



UBC Vancouver School of Nursing Student Progression Challenges Processes and Levels of Appeal

| Academic Failure | Clinical Failure |
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| <ul style="list-style-type: none"> ▪ Course Leader (CL) determines failure and assigned standing in the course. ▪ CL meets with student to review circumstances and provide feedback. ▪ CL directs student to meet with Academic Advisor to review options for progression in the program. ▪ CL communicates student failure to Program Coordinator (PC) who reviews circumstances, consults with Academic Advisor and reports the matter to the Progressions Committee (Associate Director (AD)) | <ul style="list-style-type: none"> ▪ The Course Leader (CL) in consultation with the Clinical Instructor (CI) determines whether the student is meeting clinical competencies and makes the decision to fail. ▪ Prior to clinical failure the CI provides feedback verbally and in writing to the student identifying the areas requiring improvement. Verbal conversations are summarized and documented in the student's PeP. The CL in consultation with the CI creates an exigency learning plan (ELP) ▪ If a clinical failure is determined the student is informed as soon as possible (i.e. within 24 hrs) ▪ The CL and CI meet with the student to communicate the failure ▪ The CL directs the student to meet with the Academic Advisor to review options for progression in the program. ▪ The CL communicates student failure to Program Coordinator (PC) who reviews circumstances, consults with Academic Advisor and reports the matter to Progressions Committee (Associate Director (AD)) |

- Progressions Committee makes decision regarding student progression in the program.
- AD provides a letter to student outlining Progression Committee decision and conditions for return to program if applicable.
- A student who does not accept decision can make a request in writing to meet with the AD (Undergraduate Program) to review.
- Student is required to consult with the Academic Advisor regarding resources/support needed.

Appeal Procedures

Students who feel that requests for consideration have not been dealt with fairly by their [Course Leader \(CL\)](#) take their concerns first to the [BSN Program Coordinator](#), then if necessary the [Associate Director Undergraduate Programs \(AD UGP\)](#), and finally the office of the [Director of the School of Nursing](#).

A student may access UBC Resources ([Centre for Accessibility \(CFA\)](#), [Counselling Services](#), [Student Health](#), & [Enrolment Service Advisors](#) and/or consult with the [BSN Academic Advisor](#) at any time.

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| <ul style="list-style-type: none"> • A student who disagrees with their assigned standing is encouraged to first discuss the matter informally with the course leader(s) of the course. The Program Coordinator may also be consulted to seek reasonable resolution. • If the matter remains unresolved following the initial conversations with the CL and the Program Coordinator, and the student believes that some or all of the material contributing to the assigned standing has been incorrectly evaluated, the student may apply for a Review of Assigned Standing. In this case UBC Enrolment Services will provide the student with the final decision after the appeal process is concluded. Students should note there is a fee for this service and the assigned standing (final grade) of the course being reviewed may go up, down or remain the same. Refer to UBC procedures for Review of Assigned Standing in a course. • Students who wish to protest decisions relating to their academic studies may do so. The protest should be made initially as near the source of difficulty as possible, presumably a Course Leader or Program Coordinator, and progress to the AD UGP and then to the Director. Refer to UBC procedures for Senate Appeals on Academic Standing | <p>Levels:</p> <ol style="list-style-type: none"> 1. The student submits a request in writing (email or letter) to the AD UGP to request a review of the BSN progression Committee Decision. This request includes the student's rationale for the request and their availability for an in person meeting. <ol style="list-style-type: none"> a. AD summarizes their meeting in writing and any final decisions (if appropriate) in a letter sent to the student after the meeting. The letter is included in the student's School of Nursing academic record. 2. If the student is not satisfied at Level 1 they may submit a request in writing to the Director of the School of Nursing to request a formal appeal of an academic decision. This request includes the student's rationale for the appeal and their availability for an in person meeting. <ol style="list-style-type: none"> a. The Director adjudicates the appeal and informs the student in writing of the final decision. The letter is included in the student's School of Nursing academic record. 3. If the student is not satisfied at level 2 they may initiate a formal appeal as per UBC Vancouver Academic Calendar – UBC Senate Appeals Committee on Academic Standing adjudicates the appeal. Refer to UBC procedures for Senate Appeals on Academic Standing <ol style="list-style-type: none"> a. The Senates' decision is final. The outcome is recorded on the student's academic record at UBC. |
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UBC Vancouver School of Nursing Student Progression Challenges Processes and Levels of Appeal

Other circumstances for student Progression Challenges – refer to applicable SoN policy <https://nursing.ubc.ca/undergraduate-program/policies-procedures>

Academic Concessions

Students may seek academic concessions for unforeseen events or conflicting responsibilities. Given the set curriculum (timing and sequence) and nature of the professional program the School of Nursing may not be able to comply with all such requests especially where academic or professional standards and integrity of the program could be compromised.

Academic Concessions is not the same as [Academic Accommodations](#)

- Students should make every effort to arrange their schedules so as to avoid as much as possible any conflicts with course and program requirements.
- Students are also required to discuss with their course leader at the start of each term, or as soon as a conflicting responsibility arises, any concessions or accommodations that may be requested.
- Students seeking academic concession must submit their request in writing to the [Course Leader \(CL\)](#). The CL may consult with the [Program Coordinator](#) prior to any final decisions.
- If the concessions are required beyond one course or term the request in writing must be made to the Program Coordinator.
- The student may be asked to provide documentation in support of their request.
- The student will be required to sign a non-disclosure agreement if the concession is for the deferral of an exam.

Voluntary Withdrawal

- Students wishing to withdraw from the BSN program must make a request in writing and obtain approval from the [Associate Director Undergraduate Programs](#).
- In accordance with UBC policies and regulations the student must meet with the School of Nursing [Academic Advisor](#) to discuss withdrawal decisions and seek support or access to resources as may be required.

When the withdrawal is approved the academic record will show the date of withdrawal and a standing of 'W' in all courses that are not completed on that date <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,46,102,0>

Withdrawal for unsatisfactory (unprofessional) performance

The School of Nursing reserves the right to require a student to withdraw from the BSN program if, in any academic or clinical practice context, the student does not adhere to the principles embedded in UBC Policies, School of Nursing policies and guidelines, the Canadian Nurses Association Code of Ethics, and BCCNP Professional Standards. Refer to School of Nursing policy [Progression and Advancement in the BSN Program 2017](#)

Student Review of Undergraduate Examinations (refer to related School of Nursing and UBC Policy)

Students make their request in writing to the Course Leader who will make every reasonable effort to arrange an exam review. The purpose of this exercise is purely pedagogic and distinct from a [Review of Assigned Standing](#).