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**SECTION A: CORE INFORMATION**

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|--|--|------------|---|
| 1. Name of programme   | Practice Development   |            |   |
| 2. Award title   | BSc Honours  |            |   |
| 3. Programme linkage   | Is this part of group of linked programmes between which students can transfer at agreed points?   |            |   |
|  | <table border="1"><tr><td style="padding: 5px;"><b>No</b></td></tr></table>  | <b>No</b>  |   |
| <b>No</b>  |  |            |   |
| 4. Is the programme a top-up only?   | <table border="1"><tr><td style="padding: 5px;"><b>Yes</b></td></tr></table>   | <b>Yes</b> |   |
| <b>Yes</b>   |  |            |   |
| 5. Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply? | <table border="1"><tr><td style="padding: 5px;"><b>No</b></td></tr></table>  | <b>No</b>  |   |
| <b>No</b>  |  |            |   |
| 6. Level of award  | <table border="1"><tr><td style="padding: 5px;">Level 6</td><td style="padding: 5px; width: 30px; text-align: center;">√</td></tr></table> | Level 6    | √ |
| Level 6  | √  |            |   |
| <i>BSc</i>   |  |            |   |
| 7. Awarding body:  | University of Sunderland   |            |   |
| 8. Which faculty is it in?   | Health Sciences and Wellbeing<br>Department of Nursing and Health Sciences   |            |   |
| 9. Programme Studies Board?  | Undergraduate Health   |            |   |
| 10. Programme Leader:  | Dr Kathryn King  |            |   |

11. How and where can I study the programme?

<b>At Sunderland:</b>	
Full-time on campus	√
Part-time on campus	√
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

<b>At the University of Sunderland London campus and Sunderland Campus</b>	
Full-time on campus	√
Part-time on campus	√

<b>At a partner college: ICBT Sri Lanka</b>	
Full-time overseas	√
Part-time overseas	√

*The programme is delivered across three terms and a student may progress to any of the sites listed above*

12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	45 weeks	3 years
Part-time	2 years	3 years
Distance learning	N/A	
Work-based learning	N/A	

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University. For start-dates for programmes delivered in a partner college, please contact the college.

## SECTION B – FURTHER CORE INFORMATION

Use Outline Programme Proposal Form for ADC ([AQH-B2-2](#)), for questions 13 to 25

### 26. Learning and teaching strategy.

The programme uses a diverse range of methods appropriate to the learning outcomes of the modules in accordance with the University Learning, Teaching and Assessment Strategy. Formative assessment features in all modules. The assessment methods are designed to allow judgements relating to progression as well as to motivate the students to influence their learning strategy and to enable the student to work as an independent practitioner with the ability to inform healthcare practice in a variety of settings. Assessment methods include written assignments which including essays; students will be expected to write about a particular topic or answer a question in-depth. A Report is also a featured form of assessment using a prescribed format in Term 2 of the programme. There are two 3 hour written exams, comprising of a seen paper and an unseen paper. For the seen paper, students will be given the exam paper in advance of the exam and for the unseen paper; questions will be revealed on the day. The use of oral presentations allows the student to develop presentation skill, essential for senior healthcare positions. Additionally, Video Enhanced Observations (VEO) is used across the programme with an aim to provide a platform for continuous cycles of improvement and self-development. Students culminate their studies by completing a project which is a substantial piece of independent work carried out under the guidance of a supervisor.

The Programme content has been informed by recent UK government documents: Equity and excellence: liberating the NHS (DH 2010), Healthy lives, Healthy people: our strategy for public health in England (DH 2010) and Five Year Forward View (2014), The Inniv8 approach for reviewing national health programmes to leave no one behind (WHO, 2016) and Health and Care Professional Council (HCPC) Standards of Conduct, Performance and Ethics (2016). Together these documents emphasise the need to better address equality, gender, human rights and social determinants of health and specifically the importance of a seamless, patient-centred quality provision of care, which is underpinned by evidence based-practice and the concept of life-long learning. Additionally, the UK documents detail the current NHS healthcare agenda and place explicit emphasis on the way in which healthcare is delivered and managed. The professional body has responded to these changes in healthcare provision and requires each healthcare professional to be fit for purpose, fit for practice and fit for academic award by becoming competent knowledgeable practitioners and developing expertise in their chosen area of practice. The BSc (Hons) Practice Development programme will therefore address the current healthcare agenda. It places the necessary emphasis upon competent, knowledgeable healthcare practitioners, patient centeredness the concepts of evidence-based practice, user and carer involvement, measurable quality patient care and high quality patient outcomes. Furthermore, the student will be encouraged to explore and critically debate theoretical and practical issues within the context of their own area/speciality of clinical practice.

To this end the provision is designed to meet the diverse range of continuing professional development needs of students from a variety of clinical specialities and endorses the concept of inclusion. Additionally, the provision encompasses the University's values of celebrating diversity. Respective modules will explore and debate such topics throughout the Programme; each module will encourage ethical debate and highlight public health issues such as inequalities and offering a responsive healthcare provision to meet the needs of the service user. For example, Theory and

Practice in Healthcare, Management of Care and Law and Ethics in Healthcare encourages ethical debate and highlights social inclusion and addresses such issues as inequalities, individualised healthcare. Furthermore, the Public Health competencies have been embedded throughout each of the respective modules; Each respective module then in turn complements the existing provision further – Appendix 5. Collaboration with the local workforce, students and External Examiners ensures that the provision addresses identified workforce needs and also ensures that there is parity with other similar courses both locally and nationally and internationally. Furthermore, it must also be recognised that in keeping with the national pattern, many allied healthcare professionals may wish to access the CPD provision in order to study one or more individual modules to meet specific professional needs.

The Programme will be of interest to both ‘home’ and overseas students both on and off campus. The Programme addresses the need of all allied healthcare professionals currently educated to Diploma Level who have not previously had the opportunity to upgrade to a BSc (Hon’s) Degree. Furthermore, this Programme will provide the vehicle for the student to access postgraduate study at UOS.

A further revision to the programme was the agreement to revert to IELTS 6 or equivalent for entry onto the programme. This decision was supported by the External Examiner and supports the University policy for entry onto BSc (Hons) programmes generally and is in keeping with other HEIs

Additionally, the Programme content has been designed so that the respective modules studied meet the broad aim of the degree, which is to facilitate the student to work as an independent, competent, knowledgeable practitioner with the ability to inform and enhance clinical practice in a variety of clinical settings.

Graduate status; currently, overseas, the non-nursing Diploma holder healthcare workforce is unable to upgrade their qualification to a degree. Additionally, a recent survey indicates that an increasing number of UK healthcare practitioners would also like the opportunity to upgrade their Diploma qualification to graduate status. Furthermore, as a consequence to nursing, within the UK becoming an all graduate profession, there is interest from other healthcare disciplines to also develop their profession to an all graduate status. It must also be recognised that in keeping with the national UK pattern, many eligible individuals may also choose to access the programme in order to meet specific personal professional developmental needs.

The prospective market will consist of individuals who have obtained a diploma in a subject related to healthcare and wish to upgrade their qualification to a degree. Furthermore, it must also be recognised that in keeping with the national pattern, many nurses may wish to access the CPD provision in order to study one or more individual modules to meet specific professional needs.

The two Level 5 modules are classed as Bridging Modules to enable the student to explore both the concept of research and the application of research to healthcare practice as well as enabling an understanding of healthcare theory and the importance of its integration into healthcare practice. The themes explored at Level 5 are further developed and evaluated at Level 6.

In summary, the BSc (Hons) Practice Development Programme will:

- Facilitate the promotion of the concept of evidence-based healthcare practice.

