

## Course Information Document: Undergraduate

Academic Year 2021/22

### 1. Course Summary

<b>Names of programme and award title(s)</b>	BSc (Hons) Clinical Practice
<b>Award type</b>	BSc (Clinical Practice post-registration)
<b>Mode of study</b>	Part-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Normal length of the programme</b>	Normally two to three years duration
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	Not applicable
<b>Regulator</b>	National Health Service (NHS); Voluntary, Private and Independent Sector; Self-funding per module
<b>Tuition Fees</b>	Each module taken is individually costed each academic year. Costs vary but as a guide for 2020/21 a standard 15-credit module costs approximately £600 and a standard 30-credit module costs approximately £1,200.

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

### 2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus your studies whilst also enabling you to gain and demonstrate a distinctive range of graduate attributes.

### 3. Overview of the Programme

As health education moves closer towards an all-graduate profession at initial registration, reflective of national trends, Trusts locally are working towards 75% of the current workforce attaining graduate status over the next seven years - this programme will provide an important stepping stone towards achieving this aim. In recognising the roles and skills of a multidisciplinary workforce responding to the dynamic nature of health and social care, health policy and practice, the need to afford opportunity for further academic and professional challenge is identified as crucial to service provision (DH, 2008a) (NHSE 2014).

With the aim of providing education that is responsive to contemporary health and social policy and the current political dialogue (DH, 2005, 2008b, 2019) regarding the provision of health and social care, this programme will recognise the dynamic context of contemporary clinical practice. It will embrace health-related multi-professional and inter-professional learning, whilst recognising the various roles and skills of the multidisciplinary workforce within health and social care.

Importantly, this programme offers you the opportunity to study following registration with awards centred on 'clinical practice'. It promotes the gaining of an intermediate award 'Graduate Certificate' which will facilitate career progression within the NHS Knowledge and Skills Framework (KSF; DH, 2004a), through the demonstration of personal development, which will allow you to progress within your clinical role by taking on new responsibilities. The Graduate Certificate relates to 60 credits at level 6 study, and

also equates to the first complete year of study towards the BSc (Hons) Clinical Practice. The KSF advocates education at all academic levels, to create practitioners that are fit for purpose and fit for practice. Embracing this notion within the current emerging healthcare arena, this programme of study will be promoted at both the Graduate Certificate and BSc (Hons) end qualification points. Students will build on their professional experience and academic achievement at pre-registration level, with the aim of developing reflective, informed professionals, able to lead and influence the future provision within their chosen pathway of care, within the interdisciplinary team-working context. All modules in this programme have been mapped against the competencies detailed within the KSF, for both the student and their manager.

Within the Modernising Nursing Careers (MNC; DH, 2006) review, it clearly sets the direction for nursing careers and identifies a series of priorities and actions intended to prepare nurses to lead and coordinate care in new environments determined by the changing healthcare needs of patients and clients. This demands that nurses expand both their competence and confidence to lead and manage a range of health issues and health related settings. The four priorities are:

- Modernising the image of nursing and nursing careers
- Developing a competent and flexible nursing workforce
- Updating career pathways and career choices
- Preparing to lead in a changed healthcare system

This programme is cognisant of these priorities and has considered these as some of the key drivers impacting on the delivery of healthcare education for the future. It recognises the importance of a health and social care workforce with the right people, right skills, competencies, knowledge and attitudes that are effectively deployed and motivated as the tool for providing high-quality, patient-centred services which give best value to the health economy. An important part of MNC is about how careers can be organised to be satisfying and rewarding while simultaneously helping to retain skilled nurses to deliver high quality care.

The development of a flexible, adaptable workforce capable of moving between organisations and sustaining continuous service improvement is critical to the development of effective and efficient healthcare. The NHS is evolving at a great pace and needs to continually provide opportunities for staff development.

