St George's University of London

Programme Specification

A	NATURE OF THE AWARD	
	Programme Title & Final award	Graduate Certificate Healthcare Practice BSc (Hons) Healthcare Practice BSc (Ordinary) Healthcare Practice (exit award) Diploma Healthcare Practice
	Intermediate awards	
	Awarding institution/body	St George's Hospital Medical School a constituent college of the University of London:
	Teaching institution	Faculty of Health, Social Care and Education St George's, University of London and Kingston University.
	Programme approved by	N/A
	UCAS/JACS code	B700
	Date specification produced	October 2014- updated July 2021
B	FEATURES OF THE PROGRAMME	
	Mode of study	Modular, leading to an award
	Usual length of programme	Graduate Certificate- up to 2 years part time BSc - up to 4 years part time (2 years full time) Diploma - up to 4 years part time.
	Other features of the programme	Integrated taught academic programme with work-based, work-place learning.
C	EDUCATIONAL AIMS OF THE PROGRAMME	

The overall aims of the programme are:

1. to foster life-long personal and professional development in order to produce knowledgeable, skilled and reflective healthcare practitioners;

2. to produce a flexible educational programme, which reflects contemporary healthcare provision and meets the needs of students, service users and health care employers.

D	LEARNING OUTCOMES OF THE PROGRAMME: Graduate Certificate Healthcare Practice

	(learning outcomes are numbered as they appear in the course document)	
	Knowledge and Understanding skills:	
1.	In-depth knowledge and understanding of a defined area of healthcare practice, including awareness of wider socio-political, financial and cultural influences; and articulate its application to professional practice within specialist and inter-professional contexts	*Teaching and learning strategies (examples)* Keynote lectures, tutorials, IT based learning, student/ tutor-led seminars, directed independent study, case-based and problem-based learning, workplace learning. *Assessment strategies (examples)* Essays, reports, student presentations, practice assessments, examinations, simulations Formative assessment is also incorporated throughout the programme.
	Cognitive skills:	
3	Ability to apply reasoning and decision – making skills to complex, unpredictable and unfamiliar healthcare contexts, in order to deliver flexible, high quality, collaborative, person centred- care	*Teaching and learning strategies (examples)* Online discussion boards, seminars, case-based and problem-solving learning, work place learning, simulation, clinical placements. *Assessment strategies (examples)* Essays, student presentations, examinations, simulations. Formative assessment is also incorporated throughout the programme.
	Professional and Practice Development skills:	
2	Understanding of the wider ethical, legal and professional perspectives of healthcare and incorporate a critical ethical/ professional dimension into decision making	*Teaching and learning strategies (examples)* Keynote lectures, tutorials, student/ tutor-led, seminars, student/ tutor-led, directed independent study, case-based and problem-based learning, clinical placement learning, clinical skills laboratory. *Assessment strategies (examples)* Essays, reports, student presentations, logbooks, practice assessments, OSCE, peer assessment, learning contracts Formative assessment is also incorporated throughout the programme.
4	Capability for self-directed personal and professional development, based on the application of critical enquiry, reflective practice and appraisal of evidence	
D	**LEARNING OUTCOMES OF THE PROGRAMME: BSc (Ordinary degree) and BSc (Hons) Healthcare Practice** *(learning outcomes are numbered as they appear in the course document)* *Underlined learning outcome no. 6 relates only to the BSc (Hons)*	

