



University of Greater Manchester

School of Health, Science & Society

Professional Behaviour and Values Policy

Issued by the Quality Transformation Unit

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Technical updates of this document take place on an annual basis to reflect changes to the University of Greater Manchester's organisational and management structure and to incorporate earlier, approved amendments to related policies, procedures and regulations.

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Author: Samantha Bulpitt / Anna Ziemer

NAME: Job title Professional Placement Operational Leads

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1. INTRODUCTION

The School of Health, Science and Society is committed to supporting learners to achieve success within their chosen profession. Central to this success is the development and maintenance of professional behaviour, values, and conduct appropriate to working with the public.

The School of Health, Science and Society selects learners whom it believes will demonstrate appropriate attitudes and behaviour from the very start of their professional course. The school's curricula also have specific objectives for professional attitudes and behaviour, together with opportunities to facilitate achievement.

Learners who fail to meet these standards will be offered advice and guidance, but it is important to note that if you persistently display an inappropriate professional attitude or unprofessional behaviour your place on the programme will be reviewed via university processes, in order to protect present or future patients, clients or service users and to comply with the requirements of professional/regulatory bodies (PSRB)

Professional, statutory, and regulatory bodies set explicit standards relating to character, behaviour, and values for those seeking entry to professional registers.

Failure to meet these standards may impact a learner's ability to progress or practise professionally.

This policy provides a structured and proactive approach to identifying, managing, and supporting learners where concerns arise in relation to professional behaviour and values. It aims to promote excellence, provide early support where difficulties are identified, and mitigate the risk of learners falling below the standards expected by the university and relevant PSRBs.

2. SCOPE

This policy applies to all learners within university academia on pre and post graduate programmes that include placements, sporting, social or other activities which affect the well-being, interests or reputation of the university or members of our community whether on the premises, in halls of residence or within practice settings.

3. UNIVERSITY EXPECTATIONS

The following is a list of expectations of student behaviour, failure to follow these expectations may result in university action under the Disciplinary Procedure or the Procedure for the Consideration of Fitness to Study or Practise.

The list is not exhaustive, and the University may bring action due to other unacceptable behaviour.

- Learners are required to comply with staff instructions in accordance with local policy.
- For safety and safeguarding requirements learners must produce their ID card and/or disclose their identity when requested by a member of staff.
- Learner must not allow another person to use their ID card.
- Learners must attend academic sessions on time and not disrupt teaching and learning sessions, exams, meetings, placement activities or the function of any other service or activity of the University.
- Learners must not engage in activity likely to cause injury to themselves or others.
- Learners must always act with honesty and integrity, treating people fairly and without discrimination, bullying, or harassment.
- Learners must be aware at all times of how their behaviour can affect and influence the behaviour of other people.
- Learners must not bring onto or buy illegal drugs on university property or on placement.
- Learners must present themselves for all programme related activities in a sober, neat and professional manner commensurate with the profession they are aiming to join.
- Learners are expected to engage honestly with all members of the university community and not to employ fraud, deceit or deception.
- Learners must not make false, malicious or vexatious complaints or allegations about others.
- Learners must comply with investigation under university procedures and with any penalties imposed.
- Learners must declare to the university where they are the subject of a police investigation, receive a police conviction, caution or other police penalty or be open to any social service involvement.
- Learners must apply the same high standards of professionalism, ethics, and confidentiality on social media as they would in person.
- Learners must never share patient-identifiable information, avoid bringing your profession into disrepute, and maintain clear professional boundaries with service users.

4. ATTENDANCE MANAGEMENT

To be read in conjunction with the University attendance and management policy

Learners are expected to engage with all the activities that constitute their programme of study. This includes:

- Attendance at face-to-face learning activities
- Attendance at synchronous online learning activities
- Engagement with asynchronous learning activities
- Engagement with their personal tutor
- Attendance at clinical placement
- Mandatory training

If a learner cannot attend a learning activity, then they should notify their personal tutor in a timely manner.

As these programmes lead to a professional registration there is an expectation that learners will attend and engage with all **learning activities**.

Attendance and engagement will be monitored by the programme team.

The school recognises that there may be circumstances such as illness that mean a learner is not able to maintain their attendance and engagement and in these circumstances the learner should notify and alert their personal tutor to their circumstances.

The personal tutor will signpost the student to appropriate support and provide advice about their progress on the programme and the use of mitigating circumstances to support the student with assessments.

Learners whose attendance or engagement falls below 80% and who have not completed the appropriate absence notification and communicated with their personal tutor will be followed up by their personal tutor to ascertain if there are any circumstances that are preventing their attendance. Appropriate support and advice will be provided.