This programme has been developed with these new career pathways in mind and promotes competence in cross cutting, ongoing themes like holism, end of life care, health promotion, safeguarding vulnerable groups and preventing long term conditions (DH, 2008b). Whilst the DH Framework was originally developed for nursing careers, both the Graduate Certificate and BSc (Hons) Clinical Practice are multidisciplinary in nature to reflect the contemporary nature of health and social care provision. Indeed, health and social care delivery deriving from current service reforms requires that the practitioner of the future not only possesses the knowledge, attitudes and skills to practise safely and effectively in an evolving health care environment but, also who has the academic and professional preparation that enables them to work competently within the culture in which they are likely to practise in the future. Within this context of health reform, practitioners will be required to adapt to the major shift of care delivery from secondary care to primary care and community-based working, the management of chronic disease across the life span, the increasing specialisation of hospital-based care, and the expansion of roles in non-medical prescribing and nurse-led discharge (NHS, 2007). This undergraduate post registration programme has been updated and redesigned to facilitate the development of such practitioners. Within the educational philosophy for the programme you will move from novice to expert as you gain skills and experience (Benner, 1984).

This programme within the School of Nursing and Midwifery at Keele University is distinctive in that it offers a much broader basis upon which to acquire a post-registration award, and will appeal to a multidisciplinary market including qualified nurses; midwives; operating department practitioners and other health and social care professionals. The pathways available, in addition to the generic award, offer a broad range of contemporary options for prospective post-registration students. The programme reflects the University mission statement in learning and teaching to deliver high quality education with an emphasis on inter-professional and multi-professional learning opportunities.

Within the BSc (Hons) Clinical Practice the following pathways have been developed:

- Contemporary Rheumatology Practice
- Critical Care
- Fundamentals in General Practice Nursing
- Generic Route
- Neonatal Intensive Care

The philosophy of this course recognises the dynamic nature of professional health and social care practice and the need for education to be responsive to contemporary policy. Indeed the fostering of an intellectually challenging environment, from which skills of analysis and critical evaluation are developed, is viewed as fundamental to undergraduate education.

The process of teaching and learning within the curriculum will be underpinned by an adult learner approach; this approach emphasises the importance of students, and it recognises the facilitative role of the teacher in order to assist the learner to achieve outcomes at this level. Students entering this programme will already have a sound knowledge base in general practice areas, typically developed during pre-registration education and subsequent post- registration practice and development as well as from personal experiences.

Value is placed on the intrinsic differences of individual students with regard to their professional knowledge, clinical experiences, technical and life skills. The curriculum will incorporate different ways of encouraging you to learn with different sequences of material so that individual differences between learners can be fitted into the general goal of helping all students to achieve their full potential and outcomes of the course. Presenting information, motivating students, and creating opportunities for them to learn will seek to develop deep approaches to learning. Engaging the learner in this way will seek to develop you in order that you can expedite

appropriate change in your own practice and ultimately enhance care for your client group either in health or social care settings. In order to achieve this you will be empowered to develop individual responsibility for your learning within a framework of reflection, critical evaluation and clinical governance.

The programme team has taken account of the nature of developments in health and social care practice, education, research and clinical leadership and believes that there will be a need for students to develop critical consciousness of self, evidence based practice, theory and practice knowledge in order to enable them to respond to the needs of patients and clients in a variety of contexts.

## 4. Aims of the programme

The broad aims of the programme are to enable you as registered practitioners to:

- enhance analytical and reflective skills to support individual professional practice development.
- develop theoretical knowledge and practical competence in your field of clinical practice
- mobilise knowledge and engage in critical reasoning and ethical conduct to provide contextually appropriate healthcare

## 5. What you will learn

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes, including skills that are transferable to the world of work:

Upon successful completion of the programme you, the practitioner, will be able to:

- Demonstrate the development and enhancement of skills in intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving.
- Demonstrate the development of enhanced analytical and reflective skills to support individual professional practice development.
- Contribute effectively to the development of innovative care delivery, within their practice area, through the development of skills, knowledge and attitudes.
- Contribute to the advancement of evidence based practice and research within the context of contemporary professional and public policies.
- Demonstrate critical awareness and understanding of the ways in which personal and professional values and organisational structures affect clinical decision making and integrated care delivery.
- Demonstrate the skills and practical knowledge surrounding communication through an individual and personalised approach to patients, family and colleagues.
- Undertake critical analysis of their role and responsibilities within their practice setting and acquire the skills and knowledge and leadership qualities to respond to changing practice and expansion of roles.
- Demonstrate understanding and enrichment of knowledge for practice, and demonstrate competency within practice area.

