



**UNIVERSITY  
CENTRE**  
SOUTH DEVON

# **PROGRAMME QUALITY HANDBOOK 2021-2022**

## **FdSc Assistant Practitioner**

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## 1. Welcome and Introduction to FdSc Assistant Practitioner

Welcome to the Foundation Degree FdSc Assistant Practitioner

This programme has been designed in partnership with public and private sector health and social care providers. It continues to be evaluated and updated to reflect changes in local and national health and social care agendas. It has been designed specifically to draw links between the theory and practice of healthcare and as such, clinical work based activity is central to your experience on this programme.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module information

## 1.1. Programme Management

This programme is managed by Claire Langham (Clinical Education Manager) and Jon Hall (Lead Coordinator – Clinical Education)

## 1.2. Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks.

Further information about personal tutoring at UCSD can be found by following this link to the [Student Development](#) policy.

## 1.3. Course Contact List

Information on the team can be found on the Clinical Education Page on the UCSD website: <https://www.ucsd.ac.uk/about/clinical-education/>

- Claire Langham – Clinical Education Manager  
[Claire.langham@southdevon.ac.uk](mailto:Claire.langham@southdevon.ac.uk)
- Jon Hall – Lead Coordinator Clinical Education  
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- Hannah Rollins – Programme Lead (FdSc Assistant Practitioner)  
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- Andrew Hall – Clinical Education Lecturer  
[ClinicalEducation@southdevon.ac.uk](mailto:ClinicalEducation@southdevon.ac.uk)
- Natalie Cusack – Clinical Education Lecturer  
[ClinicalEducation@southdevon.ac.uk](mailto:ClinicalEducation@southdevon.ac.uk)

## 1.4. Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise step up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques. For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

### Preparatory Reading

Recommended books/ebooks:

- Essential Knowledge and Skills for Healthcare Assistants and Assistant Practitioners. 2nd Edition. Taylor & Francis Ltd, Routledge

Open access Journal articles:

- Evidence-Based Nursing - <https://ebn.bmj.com/>

Other materials:

- Core Skills Frameworks, Skills for Health - <https://www.skillsforhealth.org.uk/services/item/146-core-skills-training-framework>
- The 6Cs - <https://www.england.nhs.uk/6cs/wp-content/uploads/sites/25/2015/03/introducing-the-6cs.pdf>
- Care Certificate, Skills for Health - [www.skillsforhealth.org.uk/standards/item/216-the-care-certificate](http://www.skillsforhealth.org.uk/standards/item/216-the-care-certificate)

## 1.5. COVID19 Programme Planning

<b>Covid 19 programme Planning</b>	
General approach being undertaken	<p>We will follow government advice on social distancing and personal safety to ensure a 'Covid secure' working and learning environment.</p> <p>We know that we all may need to adapt if Covid conditions change. We will continue to provide a high quality learning experience utilising technology solutions as may be required.</p> <p>We will continue to update our dedicated <a href="#">Covid 19 webpage</a> if and when circumstances change. We encourage all new and returning students to review this page to better understand the approach we are taking.</p>
Programme Teaching and Learning changes being undertaken	In the event of another COVID outbreak affecting UCSD, we will via our online platforms including Microsoft Teams to deliver module content and undertake assessments.
Programme Assessment changes being undertaken	The Clinical Education Team are not proposing to make any changes to the assessments undertaken during this academic year.

## 2. Programme Specification

### 2.1. Programme Details

<b>Awarding Institution:</b>	South Devon College
<b>Teaching Institution:</b>	South Devon College
<b>Accrediting Body:</b>	South Devon College
<b>Language of Study:</b>	English
<b>Mode of Study:</b>	Full Time
<b>Final Award:</b>	FdSc
<b>Intermediate Level 4 Award:</b>	Certificate of Higher Education (CertHE)
<b>Programme Title:</b>	Assistant Practitioner
<b>UCAS Code:</b>	B900
<b>Benchmarks:</b>	Foundation Degree Characteristic Statement (2015) The Foundation Degree Framework for the Healthcare Sector
<b>Date of Programme Approval:</b>	July 2019