Continued non-attendance or engagement may lead to a student not being able to progress on their programme of study as they will not be meeting the standard set out in the programme requirements.

5. RESPONSIBILITIES

Learners

General Attitudes and Behaviours

Ensure your views about a person's lifestyle, culture, beliefs, race, colour, gender, sexuality, age or social status do not prejudice your interaction with patients, staff, or colleagues.

Always be respectful to other learners/staff/patients/ clients /service user.

Inform the School if you have any disability or condition that might affect your studies or pose a risk to patients / clients / service users or colleagues and participate in risk assessments considered necessary to ensure appropriate support is available and reduce risks to yourself and others.

Maintain appropriate standards of dress, appearance, personal hygiene and conduct so as not to cause offence to patients, staff or colleagues, impair your performance, or jeopardise safety and comply with dress codes as appropriate.

Demonstrate probity i.e. integrity, honesty, and trustworthiness in personal, academic and practice settings. This includes both verbal interaction (such as interpersonal relationships) and written activities (including practice documentation and academic assignments).

Attitudes and behaviour towards patients/ clients / service users

Demonstrate respect that encompasses, without prejudice, diversity of background and opportunity, language, culture, and way of life. This includes treating people in a professional manner, politely and considerately, respecting privacy and dignity and respecting their right to refuse to take part in teaching.

To develop appropriate professional relationships, maintaining clear boundaries at all times.

Always make clear that you are a learner and not a qualified practitioner and not give professional advice or recommend treatment unless under the guidance of your practice educator/practice supervisor /mentor.

Make sure it has been agreed for your presence and involvement.

Discontinue interaction if the patient / client / service user indicates a wish to stop.

Treat information about patients / client / service users as confidential and not divulge it to anyone not involved in their care. This principle of confidentiality includes not discussing with other students or professionals outside the clinical or educational setting.

Not abuse trust.

Recognise the limits of your professional competence, scope of practice and role boundaries.

Attitudes and behaviour towards staff

Collaboration, engagement and mutual respect is an expected way of working for all staff and learners within the school

Demonstrate respect for academic, clinical and support staff, and treat them with consideration whether in a taught class, administrative offices, the Library, Skills Lab, IT facilities, clinical or social settings.

Attend all classes and clinical skills sessions on time and if late join at the session after the break to ensure no disruption to the session.

Do not leave early (except by arrangement with the staff concerned); observe safety rules and not behave disruptively.

Notify the relevant tutor, in advance, if possible, of teaching sessions you are unable, for good reason, to attend.

Report absence from the course to personal tutor and to clinical settings, in accordance with the guidance in your programme handbook.

Follow rules and instructions about examinations, by arriving promptly, bringing only permitted materials, and being silent on entering the exam room.

Submit coursework, assignments, practice assessment records, and other documentation as required by the agreed deadlines.

Maintain communication with staff by attending scheduled appointments with personal tutors and initiating additional contact where necessary; responding promptly to requests for information and completing all appropriate forms, including those used to record extenuating circumstances which may affect performance or caused absence from examinations; regularly reading your university e-mail and checking teaching noticeboards;

Participating responsibly in student feedback processes.

Actively engage in remedial work after poor academic or clinical performance/attendance.

Attitudes and behaviour towards learners

Demonstrate respect for other learners that encompasses, without prejudice, diversity of background and opportunity, language, culture, and way of life.

Take responsibility for supporting other learners in academic, practical, and clinical work.

Be prepared to inform an appropriate member of staff if you observe behaviour in colleagues which is at variance with the standards outlined in this document.

In addition to the responsibilities specific to your role as a learner, the University has guidelines about responsibilities which you are also expected to observe.

Take significant responsibility for your own learning, personal development, and well-being, including:

Making yourself familiar with all dates relevant to the course and being available when required for, teaching and assessment attending practice as required.

Complying with the school and practice provider policies and guidance in relation to working hours and shift patterns.

If you attend an online teaching session you are expected to attend with camera on and microphone enabled.

Raising any problems affecting your studies as early as possible and at any stage during your programme with your personal Tutor, programme lead, or other appropriate member of staff.

Completing achievement of practice documentation and coursework on time.

Refrain from all forms of cheating and plagiarism, academic honesty is considered an aspect of fitness to practise.

Take advantage of the support services provided for you if you need them.

Keep the school informed of any changes to your contact details.

Assist in the continued development of the University by letting us know where improvements can be made and by participating in our decision-making processes as appropriate.

Respect the rights and property of all staff, fellow learners, visitors, and those living in the area whose day to day lives do not necessarily coincide with that of learner's life.

