

## Programme Specification

### Programme title: BSc (Hons) Clinical Practice

Academic Year:	2019/20
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	<p><b>BSc (Honours) Clinical Practice</b></p> <p>[Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p><b>BSc Clinical Practice</b></p> <p>[Framework for Higher Education Qualifications (FHEQ) level 6]</p>
Programme accredited by (if appropriate):	
Programme duration:	4 years part-time
UCAS code:	
QAA Subject benchmark statement(s):	N/A
Date last confirmed and/or minor modification approved by Faculty Board	April 2019

**Please note:** This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

## Introduction

The BSc (Hons) Clinical Practice award allows students, employed in healthcare in the UK, who already hold a higher education health care award at level 4, level 5 or level 6 to ‘top-up’ to BSc (Hons) level. The award is part of the multidisciplinary Specialist Skills and Post Registration Development (SSPRD) Framework within the Faculty of Health Studies. The SSPRD Framework enables students to undertake an individualised programme of study to meet their needs and their employers’ needs to achieve a named award such as the BSc (Hons) Clinical Practice. Students may also choose to undertake a single module or combination of modules.

The Faculty of Health Studies is a major provider of education and training for individuals working within the health, social, independent and community/voluntary sector organisations across the Yorkshire and Humber Region and wider. The Faculty focus is on excellence through knowledge, practice, research, leadership and management and aims to support the future sustainability of individuals through lifelong learning and improved employability. Supporting individuals also influences the future sustainability and adaptability of service delivery and individual organisations.

The SSPRD framework offers a structure that allows students to choose from a large portfolio of modules. The modules are presented in themed areas representing employment practice or work-based disciplines. The majority of named award pathways, including the BSc (Hons) Clinical Practice, have a combination of core and optional modules. The choice of optional modules will be based on individual professional development needs and students will be guided by a tutor from the University and the student’s employer.

The student’s programme of study and the collection of modules chosen will contextualise student learning while addressing the aims and learning outcomes for the programme which are outlined in the next section of this document. For example, the core module, Research Appreciation and Dissemination, will enable students to shape their own focus of study within the module’s aims and learning outcomes by applying the principles to their own professional/ employment area.

The flexibility offered by the framework will enable students to take forward their current experience whatever their area of work in collaboration with the University of Bradford.

## Programme Aims

The programme is intended to:

A1	Provide a flexible educational framework that is vocationally relevant, which meets students’ professional development needs, as well as the organisational needs of employers.
A2	Focus upon areas of specialisation within the student’s professional field and to develop their research and reflective skills and theoretical and policy

	awareness.
A3	Develop the student's abilities to become a self-directed learner who is motivated to sustain and advance their own professional learning and develop the confidence to support the professional development of colleagues
A4	Develop understanding of the effects of health inequalities and the diversity of experiences and their effects on health and wellbeing
A5	Develop skills and knowledge to improve practice, identify and propose solutions to practice problems and plan, implement and evaluate practice.
A6	Provide a framework within which the curriculum, where required, meets the regulatory needs of professional bodies such as the NMC, HCPC, RPSGB.
	<b>The core research module</b>
A8	Develop an understanding of the theories underpinning research including the importance of ethics within research and the ability to demonstrate how the findings can influence practice.

The framework offers the flexibility for students to design their own pathway and the learning outcomes outlined below are contextualised within the learning outcomes of the modules that students study.

### **Programme Learning Outcomes**

To be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

- LO1 Critically evaluate and integrate key concepts, values and ethics to solve problems relevant to their professional field, informed by knowledge at the forefront of their discipline.
- LO2 Design, sustain and present complex information, concepts, analysis and argument clearly and in a variety of formats for different audiences.
- LO3 Assess, plan, implement and evaluate the quality of care delivered as an on-going and cumulative process and take responsibility for setting or monitoring and evaluating standards for the provision of care within an area of practice.
- LO4 Deploy accurately established techniques of analysis and enquiry within their own discipline.
- LO5 Manage their own learning, reflect upon and create opportunities for personal development for themselves and, where appropriate, others in their workplace including the education of colleagues.

LO6 Work effectively in a team enabling services users, family members, support workers and interprofessional teams to participate in plans and decisions that affect them

*Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:*

LO7 Apply methods and techniques to review, consolidate, extend and apply knowledge and understanding to initiate and carry out a project or to develop approaches to care.

LO8 Critically evaluate arguments, concepts, assumptions and data to make judgments, frame questions and achieve solutions to a problem, demonstrating the skills required to exercise initiative and personal responsibility and to make decisions in unpredictable contexts.

LO9 Demonstrate conceptual understanding of aspects of research and advanced scholarship in their own discipline and the limits, uncertainty and ambiguity of knowledge.

These learning outcomes are compatible with the Framework for Higher Education Qualifications (FHEQ, 2014).

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at least 300 credits and achieved the award learning outcomes.

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes

The curriculum may change, subject to the University's programme approval, monitoring and review procedures, not all modules will be delivered in each academic year.