### Transferable / Key Skills / Employability Skills

Upon successful completion of the programme you, (the practitioner) will have acquired:

- Information technology skills
- Numeracy skills
- Written communication skills
- Oral and visual communication skills
- Team working skills
- Problem solving skills
- Research skills
- Learning to learn skills

### Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

## 6. How is the programme taught?

The School of Nursing & Midwifery addresses your specific learning needs as professional practitioners undertaking part time study. The Keele Virtual Learning Environment (KLE) will be utilised to support and complement the blended learning approach of the curriculum. Module content will be developed utilising the KLE where appropriate, in readiness for each module presentation as the

course is developed and implemented over time.

A blended learning approach is adopted in this programme to meet the needs of students, managers and the organisations in which they work as the emphasis on traditional, classroom based learning is reduced.

In order to prepare a practitioner who is able to contribute positively to delivering the health and social care needs of individuals and communities, the educational and learning process will concern itself with the integration and application of theory to practice. Consequently, you will develop the ability to reflect on practice and respond pro-actively to change, whilst maintaining quality within patient/client care. Critical thinking skills and a sound evidence base to your practice are essential for competent practice.

Library facilities at the Clinical Education Centre provide a range of information services to support the learning, teaching and research needs of both the University and the local NHS communities. The library's specialist stock of health and health-related material includes approximately 32,000 books, 550 current journal subscriptions, and collections of CD and video material. Facilities include a Help Desk, a quiet study area, and self-service photocopiers. Information skills training sessions are available from library staff. An open access IT Suite provides access to a wide range of electronic databases, full-text journals and other web-based resources.

Lectures will be used to impart information, stimulate interest and provide a medium for the considered application of theory to practice. Discussions, seminars and small group presentations will be used to explore the dynamics of clinical practice and small group work/ action learning sets will be facilitated to promote independent study in achieving the learning outcomes. Learning and teaching hours are identified for each module within the Module Proposal Forms.

Tutorials will be arranged as both individual and small group sessions with an emphasis on individual student development and opportunity given to:

- Explore specific learning intentions and /or any difficulties
- Provide formative feedback and clarification of learning
- Create a climate for learning through structured reflection on practice and the inter- relationship with knowledge and research
- Provide effective support for students

Learning and teaching methods used within the Programme vary according to the subject matter, focus and content of the module: they vary also in recognition of students' individual learning needs, pace of learning and learning styles.

Learning and teaching methods include;

- **Lead lectures:** where the lecturer provides students with a framework and context for further reading and independent study.
- **Tutor led tutorials:** where the lecturer focuses on a topic of interest and relevance to the module to be discussed in depth within a small group.
- **Student led tutorials:** where the student leads the discussion on a topic of interest and relevance to the module within a small group or on a one to one basis.
- **Problem solving scenarios:** where case based scenarios will be used to focus students' attention and develop their problem solving skills.
- **Case study presentations:** where the lecturer and/or students will present a specific case and use this as a vehicle for discussion and critical analysis.
- **Small group work:** where students work together in small groups to discuss and evaluate practise and associated evidence, then share group summaries in a final plenary session.
- **Experiential learning:** where students reflect on and critically appraise their experiences in practice.
- **Objective Structured Clinical Examinations (OSCE):** where students participate in structured, simulated clinical scenarios to further enhance their existing skills.
- **KLE and blended learning approaches:** where the University's virtual learning environment is used to facilitate on line discussions, 'blogs', conditional release tasks and access to a wide range of learning resources and research tools.
- **Independent study:** where students are self-directed in relation to the various study demands of each module and its assessment. This is particularly relevant to portfolio development.