Recognise that your conduct and behaviour both on the course and in your personal life reflects on you and the University and undertake to act with consideration and respect for the welfare and interests of your fellow learners and members of the wider community.

Recognise that your conduct and behaviour both on the course and in your personal life can influence your professional standing on the programme.

Programme Team

Raising, receiving, and acting upon concerns relating to learner behaviour in a consistent and timely manner, in line with this policy.

Escalating concerns to the appropriate individual or team, including Programme Leads, Practice Quality Leads, Professional Placement Operational Leads, or the Professional Compliance Team, as appropriate.

Follow the Incident in Practice process (Appendix 1) for all concerns arising in placement settings.

Ensuring concerns are raised promptly where safety may be compromised.

Support learners consistently and appropriately throughout the process.

Monitor absences with academia / placement and escalating continued absence that falls below the 80% threshold to the programme lead, who should arrange to meet with the learner and discuss their progress on their programme of study.

Learners can be interrupted or discontinued from a programme of study if the programme leader feels the attendance and engagement means the learner is not able to meet the requirements of the programme.

Programme Leads

Ensure this policy and its associated processes are embedded within programme inductions.

Oversee the consistent application of the policy.

Maintain a risk register of learners subject to a Professional Behaviour Action Plan.

Provide guidance and support to programme teams as required.

Professional Placement Operational Leads

Provide guidance and support for concerns arising within practice settings.

Monitor and coordinate responses to concerns in collaboration with programme teams and placement providers.

Refer cases to the Professional Compliance Team where appropriate.

Professional Compliance Team

Provide specialist advice regarding professional behaviour, fitness to practise, and regulatory requirements.

Support decision-making relating to escalation under university regulations or PSRB standards.

Professional Compliance Advisory Panel (PCAP)

The overall function of the PCAP is to consider and investigate matters referred to it concerning a student's health and conduct, as directed by:

The University of Bolton's regulations and policies, such as those on attendance, plagiarism, conduct and discipline, and criminal offences (these, for example, may include issues raised by the Disclosure and Barring Service enhanced disclosures and self-disclosures).

The Greater Manchester Incident in Practice procedure, Behaviours Process and Reasonable adjustments in Practise process.

The Advisory Panel may, depending on the circumstances of each case recommend which process to be followed to investigate, review and consider the learners health, conduct and discipline issues (including attendance), and then decide the course of action to be applied about any of the following:

- When a report of unprofessional behaviour or unsatisfactory conduct has been received.
- When a notification of a criminal offence, conviction, caution, warning, or reprimand has been received.
- When a report of unsatisfactory attendance has been received.
- When a student's health is of concern.
- When a student has had to take time out of the Programme for health, attendance or conduct reasons. In such cases, the Advisory Panel will consider the most appropriate point at which the student is permitted to re-join the Programme.
- When a student has appeared before a Fitness to Practise Panel and the Panel has required monitoring/review by the PCAP.

This list gives an indication of the most common grounds for referral to the Professional Compliance Advisory Panel, but it is not an exhaustive list.

The PCAP must manage and maintain comprehensive records about learners giving concern for any reason, in order, if possible, to effect remediation and successful

transition to clinical practice, or if not to provide robust evidence for course termination decisions based upon academic failure (as evidenced from a learners e-portfolio and Personal Tutor reports) or issues of Fitness to Practise. Pastoral support of learners must be kept strictly separate from (but, not in ignorance of) the operation of the PCAP process so that whatever the level of concern and whatever action, disciplinary or otherwise, that may need to be taken, the students continue to be supported in a non-judgmental way.

6. RELATED UNIVERSITY POLICIES AND PSRB STANDARDS

This policy should be applied alongside, and where necessary may precede, the implementation of the following University policies:

- Social Media Policy
- Non-Academic Conduct and Disciplinary Policy
- Attendance and Engagement Policy
- Fitness to Practise Procedure

Full versions are available via the Student Policy Zone:

<https://greatermanchester.ac.uk/student-policy-zone>

PSRBs provide guidance on professional requirements for students, and students are directed to the relevant professional codes of practice and standards as part of their programme.

<https://www.nmc.org.uk/standards/code/>

<https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>

<https://www.basrat.org/standards>

<https://www.socialworkengland.org.uk/standards/professional-standards/>

7. CRITERIA

This policy may be started in response to concerns including, but not limited to:

- Discriminatory behaviour
- Plagiarism
- Attendance management issues
- Cheating or other forms of dishonesty
- Unprofessional behaviour
- Drug or alcohol misuse
- Health conditions that impair safe practice
- Behaviour that poses a risk to the public, colleagues, or the learner
- Concerns may arise in academic or practice-based settings.

