

## Programme Specification

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### BSc (Honours) Clinical Practice: Academic Year 2017/18

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	Full time and part time
Duration in years	One year following standard progression for a FT student Up to four years following standard progression for a PT student
Accreditation details	Not applicable
Final award	BSc (Hons) Clinical Practice
Name of award	BSc (Hons) Clinical Practice
Interim Exit awards	
FHEQ level of award	6
UCAS code	Not applicable
QAA Subject Benchmark or other external reference	QAA Benchmark Statement for Nursing (2001)
Programme Leader	Pritpal Binning
Date specification was written	September 2012
Date Programme validated	February 2013
Date specification last updated	April 2016

### Programme Overview

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#### 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).

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.

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## **Educational Aims of the Programme**

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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.

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## **Learning Outcomes: BSc (Hons) Clinical Practice**

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### **Knowledge and Understanding**

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The aims of the programme are to enable you to demonstrate knowledge, understanding and skills by:

1. 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.
2. Enhancing your ability to make sound decisions and judgements in practice.
3. Increasing your ability to understand the context of contemporary health care and analyse the issues which impact on the delivery of high quality care.
4. Discussing delivery of care which is based on sound and appropriate knowledge.
5. Developing your ability to take responsibility for managing personal learning and professional practice.
6. Developing your ability to analyse critically contemporary issues in health and social care and their impact on professional practice
7. Developing your ability to appraise critically local and national policies and practices with regard to practice development.

8. Enabling you to interpret and apply knowledge and understanding within context specific clinical situations.

## **Subject Specific Intellectual and Research Skills**

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Having successfully completed this programme you will be able to demonstrate your intellectual skills by:

1. Analysing and synthesising information from policy/political sources and applying them into practice.
2. Contributing to improved health/social care outcomes for clients within your own field of practice.
3. Applying strategies for responding to change and innovation in the clinical environment.
4. 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.
5. Developing your critical thinking and reflective skills so that you can provide innovative and evidence based care.
6. Critically appraising current theoretical perspectives, research and evidence.
7. 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**

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Having successfully completed the programme you will be able to demonstrate your key/transferable skills by:

1. 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.
2. Working effectively and collaboratively, using problem-solving skills to explore scenarios.
3. 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.
4. Evaluating theory and practice, further developing your skills in reasoning and decision-making.
5. 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.
6. Equipping you with the skills required share information with other health and social care practitioners.
7. 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**

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

## Graduate Attributes

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Graduate Attributes are the personal qualities, skills and understanding students can develop during their studies. They include but extend beyond their knowledge of an academic discipline and its technical proficiencies. The Graduate Attributes are important because they equip students for the challenge of contributing to their chosen profession and may enable them to take a leading role in shaping the society in which they live.

The University of Southampton identifies a set of undergraduate attributes that aspire to support graduate employment. We offer students the opportunity to develop these attributes through successful engagement with the learning and teaching of the programme and their active participation in University life. The skills, knowledge and personal qualities that underpin the Graduate Attributes framework are supported by the student's discipline. As such, each attribute is enriched, made distinct and expressed through the variety of learning experiences students will experience. Development of Graduate Attributes presume basic competencies on entry to the University.

In addition to the subject specific knowledge and skills by studying at the University of Southampton you will also have the opportunity to develop the following Graduate Attributes.