In addition to the aforementioned methods of learning and teaching, students can access lecturers for individual tutorials, support, advice, guidance and feedback at their request.

These learning and teaching methods enable students to achieve the programme learning outcomes in a variety of ways. For example:

Lead lectures and independent study enable students to broaden and deepen their existing professional knowledge and understanding of the core principles of their specific area of practice.

Lecturer and student led tutorials and small group work enable students to explore a topic to considerable depth and to rationalise their opinions and actions within the safe, but challenging company of their peers. This further develops students' confidence, competence and communication skills.

Case studies and case based problem solving scenarios facilitate linking of theory and practice; they encourage critical analysis and evidence based discussion as students are drawn into the rhetoric / reality debate that such scenarios often generate.

Web based learning facilitates breadth and depth of learning as participants engage in critical and challenging discussion with a large, multi-professional audience. Furthermore, communication skills are enhanced as students learn the nuances of web based communication with practitioners from a variety of disciplines.

Evidence based learning and teaching is incorporated into all learning and teaching methods; this, alongside the Evidence Based Practice Module in year one imbues students with the knowledge, understanding, critical application and evaluation of evidence used to underpin practice in the clinical settings and thus develops their confidence and ability to use evidence prudently and effectively within their workplace. Moreover, the Evidence Based Practice - Dissertation Module in year two further develops students' independent learning, research capability and organisation and planning skills as they collect, collate, categorise and criticise evidence relating to their area of practice.

## 7. Teaching Staff

Currently our core teaching staff comprises of Professors, Senior Lecturers and Lecturers. Several staff are active researchers, and have already gained their doctorates, and several of those have published extensively in national and international journals. All members of staff are registered with their appropriate Professional Body. All staff hold, or are working towards, recognised and recordable teaching qualifications. Moreover, they have extensive experience of teaching at undergraduate and postgraduate level and many are External Examiners to undergraduate and postgraduate programmes in other higher education institutions.

Honorary lecturers, visiting lecturers and leading clinicians are often integral to the delivery of modules within the programme.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 8. What is the structure of the Programme?

Within the BSc (Hons) Clinical Practice the following pathways have been developed:

- Contemporary Rheumatology Practice
- Critical Care
- Fundamentals in General Practice Nursing
- Generic Route
- Neonatal Intensive Care

An outline of curriculum design, content and organisation is presented below.

This course is based on 120 Level 6 credits for an undergraduate honours degree award.

It is a part time route normally of two to three years duration. Successful completion is normally required within a maximum of five years and it is recommended that at least one module is taken per academic semester.

### Programme structure

The BSc (Hons) Clinical Practice comprises 120 credits undertaken over 2 years. Of these, there are usually two compulsory modules each year for each named pathway. Each module carries either 15 or 30 credits. Successful completion of year one (60 credits at L6) will result in the award of the Graduate Certificate (pathway specific where appropriate); successful completion of year two (60 further credits at L6) will result in the BSc Clinical Practice award (pathway specific where appropriate).

Those students who enter the programme without level 5 credits may enrol for the end qualification of Graduate Diploma of 120 Level 6 credits, or apply for Recognition of Prior Experiential Learning (RPEL) to be taken into account for entry to the degree award .

### Compulsory Modules

The nature of the course development has necessitated compulsory modules to be identified by pathway choice:

#### Compulsory Modules for all pathways:

- Evidence Based Practice (15 level 6 credits)
- Clinical Leadership (15 level 6 credits)
- Evidence Based Practice Dissertation (15 level 6 credits) (or alternative research module)

The following are compulsory for each identified pathway:

#### Critical Care

- Critical Care (30 level 6 credits)
- Clinical Practice\* (15 level 6 credits)

#### Contemporary Rheumatology Practice

- Introduction to Arthritis and Allied Conditions (15 level 6 credits)
- Management of Arthritis (15 level 6 credits)

- Clinical Practice\* (15 level 6 credits)

### **Generic Pathway\*\***

Clinical Practice\* (15 level 6 credits)

\*Students will complete either a 'generic' or 'specialist' competency document, supported by a portfolio for the Clinical Practice Module depending on their area of practice.