	Knowledge and Understanding skills:	
1	In-depth knowledge and understanding of a defined area of healthcare practice, including awareness of wider socio-political, financial and cultural influences; and articulate its application to professional practice within specialist and inter-professional contexts	*Teaching and learning strategies (examples)* Keynote lectures, tutorials, IT based learning, student/ tutor-led seminars, directed independent study, case-based and problem-based learning, workplace learning. *Assessment strategies (examples)* Essays, reports, student presentations, practice assessments, examinations, simulations Formative assessment is also incorporated throughout the programme.
	Cognitive skills:	
3	Ability to apply reasoning and decision – making skills to complex, unpredictable and unfamiliar healthcare contexts, in order to deliver flexible, high quality, collaborative, person centred- care	*Teaching and learning strategies (examples)* Online discussion boards, seminars, case-based and problem-solving learning, work place learning, simulation, clinical placements.
6	Understanding of research principles, design and methods relevant to healthcare practice, and the application of these in the development of a systematic review of evidence to support practice recommendations	*Assessment strategies (examples)* Honours degree project, Essays, student presentations, examinations, simulations. Formative assessment is also incorporated throughout the programme.
	Professional Development skills:	
2	Understanding of the wider ethical, legal and professional perspectives of healthcare and incorporate a critical ethical/ professional dimension into decision making	*Teaching and learning strategies (examples)* Keynote lectures, tutorials, student/ tutor-led, seminars, student/ tutor-led, directed independent study, case-based and problem-based learning, clinical placement learning, clinical skills laboratory.
4	Capability for self-directed personal and professional development, based on the application of critical enquiry, reflective practice and appraisal of evidence	*Assessment strategies (examples)* Essays, reports, student presentations, logbooks, practice assessments, OSCE, peer assessment, learning contracts
5	Ability to act as a professional role model, apply the principles of effective leadership, and explore strategies to enhance service delivery	Formative assessment is also incorporated throughout the programme.
D	**LEARNING OUTCOMES OF THE PROGRAMME: Diploma Healthcare Practice** *(learning outcomes are numbered as they appear in the course document)*	
	Knowledge and Understanding skills:	
1	Apply comprehensive knowledge and understanding of a defined area of health care practice, including awareness of	*Teaching and learning strategies (examples) Keynote lectures, tutorials, IT based learning, student/ tutor-led seminars, directed*

		primary socio-political, financial and cultural influences; and articulate its application to professional practice.	*independent study, case-based and problem-based learning, workplace learning.*
			Assessment strategies (examples) *Essays, reports, student presentations, practice assessments, examinations, simulations*
			Formative assessment is also incorporated throughout the programme.
	Cognitive skills:		
3		Ability to apply reasoning and decision-making skills to well established health care contexts, in order to deliver flexible, high quality, collaborative, person-centred care	*Teaching and learning strategies (examples)* Online discussion boards, seminars, case-based and problem-solving learning, workplace learning, simulation, clinical placements.
			Assessment strategies (examples) Essays, student presentations, examinations, simulations.
			Formative assessment is also incorporated throughout the programme.
	Professional Development skills:		
2		Understanding of the ethical, legal and professional perspectives of healthcare, and incorporate an ethical/professional dimension into decision-making for effective practice.	*Teaching and learning strategies (examples)* Keynote lectures, tutorials, student/ tutor-led, seminars, student/ tutor-led, directed independent study, case-based and problem-based learning, clinical placement learning, clinical skills laboratory.
4		Capability for self-directed personal and professional development, based on the application of reflective practice;	*Assessment strategies (examples)* Essays, reports, student presentations, logbooks, practice assessments, OSCE, peer assessment, learning contracts
5		Ability to act as a professional role model, apply an understanding of the principles of leadership, to inform competent and effective service delivery.	Formative assessment is also incorporated throughout the programme.
E		**Programme structure and features**	

Structure of programme

To provide coherence and structure to the programme, modules will be grouped into five pathways, which relate to discrete areas of practice and will be led by specialist pathway leaders.
- Acute Care
- Community and Integrated Care
- Professional Practice
- Maternal and Child Health
- Psychosocial Interventions and Mental Health

Students can make choices of module combinations at either level 5 or 6 depending on their practice needs. All students completing the requisite numbers of credits will be eligible for the generic award title 'Healthcare Practice'. In addition, students who wish to follow specific routes of study relevant to individual practice areas may add qualifiers to these award titles in brackets to achieve a Practice Specific Award (PSA).

