

Programme Specification

Clinical Practice (Part Time) (2019-20)

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Part-time
Duration in years	4
Accreditation details	None
Final award	Bachelor of Science with Honours (BSc (Hons))
Name of award	Clinical Practice (Part Time)
Interim Exit awards	Certificate of Health Studies Diploma of Health Studies
FHEQ level of final award	Level 6
UCAS code	
Programme code	4023
QAA Subject Benchmark or other external reference	Nursing 2001
Programme Lead	Chris Franks

Programme Overview

Brief outline of the programme

This interdisciplinary post-registration BSc Clinical Practice programme will develop your ability to assess, plan, deliver and evaluate client-centred care within your chosen field which might include: nursing, paramedics, occupational therapy, or community nursing. Your ability to make sound clinical judgements, critically analyse policy issues and apply knowledge, as well as manage your personal career development, will also be significantly enhanced.

If you are a health or social care professional who wishes to develop your knowledge, skills and understanding in order to enhance your practice abilities, then the BSc Clinical Practice course is the ideal programme for you.

This degree option is primarily concerned with interprofessional practice and how this can be improved to optimise health outcomes and efficiency for service users.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

Learning and teaching

The Faculty promotes a student-centred approach and recognises the value of learning from past and current experiences as well as that of service users and the introduction of new knowledge. We have sought to adopt learning, teaching and assessment strategies that will support you and encourage the development of your skills in planning and managing your learning. This will be facilitated by a variety of methods including:

Lead lectures, seminars, enquiry and work based learning, critical incident analysis, facilitated reflection, workshops, group work and directed learning, web-based learning, on-line activities, simulated practice, videos, self-directed study, peer support/feedback, supervision of research and practice inquiry.

A variety of methods will be used to stimulate and support your learning and help you integrate practice and theory and develop critical thinking skills. These may include enquiry-based learning, seminar and discussion groups, lead lectures, simulated practice, role-play, and case study review and workbook activities. Your module lead and/or programme leader and mentor in practice, where the module requires one, will play a key role in facilitating your ability to make links between theory and practice and to use the experiences of service users experiences.

Key skills are fostered throughout the previously identified learning and teaching activities of the programme. Where appropriate modules of learning have been mapped to NHS Knowledge and Skills Framework (DOH, 2004) and, where appropriate, to Nursing and Midwifery Council standards.

Assessment

You will encounter a variety of different approaches and this will help you demonstrate your knowledge and understanding through using a range of study skills. This will include: essays, case studies, learning and reflective contracts, unseen and clinical examinations, oral presentations and practice assessment, clinical audit and publication proposal, evidence based practice project or practice inquiry. You will undertake an extended project following completion of the core module (Research and Inquiry Based Practice).

All the assessment methods are designed to help you integrate theory and practice achieve an appropriate understanding of the subject and develop skills of critical thinking and analysis. They include: critical appraisal of the literature and evidence, development of clinical and reflective portfolios, seminar presentations, professional conversations, learning contracts and written assignments.

Practice placement assessment, portfolios, projects/dissertations, practical examinations, case presentations, case studies, essays, clinical audit, learning contracts, publication proposal, poster presentation, professional conversation, Objective Structured Clinical Examination (OSCE) and Multiple Choice Questions (MCQ).

Special Features of the programme

There are no special features for this programme.

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

Educational Aims of the Programme

The programme aims to develop your knowledge, understanding and clinical skills in order to practise effectively within a contemporary health and social care setting. It will encourage your personal development by engaging you in debate, critical analysis and reflection.

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme you will have knowledge and understanding of:

- A1. Developing your knowledge and ability to assess, plan, deliver and evaluate client-centred care within a focused area of practice and adapt care, when required, to differing environments.
- A2. Enhancing your ability to make sound decisions and judgements in practice.
- A3. Increasing your ability to understand the context of contemporary health care and analyse the issues which impact on the delivery of high quality care.
- A4. Discussing delivery of care which is based on sound and appropriate knowledge.
- A5. Developing your ability to take responsibility for managing personal learning and professional practice.
- A6. Developing your ability to analyse critically contemporary issues in health and social care and their impact on professional practice
- A7. Developing your ability to appraise critically local and national policies and practices with regard to practice development.
- A8. Enabling you to interpret and apply knowledge and understanding within context specific clinical situations.