8. PROCESS

Concerns about professional behaviour may be raised by:

- University staff
- Practice educators or employers
- Other learners
- Members of the public

Concerns may be reported verbally or in writing and directed to any member of staff, the Professional Placement Operational Leads, or the Professional Compliance Team.

The following steps will normally be taken:

An initial discussion with the learner to establish their account and understanding of the situation.

Collection of relevant evidence and statements, including from practice partners where appropriate.

Review of all information by the Programme Team.

Assessment of severity by the Programme Lead in consultation with the Professional Placement Operational Leads and/or Professional Compliance Team (Appendix 2)

Consideration of previous Professional Behaviour Action Plans when determining outcomes.

9. NEXT STEPS

Where appropriate, concerns may result in:

- Immediate referral under the Academic Misconduct Regulations, Non-academic Conduct and Disciplinary Policy, and/or Fitness to Practise Procedure, including temporary suspension where required.

Where escalation is not deemed necessary:

- A referral to the professional compliance advisory panel can be made (appendix 3)
- A Professional Behaviour Action Plan may be implemented to support the learner development (appendix 4)
- Learners may be required to complete a reflection using approved templates (appendix 5)

APPENDIX 1

Greater Manchester Practice Education Centre of Excellence

Incident in Practice Investigation Process Greater Manchester Provider Organisations

Version 0.4 updated Feb 2026

Risk Level Descriptor Examples (not limited to ...)

Incidents involving/affecting the Learner/Student

Minor	Moderate	Severe
Learner/student witnessed or indirectly exposed; no harm. Examples: witnessed fall; observed event which they may have found distressing ; near miss.	Learner/student involved with minor impact: sharps injury, fluid splash, faint/fall requiring occupational health review and absence from practice, involved in a distressing event	Significant injury or acute distress: high-risk exposure, serious injury or harm to learner/student

Incidents involving/affecting the Person/Service User

Incident occurs; no harm. Examples: near miss corrected/ mistake identified before error occurred - observations inputted incorrectly	Requires review/monitoring: learner/student worked outside scope of practice, medication error (no harm to patient)	Significant harm requiring intervention: escalation failures, unsafe environment contributing to incident
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Incidents involving/affecting staff team

Incident occurs; resolved locally. Example- comment made towards/about staff member or team	Requires review/monitoring: comment/s made by learner/student on social media regarding placement area	Significant harm requiring intervention: comment/s made by learner/student bringing placement area/team into disrepute
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Health and Wellbeing of the Learner/Student