\*\* Clinical Practice is not a requirement when a module is chosen as an elective within year one, which has the clinical practice component integral, e.g.:

- Holistic Health Assessment
- Independent and Supplementary Nurse Prescribing
- Supplementary Prescribing for Allied Health Professionals

### **Neonatal Intensive Care**

- Practice Focused Neonatal Intensive Care (45 level 6 credits)

### **Fundamentals in General Practice Nursing**

- Fundamentals in General Practice Nursing (30 Level 6 Credits)
- Clinical Practice\* (15 level 6 credits)

### **Elective Modules\***

The portfolio of modules available to the students as potential elective modules\* is comprehensive and is available on the website: <https://www.keele.ac.uk/nursingandmidwifery/cpd/postreg/modules/>

## **9. Final and intermediate awards**

On entering the course the majority of students will enrol for the BSc (Hons) Clinical Practice award (120 level 6 credits to add to Diploma in Nursing or Midwifery or equivalent professional award). A minority who enter the programme without level 5 credits may enrol for the end qualification of Graduate Diploma of 120 Level 6 credits, or apply for Recognition of Prior Learning (RPL) to be taken into account for entry to the degree award

All students will be eligible for the intermediate award of Graduate Certificate (60 credits of named pathway) upon the successful completion of their specific pathway programme. The course planning team considers that flexibility is important and the interim award of Graduate Certificate will be available to all students who choose to exit prior to completion of the degree programme. The Graduate Certificate will prove to be highly attractive to employers in terms of determining employability skills and progression through career gateways (KSF, 2004), therefore, all students (who successfully complete the requisite 60 level 6 credits) will be eligible for this award.

If the student leaves the award prior to the completion of the Graduate Certificate (or the BSc award / Graduate Diploma following the Graduate Certificate) no qualification will be awarded (or further intermediate qualification). Module credits will be awarded on successful completion of the relevant modules.

### **Stand-alone Modules**

All modules are available for students to take as 'stand-alone' modules. University Regulations and Course Regulations regarding attendance, assessments etc. apply in order to award the students the level 6 credits.

### **Recognition for Prior Credited Learning (RPCL)**

For details on this students are advised to contact their course tutor and RPCL will be assessed in the standard way, and only if all the learning outcomes of a selected module have been met; providing the evidence reflects the philosophy of the course and is equivalent to the level and student effort. Applications are subject to the guidelines issued by the University. The 5-year currency rule applies, and students will need to demonstrate the continued use of previous accredited learning relevant to this programme.

When exemption of a module (s) is granted, the student is awarded the credits relevant to that module. For the purposes of degree classification, the average mark over all the non-exempted modules will be used for any exempted module in the calculation.

*For example:*

*In order to determine degree classification for a student who had received RPCL for 25% of the programme (i.e. 2 modules), marks for the remaining modules undertaken at Keele (i.e. 6 modules) would be added together and an average mark determined. This mark would be awarded to the exempted modules.*

*Keele Module marks; 50 + 55 + 58 + 55 + 60 + 62 = 340*

Average mark;  $340 \div 6 = 57$

Mark attributed to exempted modules; 57 for each module Total score =  $340 + 57 + 57 = 454$

Degree classification = Second Class Honours (Division II)

## Recognition of Prior Experiential Learning (RPEL)

RPEL arrangements enable an experienced practitioner to gain entry to the degree award through the development of a portfolio of evidence demonstrating prior study, learning and professional experience equivalent to an undergraduate diploma at Level 5.