Practice Specific Awards

Practice Specific Awards (PSA) are prescribed collections of modules, which lead on completion to a qualifier which may be added in brackets to the Healthcare Practice award stem. PSAs offer students opportunities to follow focused areas of practice-related study and have this recognised within their academic award title.

The common format for these awards is as follows:

Graduate Certificate
60 level 6 credits from prescribed specialist modules, with either compulsory components, a choice from within a pathway or a mixture of both

BSc Healthcare Practice (Psychosocial Interventions)
90 level 6 credits from prescribed specialist modules

BSc (Hons) Healthcare Practice (Psychosocial Interventions)
90 level 6 credits from prescribed specialist modules
30 level 6 credits from the compulsory 'Honours degree project: appraising evidence and developing practice'.

There are thirteen PSAs::

BSc/ BSc (Hons)/ Grad Cert Healthcare Practice (Psychosocial Interventions)
Grad Cert Healthcare Practice (Cardiac Care)
Grad Cert Healthcare Practice (Community and Integrated Care)
Grad Cert Healthcare Practice (Intensive Care)
Grad Cert Healthcare Practice (Perioperative Care)
Grad Cert Healthcare Practice (Renal Care)
Grad Cert Healthcare Practice (Emergency Care)
Grad Cert Healthcare Practice (Midwifery Practice)
Grad Cert Healthcare Practice (Children's Critical Care)
Grad Cert (Child Health)
Grad Cert (Neonatal Critical Care)

Assessment for an Award
To qualify for the award students must complete all the course requirements and must pass all modules.

Criteria for awards

1. <u>Graduate Certificate Healthcare Practice</u> (with or without practice-specific qualifiers in brackets) will be an unclassified award. Students will be required to have:

   - Hold an honours or ordinary degree qualification (or equivalent) from a UK or Republic of Ireland university. Advice on equivalence of overseas awards will be obtained from the National Recognition and Information Centre for the UK (ENIC)
   - passed modules up to the value of 60 credits at level 6 (including any approved RPL up to 60 credits);
   - passed the requisite specialist and option modules if a practice-specific qualifier is to be given within the maximum registration period of two years.

2. <u>BSc (Hons) in Healthcare Practice</u> (with or without practice-specific qualifier in brackets) will be a classified award. Students will be required to have:

   - demonstrated evidence of exemption from 120 credits at level 4 and 120 credits at level 5;
   - demonstrated satisfactory completion of modules worth 120 credits at level 6, to include the compulsory 30 credit 'Honours degree project: appraising evidence and developing practice' module (and including any approved RPL up to 60 credits);
   - demonstrated satisfactory completion of the requisite specialist modules if a psychosocial interventions practice-specific qualifier is to be given
   within the maximum registration period of four years part time or two years full time.

3. <u>BSc (ordinary degree) in Healthcare Practice</u> (with or without practice-specific qualifier in brackets) will be an unclassified exit award. Students will be required to have:

   - demonstrated evidence of exemption from 120 credits at level 4 and 120 credits at level 5;
   - demonstrated satisfactory completion of modules worth 90 credits at level 6 or have provided evidence of RPL to gain exemption from up to 45 credits of this;
   - demonstrated satisfactory completion of the requisite specialist modules if the psychosocial interventions practice-specific qualifier is to be given

   within the maximum registration period of four years part time or two years full time.

4. <u>Diploma Healthcare Practice</u> Students will be required to have:

   - demonstrated evidence of exemption from 120 credits at level 4;
   - demonstrated satisfactory completion of modules worth 120 credits at level 5 or provide evidence of RPL to gain exemption from up to 60 credits of this within the maximum registration period of four years part time.

F	GENERAL TEACHING AND LEARNING STRATEGIES

Learning and teaching methods related to individual modules are described in the module outlines. The standard template for module outlines requires indicative hours of contact time, self-directed learning, assignment preparation and clinical practice hours to be specified. Within these broad categories a wide variety of approaches will be used.