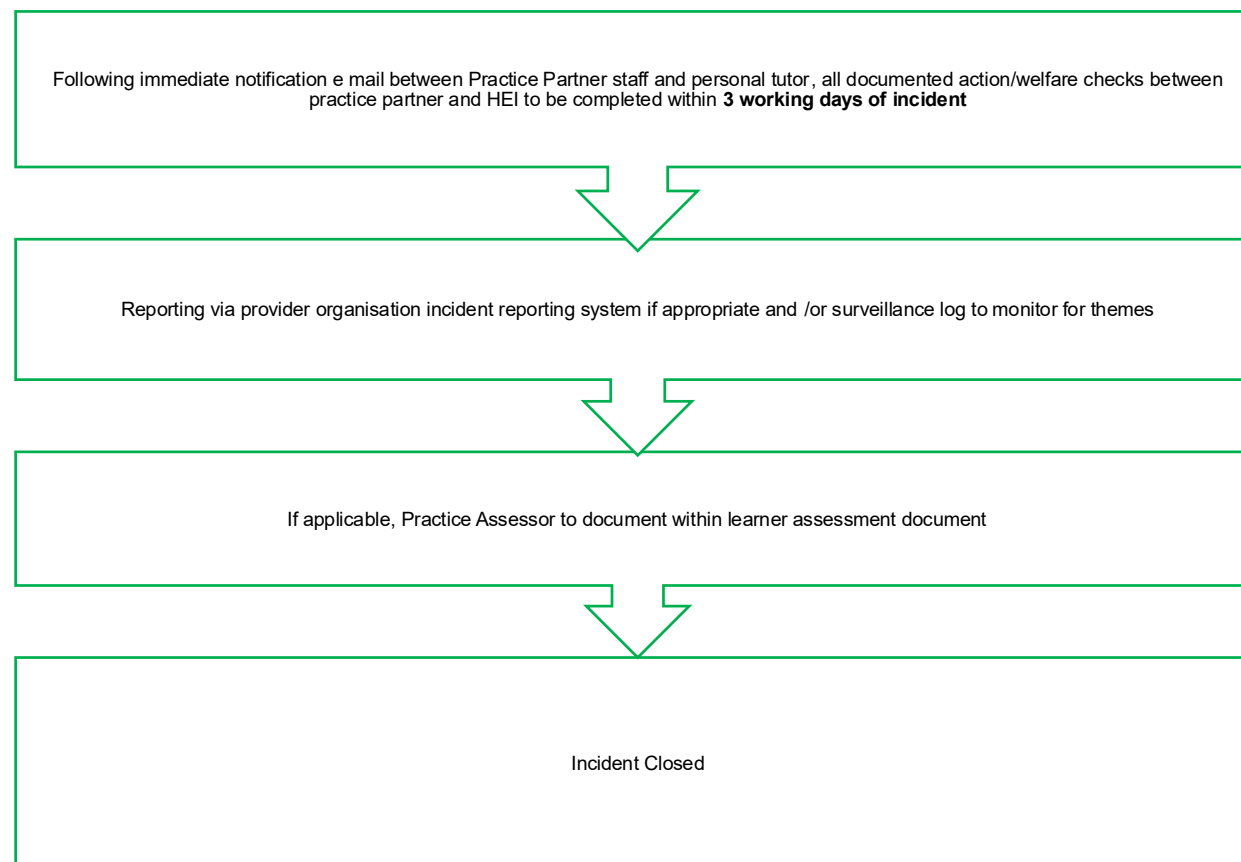
Concern resolved quickly. Examples: learner/student discloses requirement for reasonable adjustments/flexibility due to personal circumstances	Requires support/referral continues to be affected by witnessing distressing event, concerns regarding learners/student's mental health, safeguarding concern	Significant safeguarding risk or crisis: bullying, mental health emergency, disclosure of abuse
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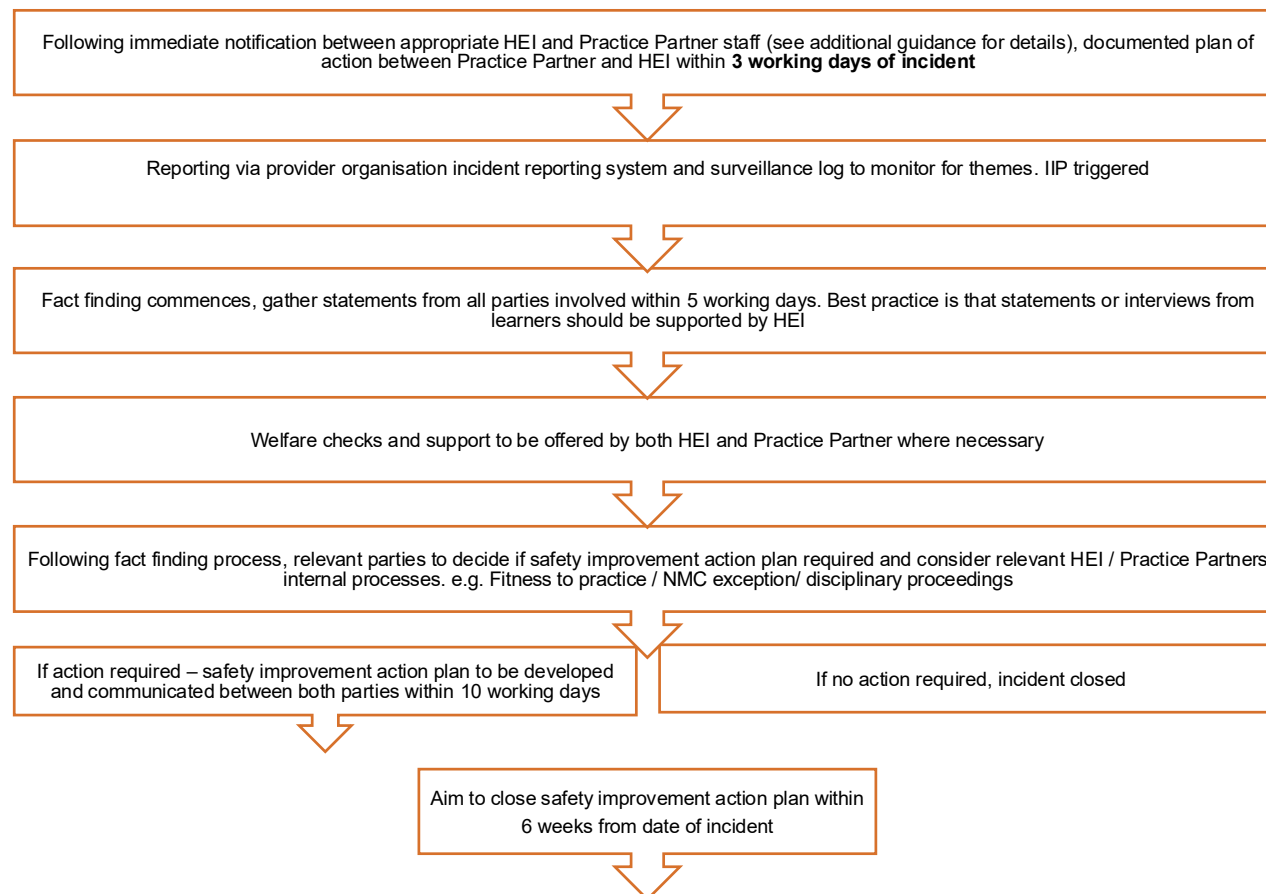
Professional Issues (Learner/Student or Staff)

