

## Programme Specification: Undergraduate

### For students starting in Academic Year 2018/2019

#### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	BSc (Hons) Clinical Practice
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Part time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Duration</b>	Normally up to five years
<b>Location of study</b>	Keele University Clinical Education Centre at Royal Stoke University Hospital
<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. For 2018-19 a standard 15-credit module is approximately £510. A standard 30-credit module is approximately £980.
<b>Additional Costs</b>	Refer to section 18

*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 on your field of clinical practice. It enables you to gain, and be able to 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) 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 new course offers you the potential to study within post-registration, following a specialist area of 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 students to progress within their 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. If the student enters the programme without 120 level 5 credits then they will exit with a Graduate Diploma. 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 ease of mapping 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. Whilst you will typically major in one pathway, and intervene at a level appropriate to the situation, these new pathways will promote 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, the Graduate Certificate and BSc (Hons) Clinical Practice is **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 along one of the patient pathways as they 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:

- Acute care
- Contemporary Rheumatology Practice
- Critical Care
- Dementia
- Fundamentals in General Practice Nursing
- Generic Route
- Long Term Conditions
- Neonatal Intensive Care
- Older Person

Additional named pathways will be added in response to the post-registration career development needs of health and social care professionals.

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.

Additionally, KLE will be used to house pathway discussion groups. The blended learning approach adopted in this programme meets 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.

In order to ensure maximum opportunity for staff to access the course, comprehensive use of the World Wide Web will provide support and broader learning opportunities. Currently, the school has some experience of providing support for distance learners using information technology as the medium for group discussion, tutorial support, peer support and general updating. In addition to the University Learning Resource Centre and Library facilities, in September 2004, the School of Nursing & Midwifery relocated into a new purpose-built Inter-professional Clinical Education Centre, providing excellent facilities with a 75-seated computer suite. The multidisciplinary library at the Clinical Education Centre provides 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 four self-service photocopiers. Information skills training sessions are available from library staff. An open access IT Suite offers 100 PC workstations which provide access to a wide range of electronic databases, full-text journals and other web-based resources. The Library and IT Suite are normally open for 72 hours each week, throughout the year (excluding Bank Holidays).

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 Institutes.

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:

- Acute care
- Contemporary Rheumatology Practice
- Critical Care
- Dementia
- Fundamentals in General Practice Nursing
- Generic Route
- Long Term Conditions
- Neonatal Intensive Care
- Older Person

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 of eight modules, four in year one and four in year two. Of these, in year one, there are two compulsory core (for all pathways) and two core pathway specific modules (with the exception of the acute care pathway). In year two there are two compulsory core modules (for all pathways). Each module carries 15 credits (unless a double module which equates to 30 credits). Successful completion of year one (60 credits at Level 6) will result in the award of the Graduate Certificate (pathway specific); successful completion of year two (60 further credits at L6) will result in the BSc Clinical Practice award (pathway specific). Those students who entered the programme without level 5 credits and successfully complete 120 credits at level 6 will receive the award of Graduate Diploma (pathway specific). An overview of the structure of each of the pathways is the provided in the Course Handbook.

### **Compulsory Modules**

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

#### **Core 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)

Each degree pathway has a total compulsory core module complement of 90 credits (with the exception of the Generic Clinical Practice Pathway which has 60\*\*); in addition to those listed above the following are core to the identified pathway:

#### **Acute Care**

Primary response in Acute Care (15 level 6 credits)  
Holistic Health assessment (30 level 6 credits)

#### **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

#### **Long Term Conditions**

Supporting People with Long Term Conditions (30 level 6 credits)  
Clinical Practice\* (15 level 6 credits)

#### **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)

#### **Dementia**

Person-centred Care of the Person with Dementia (15 Level 6 credits)  
Care of the person with dementia in the contemporary health arena (15 Level 6 credits)  
Clinical Practice\* (15 level 6 credits)

#### **Older Person**

Care of the Older Person (15 level 6 credits)  
Either: Person-centred Care of the Person with Dementia (15 Level 6 credits)  
Or: Frailty in Adults (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 is available on the website:

<https://www.keele.ac.uk/nursingandmidwifery/cpd/postreg/modules/>



## Learning Outcomes

Level Outcome (N.B. All of these are Level 6 (Year 3) learning outcomes)	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<b>KNOWLEDGE AND UNDERSTANDING</b>		
Demonstrate the development of enhanced analytical and reflective skills to support individual professional practice development.	Evidence Based Practice 1 Core Specific Modules Evidence Based Practice 2 Elective Modules	Essay Clinical Viva Dissertation Essays; Reflective accounts; Critical incident analysis; Poster presentations; Portfolios (dependent on module)
Contribute effectively to the development of innovative care delivery, within their practice area, through the development of skills, knowledge and attitudes.	Clinical Practice Module Evidence Based Practice 2 Elective Modules	Portfolio; Clinical Practice Assessment Document; Reflective analysis Dissertation Essays; Reflective accounts; Critical incident analysis; Poster presentations; Portfolios (dependent on module)
Contribute to the advancement of evidence based practice and research within the context of contemporary professional and public policies.	Evidence Based Practice 1 Evidence Based Practice 2 Clinical Leadership Module Elective Modules	Essay Dissertation Reflective analysis Essays; Reflective accounts; Critical incident analysis; Poster presentations; Portfolios (dependent on module)
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.	Clinical Practice Module  Core Specific Modules  Clinical Leadership Module	Portfolio; Clinical Practice Assessment Document; Reflective analysis Clinical Viva; Essays; Reflective accounts; Critical incident analysis; Poster presentations; Portfolios (dependent on module) Reflective analysis
Demonstrate the skills and practical knowledge surrounding communication through an individual and personalised approach to patients, family and colleagues.	Clinical Practice Module  Clinical Leadership Module Elective Modules	Clinical Practice Assessment Document Reflective analysis Portfolios; Competency documents; Critical incident analysis
Undertake critical analysis of their role and responsibilities within their practice setting and acquire the skills and knowledge to respond to changing practice and expansion of roles.	Core Specific Modules  Elective Modules	Clinical Viva; Essays; Reflective accounts; Critical incident analysis; Poster presentations; Portfolios (dependent on module) Essays; Reflective accounts; Critical incident analysis; Poster presentations; Portfolios (dependent on module)
Demonstrate understanding and enrichment of knowledge for	Clinical Practice Module	Clinical Practice Assessment Document; Reflective analysis

practice, and demonstrate competency within practice area.	Health Assessment Module	Case study; Reflective analysis; Clinical Practice Assessment Document
<b>SKILLS AND OTHER ATTRIBUTES</b>		
Integrate core scientific knowledge underpinning clinical practice.	Primary response in Acute Care	OSCE; Clinical viva
	Holistic Health assessment	Case study; Clinical Practice Assessment Document
	High Dependency Care – Monitoring & Therapies	Critical incident analysis Poster Presentation
	Clinical Practice	Clinical Practice Assessment Document; Portfolio
	Critical Care	Poster presentation; Critical review of practice assignment
	Holistic Support Through to End of Life	Reflective analysis
	Recognising the End of Life	Essay
	Supporting People with Long Term Conditions	Case study; Patient information resource and short supporting paper Oral presentation; Essay
	Practice Focused Neonatal Intensive Care	Presentation & Supporting Paper Case Study Competency Document
	Fundamentals in General Practice Nursing	Presentation & Supporting paper Oral Exam
	Person-centred Care of the Person with Dementia	Case Study
	Care of the person with dementia in the contemporary health arena	Presentation Short Paper
	Care of the Older Person	Presentation Short Paper
	Frailty in Adults	Case Study
Elective modules	(dependent on module)	
Challenge and evaluate established techniques of evidence-based enquiry to create and interpret knowledge in theory and practice within the clinical environment.	Evidence Based Practice 1 Evidence Based Practice 2	Essay  Dissertation
	All modules	All communication skills are assessed by one or more of the assessment strategies used within

		the programme
Analyse and evaluate information from varied sources and settings.	Evidence Based Practice 1 Evidence Based Practice 2 Clinical Leadership Module	Essay Dissertation Reflective analysis

<b>TRANSFERABLE / KEY SKILLS / EMPLOYABILITY SKILLS</b>		
Information technology skills: Use on line search tools. Access information from KLE, save web addresses and retrieved files. Store files, copy, and print and upload them. Use email and the KLE for communication with lecturers and other students. Produce electronic documents in appropriate formats.	All modules	Assessment specific to individual modules
Numeracy skills: Draw appropriate conclusions from numerical data presented in a variety of formats. Use simple descriptive statistics and understand their significance.	All modules	Assessment specific to individual modules
Written communication skills: Produce written material in a variety of formats e.g. essay, précis, abstract. Use language that is appropriate to a variety of audiences.  Communicate ideas and arguments effectively in written format. Critically review own work to ensure the structure, flow, length and focus is appropriate and that correct grammar and spelling have been used. Cite sources appropriately.	All modules	Assessment specific to individual modules
Oral and visual communication skills: Participate in group discussion. Make presentations to a variety of audiences using appropriate formats and language so that the message is effectively communicated.	All modules	Assessment specific to individual modules
Team working skills: Work effectively as part of a team to identify, distribute and undertake tasks necessary to	All modules	Assessment specific to individual modules