## 10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- **Essays** - These vary according to the module, but they are generally 3,000 words in length. Students may have a choice of essay focus or this may be prescribed. Essays test students' ability to write coherently and analytically using relevant literature to support their discussion, and to integrate and synthesise their arguments in relation to the essay question.
- **Reflective analysis / accounts** - These are used to develop and test students' ability to reflect critically and analytically on their practice in order to learn from it.
- **Portfolios** - The majority of health care practitioners are required by their regulatory body to maintain a portfolio of professional development. This method of assessment facilitates students' competence and confidence in generating and maintaining a comprehensive portfolio of their professional and personal progress; combined with the skills of reflection and reflective writing, students are enabled to present appropriate practice based evidence in support of their continuing development.
- **Presentations** - These take the form of oral presentations, clinical vivas and poster presentations within this programme. They test a variety of skills, namely; breadth and depth of knowledge; ability to interpret and use research / evidence; skills of critical analysis and synthesis; oral and written communication skills; non-verbal communication skills; planning and organisation skills and the ability to think logically and act appropriately when under pressure.
- **OSCE** - Objective, structured clinical examinations are used as formative and summative assessments within the programme. They enable students to practice new and complex practical skills in the safety of the simulated learning environment prior to practising 'live' in their areas of clinical work. These assessments test application of knowledge and understanding and the students' ability to reflect in action, problem solve, and make decisions. They also test students' manual dexterity, organisation skills and logic.
- **Clinical Assessment of Competence in Practice** - Specific specialist pathway competencies and generic competencies are identified for assessment dependent upon the particular pathway that the student chooses to follow. This programme is grounded in clinical practice and the assessment of competence is crucial to successful completion of the modules. Students will be allocated a named clinical Mentor who is responsible for assessing their competence in practice. Together they will plan learning opportunities to facilitate achievement of the competencies and will use the criteria within the competency document to determine success or referral. Competency based assessment tests breadth and depth of knowledge; evidence based practice; communication skills; affective skills; reasoning; psychomotor skills; prioritising and problem solving skills and organisation skills.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments normally within five working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

Students are enabled to submit unlimited assignments per year via Turnitin in draft format to see their originality report to gain more understanding of requirements for academic writing in relation to referencing, summarising authors' work, and overall style.

## 11. Contact Time and Expected Workload

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. Activities that a student may expect vary depending on your chosen pathway. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The total commitment is based on 1,200 hours of student effort each year for full-time students.

## 12. Accreditation

This programme does not have accreditation from an external body.

## 13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## 14. Other Learning Opportunities

Study Abroad is not available to Clinical Practice Students

Apart from:

- School research seminar programme
- School CPD workshops and seminar programme

these are limited as most students are engaged in full-time employment in health / social care organisations.

## 15. Additional Costs

Activity	Estimated Cost
Total estimated additional costs	£XXX

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

## 16. Annex - Programme-specific regulations

### Programme Regulations: BSc (Hons) Nursing Clinical Practice

Final Award and Award Titles	BSc (Hons) Clinical Practice
Intermediate Award(s)	[insert]
Last modified	June 2019
Programme Specification	<a href="https://www.keele.ac.uk/qa/programmespecifications">https://www.keele.ac.uk/qa/programmespecifications</a>

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions**, **variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

### A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**



## B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

### Variation 1:

This programme varies from Regulation C3 Section 14:

- There will be no award of pass (Unclassified degree)
- Student must be successful in all summative assessments
- All modules must be successfully completed

No compensation is permitted for modules within the BSc (Hons) Clinical Practice programme.

Modules with a credit value of 45 and over will be capped at assessment not module (Regulation C3 8.4).

### Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

#### Additional requirement 1:

In addition to meeting the requirements of the University's Academic Regulations (Regulation C3, subsection 9), students are expected to demonstrate a standard of personal performance commensurate with that expected under their Professional Code of Conduct. Failure to do so may result in the student being subject to the School's Health & Conduct arrangements.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

## Version History

### This document

**Date Approved:** 10 February 2021

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2020/21	CHRISTINE ARMSTRONG	03 January 2020	
1	2019/20	CHRISTINE ARMSTRONG	03 January 2020	