Direct contact hours: A blended approach will be adopted drawing upon a range of

activities. As all groups are relatively small, an interactive approach will characterise all sessions, even those which are primarily based around traditional methods such as lectures. Where lectures are used, these are often followed up by small group work to apply concepts and explore issues which provides opportunity for practitioners to share differing organisational perspectives and differences in clinical practice. Moreover, these activities facilitate the development of critical reflection and problem solving and support the development of peer review and presentation skills.

Self-directed hours: These are specified in each module and are designed for students to familiarise themselves with the reading set, to follow up additional reading provided at the end of teaching sessions, to explore relevant web-based materials and develop critical reading skills. This allows students to work at their own pace and to build on the variety of knowledge and experience which they bring to the programme.

Assignment preparation hours: This includes the preparation time for, and use of, tutorials, both individual face-to-face and electronic, as well as group timetabled assignment preparation sessions such as formative peer-assessed presentations and mock exams.

Clinical practice hours: Specify time which students will need to spend in their own practice areas, both achieving the learning outcomes and working towards competency assessment (where applicable). Students have a degree of autonomy in how they negotiate opportunities to develop new clinical skills and in the way in which individual learning needs are identified and action plans set. They can bring the results of this learning back into the classroom in the form of case studies, critical incidents, and role play exercises.

G	ASSESSMENT

The assessments have been designed to reflect the knowledge, skills and attributes articulated in the programme and promote public safety through the development of safe practitioners. Each module will have its own discrete assessment specifications related to the intended educational aims and learning outcomes of the module and programme as a whole. The aims of assessment can be summarised as follows:

- to demonstrate achievement of module learning outcomes;
- to demonstrate achievement of some of the transferable skills;
- to contribute to the achievement of the overall programme learning outcomes;
- to provide constructive feedback to students on their strengths and areas for improvement, in order to assist their learning and professional development;
- to provide overall feedback on performance and progression which can be used to support and guide students through the programme.

To encourage creativity in setting course work assessments and to ensure that these are focused explicitly on the stated learning outcomes, there is an emphasis on reflective work, critical incident analyses, presentations, work-based activities, case studies and clinical competency assessments. Methods which reflect the activities students are likely to undertake in their practice environments are favoured, resulting in innovative ways of linking assessments to workplace learning.

To ensure parity of effort and appropriateness of assessment strategy an agreed tariff has been applied across all modules. Academic marks for modules are derived from written components of assessments. Practice assessments, including competency assessment and OSCEs, will be assessed utilising pass/fail criteria. Practice assessments will not contribute to the overall pass mark of the module but will, as indicated in the module

outline, feature as a compulsory part of the summative assessment strategy which students must pass.

In modules where there is both a written and a practice assessment the word limit will not be reduced. This approach ensures students have sufficient scope to prepare assessments to the required breadth and depth and also provides consistency in approach with the MSc Healthcare Practice, with which the programme shares many co-taught modules. Where presentations are used as part of the summative assessment, in conjunction with written work, they will not constitute more than 30% of the overall module assessment weighting.

Examples of summative assessments used to assess integrated theory and skills include: written examinations/ multiple choice questions/ essays/ seminar & oral presentations/ posters/ reports/ clinical logs/ OSCEs/ competency assessment and snapshot documents/ literature review/ open-book examinations.

Additionally, explicit formative assessments are used to inform the students' progress and development through feedback and 'feed-forward' mechanisms. Formative assessments typically take the form of essay plans and drafts, mock written exams, peer assessed OSCEs and presentations. Formative assessments are also a key component in the competency and snapshot documents.

H	SUPPORT FOR STUDENTS AND THEIR LEARNING

Module Leaders
Module leaders will be responsible for ongoing support to practice supervisors/ practice assessors and for providing information and guidance as appropriate while students progress through the module(s).

Tutorial Arrangements
Students will be allocated a personal tutor for each module. In most instances this will be the module leader but in some cases, it may be another member of the teaching team if the cohort is particularly large. In addition, there will be opportunities for individual or small group tutorials, to supplement learning.