- Encourage the allied healthcare professional to work collaboratively across all agencies to take into account the needs of service users when developing healthcare provision and educational and training strategies.
- Raise the perceptions of allied healthcare professionals and significant others of the expert knowledge and skills required by the healthcare profession.
- Address the mission statement of the University of Sunderland to meet the needs of its students, endorsing the concept of diversity and the promotion of generic and enabling skills and ensuring the development of the student to be deemed fit for purpose, practice and academic award.

## **27. Retention strategy.**

Students entering the programme are already registered healthcare professional diploma holders and therefore retention should be good. However in an attempt to facilitate optimum achievement/retention a number of strategies are utilized: In addition to monitoring the achievement of learning outcomes, the aim of the assessment strategy is to develop the practitioner in the skills of life-long learning and the ability to relate theory to practice and practice to theory. A Wide range of assessment strategies are used to promote this. In particular, the assessment process is geared to ensure that the students will achieve their optimum potential. Formative assessment, as stated earlier, is a major strategy both in terms of the use of personal tutorials and feedback around student work to enable personal academic development. Electronic submission with the use of turnitin for of coursework across the provision allows students to self-assess their work (for example their referencing system) prior to formal submission and also tutors assess work and provide feedback and feed-forward in a timely manner.

Lectures may be used to impart factual knowledge or provide a basic grounding in different theories. They may be used at both Level 5 and Level 6. Tutorials, however, might be used to explore the issues raised by those theories. Group work may be used to encourage students to explore different approaches and develop their team-working skills. The use of case-studies may be used as examples to represent the global and diverse nature of our society, business and industry. The Dissertation is intended to encourage students to engage with theoretical issues and research-based problems, develop independent learning, critical thinking skill and develop advanced time-management skills. An element of directed study may exist to encourage students to explore a subject and student learning exists across all modules and this includes private self-directed study and assignment preparation.

Use is made of the VLE across the programme – The Programme has its own Programme Space which offers online access to the Programme and respective modules and also includes study skills advice and useful links. Detailed instruction regarding the use of the online provision takes place during induction.

The innovative approach of the programme, follows a comprehensive consultation with both students, the teaching team and the External Examiner, specifically relates to the concept of public health being implicit within all modules of the Programme; ensuring that this topic is not viewed in isolation and also ensures that the programme addresses the UK Government's public health agenda.

## **28. Any other information.**

Level 5 modules enable the student, entering the Programme at Level 5, to develop knowledge and skills in research; including the application of research to nursing practice and nursing theory; including the importance of its integration into nursing practice. Assessment at Level 5 includes group work; to facilitate team working and coursework; to test understanding of healthcare issues in a structure way. Successful completion at Level 5 allows progression to Level 6 where themes explored at Level 5 are further developed and evaluated at level 6. At Level 6 assessment includes; exams – intended to test ability to recall information under pressure and present a coherent argument. Coursework tests deeper understanding of issues regarding the respective topic and the ability to present evidence in a structured way as well as demonstrating the ability to plan work and work to a deadline. The use of presentations in addition to the above, aim to test the ability to present work and disseminate findings in a formal manner, for example at interview or academic conferences.

## **SECTION C - TEACHING AND LEARNING**

### **29. What is the programme about?**

The overall aim of the BSc (Hons) Practice Development programme is to develop the student to achieve skills associated with “graduateness” (numeracy, communication, information retrieval, and collaborative practice) to enable them to work as an independent practitioner with the ability to inform health care practice in a variety of settings.

To this end the programme has the following overall aims:

- to access, use and evaluate evidence upon which to base practice
- to develop the transferable skills of life-long learning
- to explore and reflect upon their own clinical practice
- to recognise and respond to changes affecting the delivery of nursing care
- to explore in depth the contemporary themes associated with the concept of health and wellness

### **30. What will I know or be able to do at each Stage of the programme?**

#### **Learning Outcomes of the Programme**

Upon successful completion of the programme the student will be able to:

#### **Learning Outcomes of the BSc (Hons) Practice Development (Top-Up) Programme**

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

#### **Knowledge:**

- K1 Understand the knowledge base of practice development and the current context of healthcare practice

## Skills:

- S1 Demonstrate a systematic understanding of the knowledge base of practice development
- S2 Evaluate critically the theoretical base of their (own) practice
- S3 Analyse and evaluate current issues and debates in health care
- S4 Communicate ideas, problematic issues and suggested solutions to colleagues
- S5 Reflect critically and challenge existing practice
- S6 Demonstrate the skills of life-long learning and articulate individual learning needs
- S7 Through an appraisal of the relevant clinical evidence formulate, evaluate evidence and find solutions for clinical problems
- S8 Demonstrate the ability to think logically and prepare a rigorous argument
- S9 Undertake a systematic study of an area of healthcare practice

Bloom's taxonomy is included to highlight the intellectual skills achieved – Level 4 (Step 1 and Step 2); Level 5 (Step 2 and Step 3 and Step 4) and at Level 6 (Step 3 - Step 6)

## Bloom's Taxonomy

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Know	Understand	Apply	Analyse	Synthesise	Evaluate
Define	Translate	Interpret	Distinguish	Compose	Judge
Repeat	Describe	Apply	Differentiate	Plan	Appraise
Record	Recognise	Employ	Analyses	Propose	Evaluate
Relate	Explain	Dramatise	Experiment	Design	Rate
Underline	Express	Practise	Examine	Formulate	Compare
Recall	Identify	Illustrate	Appraise	Arrange	Revise
Name	Locate	Operate	Calculate	Teach	Assess
Present	Discuss	Schedule	Compare	Create	Estimate
	Clarify	Sketch	Contrast	Assemble	Value
		Demonstrate	Inspect	Collect	Criticise
			Debate	Create	
			Question	Organise	
			Categorise	Prepare	
			Manage		

## Learning Outcomes – Ordinary degree

If you are awarded an Ordinary degree you will have achieved the majority of the learning outcomes for the programme studied. However you will have gained fewer credits at Stage 3 than students awarded an Honours degree, your knowledge will typically be less broad and you will typically be less proficient in higher-level skills such as independent learning.

## 31. What will the programme consist of?

Each undergraduate programme generally consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. As this programme is a 'Top Up' programme students will enter the programme at Level 5. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (ie compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the [programme regulations](#).

## **Structure of the BSc (Hons) Practice Development Programme**

The Structure of the BSc (Hons) Practice Development (Top-Up) programme allows entry onto the programme for those students who have studied a certificated healthcare related programme leading to the award of HE Diploma in a health related discipline, and for the overseas student who has a Diploma in a health related discipline and has IELTS 6 or equiv. to top-up their existing diploma qualification to a degree. The BSc (Hons) Practice Development programme takes into account both accredited and experiential learning and therefore an overseas Diploma holder having undertaken a Diploma programme has the opportunity to apply for accreditation of prior achievement: 120 credits at Level 1 plus 80 credits at Level 2. Such a student would be required to enter the Programme at Level 2 and would undertake the Bridging programme; which consists of two Level 2 modules; which essentially equips the student with a range of transferable skills. The Bridging programme enables the student to obtain the necessary further 40 credits at Level 5 to allow progression to Level 6. NB the student must successfully complete the 2 modules at Level 5 to progress on to the Level 6 modules of the programme.