### 2.2. Brief Description of the Programme

The curriculum has been developed in close collaboration with healthcare employers to ensure the integration of theory and practice and is aligned to the Apprenticeship standard for Assistant Practitioners. The programme balances academic and practice-based demands to prepare students for healthcare roles in the public and independent sector. The delivery of the programme is high quality with a diverse range of practitioners within the academic team bringing a wealth and depth of knowledge across a broad subject range. The course encourages lifelong learning and emphasises the importance of Continuing Professional Development by utilising self-directed learning and reflection in a programme designed to support learners. Student's theoretical and work-based learning is reviewed and supported by highly specialised staff and peers alike in an encouraging and critically supportive environment which utilises the context of professional examples, discussions and placement. There is a strong synthesis between work-related and work-based learning enabling excellent theory to practice links. Employability is a focus of our student experience with the distinctive local based delivery across Devon which ensures a programme that widens participation and celebrates the diversity of local healthcare and education provision. These opportunities enable students to work closely with a range of potential employers, empowering them to identify and secure career positive placements, leading to independent working profiles. These are supported by our competency based modules that bridge between acquisition of specialist knowledge and its contribution in the acute and community sectors.

The FdSc Assistant Practitioner is an innovative programme boasting exclusive connections with its placement environments, enabling access to a range of real-life situations in both clinical and community environments as well as access to simulation suites, this embedded work-based approach enables students to focus on one particular area of practice within the

sector, communicating effectively and developing skills which will allow them to flourish both academically and in the workplace.

At the end of the first year of studies on the FdSc Assistant Practitioner, students who are no longer or able to continue on a clinical programme can either exit their studies with the Certificate of Higher Education or transfer their studies onto the non-clinical Foundation Degree Health Studies. Students will be supported with the decision to transfer their studies onto this non-clinical pathway at the end of the first year of studies. Students who elect to continue onto the clinical programme, FdSc Assistant practitioner, can still transfer their studies within the first 5 weeks of the second year onto the non-clinical programme, FdSc Health Studies.

### **2.3. Details of Accreditation by a Professional/Statutory Body (if appropriate)**

N/A

### **2.4. Exceptions to Regulations**

N/A

### **2.5. Programme Aims**

The programme will deliver:

1. Provide a compassionate, competent and confident Assistant Practitioner in preparation for employment as a qualified Assistant Practitioner
2. To equip students with a range of health and social care specific, transferable knowledge and skills to support their continuing personal, professional and academic development.
3. To equip students, through the unique use of simulated, work and practice based learning with practical knowledge and skills to enhance their role Assistant Practitioner role and its impact on their current and/or future work.
4. To enable students to apply critical thinking and problem solving skills to both academic and clinical practice with active consideration of personal and cultural awareness supporting students to work across organisational boundaries.
5. To equip students with a range of subject-specific and transferable knowledge and skills to support their continuing personal, professional and academic development through the use of work based learning and classroom participation.

## **2.6. Programme Intended Learning Outcomes (ILO)**

### **Knowledge and understanding**

On successful completion graduates should have developed:

- 1) The ability to integrate principles, theory and practice in the context of health and social care utilising information from a wide variety of sources including current research.
- 2) Knowledge of the physiology, organisation and function of the human body and healthcare needs across the lifespan.
- 3) The skills to critically analyse the importance of using current evidence based practice to improve the quality of service delivery in the health and social care sector.

### **Cognitive and intellectual skills**

On successful completion graduates should have developed:

- 1) A range of established techniques to initiate and undertake critical analysis of information and be able to propose appropriate solutions to address any concerns.
- 2) The ability to apply problem-solving and critical thinking skills in academic and practice settings taking account of relevant social, cultural, psychological and ethical issues.
- 3) Effective communication skills, in order to deal with a variety of both straightforward and complex subjects, and patients with different cultural and socioeconomic needs.

### **Key and transferable skills**

On successful completion graduates should have developed the ability to:

- 1) Communicate complex, sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role including data entry.
- 2) Apply the qualities and transferable skills necessary for their employment that require a professional value base and personal responsibility and accountability.
- 3) Evaluate the appropriateness of different approaches to solving problems within their area of practice.

