

<b>A NATURE OF THE AWARD</b>		
1	Programme Title	Health Care Practice
2	Final award	BSc(hons)
3	Intermediate awards	Ug Dip
4	Awarding institution/body	Ug Dip – St George's, University of London BSc University of London
5	Teaching institution	St George's, University of London & Kingston University
6	Programme accredited by	No accreditation overall Return to Practice, Overseas Nursing Programme & Extended/Supplementary Nurse Prescribing modules and Mentorship module accredited by NMC
7	UCAS/JACS code	Not applicable
8	QAA benchmark statements	Not applicable
9	Date specification produced	First produced June 2002 Revised January 2006 and June 2007

<b>B FEATURES OF THE PROGRAMME</b>		
1	Mode of study	Mainly PT and work based, FT option if required
2	Usual length of programme	Dip – min 1 FT/2PT, max 2FT/4PT BSc in addition – min 1FT/2PT, max 2FT/4PT
3	Other features of the programme	Places primarily commissioned by NHS London Relevant health or social care employment a pre-requisite Continuous enrolment on modular programme

<b>C EDUCATIONAL AIMS OF THE PROGRAMME</b>	
-	To foster life-long learning to produce knowledgeable, skilled and reflective practitioners in health and social care;
-	To produce a flexible educational programme which meets the needs of students, service users and the local health and social care workforce.

D LEARNING OUTCOMES OF THE PROGRAMME		
	<b><i>Advanced knowledge and understanding of:</i></b>	<b><i>Related teaching and learning methods and strategies</i></b>
1	<p><u>Dip</u> Apply a knowledge base to an area of health or social care practice and explore flexible ways of meeting the needs of service users;</p> <p><u>BSc</u> Apply a substantial knowledge base to an area of health or social care practice and explore flexible and innovative approaches to meeting the needs of service users.</p>	Lectures, seminars, group work, tutorials, discussions, self-directed reading, problem-based learning.
2	<u>Dip &amp; BSc</u> Consolidate and expand a knowledge base in the contributory disciplines which inform health and social care practice.	
3	<u>Dip &amp; BSc</u> Develop an understanding of health and social care issues within a multi-disciplinary context, valuing the contributions made by different professional groups to the totality of health and social care.	<b><i>Assessment</i></b>  Course work essays, examinations, critical incident analyses, seminar presentations, reflective accounts.
	<b><i>Cognitive skills: the ability to:</i></b>	<b><i>Related teaching and learning methods and strategies</i></b>
1	<p><u>Dip</u> Reflect on practice, learning from experience through questioning and problem-solving</p> <p><u>BSc</u> Reflect on practice, learning from experience through questioning and problem-solving and explore new ways of delivering care</p>	Lectures, seminars, group work, tutorials, discussions, self-directed reading, problem-based learning.
2	<p><u>Dip</u> Appreciate the role of resources and their prudent management in a rapidly changing health and social care environment</p> <p><u>BSc</u> Contribute to the enhancement of care by the prudent management of resources for the benefit of clients within a rapidly changing health and social care environment.</p>	
3	<p><u>Dip</u> Develop analytical skills and apply these to academic work at level 2/I.</p> <p><u>BSc</u> Develop skills of critical analysis and synthesis and apply these to academic work at level 3/H</p>	<b><i>Assessment</i></b>  Course work essays, examinations, critical incident analyses, seminar presentations, reflective accounts, projects.
4	<u>BSc</u> critically appraise evidence and apply principles of research when leading the development of practice.	

	<b><i>Practical skills: the ability to:</i></b>	<i>Related teaching and learning methods and strategies</i>
1	<u>Dip</u> Develop knowledge and skills to deliver high quality care focused on the service user.	Role play, skills laboratories, demonstrations, work-based activities
2	<u>Dip &amp; BSc</u> Utilise a variety of information and communication technologies to access the evidence-base underpinning care and to support practice.	
3	<u>BSc</u> Understand the nature of leadership and act as a role model in professional practice, disseminating current knowledge and skills to others in the practice setting.	<i>Assessment</i> OSCEs, competency assessments, work-based assessments, learning contracts
	<b><i>Transferable skills: the ability to:</i></b>	<i>Related teaching and learning methods and strategies</i>
1	Collect and evaluate data	Workshops, problem-based learning, seminars, self-directed learning
2	Work with others	
3	Work independently	<i>Assessment</i> Project work, case studies, seminar presentations, practice assessments, course work assignments
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## E Programme structure and features

Modules are provided at level 2/I and level 3/H with credit values of 15, 30, or 45 based on a standard of 10 hours of student effort per credit. Students who achieve 120 credits at level 2/I may be eligible for the Diploma in Health Care Practice. Students who achieve 120 credits at level 3/H (including the compulsory Developing Effective Practice in Health and Social Care module) may be eligible for the BSc in Health Care Practice. Flexible sequencing of modules is permitted within each level.