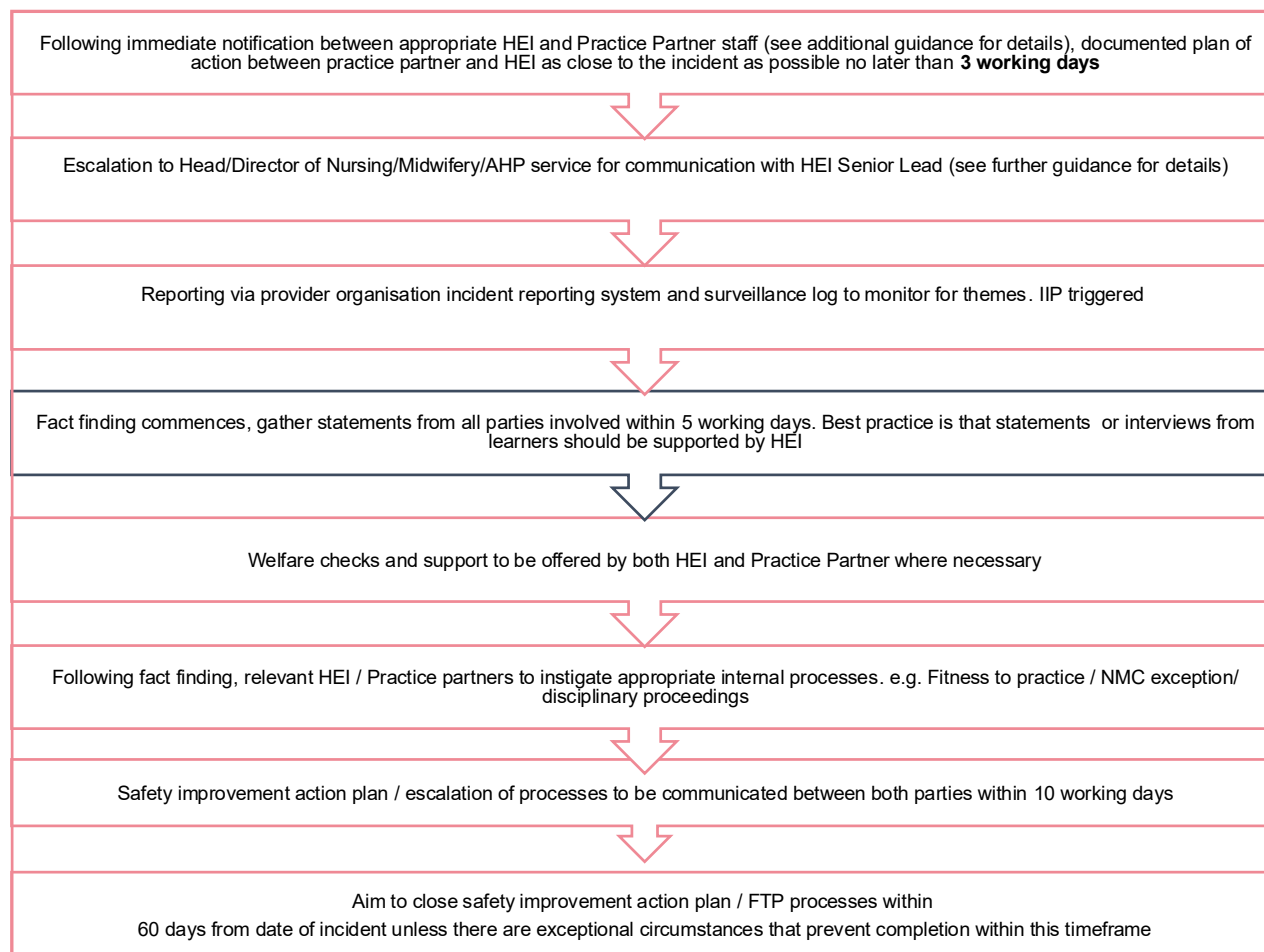
Concern regarding learner/student conduct- non-attendance, adherence to uniform policy, reporting of sickness and absence, unprofessional behaviours	Requires support: confidentiality breach, unclear boundaries, communication concerns, consistent non-adherence to policies/procedures	Formal action needed: serious breach/scope of practice concern, fraudulent documentation, harmful behaviours
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Learning Environment Issues

