Programme Specification

Programme award and title: BSc Professional Practice

UCAS code:

SCQF Qualification Level: 9/10  
SCQF Credit Value: Degree -360

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

This programme will offer an award to nurses, midwives and Allied Health Professionals (AHP) who can register for the programme from different entry points (dependent on RPL). The range of modules that students can choose from reflect contemporary health and social policy initiatives and also aim to reflect current role profiles characterised within Health Service Career Frameworks. The inclusion of specialist themed modules enable students to graduate with a named specialist award in Professional Practice.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
• A crucial feature of competence and continuing professional development within NHS careers framework is embedded within the health professional’s PDP. This degree pathway can make a significant contribution to that process.

Subject-specific skills and other attributes
• The programme is designed to encourage students to enhance their knowledge and skills in relation to their professional practice.

Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes
• Knowledge and skills developed throughout all modules within the programme, help to facilitate research literacy and develop skills of critical appraisal and enhanced clinical judgement.

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

• A variety of learning and teaching strategies are employed throughout the range of accredited modules offered by the School. All modules are supported through Succeed, with a significant amount of modules delivered mainly through this medium to support wide student access and use of contemporary, multi-media learning technologies.

• Assessment strategies are designed to assess specific module outcomes, and therefore use appropriate methods which reflect those requirements. Academic essays, examinations, Observed Structured Clinical Examinations (OSCE’s) and portfolio evidence are examples of assessment strategies used.

Professional/statutory body accreditation or recognition:
Some modules within the programme (for example, NUR 208, Non-Medical Prescribing) have previously been granted NMC approval. The award of BSc Professional Practice degree does not require professional accreditation.
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| Entry requirements: [http://www.stir.ac.uk/health-sciences/courses/cpd/bscp]
| Programme structure: [http://www.stir.ac.uk/calendar/](http://www.stir.ac.uk/calendar/)
| Relevant Subject Benchmark statement: [http://www.qaa.ac.uk/assuring-standards-and-quality](http://www.qaa.ac.uk/assuring-standards-and-quality)