### 1. Global Citizenship

*Global Citizens recognise the value of meaningful contribution to an interconnected global society and aspire to realise an individual's human rights with tolerance and respect*

This may be further understood as:

- Appreciation of ethical and responsible practices
- Awareness of social, civic and environmental responsibilities
- Appreciation of the value of diversity

### 2. Ethical Leadership

*Ethical Leaders understand the value of leading and contributing responsibly to the benefit of their chosen professions, as well as local, national and international communities*

This may be further understood as:

- Capacity to work well in a team including virtual communities
- Ability to respond responsibly to complex new situations
- Appreciation of enterprise to exercise tolerant and fair practices

### 3. Research and Inquiry

*Research and Inquiry underpin the formulation of well-informed new ideas and a creative approach to problem resolution and entrepreneurial behaviour*

This may be further understood as:

- A capacity to identify, define and creatively respond to a challenge
- Ability to locate effectively, analyse and evaluate information
- Ability to sustain intellectual engagement with a subject

### 4. Academic

*Academic attributes are the tools that sustain an independent capacity critically to understand a discipline and apply knowledge*

This may be further understood as:

- Openness to new ideas, methods and ways of thinking
- Deep knowledge of a subject informed by an understanding of the interconnectedness of different disciplines
- A capacity to make critical judgements

### 5. Communication Skills

*Communication Skills encompass an individual's ability to demonstrate knowledge, and to express ideas with confidence and clarity to a variety of audiences*

This may be further understood as:

- Ability to select and apply verbal, written, numerical and visual literacy
- Ability to utilise presentation skills in order to represent ideas and data
- Familiarity with a range of appropriate communication technologies

## 6. Reflective Learner

*The Reflective Learner is capable of the independent reflection necessary to continuously learn and meet the challenge of pursuing excellence*

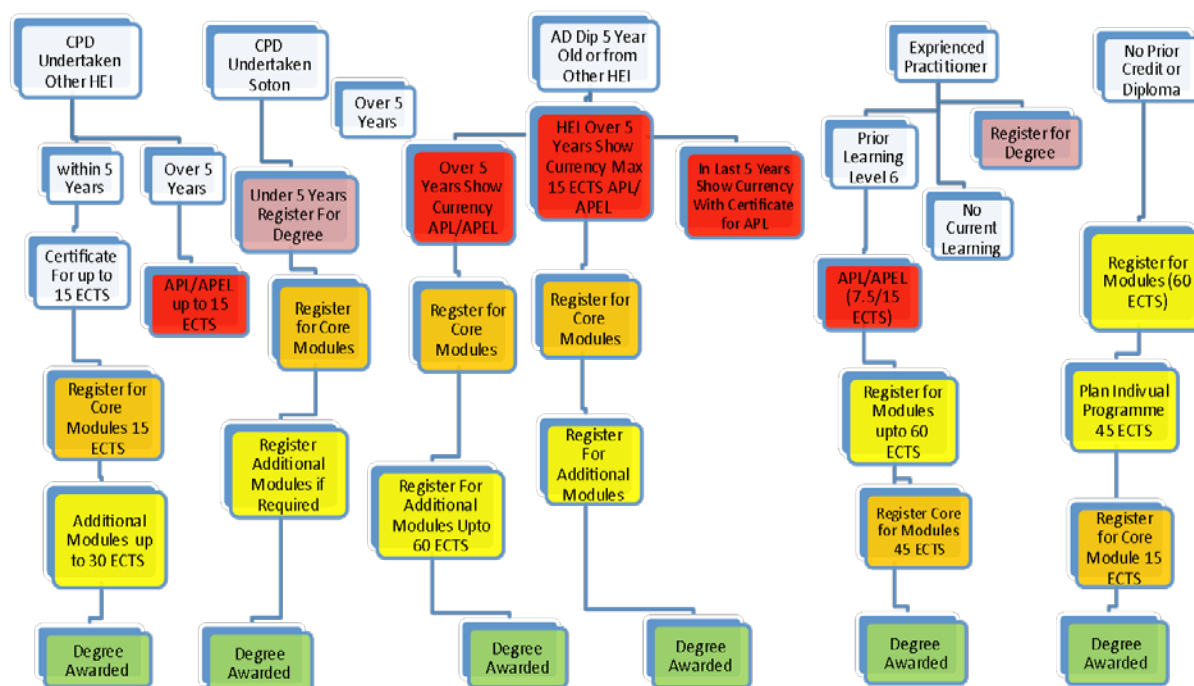
This may be further understood as:

- An ability to respond effectively to new challenges
- An ability to sustain intellectual curiosity
- An ability to utilise continuously learned skills and constantly to seek improved solutions

## Programme Structure

### Typical course content

### Flowchart of routes to register for the BSc (Hons) in Clinical Practice



\*20 ECTS credits must have been completed before registering for the Core Module

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.