Low-level concern resolved locally: minor conflict with staff, occasional poor communication	Impacts learning: repeated poor practice, inconsistent supervision, supernumerary status not upheld, negative culture/attitudes and behaviours of staff	Significant concerns: no supervision provided to learner/student due to unsafe staffing levels, harassment/bullying/sexual safety concerns, persistent unsafe practice performed by staff
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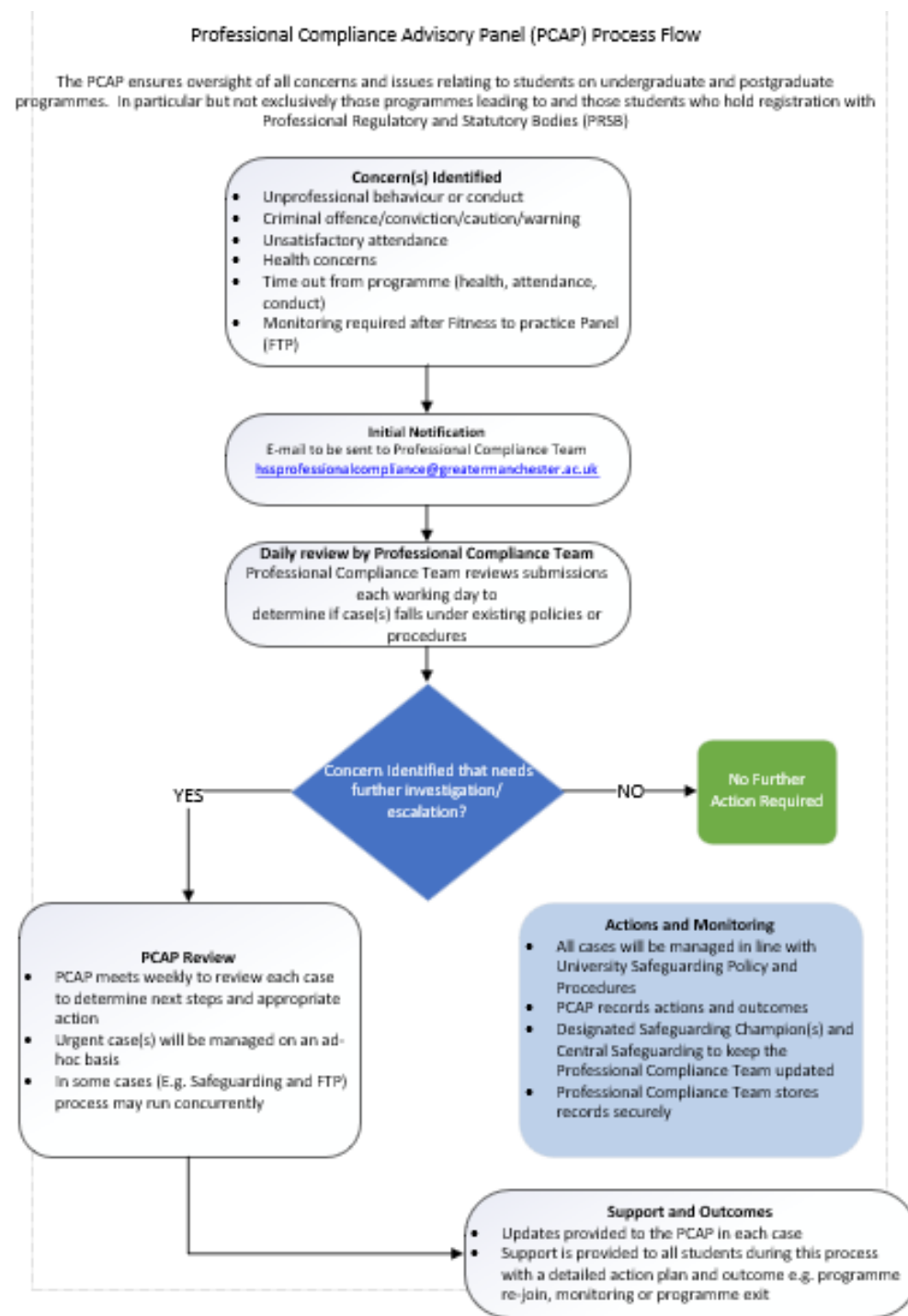


