the relevant knowledge and skills to analyse the effect of the environment on family health, and the development of healthy environments. You will utilise opportunities to enhance environmental health through collaborative working.

Practice Assessment Document 1 credit Trimester 1,2 & 3

The course has an additional 1 credit module in line with Sheffield Hallam University curriculum structures standards which states: "Practice learning modules are multiples of 1 credit and may cross over different trimesters in terms of delivery and assessment. These modules include the assessment of professional competency and do not include academic teaching, learning or

assessment". Completion of the elements of the one credit modules will be recorded in the students' SCPHN Placement Assessment Document. Students must achieve the required Standards of proficiency for SCPHN (2022).

Formative work - A range of ungraded work may be set within your modules which will support development towards the summative (graded) work. Engagement with the formative assessment is expected.

Summative work - For assignment guidance, including presentation of your work and means of submission, please see the module Assessment Brief.

Accreditation

Students **must** pass all modules at a minimum of 50% and Pass their Practice Assessment requirements to apply for their accreditation or either Specialist Community Public Health Nurse SCPHN (Health Visiting) **or** Specialist Community Public Health Nurse– SCPHN (School Nursing) with the NMC.

Learning and teaching strategy

The course will meet the strategic priorities of the university and Hallam Model in terms of embedding the following themes:

- **Engage**

The course will utilise 'learning through working' and 'learning by doing'. There will be opportunities to work with local authorities on environmental health and engage in global health issues through an elective placement. Students will undertake challenging community development projects and work collaboratively to improve health.

- **Challenge**

Achievement on the course will depend on high levels of integration of practice and theory in diverse communities.

- **Collaborate**

Action learning sets will be integrated into the course to reflect joint working in practice and meet local needs. Opportunities to learn collaboratively with other health and social care professionals eg midwifery, early years' practitioners and social workers will be integral. Co-production and collaboration with experts by experience and practice partners will be facilitated.

- **Thrive**

The course will be delivered using a variety of teaching methods including lectures, group work, simulation and presentations. Assessments will equip students with the skills required for advanced specialist practice, with a range of innovative assessment approaches to link theory to practice and meet learning outcome and proficiency requirements.

Students will be supported to engage in the learning experience through targeted opportunities including access to the library, digital learning platforms, academic and student support staff and practice supervisors and assessors.

Student well-being is paramount. Induction activities, academic advisers and student well-being resources will support student mental health.

How to get the most out of your course

Student rules and Regulations can be found [here](#)

Engagement

If you stop engaging with the course, we will contact you in view of support. If there are difficulties then please do contact the Student support officer, module lead or course lead. Alternatively, if you did wish to withdraw then please contact the course lead. If there is continued non-engagement (examples below) you may be removed from the course.

- Attend punctually scheduled and timetabled learning and teaching activities and sessions unless unable to do so for reasons of disability, illness or other extenuating circumstances. This includes face to face and scheduled distance teaching activity (where applicable). Where engagement issues arise relating to a disability students should have reasonable adjustments agreed within their learning contract for managing absence.
- Engage with and participate in all learning activities
- Submit all assessments by scheduled submission dates, in line with the University Assessment Regulations
- Attend all scheduled assessments (for example, in class tests, presentations, exams)

In return you can expect the University to:

- Be transparent about the engagement, participation and attendance data we collect
- Provide guidance for our students on how to use, interpret and act on this information
- Use these data to improve the student support and services we provide
- Ensure we comply with the monitoring and reporting requirements of external organisations such as UK Visas and Immigration and professional, regulatory and statutory bodies

Hallam Help

[HallamHelp](#) will be your first point of call for welfare and support services. You can contact the Hallam Help Point using the hyper link where you will find a range of services and support, including

contact with a Student Support Advisor (SSA)

Get in touch

- Make an enquiry [online](#)
- Live [chat](#)
- X: [@hallamhelp](#)
- Email: hallamhelp@shu.ac.uk
- Phone: 0114 225 2222

Service hours

Phones and chat - 8.45am–5pm, Monday–Friday

On campus - 9am–5pm, Monday–Friday

Student Support Adviser

A Student Support Advisor (SSA) can offer you support and guidance on a variety of topics related to your course or personal wellbeing. In certain circumstance this may feel difficult to seek this support but this is our means of supporting you, so the course isn't an additional worry. You will find the support serves through this 27T[link27T](#) and means of contact. The sooner we know about an issue, the sooner we can support you and do feel free to contact your module or course lead.

Hallam – Assessment 4 Students

- This resource aims to guide you through the assessment and feedback journey, highlighting the detailed guidance, information and resources needed during the academic year. For additional information, please use this [link](#).

Additional Support Needs

Within the University, students' individual learning needs are effectively addressed with discussion and support from their academic adviser and/or member of the course management team. Where a student requires reasonable adjustments, these are considered on an individual basis in discussion with the disability coordinator ensuring students have the maximum opportunity to succeed in theory and in practice.