Subject Specific Intellectual and Research Skills

On successful completion of this programme you will be able to:

- B1. Analysing and synthesising information from policy/political sources and applying them into practice.
- B2. Contributing to improved health/social care outcomes for clients within your own field of practice.
- B3. Applying strategies for responding to change and innovation in the clinical environment.
- B4. Enhancing your ability to use a wide range of evidence to inform your practice and improve the quality of patient care within a changing environment.
- B5. Developing your critical thinking and reflective skills so that you can provide innovative and evidence

based care.

- B6. Critically appraising current theoretical perspectives, research and evidence.
- B7. Using information management/technologies to support learning, practice and research activities. You will also enhance your numeracy skills in the understanding and application of data analysis.

Transferable and Generic Skills

On successful completion of this programme you will be able to:

- C1. Communicating confidently using a variety of means such as written and oral work, discussion and seminar groups, using presentations, working with patients and clients, working with colleagues as part of the inter-professional team.
- C2. Working effectively and collaboratively, using problem-solving skills to explore scenarios.
- C3. Taking responsibility for personal and professional learning and development. The learning and knowledge that you achieve as part of the programme are transferable into multiple practice situations.
- C4. Evaluating theory and practice, further developing your skills in reasoning and decision-making.
- C5. Using creative problem-solving skills - through discussion with others, the sharing of practice experiences and networking and through the development of your clinical practice. The application of knowledge into clinical practice will give further opportunity for innovation.
- C6. Equipping you with the skills required share information with other health and social care practitioners.
- C7. Leading and managing effectively self and others - you will develop considerable skills in self-direction in order to achieve the programme outcomes. You will be able to prioritise study time, learning resources and manage your professional workload.

Subject Specific Practical Skills

On successful completion of this programme you will be able to:

- D1. Assessment and diagnostic skills for example within physical assessment and history taking module.

Programme Structure

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Part I

Typical course content

The programme has been designed to facilitate independent study and enable you to focus on your learning needs within a specific area of practice, for example dementia, substance abuse, safeguarding, vulnerable adults and ethical care. Whilst there are no structured/specific pathways within the BSc (Hons) Clinical Practice programme, you may be able to design a route through the programme to suit your career goals and organisational objectives, for example, selecting modules which best suit your practice. Research is integrated into teaching in a variety of ways including undertaking searches for evidence, practice enquiry, critique of evidence in relation to practice, presentations of current and past research, audit of practice, considering numeracy and statistical analysis of the effects of policies, and research. This list is not exclusive, and the activities may be student or lecturer led.

This offers you the opportunity to study for a degree within a focused area of practice or about a group of clients who have similar health/social needs. It offers you the flexibility to choose modules of learning that will meet your specific practice and developmental needs.

All the programme outcomes are by the core module, and are supplemented by and are further reinforced by the optional modules.

A number of modules within the programme are jointly delivered at levels 6 and 7. However these modules are differentiated in respect of the learning outcomes/level descriptors and academic assignment requirements/assignment briefings. It may exceptionally be possible for a student to move between academic levels at the discretion of the module leader and (where relevant) the purchaser, but this must take place no later than day two of the module. Where a student moves from level 6 to level 7 they must also meet the entry requirements for study at this higher academic level.

The Dissertation module has been designed to introduce students to research and for them to undertake an evidence-based project. Students choosing to continue study to level 7 will have further opportunity to deepen knowledge and application or research and evidence-based practice.

To be eligible for the award BSc (Hons) Clinical Practice you must have achieved a minimum of 60 ECTS at HE Level 6, including the core module, plus normally 60 ECTS at level 6 and 60 ECTS at level 5 or demonstrate equivalent learning e.g. through the experienced practitioner route.

Programme length and structure

The programme is made up of a series of self-contained core and option modules at HE level 6, each with its own learning outcomes and assessment method. These modules are linked together to form a coherent programme of learning. Students will normally study the programme part-time over two to four years.