Appendix 2

Escalation process

Stage	Responsible Role	Action	Outcome / Next Step
Issue	Any staff member	Identify and report a professional behaviour issue	Incident logged on to Pulse and progressed for review.
1	Relevant staff / Programme Lead	Complete the initial report and submit it to Programme Lead. Programme Lead meets with the learner to complete an initial Professional Behaviour Action Plan.	Behaviour monitored. Repetition of any issues will trigger further escalation.
2	Lead for school Professional Compliance Lead	If deemed significant, refer to the PCAP process. Panel to review incident history and determine appropriate routes: informal, formal, disciplinary, or Fitness to Practice (F2P).	Programme lead to submit referral form to the PCAP Agreed action route confirmed. Relevant policy followed if F2P.
3	Programme Lead	Where informal action is agreed, complete Professional Behaviour Action Plan and share with learner & Personal Tutor.	Clear actions and expectations communicated. Review date in place.
4	Personal Tutor	Monitor completion of required actions and ongoing professional behaviour.	Progress reviewed and further action taken if required.

APPENDIX 3



APPENDIX 4

Initial Report on Learner Behaviour Issue

Initial Report - (an Issue in Practice Form can replace this if reported via the Escalation of Concerns route)

Student name		Student ID	
Programme		Cohort	
Date of incident		Location of incident	
Personal tutor name		Personal tutor informed (Yes/No)	
Reported by		Date	

Reported to:

Nature of Incident	Description of behaviour
Plagiarism (including inappropriate use of AI)	
Cheating and other forms of dishonesty	
Unprofessional behaviour	
Drug or alcohol misuse	
Health and wellbeing	
Attendance & Engagement	
Other	

Decision by Programme Lead and associated Ops Leads Outcome (highlight as appropriate):

Informal warning and Professional Behaviour Action Plan issued	
Referral to PCAP for decision	
Formal disciplinary process invoked	
Immediate suspension invoked	

Programme lead signature:

Date:

Appendix 4 – Professional Behaviour Action Plan

Learner name:

Date of initial report:

Student ID:

Decision made by Programme Lead:

Description of unacceptable behaviour	Why is behaviour unacceptable (FTP / Code of Conduct)	Potential consequences of repeat behaviour
		University disciplinary procedures / Fitness to Practice hearing
		The University Non-Academic Conduct and Disciplinary Policy and Procedure

	Action To Be Taken	Action Agreed Date	Progress Update	Action Completed Y/N If no, please state reason	Expected Completion Date	Actual Completion Date
1						
2						
3						

Programme Lead signature:

Date:

Learner Signature:

Date:

(Copies to be held by learner and inputted on Pulse)

Appendix 5 Reflective Template

What event or topic are you reflecting on?
<i>Give a brief description.</i> <i>You don't need to give all the details but rather focus on the event itself. Too broad a focus can make it difficult to give the topic the attention it needs and might be hard to give direction to your reflection, especially if you are reflecting in a group setting and everyone will want to make input. Remember to keep things confidential.</i>
Would you call this a positive or challenging event?
<i>What feelings would you use to describe the event? Even when things go right, they can still be challenging. Think about the outcomes of this event and whether you feel they could have been improved.</i>
What happened?
<i>Give a brief description of the event</i> <i>How did you respond?</i> <i>How did your team respond?</i> <i>What did you feel during the event?</i> <i>What did you feel afterwards?</i>
Looking back
<i>Are you satisfied with how you responded?</i> <i>If not, why not?</i> <i>Do you think you worked effectively with your colleagues?</i> <i>If not, what would help effective work in the future?</i> <i>Did you have all the support you needed? If not, what would have helped?</i>
Looking forward
<i>If there is a similar event in the future, would you do anything differently?</i> <i>How will this learning improve your practice?</i> <i>How will this learning be used?</i> <i>Are there lessons to be learned?</i> <i>Did this event help you identify new learning objectives?</i>
Links to relevant Professional Body standard if applicable
<i>HCPC</i> <i>NMC</i> <i>GMC</i> <i>BASRaT</i> <i>Social Work England</i>

Equality Impact Assessment

“The University of Greater Manchester is committed to the promotion of equality, diversity and a supportive environment for all members of our community. Our commitment to equality and diversity means that this procedure has been screened in relation to the use of plain English, the promotion of the positive duty in relation to race, gender and disability and avoidance of discrimination to other equality groups related to age, sexual orientation, religion or belief or gender reassignment.”

Summary – Professional Behaviour and values Policy	
Reference Number:	
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Responsible person	
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