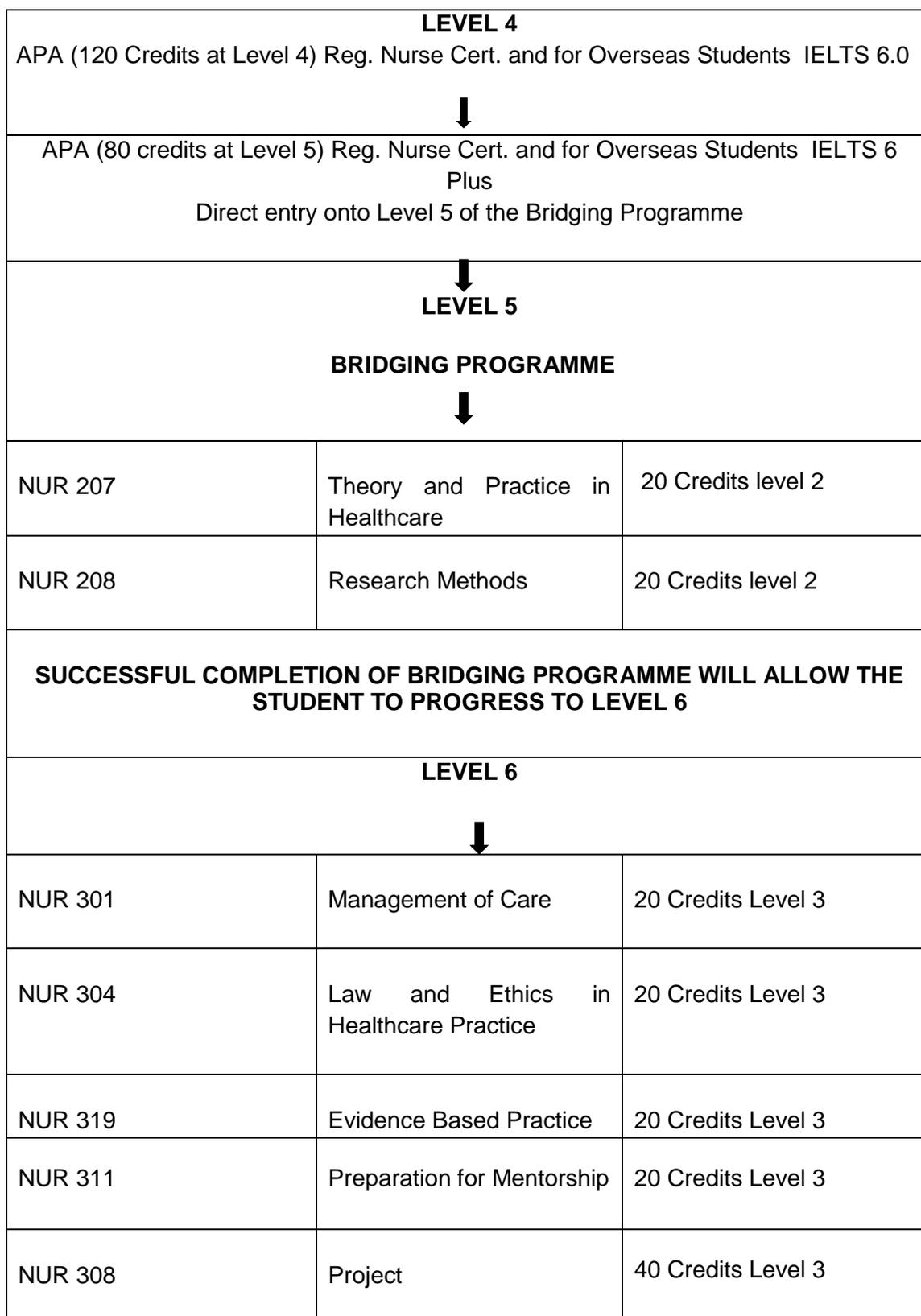
Additionally, the Programme content has been designed so that the respective modules studied meet the broad aim of the degree, which is to facilitate the student to work as an independent, competent, knowledgeable practitioner with the ability to inform and enhance clinical practice in a variety of clinical settings.

The two Level 5 modules are classed as Bridging Modules to enable the student to explore both the concept of research and the application of research to nursing practice as well as enabling an understanding of nursing theory and the importance of its integration into nursing practice. The themes explored at Level 5 are further developed and evaluated at Level 6.

In summary, the BSc (Hons) Practice Development (Top Up) Programme will:

- Facilitate the promotion of the concept of evidence-based healthcare practice.
- Encourage the allied healthcare professional to work collaboratively across all agencies to take into account the needs of service users when developing healthcare provision and educational and training strategies.
- Raise the perceptions of allied healthcare professionals and significant others of the expert knowledge and skills required by the healthcare profession.
- Address the mission statement of the University of Sunderland to meet the needs of its students, endorsing the concept of diversity and the promotion of generic and enabling skills and ensuring the development of the student to be deemed fit for purpose, practice and academic award.

**This Diagram Demonstrates the Provision**



## Module List

Award, Route (if applicable) and Level	New/Existing/Modified Module (N/E/MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Must choose (ie designated option):	Assessment weighting – give % weight for <i>each assessment item</i>	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only ( After event)	JACS Code	Academic Team
	E	Theory & Practice in Healthcare	NUR 207	20	C		100% course work		Dr Kathryn King			B700	
	E	Research Methods in Nursing	NUR 208	20	C		100% course work		Karen Carling			B700	
BA (Hons)	E	Evidenced Based Practice	NUR 319	20	C		100% Seen Exam		Dr John Fulton			B700	
	E	Management of Care	NUR 301	20	C		100% Coursework		Dr Kathryn King			B700	
	E	Preparation for Mentorship	NUR 311	20	C		100% Coursework		Jennifer Dent			B700	
	E	Law and Ethics in Healthcare Practice	NUR 304	20	C		40% CW 60% Unseen Exam		Dr Kathryn King			B700	
	E	Applied Practice Project	NUR 308	40	C		100% Coursework		Dr Kathryn King			B700	

### 32. How will I be taught?

Scheduled teaching activities	√
Independent study	√
Placement	None

The programme uses a diverse range of methods appropriate to the learning outcomes of the modules in accordance with the University Learning, Teaching and Assessment Strategy and will consist of lectures, seminars, group-work, directed study and independent study. Tutorial support is offered across the programme up until the week prior to submission of assessment. Formative assessment features in all modules. The assessment methods are designed to allow judgements relating to progression as well as to motivate the students to influence their learning strategy. Students will be assessed in accordance with the current University

A list of the modules in each Stage of the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix](#) in appendix 3.

### 33. How will I be assessed and given feedback?

Written examinations	√
Coursework	√
Practical assessments	√

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix](#) in appendix 3.

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria		<b>NO</b>
This programme uses the Subject Specific Assessment Criteria		<b>YES</b>

The University regulations can be found [here](#).

### Formative/Summative Assessment – Definitions

The definition of 'formative assessment' is given as 'the ongoing evaluation that is inherent in the learning process itself'.<sup>1</sup>

The definition of 'summative assessment' is given as 'evaluation that takes place at different times, particularly at the end of the programme of learning'.<sup>2</sup>

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<sup>1</sup> Alan Rogers (1992) Teaching Adults Open University Press Buckingham.

<sup>2</sup> Alan Rogers (1992) Teaching Adults Open University Press Buckingham.

Students will be assessed on the taught modules by one or more of the following:

Written coursework  
Oral presentations  
Examination  
Practical skills

Written coursework will involve the student demonstrating a) analysis and synthesis of the literature in the form of an essay and b) the application of findings from the literature to enhance and inform clinical practice. The table overleaf shows how different assessment methods are used in the various modules of the programme. Pastoral support is also embedded across all aspects of the Programme. Following Induction, each student will be allocated a Personal Tutor who they will meet each term (as a minimum once each term and again if necessary according to student need) to discuss their Personal Development Plan (PDP). With the use of their completed PDP discussion will focus upon their respective learning needs with referral as necessary – for example for further study skills and language development. The Health and Wellbeing Centre exists for all out on-campus students to provide additional support, for example counselling and general healthcare advice. Overseas centres will mirror the on-campus provision. Additionally, the programme team have reviewed the peer support mechanisms across and between the three delivery sites (Sunderland, London and Sri Lanka). The proposed enhancements include: use recorded presentations to allow sharing across all student groups and once Canvas is operational, discussion sessions will be commenced across the 3 respective sites. Use of Skype for business across the respective sites also aims to further enhance student support mechanisms.