### **Special Features of the programme**

There are no special features for this programme.

### **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.

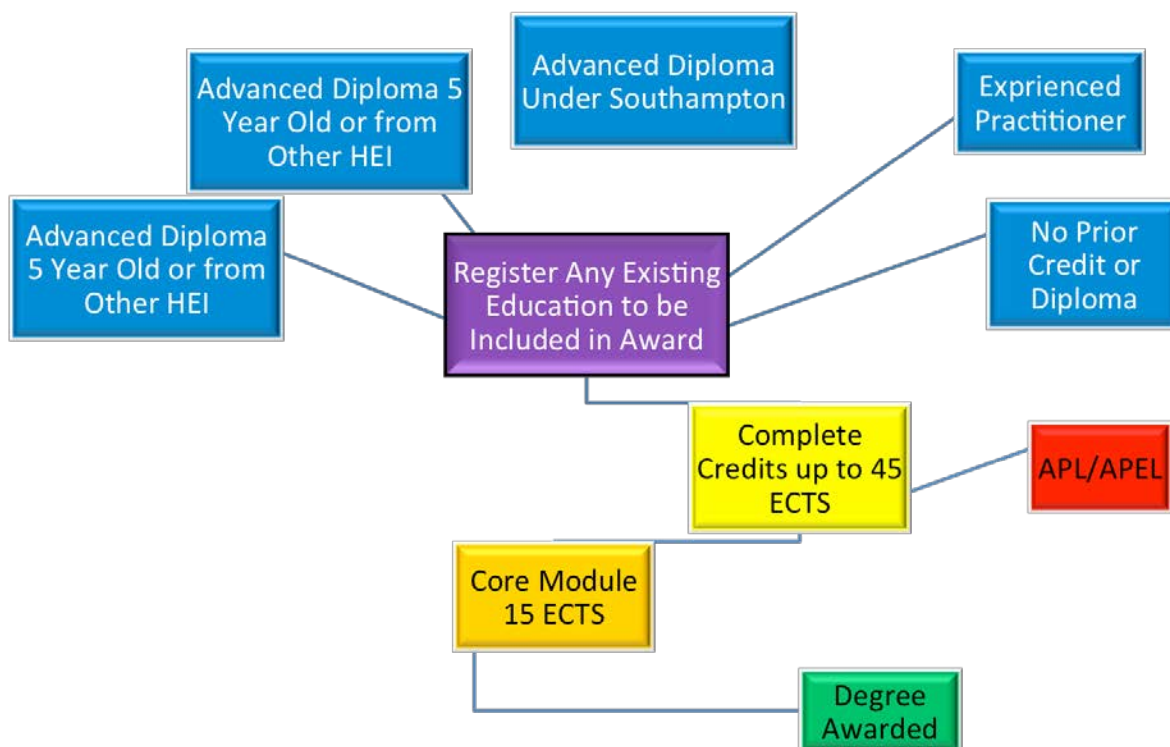
A 10 ECTS module equates to 187.5 hours of student effort. This is divided into face-to-face contact time (normally one day a week over 5 weeks), self-directed study time and/or hours in practice. Students are required to attend a minimum of 80% of the module contact time and successfully complete the 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).

Structure	ECTS Credits
Enhancing practice through critical appraisal and reflection	20
Option Units (see module choices) or Work Based Learning module (Maximum of work based learning = 15 ECTS)	40
<b>Exit Award: BSc (Hons) Clinical Practice</b>	60

You must have submitted the assessments for all other modules in the programme prior to submitting the dissertation.