### **Employment related skills**

On successful completion graduates should have developed:

- 1) Self-awareness through reflection and the performance required within own sphere of practice, in accordance with values and behaviours of an Assistant Practitioner.
- 2) The ability to maintain and further develop own skills and knowledge, and that of others, through recognised Continued Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs.
- 3) Appropriate leadership within the scope of the role to effectively manage own case load and promote inter-professional and multidisciplinary team working.

## **Practical skills**

On successful completion graduates should have developed:

- 1) Provision and promotion of holistic patient/person-centred care and support, duty of care and safeguarding of individuals.
- 2) Competence in a range of relevant clinical, technical and administrative procedures relevant to the scope of practice.
- 3) Interdisciplinary skills for both straightforward and complex work, in one- to-one and in group and team situations in order to plan, organise, allocate, review and evaluate their own practice in a variety of settings.

### **2.7. Progression Route(s)**

BSc (Hons) Enhanced Integrated Care at South Devon College.

Successful completion of the FdSc Assistant Practitioner enables students to progress to a BSc (Hons) Enhanced Integrated Care at South Devon College. This programme has been designed to provide practitioners with both academic and subject expertise. The contribution of marks from prior levels of study to the progression award is governed by South Devon College Academic Regulations.

Progression opportunities for further study and career prospects will be discussed with all students as part of the ongoing tutorial delivery throughout the academic year. Guidance will be provided for students individually to secure progression opportunities with alternative Higher Education providers.

## Admissions Criteria

All applicants must have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above)

<b>Entry Requirements for FdSc Assistant Practitioner</b>	
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
BTEC National Diploma/QCF Extended Diploma	Normal minimum entry requirements are 48 UCAS points
Access to Higher Education at level 3	Normal minimum entry requirements are 48 UCAS points, with a minimum of 24 credits at Merit
Welsh Baccalaureate	Normal minimum entry requirements are 48 UCAS points
Scottish Qualifications Authority	Normal minimum entry requirements are 48 UCAS points, from Scottish Advanced Highers
Irish Leaving Certificate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, and Ordinary Level Grade C Maths and English
International Baccalaureate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Work Experience	1 Year's previous experience within a health care setting is desirable but not essential
Interviews	There is a two-stage interview process, which involves representation from local Healthcare providers, where applicants are required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully.
An enhanced Disclosure and Barring Service (DBS) clearance is required for this programme.	
Occupational Health Screening	

## 2.8. Programme Structure

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD1006	Clinical Education Preparatory Skills	0	2020/21	Semester One	Core
UCSD1007	Preparing for Clinical Skills	20	2020/21	Semester One	Core
UCSD1008	Clinical Practice 1	40	2020/21	All Year	Core
UCSD1009	Anatomy and Physiology	20	2020/21	Semester One	Core
UCSD1010	Therapeutic Interventions	10	2020/21	Semester Two	Core
UCSD1011	Effective Communication	10	2020/21	Semester Two	Core
UCSD1012	Person Centred Care	10	2020/21	Semester Two	Core
UCSD1013	Principles and Philosophies of Healthcare	10	2020/21	Semester One	Core

### Level 5 (FdSc Assistant Practitioner) (Taught)

Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD2006	Clinical Practice 2	20	2020/21	All Year	Core
UCSD2007	Evidence and Application of Research	20	2020/21	Semester One	Core
UCSD2008	Public Health and Equality	20	2020/21	Semester One	Core
UCSD2009	Approaches to Mental Health	20	2020/21	Semester One	Core
UCSD2010	Principles and Skills for Assistant Practitioners	20	2020/21	Semester Two	Core
UCSD2011	Long Term Conditions	20	2020/21	Semester Two	Optional
UCSD2012	Acute and Critical Care: Foundations for Practice	20	2020/21	Semester Two	Optional
UCSD2013	Podiatry	20	2020/21	Semester Two	Optional
UCSD2014	Occupational Therapy	20	2020/21	Semester Two	Optional
UCSD2015	Speech and Language Therapy	20	2020/21	Semester Two	Optional
UCSD2016	Radiography	20	2020/21	Semester Two	Optional
UCSD2017	Perioperative Practice	20	2020/21	Semester Two	Optional
UCSD2018	Audiology	20	2020/21	Semester Two	Optional
UCSD2022	Physiotherapy	20	2020/21	Semester Two	Optional