Career Development and Advice
Healthcare professionals can seek advice on career development personal professional profiling (for regulatory purposes) and personal development planning. The consultations and advisory work of the Admissions Tutor/RPL Advisor frequently directs professionals to the range of continuing professional development courses available across the programme.

Advice is also provided to nurses with overseas qualifications to enable potential students to prepare for study in Britain and to enable them to access courses at an appropriate level. This work is supported by specialist software (ENIC) to which SGUL subscribes.

Extension Request Service
Students may experience personal, professional or other difficulties and be unable to submit the course work required or may need to withdraw from a module. The extension request service is managed centrally by administrative staff on the programme to ensure adequate cover and continuity of the service and agree all extensions. A dedicated e-mail account is available, and students may seek advice through this mechanism.

Counselling Services

A specialised, confidential service is provided by three qualified counsellors who have extensive experience of working with a wide range of problems. The service is separate from the teaching and assessment processes and is available to all undergraduates studying at SGUL. It provides space to talk about emotional or practical difficulties such as:

- work-related concerns, exam anxiety, study difficulties, stress management;
- emotional issues;
- loneliness, isolation, loss of confidence;
- personal direction, doubts and career choices;
- practical or welfare issues including finance.

Learning Support
This is available for all students requiring guidance on academic writing skills on a self-referral one-to-one basis.

Library and Computing Facilities
Students registered on the programme are entitled to use the Library and Computing resources of SGUL. Students receive ID cards that provide access to the library and the dedicated subject librarians.

To support part-time students the Libraries have long opening hours including evenings and Saturdays. Resources include:

- Books, Journals, Statistics, Audio-Visual Materials
- Electronic Resources (including access to the Internet (and SGUL portal), word processing, email, and databases)
- Information Skills Training
- Inter-library Loans
- Photocopying and Printing Facilities
- Professionally staffed Enquiry Desk.

I	CRITERIA FOR ADMISSIONS

The intention is that all healthcare practitioners with a recognised healthcare qualification are able to access aspects of the programme which are appropriate to their continuing professional development. The term 'practitioner' is intended to include a broad range of roles in healthcare such as Registered Nurses, Registered Midwives, Paramedic Practitioners, Associate Practitioners, Operating Department Practitioners, Nursery Nurses, Dental Nurses, Emergency Medical Technicians and Registered Nursing Associates.

All professionally qualified (registered) applicants will normally require a minimum of six months' post-qualifying practice experience to consolidate their initial pre-registration education and training before embarking on further study. Exceptions will be influenced by NMC validated programmes which stipulate the amount of pre-requisite practice experience.

Standard programme entry requirements
Applicants are expected to hold a recognised healthcare related qualification with current professional registration (appropriate to the qualification) and normally a minimum of 6 months post-qualifying experience in order to consolidate training. In addition:
- applicants should hold a qualification which provides 120 credits at level 4, or equivalent, for entry to the diploma programme or a DipHE. (or equivalent) for entry to the degree programme;

- applicants for the graduate certificate are normally expected to hold an honours or ordinary degree, or equivalent.

The equivalence of overseas qualifications is assessed using the national database ENIC, to which SGUL subscribes.

Non-standard applicants

Healthcare practitioners who do not hold a DipHE. (or equivalent) will normally be considered for standalone level 6 module enrolments if they can demonstrate one of the following:

- successful completion of either certificated learning at level 6 or above, or completion of more than 60 credits at level 5 or a minimum of 30 credits at level 5, normally at, or above, a grade B (60%);
- successful completion of a level 6 entrance test.

Applicants who do not meet the standard criteria for entry to the diploma programme will be assessed on an individual basis and will normally be considered for access to standalone level 5 modules if they are able to demonstrate their ability to study at this level the through successful completion of a level 5 entrance test. The entrance test is normally undertaken in adequate time for feedback and commencement of the selected module. The test includes an essay set to assess academic competence to perform at either level 5 or 6. In addition to assessment against the level criteria, non-standard applicants may be interviewed.