#### Transferable skills

This programme is specifically designed to promote the integration of theory into practice, building on the premise that each module is underpinned upon a range of general principles that encourage the development of transferable skills with relation to personal professional development.

The key transferable skills in this instance may be defined as follows:

- Information retrieval and data collection
- Presentation Skill
- Group Work
- Statistical Analysis
- Critique Skill
- Ongoing professional development
- Reflective skills
- Enhancing statistical and critical awareness
- Writing and citation technique

In addition, all modules have been written with the health care professional in mind, taking full account of the importance to recognise the variable needs of the individual student and of their need to collate evidence to support and enhance their personal professional development in accordance with the recommendations of the HCPC (2016).

Reference: HCPC (2016) Standards of Education and Training. London. HCPC.

It is recognised that students all learn using different learning styles and with this in mind, we endeavour to use a wide variety of teaching material including written, visual and auditory styles. Learning can be greatly enhanced through interaction with peers and many of our seminar classes will include discussion groups or group activities. Students are encouraged to participate in all of the different types of learning activities in order to get the most out of the module.

Information is easy to access and abundant in today's learning environment, but the problem is to decipher what is valid and accurate information for use within an academic environment and what is not. An indicative reading list is supplied for each respective module which includes a list of the most important books or journals you will be required to consult but this is not, in any way, exhaustive and further reading around each subject area is expected.

## **Assessment**

In addition to monitoring the achievement of learning outcomes, the aim of the assessment strategy is to develop the practitioner in the skills of life-long learning and the ability to relate theory to practice and practice to theory. A Wide range of assessment strategies are used to promote this. In particular, the assessment process is geared to ensure that the students will achieve their optimum potential. Formative assessment, as stated earlier, is a major strategy both in terms of the use of personal tutorials and feedback around student work to enable personal academic development. Electronic submission with the use of turnitin for of coursework across the provision allows students to self-assess their work (for example their referencing system) prior to formal submission and also tutors to access work and provide feedback in a timely manner.

Lectures may be used to impart factual knowledge or provide a basic grounding in different theories. They may be used at both Level 5 and Level 6. Tutorials, however, might be used to explore the issues raised by those theories. Group work may be used to encourage students to explore different approaches and develop their team-working skills. The use of case-studies may be used as examples to represent the global and diverse nature of our society, business and industry. The Dissertation is intended to encourage students to engage with theoretical issues and research-based problems, develop independent learning, critical thinking skill and develop advanced time-management skills. An element of directed study may exist to encourage students to explore a subject and student learning exists across all modules and this includes private self-directed study and assignment preparation.

Use is made of the VLE across the Programme – The programme has its own Programme Space which offers online access to the Programme and respective modules and also includes study skills advice and useful links. Detailed instruction regarding the use of the online provision takes place during induction.

The innovative approach of the programme, follows a comprehensive consultation with both students, the teaching team and the External Examiner, specifically relates to the concept of public health being implicit within all modules of the Programme; ensuring that this topic is not viewed in isolation and also ensures that the Programme addresses the Government's public health agenda.

[Teaching, learning and assessment matrix](#) can be found in appendix 3.

Level 5 modules enable the student, entering the programme at Level 5, to develop knowledge and skills in research; including the application of research to healthcare practice and healthcare theory; including the importance of its integration into healthcare practice. Assessment at Level 5 includes group work; to facilitate team working and coursework; to test understanding of healthcare issues in a structure way. Successful completion at Level 5 allows progression to Level 6 where themes explored at Level 5 are further developed and evaluated at level 6. At Level 6 assessment includes; exams – intended to test ability to recall information under pressure and present a coherent argument. Coursework tests deeper understanding of issues regarding the respective topic and the ability to present evidence in a structured way as well as demonstrating the ability to

plan work and work to a deadline. Presentations, in addition to the above, test the ability of the student to present work and disseminate findings in a formal manner.

Assessment criteria for the programme - Appendix 4

### **34. Does research influence the programme?**

There are links with FUSE (Translational Research in Public Health) many of the staff are members and are research active and there are associated projects all of which inform the teaching of the programme. A sample of our publications is given as follows:

Amaechi AC., Hayes C., & Summerfield P., (2016) Issues in Global Maternal Health - Trends in the Management of Pre-eclampsia; a Systematic Review of the Literature' International Journal of Current Research

Boatemah, G. & Hayes, C., (2016). Window on the World: Buruli Ulcer in the Ga West Municipality, Ghana. Podiatry Now

Bohr, S., Hayes C., & Bhugra P., (2016) Effectiveness and Safety of Probiotics in the Treatment of Clostridium Difficile Infection in the U.K. And Other European Countries: A Systematic Review' International Journal of Current Research

Drew, Rosie. King, Kathryn. Okosieme, Onyebuchi. Pearce, Simon. Donovan, Gemma. Leese, Graham. Hickey, Janis. Razvi, Salman. Dayan, Colin. Wilkes, Scott. (2017) Patients' Attitudes and Perceptions towards Treatment of Hypothyroidism in General Practice. BJGP. 0125

Hayes, C & Fulton JA (2016) Peer Assisted Student Support (PASS) and Supplemental Instruction (SI) Programme with International Postgraduate PhD and MSc Healthcare Students; A Pilot Case Study. Student Engagement in Higher Education Journal

King, K. M. King, P. J. Nayar, R. Wilkes, S. (2017) Perceptions of Adolescent Patients of the "Lived Experience" of Type 1 Diabetes. Diabetes Spectrum. Vol. 30. (1) Pp23-34

Meshack, E. King, K. M. Fulton, J. A. (2013) Poor Adherence to antipsychotics amongst schizophrenia patients in Nigeria. International Journal of Culture and Mental Health. Pp 1-13

Mobeen J., Hayes C., & Fulton JA., (2016) 'McDonaldisation – Creating a Generation of McPharmacists in the in the Workplace?' International Journal of Current Research

Mobeen, J., Hayes, C., & Fulton, J. (2016). McDonaldisation: does it affect you as an HCA or AP? British Journal of Healthcare Assistants, 10(6), 281-283.

Nwankwo, U., & Hayes, C (2016) The Impact of High Fidelity Simulation on Learning and Teaching British Journal of Healthcare Assistants

Nwasaki , CC, Hayes C, & Fulton JA, (2016) International Perspectives in Dementia: Sociocultural Factors Impacting on the Perceptions of Nigerian Healthcare Assistants Employed in the United Kingdom International Journal of Current Research

Nwauzor K., & Hayes C., (2016) An Investigation of Socio-Cultural Factors influencing the use of Family Planning Services Among Women (15-49) years of age in Port Harcourt, Nigeria International Journal of Current Research

Obuna BC , Hayes C, & Fulton JA, (2016) Factors Influencing Levels of Alcohol Misuse in UK Adolescents; A Systematic Literature Review International Journal of Current Research

Oseji F., Hayes, C., (2016) 'The Development of Diabetic Retinopathy: A Phenomenological Study in a Community General Hospital, Lagos, Nigeria' Biology Ocular Reports

Owolabi, M., Hayes, C., Fulton JA., (2016) 'A Global Perspective on Motherhood of Down syndrome Children; Experiences in Lagos State, Nigeria' International Journal of Current Research

The 40-credit dissertation module which consists of self-directed work is the climax of the course, as in previous years the students have produced some excellent work and several students have developed their initial work at MSc Level and have subsequently published their work. Additionally, the research methods module together with additional student support has been piloted and results demonstrate that students find the provision "highly positive and provides the necessary knowledge and skill to develop researcher skill".

## **SECTION D EMPLOYABILITY**

### **35. How will the programme prepare me for employment?**

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed below.