Modules of Learning

There is a module of 20 ECTS HE Level 6 credits, which is core module to the programme that must be completed – Enhancing practice through critical appraisal and reflection (EPTCAR). (ECTS = European Credit Transfer Scheme). This is designed to develop a sound understanding of research and inquiry-based skills from which students will be able to explore the evidence underpinning good care and make recommendations for practice. Students will normally not be able to commence the core module until they have achieved a minimum of 20 ECTS HE Level 6 credits. This module as a core module of the programme is not available as a stand-alone module.

The remainder of the programme (40 ECTS HE Level 6 credits) will be selected from a menu of option modules, including work based learning modules. This will offer flexibility and choice to suit a students learning and work-based needs. Normally students will be allowed a maximum of 20 ECTS of work based learning overall within the programme. All option modules are available as stand alone CPD (continuing Professional Development) modules as well as being able to be accessed through the programme.

A 10 ECTS module equates to 187.5 hours of student effort. This is divided into face-to-face contact time (normally one day a week over 5 weeks), self-directed study time and/or hours in practice. Students are required to attend a minimum of 80% of the module contact time and successfully complete the assessment for each module in order to gain the credit. In some modules there will be a practice assessment component to be achieved.

In all cases, students will negotiate and agree their route through the programme with their supporting manager and/or programme lead. Where students have acquired previous learning, they may wish to claim up to 20 ECTS against the option modules through RPL (Recognition of Prior Learning).

Part I Core

Code	Module Title	ECTS	Type
NQCG3116	Enhancing Practice through Critical Appraisal and Reflection 2017-18	20	Core

Progression Requirements

The programme will follow the University's regulations for [*Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes*](#) or the University's regulations for as set out in the General Academic Regulations in the University Calendar:

<http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html>

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.

- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

The Faculty is fully signed up to the Student Entitlement Declaration which is aimed at establishing a culture which is student-centred and which focuses on the development of students as independent learners and the improvement of the student experience. It monitors adherence through the student reference group. In the Faculty you will have access to:

- Induction programme for orientation, IT support, library and study skills revision
- Student programme handbook, programme and module guides
- Information on IT support, including email groups, electronic notices, discussion boards, web-based learning and Faculty computer workstations
- Library and study skills packages available in the School as well as in the libraries and learning centres
- Your module lead who is your academic tutor and will support your learning about the subject matter and offer guidance about assignments
- Your programme lead who is your named personal tutor and can support you with any non-academic issues but is also responsible for overseeing your progress throughout the programme
- Your allocated supervisor for your evidence based dissertation
- Good staff student ratios
- Opportunities to learn from a wide range of health professionals and academics including experts from practice
- A student representative system and involvement on the Post Qualifying Teaching Committee so that student views on the programme can be heard, as well as evaluation of individual modules
- A team of learning advisers who will support you during your programme

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

We consider it extremely important that your comments and those of your student colleagues influence changes and developments that may be made to the programme. We intend that your programme is student centred and to meet that we aim to encourage you to have your say on the teaching and learning experience at Southampton.

We will achieve this through seeking your views and opinions in the following ways and by monitoring some key indicators:

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Monitoring of individual student progression through academic tutor and review system;
- Monitoring of modules through student feedback on the Teaching Committee;
- Evaluation of modules through student feedback questionnaires;
- Actions from feedback from the elected student representatives for the Post Qualifying Programme Committee or on SUSSED and/or Faculty Board.

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Annual Faculty, University quality monitoring reports;
- Annual contract monitoring by Strategic Health authorities;
- Annual External Examiner Reports;
- Bi-annual staff appraisal;
- Peer observation of teaching (undertaken by academic colleagues);
- On-going review of subject/professional benchmarking standards;
- Annual reports to the regulatory and professional body (NMC);
- Quinquennial review and re-approval involving professional and statutory bodies, Strategic Health authorities, employers and peer professionals;
- Higher Education Review by Quality Assurance Agency
- Centre for Learning and Teaching with many study skills resources to support staff in their development of teaching methods.