## 2.10 Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)															Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge & understanding			Cognitive & intellectual skills			Key & transferable skills			Employment related skills			Practical skills				
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
Level 4	UCSD1006			X	X	X				X	X	X					N	C1 – 100%
	UCSD1007	X	X	X	X	X	X	X	X	X	X	X		X	X	X	N	C1 – 100% P1 - P/F
	UCSD1008	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	N	E2 – 100% P1 – P/F
	UCSD1009	X	X		X	X											N	T1 – 100%
	UCSD1010	X	X	X	X	X			X	X	X	X		X	X		N	C1 – 60% T1 – 40%
	UCSD1011	X		X	X	X	X	X	X	X	X			X		X	N	C1 – 50% P1 – 50%
	UCSD1012	X		X	X	X	X		X	X	X	X	X	X		X	N	C1 – 100%
	UCSD1013	X		X	X	X				X	X			X			N	C1 – 50% P1 – 50%
<b>Level 4 LOs</b>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Level 5	UCSD2006	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	N	E2 – 100% P1 - P/F
	UCSD2007	X		X	X	X			X	X		X					N	C1 – 100%
	UCSD2008	X		X	X	X	X	X	X	X	X	X	X	X		X	N	C1 – 70% P1 – 30%
	UCSD2009	X		X	X	X	X	X	X	X	X	X	X	X		X	N	C1 – 100%
	UCSD2010	X	X	X	X	X			X	X	X	X		X	X	X	N	T1 – 100%
<b>Level 5 LOs</b>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
<b>Confirmed Award LOs</b>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

Elective Modules		Award Learning Outcomes contributed to (for more information see Section 8)															Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1 - exam E2 - clinical exam T1 - test C1 - coursework A1 - generic assessment P1 - practical
		Knowledge & understanding			Cognitive & intellectual skills			Key & transferable skills			Employment related skills			Practical skills				
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
Level 5	UCSD2011	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	E2 – 100% P1 - P/F
	UCSD2012	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	E2 – 100% P1 - P/F
	UCSD2013	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	T1 – 50% E2 – 50% P1 - P/F
	UCSD2014	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	T1 – 50% E2 – 50% P1 - P/F
	UCSD2015	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	T1 – 50% E2 – 50% P1 - P/F
	UCSD2016	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	T1 – 50% E2 – 50% P1 - P/F
	UCSD2017	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	T1 – 50% E2 – 50% P1 - P/F
	UCSD2018	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	T1 – 50% E2 – 50% P1 - P/F
	UCSD2022	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	T1 – 50% E2 – 50% P1 - P/F
<b>Level 5 LOs</b>		x	x	x	x	x	x	x	x	x	x	x	x	x	x			
<b>Confirmed Award LOs</b>		x	x	x	x	x	x	x	x	x	x	x	x	x	x			

## Reading Lists

Year 1	Preparatory Module	UCSD1007 & UCSD	UCSD1009	UCSD1010	UCSD1011	UCSD1012	UCSD1013
<b>Core (2 resources)</b>	Brandt, C. (2009), Read, Research and Write. Los Angeles: Sage.	Baillie, L., & Black, S. (2014) Professional Values in Nursing , CRC Press, Taylor & Frances group, USA	Tortora JG & Derrickson BH (2005) Principles of Anatomy & Physiology (11th edition). New Jersey. John Wiley & Sons Inc.	Annandale, E. (1998) The Sociology of Health and Medicine Cambridge, Polity Press	Arnold E and Underman-Boggs K (2015) <a href="#">Interpersonal Relationships</a> . Saunders Co. Ltd	McGavok, H. (2016) How drugs work: basic pharmacology for healthcare professionals. 4th edn. London: CRC Press.	Sully, P. & Dallas, J. (2010) Essential Communication Skills for Nursing Practice (2nd Ed.) Edinburgh: Mosby/Elsevier
	Godfrey, J. (2013), How to Use your Reading in your Essays. Palgrave Study Skills, London: Macmillan.	Benbow, W. & Jordan, G. (2016) A Handbook for student Nurses. 2016-2017 Edition: Introducing key issues relevant for practice. Banbury: Lantern Publishing.	Waugh A and Grant A (2006) Ross and Wilson Anatomy and Physiology in Health and Illness (10th edition). Edinburgh: Churchill Livingstone.	Lupton, D. (2012) Medicine as culture illness, disease and the body in western societies. London, Sage. Third edition	Burnard, B. and P. GILL, (2009). <a href="#">Culture, communication, and nursing</a> London: Pearson	Neal, M.J. (2016) Medical pharmacology at a glance.8th edn. Chichester: Wiley-Blackwell.	McCabe, C. & Timmins, F. (2013) Communication Skills for Nursing Practice (2ndEd.) Basingstoke: Palgrave Macmillan.
<b>Further</b>	Greetham, B. (2013), How to Write Better Essays. Palgrave Study	Howatson-Jones, L. (2013), Reflective practice in nursing, Sage, London	Colbert, B., Ankney, J., Lee, K., Steggall, M. & Dingle, M. (2012) Anatomy and Physiology	Nettleton, S. (2013) The Sociology of Health and Illness (d ed.) Cambridge,	Ellis P (2013) <a href="#">Evidence-based practice in nursing</a> 2nd Edition London: Sage.	Preston, C.L. (ed.) (2016) Stockley's drug interactions. 11th edn. London:	Reynolds F (2005). Communication and clinical effectiveness in rehabilitation.