In summary, the BSc (Hons) Practice Development (Top Up) Programme will:

- Facilitate the promotion of the concept of evidence-based healthcare practice.
- Encourage the allied healthcare practitioners to work collaboratively across all agencies to take into account the needs of service users when developing healthcare provision and educational and training strategies.
- Raise the perceptions of allied healthcare practitioners and significant others' of the expert knowledge and skills required by the nursing profession.
- Address the mission statement of the University of Sunderland to meet the needs of its students, endorsing the concept of diversity and the promotion of generic and enabling skills and ensuring the development of the student to be deemed fit for purpose, practice and academic award.

There are also opportunities for on-campus students outside your programme of study.

For information about other opportunities available to our students who study on campus, click [here](#).

### **36. Particular features of the qualification (optional)**

The Bridging programme enables the student to obtain the necessary further 40 credits at Level 5 to allow progression to Level 6. NB the student must successfully complete the 2 Modules at Level 5 to progress on to the Level 6 modules of the programme.

**37. Professional statutory or regulatory body (PSRB) accreditation.**

PSRB accreditation is not relevant to this programme	√
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

**SECTION E PROGRAMME STRUCTURE AND REGULATIONS**

There are programme-specific regulations relating to the following. Details are given in the programme regulations (appendix 2):

The modules to be studied	
Pass-marks for some or all modules and/or parts (elements) of modules	
Requirements for progression between one Stage and another	✓
Placement requirements	
Attendance requirements	
Professional practice requirements	
Degree classification	
Other	

Interim or exit awards are not accredited.

**SECTION F ON ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT**

**38. What are the admissions requirements?**

<b>Entry point (delete those not required)</b>	<b>Standard entry requirements<sup>1</sup></b>	<b>Entry with advanced standing<sup>2</sup></b>	<b>Other<sup>3</sup></b>
Stage 2 (u/g) (Two Level 5 Modules)	Diploma Healthcare qualification AND for Internationally trained health students entry is: the above PLUS plus IELTS 6. or Equiv.	APA for 120 Credits at Level 4 APA for 80 Credits at Level 5	Not applicable
Stage 3 (u/g)	Not applicable	Not applicable	Not applicable
Stage 4 (u/g)	Not applicable	Not applicable	Not applicable

Level 4 (Masters awards) – start of programme	Not applicable	Not applicable	Not applicable
Level 4 (Masters awards) – after Certificate phase	Not applicable		Not applicable
Level 4 (Masters awards) – after Diploma phase	Not applicable	Not applicable	Not applicable

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

Can students enter with advanced standing?	<b>Yes</b>	
--	------------	--

If yes, to which Stages?

Stage 1	No
Stage 2	No
Stage 3	Yes
Stage 4	Yes

If yes, with what qualifications? (Maximum 100 words)

The Structure of the BSc (Hons) Practice Develop Top Up programme allows entry onto the programme for those students who have studied a certificated health related diploma programme leading to a Diploma award and for the overseas Registered Healthcare practitioner who also holds a Licence to Practice and has IELTS 6 or equiv. The BSc (Hons) Practice Development programme takes into account both accredited and experiential learning and therefore an applicant having undertaken either of the aforementioned programmes has the opportunity to apply for accreditation of prior achievement. NB to be eligible for a university award the student must study at least 60 credits at Level 6.

#### Notes:

For undergraduate programmes **Standard entry requirements** must be qualifications listed in the UCAS Tariff and must include the UCAS Tariff points required - advice on this can be sought from the Admissions Office;

Where **Entry with advanced standing** is given (ie Stage 2 or 3 entry to an undergraduate programme or after the Certificate or Diploma phase of a Masters award) you will need to

- ensure that the entry route is approved
- map the learning outcomes of the entry qualification to the relevant Stage of this programme (this requires Faculty approval – seek advice from your AD Student Experience)

See [AQH-I4](#) Articulation and Related Processes for details or consult Academic Services.

#### Other:

For example, any professional experience required or desirable; English language proficiency; any other skills required (eg IT). Note that it is now generally illegal to give age as any kind of entry criterion: please seek advice from Academic Services if you think this may be a problem.

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

**39. What kind of support and help will there be?**

Student support for the Programme is summarised as follows:

- Programme Leader: to help students select modules, as an adviser should the student experience difficulties with the programme. This may be a personal tutor or some sort of cohort adviser
- Module Leader: to help students regarding module specific issues
- Personal tutor: as a port of call for personal problems affecting the student’s study. This may be the same as the Programme Leader, or may be different;
- Arrangements for contact between students and tutors. This may include group or individual support sessions (maybe focused around PDPs) at a mutually agreed time.
- Students with disabilities, international students, part-time or mature students requiring additional help should contact the Gateway – on campus students only.
- Induction arrangements for students will be advertised prior to commencement of the Programme.
- Careers advice is offered in collaboration with the Careers and Employability Service. Please contact the Gateway for specific information – on-campus students only.

All on-campus students have access to the University’s central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students’ Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students’ Union or from Academic Services. Full details of all these services can be found on the University’s web-site. Where appropriate, academic or support staff in the Faculty will sign-post students to these specialist services. Overseas centres will seek to mirror the on-campus provision – specific details will be stated in the respective Programme Guide/Programme Handbook.

a. in the university as a whole:

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

b. in a partner college:

Please see the relevant college prospectus or website for details of student support if you are planning to study in one of our partner colleges.

**40. What resources will I have access to?**

On campus	√	In a partner college	√	By distance learning	x
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## On campus

Tick all that apply

General Teaching and Learning Space	√
IT	√
Library	√
VLE	√
Laboratory	√
Studio	√
Performance space	√
Other specialist	√
Technical resources	√

The recent addition to the on-campus Sunderland provision is 'The Living Lab' which provides students the opportunity to engage in simulated learning within the context of contemporary healthcare practice. The use of Patient/carers public (PCPIs) involvement further contributes to teaching and learning and provide students with a richer understanding of the patient experience. The use of VLE during such sessions allows parity across other student groups.

An outline of the following resources is given as follows drawing attention to particularly noteworthy or innovative aspects of the provision:

- Use of Canvas– Online provision supports classroom lessons (for example availability of lecture notes, background information, discussion boards, formative assessment/summative assessment).
- Use of Turnitin for formative (self-assessment by the student and summative assessment and marking/feedback across the provision
- Staff resources: A range of expertise is provided by University staff.
- Areas of research / consultancy / outreach / scholarship which inform the programme include research into areas such as public health, long-term conditions, education, student engagement.
- Library resources – there is a broad coverage, physical and electronic resources both in libraries and remotely, and the information skills provision / support required for students to exploit these effectively.

Information about the University's facilities can be found [here](#).

Please see the relevant college prospectus or website for details of college learning resources if you are planning to study in one of our partner colleges.

### 41. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	√
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

## 42. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Student Success Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

*Undergraduate programmes only:* Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Student Success Committee to identify good practice which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

*Programmes offered in partner colleges:* If you are studying in one of our partner colleges the college will have its own mechanisms for obtaining student feedback. Some of these may be the same as those on-campus at the University but others may be different. You should ask your college for further information.

*For distance learning operated from Sunderland:* if you are studying by distance learning you will have slightly different arrangements from those used on campus. In particular you are likely to have virtual rather than physical meetings and discussions. However these arrangements should provide comparable opportunities for you to give feedback. Details are given below.

*Describe further features including office hours / open door policies, on-line facilities such as VLE discussion boards, programme questionnaires and anything else.*

## SECTION G QUALITY MANAGEMENT

### 43. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found [here](#).

Are there any benchmark statements for this programme?	YES	
--	-----	--

The subject benchmark(s) for this programme is/are:

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Health-Studies-16.pdf>  
<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Nursing.pdf>

Awarding body: University of Sunderland  
Programme Assessment Board: Undergraduate Health  
Accrediting body / bodies (if applicable) N/A.