#### Flow chart of Routes to register and complete the BSc (Hons) Clinical Practice



#### Assessment rules and Honours classification

General regulations for undergraduate programmes are detailed on the University calendar at: [www.calendar.soton.ac.uk/section1V](http://www.calendar.soton.ac.uk/section1V) and in the student handbook.

- The minimum pass mark for all units is 40%; where there is an assessment of practice both parts must be passed;
- You will gain credit for each module which is successfully completed subject to meeting the requirements of the module assessment;
- You may have one further attempt to pass a referred module. That attempt if successful will be awarded a mark of 40%;
- Failure to submit an assignment within the allocated time and without prior application through the assignment extension processes will normally result in a referred/failed module.
- The marks from all HE6 assessments will contribute towards the final degree classification. If you have achieved more than 60 ECTS level 6 the lowest mark will be discounted. This does not apply to the core module.
- If you fail to pass the Referral attempt you may take an Internal or External Repeat at an additional cost.

## Internal Repeat

- You will be required to Repeat ALL modules, including those passed at first attempt. You will not be permitted to change to an external Repeat part way through the year.

## External Repeat

- You will be required to Repeat those modules in which the module pass mark was not obtained at the first attempt or at the Referral.

Any module may be Repeated only once. The Programme of a candidate failing after Repeat shall be terminated.

## Eligibility for Award

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 and 60 ECTS at level 5 or demonstrate equivalent learning e.g. through the experienced practitioner route.

Summary of marks and their interpretation for the Honours classification:

Marks	Honours classification
70% -100%	First class degree
60% – 69%	Upper second class degree
50% - 59%	Lower second class degree
40% - 49%	Third class degree
0% - 39%	Fail

Where a student achieves above 60 in their first two modules that have been assessed by a written assignment, they may be eligible to transfer to a Masters level programme, for example the MSc Advanced Clinical Practice, bringing into the level 7 study 10 ECTS. This will be made known to students and offered to students where appropriate.

## Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essay, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. Costs that students registered for this programme typically also have to pay for are included in Appendix 1.

## Progression Requirements

This programme comprises of '1 part' and follows the University's regulations for Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes as set out in the University Calendar <http://www.calendar.soton.ac.uk/sectionIV/progression-regs.html>

## Support for student learning

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There are systems for the support of student learning in the Faculty and in your practice area and also available from central University facilities.

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

The University provides:

- Central library facilities and other learning resources and facilities across the Faculty's five geographical sites and within the University network. Libraries with specialist collections are staffed by helpful and skilled librarians and are open at convenient times for you;
- A website called SUSSED which provides a one stop portal to access the information you need whilst studying with us. There are links within the portal to the Faculty website; library; email; blackboard; timetables and many other useful sites such as student services;
- IT facilities with generous ratios of machines to students;
- University student counsellors, available for help with complex, long term personal difficulties; Enabling Services offering assessment and support facilities (including specialist IT support) if you have a disability, dyslexia, mental health issue or specific learning difficulties
- Careers advisory service

## Methods for evaluating the quality of teaching and learning

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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.

#### **Role of External Examiners:**

External visiting examiners are appointed from the academic nursing community. The role of the external examiner is that of a moderator to assure internal and national quality standards. Broadly speaking external examiners will:

- Approve all assessments set;
- Review course work;
- Review all assessments/examination work;
- Attend the Examination Board;
- Provide an annual report to the Faculty of Health Sciences on quality of learning, teaching and assessment.