Sheffield Hallam University 'Disabled Student Support services' provide information, advice and support for all students with disabilities and long-term health conditions. Information about this service is available via the university's [Disabled Student Support page](#).

Many students undertaking placement learning experiences spend a significant amount of time on their placement. Should placement provider staff require advice or information to facilitate the placement learning experience, they should contact the student's link tutor at the University in the first instance. The linking member of staff is supported by the Student Support Adviser and Disability Coordinators for the course.

Academic Integrity

Confidentiality

You are required to remove any organisational names, graphic and Logo's, any reference to specific locality so that the specific practice area cannot be traced. If you are reflecting on people, service users or fellow professionals you have worked with you are again required to completely anonymise the content so that no names are used and there is no information which may make the person identifiable. This can mean that you must change details, but it usually also means that you leave out any distinctive information about an individual which might make them recognisable to someone else.

Referencing

You are expected to use the APA [Referencing](#) style only. A number of Apps and documents can be used to support your referencing. You can find further detail in the [Learning Services](#).

Submitting your work

All coursework will be **submitted online through Blackboard/ Gradcentre, by the submission date and time as stipulated in your assessment statement** which can be found in SHUSpace. Please allow sufficient time to upload documents as this will vary depending on speed and bandwidth, connection, size of file etc. If you have any concerns about completing your coursework on time, please speak to your module leader or contact [Hallam Help](#).

Turnitin

Please use **Turnitin (a text-matching service within Blackboard)**, as an informal means of reviewing assignment submission before you submit to Gradcentre. This allows you to check for paraphrasing for example and make amendments prior to summative submission.

You MUST submit your final piece of work to both Gradcentre and Turnitin.

Submitting work post submission date

- Coursework submitted **within one working day** after the deadline date and time will be accepted but will receive a mark capped at the minimum pass mark. Coursework submitted over 24 hours late without an authorised extension, will be considered a non-submission.* Please note any changes to Assessment regulations that the University may publish.

Feedback release

- All feedback will be given within **15 working days** from the date of assessment as per University regulations unless there are exceptional circumstances, where students can expect and update via Blackboard announcements and an email from the course team.
- In Module Retrieval (IMR) submissions will receive feedback typically 5 working days from the stipulated submission date.
- Feedback and provisional marks/grades on each coursework assessment task will be made available to students through Blackboard. See 'My student Record'. See 'My Grades' after the ratification board.
- Feedback from your formative and summative assessments may take different forms from written to online annotated feedback for example. This may vary within across modules. In this instance the aim will be to both enhance support and expose you to a variety of feedback approaches to enhance your feedback experience.

Extensions and additional support

Extensions where granted, will typically be for 5 working days. Extensions are intended to allow you to complete coursework, rather than start it. Please note that an extension may impact on other supporting assessment interventions.

The request must be submitted at least 24 hours before the assessment submission deadline date. To request an extension, please access [MY Student Record](#) at the top of the My Hallam page. Extensions can be found under the 'Extenuating Circumstances' tab. If you are experiencing difficulties that need more further support, please contact the Student support Advisors via Hallam Help. If you need more immediate support, please do consider contacting the module or course

leads.

If you have a general problem prioritising, or working under pressure, [Study Support](#) can help you develop practical ways to manage your time and workload.

Extenuating Circumstances

The University has a policy on extenuating circumstances that is intended to support you if you experience unexpected and unanticipated difficulties during your time as a student. Such circumstances may adversely impact on your studies and ability to complete assessments on time or complete them to your usual standard. If you find yourself in this type of situation you are encouraged to discuss your situation in confidence as soon as practical with a member of staff. You will then be advised on the best course of action to support you. Further information on the University's policy is available on SHUspace under Rules and Regulations | Illness and Difficult Circumstances. If you wish to put forward extenuating circumstance (extensions request or requests to repeat an assessment attempt), please access 'MY Student Record' at the top of the 'My Hallam' page under the 'Extenuating Circumstances' tab.

Student comments from the course

Messages for you from our previous students:

- “Try to enjoy every moment of being a student, it really does fly. Throw yourself into learning and soak it all in. Breathe when it gets tough because you can get through it! Utilise friendships you’ll made and good luck.”
- “Your Be organised and use your time wisely spend the year making sure you take advantage of all the opportunities you can. Take care of yourself too and make sure you still have things to look forward to in your personal life to keep you sane! paragraph text.”
- “Stick at it, it is a tough course. Perseverance and make the most of your time being a student. Think outside the box when arranging alternative practice and in your own practice make the most of getting to know other local service.”
- “You can do it!! It’s hard but so worth it!! Be organised, it helps! ♥”
- “It feels impossible but it is absolutely NOT! It’s just time management 😊”

Closing Statement



Every day ask yourself ...

"Have I made a difference to child and family health?"