Students following defined pathways may add specialist components in brackets to obtain the following award titles:

- Dip/BSc in Health Care Practice (Critical Care)
- Dip/BSc in Health Care Practice (Palliative Care)
- Dip/BSc in Health Care Practice (Cancer Care)
- Dip/BSc in Health Care Practice (Midwifery)
- Dip/BSc in Health Care Practice (Perioperative Care)
- Dip/BSc in Health Care Practice (Health and Social Care of Older People)
- Dip/BSc in Health Care Practice (Neonatal Critical Care)
- Dip/BSc in Health Care Practice (Children's Critical Care)
- Dip/BSc in Health Care Practice (Child Health)
- BSc in Health Care Practice (Autonomous Paediatric Practice)
- Dip/BSc in Health Care Practice (Psychosocial Interventions)
- Dip/BSc in Health Care Practice (Cognitive Approaches)
- Dip/BSc in Health Care Practice (Learning Disability)
- Dip/BSc in Health Care Practice (Tissue Viability)
- Dip/BSc in Health Care Practice (Management)
- Dip/BSc in Health Care Practice (Emergency Care Practitioner)
- Dip/BSc in Health Care Practice (Autonomous Practice)

The up-to-date list of modules available is given in the annual prospectus.

Module learning outcomes are mapped against the NHS Knowledge and Skills Framework

'The description of the structure of the programme, including the lists of modules, is indicative and should not be regarded as full and definitive. For up-to-date information, see the course handbook'.

Programme reference points – the following reference points were used in the preparation of this specification:

## **F** General teaching and learning strategies

All students are expected to be working in a relevant health or social care practice environment at the time of commencement of their studies. Students can select modules which are relevant to their practice and sequence them to fit in with work requirements. Study hours for each module are spread across contact teaching, self-directed study, practice and assessment. Learning is related to practice and employs a variety of different teaching methods which accommodate a variety of learning styles. There is increasing emphasis on independent student-centred learning at level 3/H. Mentors and practice facilitators are directly involved in providing learning opportunities and assessment in practice areas. Some modules are suitable for a variety of different professional groups and directly facilitate inter-professional learning. Many modules include competency assessments which contribute directly to the marks achievable.

## **G** Assessment

Assessment is detailed at the module level and mapped against the learning outcomes for each module. An eclectic range of methods are used which include formative work in some modules. Summative assessments include course work, examinations, and completion of competency assessment documents. Credits are awarded on completion of each module. Awards are assessed on the basis of completion of set numbers of credits at each level.

## **H** Support for students and their learning

- Excellent library and computing facilities with dedicated facilities for students with dyslexia
- Student counsellors available
- Learning Support Facilitator provides support for students with learning difficulties or problems with study skills/written work
- Academic Adviser (Student Support) provides individual support for students experiencing personal difficulties
- Admissions Tutor/AP(E)L Adviser provides support with claims for accreditation of prior (experiential) learning, study skills, profiling, careers advice and module choices
- Module and Pathway Leaders provide academic advice and support and personal tutors are allocated for each module
- Student and module handbooks provide guidance on content and assessments
- Module leaders and liaison lecturers provide links with clinical/practice areas
- CPD office provide support to the programme
- Course Director has overall responsibility for the operational management of the programme.

I	Criteria for admissions
<p>A health or social care professional qualification equivalent at least to 120 credits at level 1/C. Additional practice experience or qualifications may be set for individual modules. AP(E)L arrangements exist at level 2/I and level 3/H in addition.</p> <p>Students are expected to be in work and are usually sponsored by the employing organisation.</p> <p>The admissions policy, which is up-dated annually, gives more detail on these arrangements.</p>	

J	Career opportunities
<p>Not applicable</p>	

K	Methods for evaluating and improving the quality and standards of teaching and learning
<ul style="list-style-type: none"> <li>• Module logs (including feedback from students, staff and clinicians)</li> <li>• Annual course monitoring reports</li> <li>• Periodic review/ re-validation</li> <li>• Annual staff appraisal</li> <li>• Peer observation of teaching</li> <li>• Visiting examiner reports</li> <li>• Audits of clinical learning environments</li> <li>• Ongoing performance management between representatives of FHSCS and NHS London</li> <li>• Course Committee, pathway management and module team meetings</li> <li>• Module leaders' forum specifically addresses issues related to assessment</li> <li>• Monitoring by Faculty Quality Committee</li> <li>• Faculty Learning and Teaching Committee</li> <li>• Board of Examiner meetings</li> <li>• Briefing and up-dating meetings for visiting examiners</li> <li>• Staff development programme</li> <li>• Student Consultation forum</li> </ul>	

L	Regulation of assessment
<p>There are programme regulations for the Diploma and BSc and a scheme of assessment for each level. The SGUL general regulations are included in the student handbook given to students for each module.</p>	

M	Indicators of quality and standards
<ul style="list-style-type: none"><li>• Over 200,00 students enrolled since programme began in 1994</li><li>• Positive visiting examiner reports and comments</li><li>• Renewal of Contract with Strategic Health Authority</li><li>• Recommendations from visiting examiners that some student work should be published</li><li>• Annual prizes awarded for outstanding work</li><li>• Covered by QAA subject review in 2004 (outcome: commended in all areas)</li><li>• QAA specifically commended the development of pathways/modules to meet workforce needs and NHS trust priorities</li><li>• Increasing numbers of students completing to awards, including a number achieving first class degrees</li><li>• Periodic reviews identify a number of areas of good practice including service user involvement, cutting edge content and imaginative range of assessments</li></ul>	



Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook and, where they are produced, separate module guides.

Key sources of information are:

Course documents

Student Handbook

The St George's, University of London prospectus and the Kingston University prospectus

Course leaflets

The St George's, University of London internet site and the Kingston University internet site

General Regulations for students and programmes of study

QAA subject review reports