The Programme also aligns to the following:  
PUBLIC HEALTH COMPETENCE AUDIT  
Based on the PHSCF competences  
HCPC (2016) Standards of Education and Training. London. HCPC.

Other points of reference:

QAA Quality Code for Higher Education

<http://www.qaa.ac.uk/en/Publications/Documents/Quality-Code-Overview-2015.pdf>

NICATS level descriptors (NB Level 4 is the equivalent of HE Stage 1, Certificate level)

[http://www.nicats.ac.uk/doc/scr\\_prnc\\_guide.pdf](http://www.nicats.ac.uk/doc/scr_prnc_guide.pdf)

National credit guidelines

[http://bookshop.universitiesUK.ac.uk/downloads/Burgess\\_credit\\_report.pdf](http://bookshop.universitiesUK.ac.uk/downloads/Burgess_credit_report.pdf)

University of Sunderland credit framework and regulations

<https://docushare.sunderland.ac.uk/docushare/dsweb/View/Collection-247>

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

#### **44. How are the quality and standards of the programme assured?**

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Programme Studies Board which in turn reports issues to the University's Quality Management Sub-Committee.

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews

include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).

**QUICK REFERENCE**

Panel: External  Internal   
 Programme: New  Review  Title Change   
 Replacement for existing

**SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS**

(Form to be completed electronically by the Faculty and forwarded to the QAE Quality Officer supporting the Approval event, or sent to MISD for faculty devolved processes before sending to QAE)

<b>PROGRAMME/SUBJECT/SHORT COURSE DETAILS</b>	<b>BSc (Hons) Practice Development</b>	
Exit Award: Title of programme/award	BSc Practice Development	
<i>If replacement for existing, specify title of old</i>		
Faculty(ies):	Health Sciences and Wellbeing	
School:		
SITS Programme/Short Course code <sup>3</sup>	B700	
Programme Studies Board <sup>4</sup>	Undergraduate Health	
UCAS code <sup>5</sup> (if applicable). If other please state method.		
JACS code <sup>6</sup>	B700	
Qualification Level / Qualification Aim	Level 6	
Modes of delivery and duration:	Full time    yes    ...1 calendar year Sandwich    no Part time    yes 2 years Work Based Learning    no On-campus    yes Off-campus    yes	
CSP Only. Other subject combinations not allowed with this subject:		
Programme/Subject/Short Course Leader:	Dr Kathryn King	
Date of Approval /Modification/Review		
Date of next review ( <i>QAE to complete</i> )		
Start date of programme/Short Course		
Number of intakes per annum and likely month(s) intake(s) starts.	On-campus - UOS 2 intakes per year – September/January On-campus – London 2 intakes per year January/April/ Off-campus 2 intakes per year – September and January	

<sup>3</sup> To be allocated in consultation with MISD team in SRBP

<sup>4</sup> Programme Studies/Assessment Board that will have management responsibilities for the programme.

<sup>5</sup> Please contact Admissions Manager for code

<sup>6</sup> JACS code = e.g. (V1) History, (G5) Computing Science, etc. for information contact relevant AD

<b>FUNDING DETAILS</b>	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other <sup>7</sup>	N/A
If it is TDA, is it primary/secondary/F.E./Other (please state)	
Is the programme Open or Closed <sup>8</sup> :	Open

<b>ACCREDITING BODY</b>	No If yes please attach completed form AQH-Ciii2
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<b>PROGRAMME SPECIFIC REGULATIONS</b>	N/A
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<b>COLLABORATIVE:</b> Please complete details	<b>UK</b> No <b>Overseas</b> Yes
<b>Institution</b>	<b>Collaborative model<sup>9</sup></b> <b>Funding arrangements<sup>10</sup></b>
ICBT, Sri Lanka .....	D .....

**INTERIM AWARD STRUCTURE**

Interim award title	Credits required	Interim structure
N/A		

**DETAILS SUPPLIED BY: .....Dr Kathryn King .....                      DATE: 6/7/17**

**For QAE use only:** Circulation list: Quality Assurance & Enhancement (files), MISD (J Ruffell, L Warner), Admissions (E Wilson), Recruitment (Les Brown, Catryn Davies), Student Office (L Dixon), Examinations (A. Brownbridge), Planning (Amanda Watson), Learning Development Services (Malcolm Green) Central Timetabling (Lesley Scott) + **for collaborative programmes:** SRBP Carole Green/Peter Elliott, Marketing (Judith Green)

<sup>7</sup> Please confer with Amanda Watson for funding status for programme

<sup>8</sup> An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

<sup>9</sup> As per QAE guidelines

<sup>10</sup> Please contact Amanda Watson for confirmation of funding details

## Appendix 2 **PART B - PROGRAMME REGULATION/S**

<b>Name of programme:</b>	BSc (Hons) Practice Development
<b>Title of final award:</b>	BSc (Hons) Practice Development
<b>Interim awards<sup>11</sup>:</b>	None
<b>Accreditation:</b>	None

**University Regulation** 5.2

### **Core modules:**

Code	Title	Credits
<i>NUR 207</i>	<i>Theory and Practice in Healthcare</i>	<i>20</i>
<i>NUR 208</i>	<i>Research Methods</i>	<i>20</i>
<i>NUR 301</i>	<i>Management of Care</i>	<i>20</i>
<i>NUR 319</i>	<i>Evidence Based Practice</i>	<i>20</i>
<i>NUR 304</i>	<i>Law and Ethics in Healthcare</i>	<i>20</i>
<i>NUR 311</i>	<i>Preparation for Mentorship</i>	<i>20</i>
<i>NUR 308</i>	<i>Applied Practice Project</i>	<i>40</i>

### **Optional Modules**

None

### **Progression Regulations**

Students will need to successfully complete NUR 207 and NUR 208 before progressing on to Stage 3 study

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<sup>11</sup> Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements

### Appendix 3 Matrix of modes of teaching, learning and assessment

#### Mapping of Programme Learning Outcomes against Level 5 Modules (Bridging Programme)

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S1	LO K1	LO S2	LO K2	LO S3	LO K3	LO S4	LO S5
Theory and Practice in Healthcare	NUR 207	Core	Lectures, Group work private study, seminars	Essay Presentation	Taught Developed Assessed	Taught Assessed	Taught, assessed	Taught Assessed	Taught Assessed	Taught Assessed	Taught Assessed	Taught Assessed
Research Methods	NUR 208	Core	Lectures, private study, group work, seminars	Individual written report, group presentation	Developed	Taught Assessed	Taught Assessed	Taught Assessed	Taught Assessed	Taught	Taught	Taught

### Mapping of programme outcomes against Level 6 modules:

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S1	LO K1	LO S2	LO S3	LO S4	LO S5	LO S6	LO S7	LO S8	LO S9
Management of Care	NUR 301	Core	Lectures, Group work private study, seminars	Coursework Exam	Developed	Taught Assessed	Taught							
Evidence-Based Practice	NUR 319	Core	Lectures, Group work private study, seminars	Exam	Taught Assessed	Developed Assessed	Developed	Taught Assessed	Taught					
Preparation for Mentorship	NUR 311	Core *	Lectures, Group work private study, seminars	Teaching Plan Essay	Taught Assessed	Taught Assessed	Taught Assessed	Taught	Taught Assessed	Developed				
Preparation for Mentorship	NUR 354	Core*	Lectures, Group work private study, seminars	Portfolio	Taught Assessed	Taught Assessed	Taught Assessed	Taught	Taught Assessed	Developed				
Law and Ethics in Healthcare	NUR 304	Core	Lectures, Group work Case Studies private study, seminars	Essay	Developed Assessed	Developed Assessed	Developed Assessed	Taught Assessed	Developed Assessed	Developed Assessed	Developed Assessed	Developed Assessed	Developed Assessed	Developed
Dissertation	NUR 308	Core	Lectures, Group work private study, seminars	Report	Developed Assessed									