<p>complete a project.</p> <p>Communicate effectively with other team members.</p> <p>Evaluate own contribution and that of others to the completion of a team project.</p>		
<p>Problem solving skills:</p> <p>Analyse a problem in order to identify its essential elements. Draw upon prior knowledge of a subject to facilitate problem solving. Generate and evaluate a range of strategies to address a problem.</p> <p>Determine the new information and resources required to solve a problem and demonstrate the ability to search for and find these.</p> <p>Design, implement and evaluate a planned solution that addresses a problem.</p>	All modules	Assessment specific to individual modules
<p>Information handling skills:</p> <p>Recognise the need for relevant information. Locate, access and evaluate information gained from a variety of sources. Organise, apply and communicate information appropriately to others. Synthesise and build upon existing information.</p>	All modules	Assessment specific to individual modules
<p>Research skills:</p> <p>Locate, review and evaluate information and data on a research topic. Attribute different kinds of information to their correct source.</p>	All modules	Assessment specific to individual modules
<p>Learning to learn skills:</p> <p>Identify how they learn best, and the strengths and weaknesses of their individual approach to learning. Plan own learning activities and how to improve the effectiveness of their learning. Organise themselves and their time. Accept feedback positively and act upon it.</p> <p>Reflect on their experience and analyse it in order to plan to improve their learning.</p>	All modules	Assessment specific to individual 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 Accreditation of Prior Experiential Learning (APEL) 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 the four core modules identified within year 1 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 and will retain it, including those continuing on to the BSc (Hons) Clinical Practice or the Graduate Diploma.

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.

### Accreditation for Prior Credited Learning (APCL)

For details on this students' are advised to contact their course tutor and APCL 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 APCL 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)

### Accreditation of Prior Experiential Learning (APEL)

APEL 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 Level 5 (FHEQ).

## 10. How is the Programme assessed?

The wide variety of assessment methods used within the School of Nursing and Midwifery at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff take care to apply the principles of assessment laid out in the University's assessment strategy and 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 within Nursing and Midwifery:

- **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 the student's 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 students' achievement of learning outcomes. Students are also assessed formatively to enable them to monitor their own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how students can improve the quality of their work, is also normally provided on all summative assessments within five working weeks of submission, and more informally in the course of tutorial and seminar discussions.

Students are enabled to submit one assignment 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. 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/>

### **Nursing Regulations**

The following is a deviation from University Academic 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).

In addition to meeting the requirements of the University's Academic Regulations (Regulation C3, sub-section 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.

## **14. What are the typical admission requirements for the programme?**

The course is designed for qualified practitioners working in clinical practice environments, with a critical approach to an aspect of current theory and practice.

Potential/prospective students will normally:

- Hold current first level Professional registration with a relevant regulatory body e.g. Nursing and Midwifery Council (NMC); Health Professions Council (HPC); General Social Care Council (GSCC).
- Be working in clinical practice where pathway-specific care is delivered.
- Hold an undergraduate degree or Diploma of Higher Education in a related subject with a minimum of 1 year of professional experience.
- Candidates without a degree or diploma may be considered on an individual basis through the APEL process for entry to the Programme.
- Normally applicants will have IELTS level 7.0 (with 7.0 in each subset). The University may be able to accept alternative English Language qualifications from applicants from outside the European Economic Area (EEA) on a case by case basis in line with the appropriate Nursing and

Midwifery Council (NMC) guidelines.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

## **15. How are students supported on the programme?**

Student support arrangements are as follows:

- Module leaders: will provide support for academic issues related to their module.
- A Pathway leader who will act within the Personal tutor role will be assigned to each student at the beginning of the course.
- Peer support

Additional support is available from:

- The Award Leader, to whom students may be referred by other tutors; students may also refer themselves.
- Head of Continuing Professional Development who also has disciplinary responsibility
- Disability Liaison Officer - The Disability Liaison Officer can advise you on matters relating to disability, including Dyslexia/Specific Learning Difficulties.
- Keele University provides support, guidance and advice for all its students via the following departments below;
- Central Student Support Services: Learning Support and Academic Guidance; Disability Services; English Language Unit; Advice for Students at Keele (ASK); Student Support and Counselling Department and the Occupational Health Department / University Health Centre.
- The local NHS Trusts also provide Counselling services.

## **16. Learning Resources**

The Clinical Education Centre, which opened in September 2004 within what was the University Hospital of North Staffordshire site, and now the Royal Stoke Hospital, part of University Hospitals of North Midlands NHS Trust which opened in September 2004, houses not only facilities for student doctors, but also incorporates the School of Nursing & Midwifery, and Postgraduate Medical Education. The seminar rooms, extensive clinical skills laboratories, inter-professional Health Library and IT laboratories, not only provide state of the art teaching facilities, but also allow and encourage multidisciplinary learning and team-working. This multi-professional approach is seen as key to developing the workforce of the NHS. At the Clinical Education Centre, there are three clinical skills laboratories each individually designed to provide a wide range of clinical skills. Current additional facilities are the intermediate and advanced skills laboratories. In the IT Suite on the ground floor, adjacent to the Health Library, there are computers for student use, together with scanners and printers. The Library itself has photocopying facilities and computers in a central area.