Committees with responsibility for monitoring and evaluating quality and standards:

- Practice Learning Committee (Faculty - normally meets twice a year);
- Post Qualifying Teaching Committee meetings which have student representation (Faculty – normally meets twice a year)
- Examination Boards meet four times a year to consider marks, progression and awards. Standards are monitored for the Examination Boards by the Programme director to ensure uniformity between different modules (Faculty);
- Education, Strategy Committee (Faculty);
- University Learning and Teaching Strategy Committee (University)
- Education Forum (Faculty)

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Monitoring of student progression through academic tutor and review system;
- Monitoring of modules through student evaluation and report;
- Annual audit of student views on the programme;
- Student reflection on practice placement experience, where applicable;
- Student membership of quality assurance committees;

Two-way feedback between Faculty and students/Purchasers

- Post Qualifying Teaching Committee meetings which have student representation (Faculty – normally meets twice a year);
- Practice Learning Committee (Faculty - normally meets twice a year);
- Staff and Student Liaison Committee;
- ‘You said it, we did it’ posters.

Staff development priorities:

As the staff are so important in ensuring that your programme is of the highest quality, the staff development priorities include:

- Membership of the Higher Education Academy and relevant professional regulatory body;
- Annual peer assessment of teaching activities;
- Research activity, including publications and conference presentations;
- All staff are expected to attain postgraduate qualifications;
- Postgraduate Certificate in Academic Practice (teaching qualification) for all staff;
- Bi-annual staff appraisal to identify development needs;
- Continuing professional development in areas of expertise;
- Regular staff development to support teaching activity.

Indicators of quality and standards

- Successful outcome of latest Quality Assurance Agency Major review (2006). The QAA expressed confidence in the academic and practitioner standards and commended the Faculty on areas of their provision;
- All programme development is in accordance with National Qualifications Framework (QAA 2001);
- Programme approval and validation is strictly in accordance with University and regulatory body regulations and is subject to external scrutiny/participation;
- High level of successful employment from postgraduate programme.

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

Career Opportunities

The programme offers students the opportunity to enhance their practice by the application of critical appraisal skills and research awareness.

External Examiner(s) for the programme

Name: Mrs Zoe Clark – Kingston & St George's University

Name: Dr Nichola Ashby - University of Nottingham

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

Type	Details
Conference expenses	Accommodation: The student is expected to cover the cost of conferences expenses unless otherwise specified in the module profile.
Parking costs (including on placements at hospitals)	You will normally be expected to cover the cost of parking, unless otherwise specified in the module profile.
IT	The faculty provides computers in the computer rooms for students to use.
Stationery	You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc.). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	<p>Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source.</p> <p>Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.</p>
Placements (including Study Abroad Programmes)	<p>Accommodation: The student is expected to obtain their own accommodation.</p> <p>Insurance: If the course you are studying includes placement then the insurance is covered by the faculty. Students should be aware that for some practice experience such as work abroad the insurance may not be covered by the Faculty, in which case the student is advised to obtain their own insurance.</p> <p>Medical Insurance: Students are advised to obtain their own medical insurance if the course they are applying does not cover it.</p> <p>Travel costs: Students are expected to provide their own travel costs.</p> <p>Immunisation/vaccination costs: Some modules may require the student to have up to date immunisation and vaccinations, the student will normally be expected to meet the costs of these unless otherwise specified in the module profile.</p> <p>Disclosure and Barring Certificates or Clearance: If the module requires the student to have these in place the student will normally be expected to meet the costs of these unless otherwise specified in the module profile.</p>
Approved Calculators	Candidates may use calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers. The University approved models are Casio FX-570 and Casio FX-85GT Plus. These may be purchased from any source and no longer need to carry the University logo.
Optional Visits (e.g. museums, galleries)	Some modules may include optional visits to clinics, hospitals, etc. You will normally be expected to cover the cost of travel and admission, unless otherwise specified in the module profile.

<p>Medical Equipment and Materials: Fobwatch; stethoscopes;</p>	<p>Clinical Skills Laboratory clothing: Students will need to wear suitable clothing when attending clinical skills workshops e.g. trainers or soft sole lace up shoes, jeans or tracksuit bottoms and loose fitting tee-short or comfortable top.</p> <p>Clinical Skills Laboratory equipment, e.g. hospital beds, manual handling equipment, stethoscopes etc. Students taking these modules where medical equipment is used, the equipment will be provided by the faculty.</p>
<p>Printing and Photocopying Costs</p>	<p>In the majority of cases, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy.</p>

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.