- The student who has NMC registration will study NUR 354 – other students will study NUR 311

- Assessment Criteria For Level 5 is Given as Follows:

Structure & clarity	25	20-25	15-19	11-14	5-10	0-4
Structure and organisation		Excellent organisation & structure with a logical sequence to the work, widely discussed	Good attention paid to the presentation & structure with a clear introduction & conclusion of the arguments	Some organisation & structure evident although at times repetitive or limited in it's conclusion	Very limited attention to organisation & structure, wanders from topic to topic with little introduction or conclusion	Disorganised with major lapses in organisation & structure, no introduction or conclusion
Presentation		Presentation is of a consistently high standard through out the piece of work	Presentation is of an acceptable standard but some presentational errors or irrelevant material	Presentation is generally good but some changes in font/style that are not relevant.	Presentational mistakes and room for considerable improvement-several changes of font or size of font	Presentation is poor making it very difficult to easily read the work
Coherence		Concise and well expressed, articulate and fluent good grammar & spelling	Coherent & well expressed but some grammar and spelling errors	Generally good but some lapses with "spell check" errors	Vague, poorly expressed and at times very difficult to follow the thread of the discussion	Incoherent, poor spelling & grammar. Sentences do not make sense
Application	30	25-30	19-24	13-18	7-12	0-6
Applied to practice		Relevant research and theoretical issues are directly related to practice, creative and original piece of work with considerable thought Well	Relates theory and research to practice, with some originality	A fair attempt to reconcile research findings and theory with practice but not all the aims were addressed	Considerable difficulty in relating research findings and theoretical concepts to patient/client care-a descriptive piece of work	Little or no attempt to relate material to patient/care or experience  Not relevant to the area of study
Reflection		integrated reflection	Some attempt at reflection but limited in parts	Some reflection but is quite descriptive.	Very little reflection and more a "statement"	No reflection

Continued over...

Evaluation	20	17-20	12-16	8-11	3-7	0-2
Level of critical analysis		Clear and focused, with critical analysis of the issues  Combines a good critique with sound suggestions	Identifies the key issues with some analysis. Able to discuss both sides of an argument	Able to identify some of the major issues with some critical enquiry and apply them to the topic	A lot of inconsistent arguments and limited ability to be enquiring. Very descriptive	No analysis and cannot identify the strengths weakness of any of the major points
Level of investigation	25	20-25	15-19	11-14	5-10	0-4
Relevant policy and research incorporated into the work		Evidence of wide reading which in integrated well into the work and thoughtfully & appropriately to support the arguments	Evidence of critical reading beyond course material	Some evidence of reading and understanding beyond course material but significant policy material missing	Reading limited to some of the course material but not clear that this is understood	Little or no evidence that the material has been read or understood
Appropriate references system used		A consistent and accurate method of referencing All sources included in the essay and the reference list	Most sources included in the essay & the reference list, used well to support the arguments although a few referencing errors	Several referencing errors, discrepancies between the references in the essay and the reference list	Poor or inconsistent use of referencing, with many sources not adequately referenced or included	Almost no sources of literature acknowledged or referenced

#### Areas of strength

Positive areas in your work include:

- 1.
- 2.
- 3

#### Areas for improvement

Areas that could be improved and for the future:

- 1.
- 2.
- 3.

You are advised to make an appointment with your lecture      Yes / No

THE UoSIL SKILLS FOR LEARNING CAN BE ACCESSED FROM:

<http://library.sunderland.ac.uk/services-and-support/>

- Level 6 Assessment Criteria is given as follows:

<b>Structure &amp; clarity</b>	15	13-15	10-12	7-9	4-6	0-4
Structure & organisation		Excellent organisation & structure	Well structured logical organisation	Organisation & structure evident	Inadequate attention to organisation & structure	Disorganised major lapses in organisation & structure
Presentation		Presentation is of a high standard	Presentation is legible, grammatically correct	Presentation is of an acceptable standard some presentational errors	Presentational mistakes and room for considerable improvement	Presentation is poor
Coherence		Concise and well expressed	Coherent & well expressed	Generally good but some lapses	Vague, poorly expressed	Incoherent
<b>Application</b>	30	25-30	19-24	13-18	7-12	0-6
Applied to practice		Relevant research and theoretical issues are directly related to practice	Relates theory and research to practice in a focused manner	A fair attempt to reconcile research findings and theory with practice	Some difficulty in relating research findings and theoretical concepts to patient/client care	Little or no attempt to relate material to patient/care
Reflection		Appropriate and well integrated personal reflection	Appropriate personal reflection	Reflection evident lacks depth	Very little reflection	No reflection
<b>Comments:</b>						
<b>Evaluation</b>	30	25-30	19-24	13-18	7-12	0-6
Level of analysis		Clear and focused arguments and demonstration of the ability to analyse and synthesise information	Arguments are reasonably organised and demonstration of the ability to analyse and synthesise information	Some valid arguments and evidence of analysis and some evidence of synthesis	Some inconsistencies in arguments and some evidence of analysis and attempts at synthesis	Arguments are poorly constructed and no evidence of analysis and synthesis
Synthesis						
<b>Comments:</b>						
<b>Level of investigation</b>	25	20-25	15-19	11-14	5-10	0-4
Relevant research cited		Evidence of wide reading which is evaluated and integrand in a creative manner	Evidence of critical reading beyond course material	Some evidence of reading and understanding beyond course material	Reading limited to course material and demonstrates understanding	Little or no evidence of reading
Evaluation of literature cited		Clear evaluation of literature cited	Evaluation evident	Little evaluation	No evaluation	Inadequate
Appropriate references system used		Reference citation and overall presentation standard is high	Citation, referencing are good	Some minimal errors	Poor or inconsistent use of referencing	Major errors

Areas of strength

Positive areas in your work include:

1.

2.

3.

Areas for improvement

Areas that could be improved and for the future:

1.

2.

3.

You are advised to make an appointment with your lecture      Yes / No

THE UoSiL SKILLS FOR LEARNING CAN BE ACCESSED FROM:

<http://library.sunderland.ac.uk/services-and-support/>

## Appendix 5 Mapping of Public Health Competencies

### PUBLIC HEALTH COMPETENCE AUDIT

#### Based on the PHSCF competences

Key to competence levels:

None (0): Never have to apply this competence in own work

Have no skills yet in this competence

Basic (1-4): Need to apply this competence under the guidance and supervision of others

Are able to apply this competence under the direction and supervision of others

Intermediate (5-7): Need to apply this competence on a regular basis with minimal supervision in own work and, where relevant, across related teams

Are able to apply this competence routinely with minimal or no supervision in own work and across related teams

Expert (8-9): Need to apply this competence on a regular basis under own initiative in complex situations or environments

Are able to apply this competence routinely under own direction and initiative in complex situations or environments

<b>Core Area 1: Surveillance and Assessment</b>	<b>Evidenced in the following modules:</b>
1.a Collect and record data on health and well-being	208, 319
1.b Analyse data	208, 319, 301, 308
1.c Interpret and use data	208, 319 – all modules
1.d Summarise and communicate or present analysis of findings	All
1.e Translate analysis of data into appropriate recommendations for action, policy decisions and commissioning	208, 319 - All
1.f Facilitate, advise and support others to collect, analyse and use Data	311/354, 319, 308
1.g Assess and improve the quality of data collection, analysis and Dissemination	208, 319
1.h Develop and manage systems for describing and assessing population health and well-being	207, 301, 304 308