Generally, all students will have access to:

- School Course Handbook
- Course plan
- Module Handbooks
- Library and study skill packages
- Support for blended, distance and on-line learning
- Library and other learning resources and facilities at Keele University (at both main campus and health campus)
- Access to learning resources in their practice workplace.



- Allocated personal tutors (pathway leaders) whose role is to provide pastoral support and academic guidance.
- Module tutors who will give guidance / tutorials on coursework.
- Feedback (verbal and written) on coursework.
- Access to student counsellors on the Keele University main campus site.
- Access to Teaching and Learning Support Services, which provide assistance and guidance e.g. dyslexia support.
- Access to Disability Support Services.

## **17. 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.

## **18. Additional costs**

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 additional costs for this undergraduate programme.

## **19. Quality management and enhancement**

The School of Nursing and Midwifery CPD Award Management Committee will be responsible for monitoring the programme. The CPD Course Committee is responsible to the School of Nursing and Midwifery Learning and Teaching Committee, which in turn is responsible to the School Executive Committee. Student feedback and evaluation will be gathered and considered in various ways, e.g. at the end of each module; through on-line questionnaires; and open forum for evaluative discussion with Award / Module Leaders. Such evaluation is analysed and the results and freehand student comments, i.e. quantitative and qualitative data, are discussed at regular meetings of the CPD Course Committee. The Committee responds to the evaluations and takes appropriate action. The results of student evaluation, and the responses to it, are regularly brought to the Student Staff Liaison Committee, as required by University policy. The Student Staff Liaison Committee reports directly to the Learning and Teaching Committee of the School of Nursing and Midwifery.

As required by the University, an annual review of the course is conducted and consists in reports for all modules which form part of the course; the outcome of student evaluation of any of the modules forming part of the course which have been delivered in the year under review; relevant statistical information, including student progression and mark distribution; first-destination statistics; admissions data; external examiners' reports; and reports of internal quality audits or external reviews. This annual review is sent to the Learning and Teaching Committee of the School of Nursing and Midwifery. Reports of these meetings feed into the University's Curriculum Annual Review and Development (CARD) process and may be requested as part of other institutional quality audits, for example those conducted by the Quality Assurance Agency (QAA). The School of Nursing and Midwifery has regular quality monitoring inspections by the Nursing and Midwifery Council; and is periodically subjected to the University's Internal Quality Audit (IQA) process, which includes University revalidation of provision. Additionally, evaluative feedback will be available to the external stakeholders e.g. Health Education West Midlands (HEWM) and local NHS Trusts.

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

- Module evaluations (via students' questionnaires and staff module reports).

- Staff Student Liaison Committee.
- Annual course report prepared by Award Lead / Head of CPD / CPD committee.
- Annual staff appraisal.
- Peer teaching observation.
- Peer support groups.
- External Examiner reports.
- CARD

**Committees with responsibility for monitoring and evaluation of quality and standards:**

- Staff/Student Liaison Committee.
- CPD Course Committee.
- Faculty Course Review and Development Committee.
- Board of Examiners.

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

- Student-Staff Liaison Committee.
- Students' Module Evaluations.
- Student representation on course Committee.

**Staff development priorities include:**

- Encouraging staff to teach assess and supervise across the pre-registration and post- registration portfolio.
- Staff appraisal scheme and institutional staff development courses.
- Updating professional and IT / computing developments.
- Utilising KLE and blended learning approaches.
- All staff to attain formal teaching qualification and or ILT accreditation.
- Regular course team meetings and comprehensive annual review and planning for forthcoming academic year.

**Keele Internal University Processes**

The quality and standards of learning in BSc (Hons) Clinical Practice are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Nursing and Midwifery is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the BSc (Hons) Clinical Practice Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every BSc (Hons) Clinical Practice module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the BSc (Hons) Clinical Practice Programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.

- Feedback received from representatives of students of the BSc (Hons) Clinical Practice Programme is considered and acted on at regular meetings of the Programmes Staff/Student Liaison Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student’s degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/ga/externalexaminers/currentexternalexaminers/>

## 20. The principles of programme design

The BSc (Hons) Clinical Practice Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

This programme was developed in response to stakeholder needs following a stakeholder scoping exercise with regional NHS Trusts. The curriculum planning team included representation from the stakeholders involved and current and past students. The views of Service user and carer representatives have also been sought in the preparation of this Programme.

## 21. Document Version History

Version history	Date	Notes
Date first created	August 2017	
Revision history		
Date approved	August 2017	

## Annex A: References

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