

Programme Specification

Programme title: BSc Hons Clinical Practice

Academic Year:	2018/19
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	BSc (Honours) Clinical Practice [Framework for Higher Education Qualifications (FHEQ) level 6] BSc Clinical Practice [Framework for Higher Education Qualifications (FHEQ) level 6] Diploma of Clinical Practice [Framework for Higher Education Qualifications (FHEQ) level 5] Certificate of Continuing Education [Framework for Higher Education Qualifications (FHEQ) level 6]
Programme accredited by (if appropriate):	N/A
Programme duration:	4 years part time
UCAS code:	
QAA Subject benchmark statement(s):	
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	May 2018

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, for example those modules required to meet the professional development needs of paramedics employed by the Yorkshire Ambulance Service .

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 though 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 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 School of Health's 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 students professional field and to develop their research and reflective skills and theoretical and policy awareness.
A3	Develop the students 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.
	The core research module
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 Diploma of Higher Education at FHEQ level 5, students will be able to:

- LO1 Apply knowledge, concepts and critical understanding of the principles of health in their own area of practice.
- LO2 Use a range of established techniques to initiate and undertake critical analysis of information, demonstrating knowledge of the main methods of enquiry in health, and ability to critically evaluate the appropriateness of different approaches to solving problems in health.
- LO3 Demonstrate an understanding of the limits of their knowledge and how this impacts on their analyses and interpretations of that knowledge
- LO4 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- LO5 Develop existing skills and acquire competencies to enable students to assume significant responsibility within an organization.

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

- LO6 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.
- LO7 Design, sustain and present complex information, concepts, analysis and argument clearly and in a variety of formats for different audiences.
- LO8 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.
- LO9 Deploy accurately established techniques of analysis and enquiry within their own discipline.
- LO10 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.
- LO11 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:

- LO12 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.
- LO13 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.
- LO14 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).

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

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.

Stage 2.					
FHEQ Level	Module Title	Type	Credits	Study period	Module Code
5	Independent Study	o	30	Sem 1 or 2	HES5005-C
5	Cervical Screening	o	30	Sem 1 or 2	REH5001-C
5	Food and health	o	20	Sem 1	HWS5001-B
5	Work based learning 2 (Working in Organisations)	o	20	Sem 1	PRP5003-B
5	Evidence based decision making	o	20	Sem 1	HWS5003-B
5	Media perspectives on Health and Social Care	o	20	Sem 2	HWS5004-B
5	Complementary and Alternative medicine	o	20	Sem 2	HWS5005-B
5	Health education and promotion	o	20	Sem 2	HWS5002-B
5	Developing Lifelong Professional Learning	o	30	Sem 1 or 2	HES5002-C
5	Literature Skills for Health Professionals	o	30	subject to timetable	HES5006-C
Stage 3.					
FHEQ level	Module Title	Type	Credits	Study period	Module Code
6	Research Appreciation and Dissemination	C	30	Sem 1 or sem 2	RES6002-C
6	Adult Cardiology: Examination, Assessment and Intervention	O	30	Subject to timetable	NUR6005-C

6	Advances in Leg Ulcer Management	O	30	Subject to timetable	NUR6016-C
6	Advances in Limiting Pressure Damage	O	30	Subject to timetable	NUR6001-C
6	Advances in Wound Management	O	30	Subject to timetable	NUR6017-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	Clinical Examination and Case Management (Skin Cancer) (Level 6)	O	30	Subject to timetable	PRP6015-C
6	Community Nurse Prescribing (Level 6)	O	20	Subject to timetable	PRE6002-B
6	Competency Based Learning in Clinical Practice	O	30	Subject to timetable	NUR6025-C
6	Diabetes in Clinical Practice	O	30	Subject to timetable	NUR6026-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	Management of Lung Cancer, Chronic Respiratory Diseases and Breathlessness	O	30	Subject to timetable	NUR7009-C
6	Palliative Care for Children/Young People with a Life Limiting Illness	O	30	Subject to timetable	NUR6006-C

6	Prescribing for Healthcare Professionals (Level 6)	O	30	Subject to timetable	PRE6004-C
6	Support for Learning in Practice (Face to Face)	O	10	Subject to timetable	PRP6021-A
6	Support for Learning in Practice - Blended Learning (Level 6 – 10 Credits)	O	10	Subject to timetable	PRP6020-A
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	Independent Study*	O	30	Subject to timetable	HES6003-C
6	Independent Study*	O	20	Subject to timetable	HES6002-B
6	Independent Study*	O	10	Subject to timetable	HES6001-A
6	Theory in Contraception and Sexual Health (level 6)	O	30	Subject to timetable	MID6003-C
6	Cervical Screening (Level 6)	O	30	Subject to timetable	REH6001-C
6	Ambulatory Care	O	30	Subject to timetable	NUR6003-C
6	Advanced Communication Skills	O	30	Subject to timetable	NUR6015-C
6	Aspects of Mental Health Care and Psychological Wellbeing for Health Professionals	O	30	Subject to timetable	NUR7063-C
6	Supporting Recovery in Mental Health Settings	O	30	Subject to timetable	NUR6030-C
6	Transitional Care	O	30	Subject to timetable	NUR6004-C
6	Good Practice in the Physical	O	30	Subject to	NUR6007-C

	Health Care of People with a Mental Health Condition/ Learning Disability			timetable	
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*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 LO's 1, 6, 9, 12, 14), advance their knowledge and critical thinking (Programme LO's 2, 3, 7, 13), and to develop a range of skills appropriate to their professional field and workplace setting (Programme LO's 4, 5, 8, 10, 11). 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 student 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 is/are [number the waivers] exception(s) to these regulations as listed below:

Practice based modules require each component of assessment to be passed at 40% or above, these requirements are identified on the individual module descriptors.

Students are permitted a second attempt at assessment at the next available opportunity.

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.
- 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)
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