<b>Core Area 2: Assessing the Evidence of Effectiveness</b>	<b>Evidenced in the following modules:</b>
2.a Find and retrieve evidence relating to a specific health topic	208,319,301,308, All
2.b Collect and collate evidence	208, 319 All
2.c Critically appraise evidence	208, 319 All
2.d Synthesise and interpret evidence	All modules
2.e Communicate evidence to others	All modules
2.f Apply evidence to own area of work	All modules
2.g Advise and support others to use evidence in own work	208, 311/354, 319,
2.g Advise and support others to use evidence in own work	208, 311/354, 319,
2.g Advise and support others to use evidence in own work	208, 311/354, 319,
2.h Identify gaps in evidence base and initiate action to fill gaps	301, 319, 308
2.i Use evidence to influence policies, guidelines, procedures and Programmes	319, 311,308
2.j Review effectiveness of own area of work	207, 208 All

<p><b>Core Area 3: Policy and Strategy Development and Implementation</b></p> <p>3.a Apply and implement policies in own area of work</p> <p>3.b Identify and comment on impact of policies on own area of work</p> <p>3.c Develop specific policies and strategies in own area of work</p> <p>3.d Support others in implementing policies and strategies</p> <p>3.e Assess and appraise policies, and recommend changes to improve development and implementation</p> <p>3.f Assess impact of policy on health and well-being</p> <p>3.g Influence and lead on the development of new policies to improve health and well-being</p>	<p><b>Evidenced in the following modules:</b></p> <p>All</p> <p>All</p> <p>301, 304</p> <p>311/354</p> <p>208, 319, 301, 304, 308</p> <p>319, 304, 308</p> <p>301, 319, 308</p>
<p><b>Core Area 4: Leadership and Collaborative Working</b></p> <p>4.a Work as an effective team member</p> <p>4.b Collaborate effectively with people and teams to improve population health and well being</p> <p>4.c Communicate effectively about health and well-being</p> <p>4.d Support, motivate, encourage and facilitate the development of Others</p>	<p><b>Evidenced in the following modules:</b></p> <p>207, 208, 301, 311</p> <p>207, 208, 311/354, 304, 301</p> <p>All</p> <p>311/354</p>

4.e Manage programmes or projects to improve health and well-being	301, 311/354, 319, 308
4.f Lead and influence change	301, 319, 308
4.g Lead on areas of work	301, 311/354
4.h Review and improve collaborative working arrangements and Partnerships	301
4.i Advocate for and promote the value of health and well being and reduction of inequalities	304, All
4.j Influence and negotiate to improve health and well-being	301, 319, 304, 308
4.k Constructively reflect on own work and area of practice	All
4.l Build and lead on sustainable development of capacity and capability for improving health and well-being	301, 319, 304, 308
<b>Defined Area 5: Health Improvement</b>	<b>Evidenced in the following modules:</b>
5.a Engage with individuals and communities on health improvement Activities	304, 301, 308
5.b Communicate with and provide information to people about their health and well-being, and actions they can take to improve health	311/354, 301, 304, 319, 308
5.c Support individuals and groups to make informed choices about improving health and well-being	311/354, 301, 304, 319, 308
5.d Plan, implement and evaluate health improvement projects and	207, 208, 301, 319

<p>Programmes</p> <p>5.c Support individuals and groups to make informed choices about improving health and well-being</p> <p>5.d Plan, implement and evaluate health improvement projects and Programmes</p> <p>5.e Articulate, and support communities to articulate, their health needs and concerns</p> <p>5.f Build sustainable capacity and resources for health improvement and reduction of health inequalities in own organisation and in partnership with others</p> <p>5.g Plan and commission health improvement programmes</p>	<p>207, 208, 304, 301, 319</p> <p>208, 319</p> <p>311/354, 301, 304</p> <p>301, 319, 304</p> <p>301, 319, 304</p>
<p><b>Defined Area 6: Health Protection</b></p> <p>6.a Identify, inspect, monitor and audit health risks</p> <p>6.b Communicate risks to health, wellbeing and safety and advise on how to prevent or mitigate risks</p> <p>6.c Conduct epidemiological investigations to determine health risks</p> <p>6.d Design and manage epidemiological investigations</p> <p>6.e Assess, anticipate and predict risks to health, well-being and</p>	<p><b>Evidenced in the following modules:</b></p> <p>301, 319, 304, 308</p> <p>311/354, 301, 304, 308</p> <p>208, 319, 304, 308</p> <p>208, 319, 308</p> <p>207, 319, 301, 304, 308</p>

<p>Safety</p> <p>6.f Plan and deliver specific interventions to protect individual and community</p> <p>6.g Manage and implement interventions during an incident or disease outbreak</p> <p>6.h Manage programmes on health risk analysis, communication, reporting and research</p> <p>6.i Manage and implement programmes to improve capability, Manage policy systems, programmes or interventions to protect population health, well-being and safety</p>	<p>301, 304, 319, 308</p> <p>301, 319</p> <p>311/354, 319, 301, 304, 308</p> <p>301, 319, 304, 308</p>
<p><b>Defined Area 7: Public Health Intelligence</b></p> <p>7.a Collect data on defined populations</p> <p>7.b Clean raw data in preparation for analysis ? Not sure this is needed as a separate competence</p> <p>7.c Manage and interrogate data sets</p> <p>7.d Analyse and interpret data</p> <p>7.e Communicate and disseminate health data and intelligence</p> <p>7.f Translate findings into appropriate recommendations</p> <p>7.g Assure the quality of data</p>	<p><b>Evidenced in the following modules:</b></p> <p>207, 208, 319, 308</p> <p>N/A</p> <p>208, 319</p> <p>208, 319</p> <p>All</p> <p>All</p>

collection, collation, analysis and Communication	208, 301, 319, 311/354, 308
7.h Design , manage and advise on health intelligence strategies and Systems	319, 304, 301
7.i Identify health intelligence needs and initiate/negotiate solutions to meet these needs	301, 304, 319
7.j Champion the benefits of using good health data and withstand challenges to health intelligence	319
<b>Defined Area 8: Academic Public Health</b>	<b>Evidenced in the following modules:</b>
8.a Define a research strategy	208, 319, 308
8.b Undertake a research project	308 (adapted- undertake a systematic review)
8.c Apply and interpret qualitative and quantitative research methods	208, 319 - All
8.d Critique research publications	208 – All
8.e Analyse and interpret research findings using appropriate Methods	208, All

8.f Draw conclusions from, report on and make recommendations on the basis of research findings	208, 301, 319, 307, 304, 311/354
8.g Supervise research into health and well-being	208, 319, 311/354, 301, 304 308
8.h Determine research priorities and commission relevant research Accordingly	301, 319
8.i Facilitate learning of individuals and groups using different learning techniques	311/354
8.j Plan , design and deliver learning sessions	311/354
8.k Assess learner’s achievements and provide feedback	311/354
8.l Identify learning needs, design and deliver a learning Programme	311/354
8.m Plan, commission and quality assure education and training Programmes	311/354
8.n Influence education and learning policy related to health and well-being	311/354, 304, 301
8.o Critically reflect on own work based on feedback and continuous professional development Communicate and disseminate research findings	All, 307

<p><b>Defined Area 9: Health and Social Care Quality</b></p> <p>9.a Apply and implement policies, guidelines, protocols and procedures to deliver quality services</p> <p>Audit or evaluate services and practices against quality standards using appropriate methods</p> <p>Identify, assess and communicate risks to service quality</p> <p>Assess health and social care service needs, utilisation and outcomes</p> <p>Apply service assessments to planning of services, frameworks and standards</p> <p>Appraise business and financial proposals for new service developments or configurations</p> <p>Prepare and present service specifications, service frameworks, models of care and care pathways</p> <p>Manage and report on governance issues commission improvements in health and social care quality</p> <p>Engage with and advise partners and decision makers to achieve improvements in quality</p>	<p><b>Evidenced in the following modules:</b></p> <p>301</p> <p>301, 319</p> <p>301, 304</p> <p>301, 304</p> <p>301, 304</p> <p>301</p> <p>207, 301, 311/354</p> <p>301, 304</p> <p>301, 304, 308</p>