FHEQ level	Module Title	Type (Core or Option)	Credits	Study period	Module Code
6	Research Appreciation and Dissemination	C	30	1 or 2	RES6002-C
6	Advanced Communication Skills	O	30	Subject to timetable	NUR6015-C
6	Supporting Those Facing Loss: an interdisciplinary approach	O	30	Subject to timetable	NUR6019-C
6	Symptom Management in Life Limiting Illness	O	30	Subject to timetable	NUR6020-C
6	Applied Knowledge and Skills for Management of the Critically Ill patient	O	30	Subject to timetable	NUR6021-C

6	Applied Pathophysiology and Pharmacology in Acute and Long-Term Conditions	O	30	Subject to timetable	NUR6022-C
6	Cancer - Understanding Treatment, Management and Care	O	30	Subject to timetable	NUR6023-C
6	Competency Based Learning in Clinical Practice	O	30	Subject to timetable	NUR6025-C
6	Evidence Based Diabetes Care	O	30	Subject to timetable	NUR6027-C
6	Haematology & BMT - Understanding Treatment, Management and Care	O	30	Subject to timetable	NUR6028-C
6	Urgent Care (Minor Illness and Injuries)	O	30	Subject to timetable	NUR6038-C
6	Physical Assessment and Clinical Decision-Making Skills	O	30	2	NUR6039-C
6	Clinical Examination and Case Management (Skin Cancer) (Level 6)	O	30	Subject to timetable	PRP6015-C
6	Support for Learning in Practice - Blended Learning (Level 6 - 10 Credits)	O	10	Subject to timetable	PRP6020-A
6	Cervical Screening (Level 6)	O	30	Subject to timetable	REH6001-C
6	Community Nurse Prescribing (Level 6)	O	20	Subject to timetable	PRE6002-B
6	Prescribing for Healthcare Professionals (Level 6)	O	30	Subject to timetable	PRE6004-C
6	Independent Study*	O	10	Subject to timetable	HES6001-A
6	Independent Study*	O	20	Subject to timetable	HES6002-B
6	Independent Study*	O	30	Subject to timetable	HES6003-C

\*This option will only be available to students who have approved RPL or have undertaken a 10-credit module at the University of Bradford, as part of the approved programme to supplement pre-existing academic credit. Students will only be permitted to complete one independent studies module.

## Learning and Teaching Strategy

The programme is informed by the principles of the University Curriculum Framework and the values of the Faculty of Health Studies which are for teaching and learning to be: Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. The student's programme of study will expose them to a range of different research informed teaching, learning and assessment strategies required to achieve the learning outcomes. To a degree these strategies will be dependent on modules studied, however student-centred approaches to learning are a feature of the modules and students will be expected to take responsibility for their learning as they develop their academic skills.

There are a number of approaches to module delivery and these include block attendance, study day attendance, work-based learning, distance learning and blended learning. When devising their study plan students will be informed regarding which delivery methods are utilised for which module and in which semester their chosen modules are being delivered. Students will also be informed about dates and times of compulsory attendance at the university and (or) practice placement.

The aims of the teaching and learning strategies have been designed so that students will be given the opportunity to develop theoretical and experiential understanding (Programme LOs 1, 4, 7, 9), advance their knowledge and critical thinking (Programme LOs 2, 8), and to develop a range of skills appropriate to their professional field and workplace setting (Programme LOs 3, 5, 6). The modules nested within the Faculty wide framework offer students the capacity to acknowledge and build upon the knowledge and skills they may have acquired through previous learning experiences including those in the work place. Students will also receive feedback on their progress through tutorials, seminars and academic supervision.

The modules reflect the Faculty of Health Studies Research Informed Teaching Strategy. Students may experience these different strategies and learning and teaching methods across their choice of modules which may include any number of the following:

- Lectures: to a group of students where research informed information will be presented and discussed whilst informed by the core values.
- Facilitated seminars and group discussion: where learning will be through the interpretation and critical application of information and group learning
- Tutorial: where a small group of students reflect and discuss issues related to their learning
- Use of Web based virtual learning environments: such as Canvas, to access information and to interact with other students undertaking group work or developing wikis.
- Directed reading: where set reading may be recommended
- Self Directed learning: Where students are expected to develop their own learning by identifying areas of interest and areas in which knowledge needs to be developed.
- Undertaking a research module which is shaped by the students own self-directed learning needs and the learning outcomes at BSc level.

Students will be expected to develop an autonomous learning style and become self-directed as a learner.

## **Assessment Strategy**

Students learning will be assessed formatively throughout their programme of study, feedback will be given in seminars and tutorials, following 'mock exams', academic supervision and by e-mail.

Students will be assessed against the learning outcomes and programme aims through the use of a range of different assessment techniques which may include one or more of the following approaches:

1. Written essay
2. A reflective Case study
3. Multiple Choice Question examination
4. Computer based open book examination
5. Seminar Presentation
6. Poster presentation
7. Practice competence
8. Written project report
9. Completion of a Dissertation
10. Research paper/executive summary
11. Objective Structured Clinical Examination

## **Assessment Regulations**

This Programme conforms to the standard University Assessment Regulations which are available at the link below

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

However, there are 2 exception(s) to these regulations, as listed below:

1. Practice based modules require each component of assessment to be passed at 40% or above, these requirements are identified on the individual module descriptors.
2. Students are permitted a second attempt at assessment at the next available opportunity, prior to the Board of Examiners considering the student profile.

## Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The **minimum** entry requirements for the programme are as follows:

- A registered qualification with a UK professional regulatory organisation  
E.g. Registration with the HCPC.
- Evidence of successful previous study at Level 4 and 5.
- Students whose qualifications do not meet the entry requirements above but who have significant experience and other evidence of ability to study at this level.
- Students for whom English is not a first language must have an IELTS score of 6.5 or equivalent with no sub-scores below 5.5.
- Currently employed in healthcare in the UK.
- An identified mentor in clinical practice.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

## Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

## Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
2	Removed level 5 modules and level 5 learning outcomes. Update links and make minor corrections. Rewording of the waiver to the standard undergraduate regulations. Update module list.	April 2019