### **Criteria for admission**

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The Faculty adheres to the University's equal opportunity policy and to those of statutory/professional obligations associated with practice. In this capacity the Faculty welcomes applications from health and social care professionals who meet the following entry criteria:

- Satisfy the regulations for admission to degree courses as specified in section IV of the General Regulations.
- Funding arrangements identified
- Support from clinical manager to achieve outcomes of modules
- Opportunity and managerial support to access a mentor in practice for appropriate modules

In addition, candidates should:

- Normally have evidence of appropriate study in a health or social care related discipline
- Possess 60 ECTS at HE4 or equivalent
- Possess 60 ECTS at HE5 or satisfy entry requirements via the Experienced Practitioner route
- Reasonable adjustments will be made to enable applicants with disabilities to undertake the programme, in line with the terms of the Disability Discrimination Act (1995)

Qualification	Grade/GPA	Subjects requirements	Specific requirements
HE4 or equivalent	60 ECTS	Health or social care related discipline	Applicants must be registered health and social care professionals
HE5 or equivalent (or satisfy entry requirements via the Experienced Practitioner route)	60 ECTS	Health or social care related discipline	Applicants must be registered health and social care professionals

#### **Mature applicants**

The University of Southampton admits students on individual merit and does not discriminate on the grounds of age. The University encourages applications from mature students and is keen to support students through the application process and the transition to studying at University.

Applicants must provide evidence of recent formal study. Successful applicants must satisfy the Programme Leader that they are competent to pursue the programme. The right to refuse permission shall be reserved to the Programme Leader.

### Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#). Applications for recognition of prior learning will be considered on a case by case basis.

### English Language Proficiency

Overall	Reading	Writing	Speaking	Listening
6.5	6.0	6.0	6.0	6.0

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 on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module profiles and programme handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the programme can be found in:

- Definitive programme validation document
- Student handbooks
- University Calendar
- Faculty website – <http://www.southampton.ac.uk/healthsciences/>

## Criteria for transfer to MSc

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For those people registered on the BSc Clinical Practice programme there is the provision for these students to be considered for transfer into the Masters in Advanced Clinical Practice via a modified experienced practitioner entry route. To be eligible for this the student must have:

- Successfully completed a minimum of **two** modules
- Both modules must have a component which assesses academic writing
- The mark awarded in each module must be 60% or above
- Two distinct modules must have been studied (10 or 20 ECTS); the student cannot count a 'double module' as two modules for this purpose.

NB: This provision does not enable 'automatic' transfer from BSc to MSc as the student will be also be required to meet the other MSc Advanced Clinical Practice entry requirements, including any pathway specific requirements.

## 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:** Emma Sutton  
**Institution:** University of East Anglia

**Name:** Kevin Crimmons  
**Institution:** Birmingham City University

**Name:** Nichola Ashby  
**Institution:** 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 tutor in the first instance.

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# Appendix 1 (BSc Hons Clinical Practice):

## Additional Costs

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 typically also have to pay for the items listed in the table below.

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](http://www.calendar.soton.ac.uk).

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Approved Calculators	N/A	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.
Stationery	N/A	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	N/A	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.  Some modules suggest reading texts as <b>optional</b> 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.
Equipment and Materials	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.
	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.
IT	N/A	The faculty provides computers in the computer rooms for students to use.
Printing and Photocopying Costs	N/A	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

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
		is not possible to submit on line and students will be asked to provide a printed copy. A list of the University printing costs can be found here: <a href="http://www.southampton.ac.uk/i/solutions/services/copying_for_students_and_visitors/faq.php#594">http://www.southampton.ac.uk/i/solutions/services/copying_for_students_and_visitors/faq.php#594</a>
<b>Placements (including Study Abroad Programmes)</b>	Accommodation	The student is expected to obtain their own accommodation.
	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.
	Medical Insurance	Students are advised to obtain their own medical insurance if the course they are applying does not cover it.
	Travel costs	Students are expected to provide their own travel costs.
	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.
	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.
<b>Conference expenses</b>	Accommodation	The student is expected to cover the cost of conferences expenses unless otherwise specified in the module profile.
<b>Optional Visits</b>	N/A	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.
<b>Parking Costs</b>	N/A	You will normally be expected to cover the cost of parking, unless otherwise specified in the module profile.