Module-Specific Entry Requirements

Where the learning outcomes for a specific module require students to be working in a particular clinical or healthcare area, additional practice entry requirements will be stipulated. These are summarised in the module outlines and will be communicated in module publicity.

Some modules require the applicant to have a suitably qualified and experienced practice supervisor or practice assessor e.g. NMC approved modules.

Recognition of Prior Learning

Candidates who are in possession of a prior qualification that has substantial similar elements to the academic course may be exempted from part of the course in accordance with the Institution's RPL policy. The maximum amount of credit exemption that can be offered is 60 credits at level 6 for the BSc (Hons) award, 45 credits for the BSc award (an exit award) or 60 credits at level 5 for the Diploma. Verifiable evidence from the previous course of study will be required to confirm the exemption. Students considering RPL claims will be supported by the Course Director or delegated member of the course team.

Equal Opportunities and Disability

Admission procedures are designed to be consistent with SGUL equal opportunities procedures. Students are encouraged to declare any disability (including dyslexia) in order that they can access the support available to them from the Disability Co-ordinator, academic and clinical teams.

Enrolment

Enrolment for the degree is made through the Faculty of Health, Social Care and Education. All students must complete the registration formalities of SGUL and will be expected to sign a declaration that they intend to abide by SGUL's regulations for students. Sanctions will be applied if students infringe the Institution's codes of conduct.

J	CAREER OPPORTUNITIES

The Admissions Tutor / RPL Adviser provides advice on career development which includes help with preparation for personal professional profiling (for regulatory purposes) and personal development planning. The development and enhancement of professional learning enables student to seek promotion or develop their career towards specialist /or advanced practice. The consultation and advisory work of the Admissions Tutor / RPL Adviser directs professionals to the range of professional development opportunities across the University which also includes flexible learning using the framework of work-based learning modules.

A continued trend in recruitment from the EU and overseas has led to increased numbers of students with overseas qualifications and experience accessing the Framework. Advice is provided that will enable potential students to prepare for study in the UK and to enable them to access courses at an appropriate level. This work is supported by specialist software (NARIC) to which SGUL subscribes.

K	METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

There are four levels of course management in operation for the programme. These are:
- overall framework and contract management;
- overall programme management;
- pathway and practice specific award management;
- module management.

Through these levels of course management, the Course Director asserts responsibility, and works with the pathway leaders and module leaders, for the development, delivery and quality monitoring of the whole programme.

Student feedback is central to the quality of the programme and a standard procedure for evaluation is used across all Workforce Development programmes within the Faculty. The principal approach used is the collection of online evaluation data via Survey Monkey from each student in the last week of the module.

Feedback from student evaluations is incorporated in module action plans which are presented and monitored at Pathway meetings and disseminated to the sponsoring Trusts in which each student is working. Data also feeds into yearly annual monitoring reports to inform Faculty quality monitoring.

Other types of informal evaluation may also be used at the discretion of the module leader, to assist with specific aspects of module design or development. These may include evaluation of individual sessions, particularly where these are led by outside speakers.

Student Staff Consultative Committee forums take place three times a year. These forums are attended by the Course Director and course team and students. They provide an avenue for students to provide feedback on programme level issues such as marketing, admissions, student support, and assessment and feedback arrangements. There is also student representation at Pathway Management meetings. Pathway Leaders also provide informal channels for students to feed back their comments on the programme.

L	REGULATION OF ASSESSMENT

The assessments are regulated by St George's, University of London.

M	INDICATORS OF QUALITY AND STANDARDS

- QAA reports

- Module evaluations
- Student feedback.
- External Examiners annual reports are considered at Course Committee together with the responses made by the academic team to the recommendations. These are also reported to SGUL Academic Quality Committee.
- Nursing and Midwifery Council annual monitoring of approved modules against NMC Standards.

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 for each module can be found in the Student Handbook and, separate module guides.