Skills, London: Macmillan.		for Nursing and Health Professionals: An Interactive Journey. (2nd Ed) Harlow: Pearson Education on-line	Polity Press. Third edition.		Pharmaceutical Press	Oxford. Butterworth-Heinemann
Swales and Feak (2004), Academic Writing for Graduate Students. Michigan: University of Michigan Press	Hutchfield, K. And Standing, M. (2012) Succeeding in Essays, Exams and OSCEs for Nursing Students (Transforming Nursing Practice) (2nd Ed.) Exeter: Learning Matters.	WEIR J. 2011. 4th Ed. <a href="#">Imaging Atlas of Human Anatomy</a> , Edinburgh. Mosby.	Kelleher, D., Gabe J. & Williams, G. (eds) (2006) Challenging Medicine. London : Routledge. Second edition.	Richardson, P. (2008) <a href="#">Clinical skills for student nurses : theory, practice and reflection</a> . Reflective Press Exeter	Nuttall, D. and Rutt-Howard, J. (eds.) (2016) The textbook of non-medical prescribing. 2nd edn. Chichester: John Wiley & Sons.	Bach S and Grant A 2015 <a href="#">Communication &amp; interpersonal skills in nursing</a> . Learning Matters
Arnaudet and Barrett (1990), Paragraph Development A guide for students of English. New York: Prentice Hall	Kozier, B. & Erb, G. (2015) Fundamentals of Nursing: Concepts, Process and Practice (10th Ed.) Harlow:	JENKINS G W, KEMNITZ C P, TORTORA G J. 2013. 3rd Ed. <a href="#">Anatomy and Physiology From Science to Life</a> . Asia: John Wiley & Sons.	Gabe, J. and Monaghan, L.. (2013) Key Concepts in Medical Sociology London, Sage. Second edition.	Sellman D and Snelling P 2016 <a href="#">Becoming a nurse : fundamentals of professional practice for nursing</a> . Taylor and Francis	Hitchings, A., Lonsdale, D. and Burrage, D. (2015) The top 100 drugs : clinical pharmacology and practical prescribing. Lond	ROBINSON, M. 2002. <a href="#">Communication and health in a multi-ethnic society</a> Bristol: Policy Press

		Pearson Education.				on: Bailliere Tindall.	
Day, T. (2013), Success in Academic Writing, Palgrave Study Skills. London: Macmillan	Nicol, M, Bavin, C, Cronin, P & Rawlings-Anderson, K. (2012) Essential Nursing Skills (4th Ed.) Edinburgh: Mosby.	Marieb E.N. and K. Hoehn 2016 <a href="#">Human Anatomy and Physiology</a> . 10th Edition, San Francisco: Pearson/Benjamin Cummings	Cockerham, W. (2009) The New Blackwell Companion to Medical Sociology London, Wiley-Blackwell	Woodridge, K. and Fulford, B. 2004. Whose Values? A Workbook for Values-based Practice in Mental Health Care. London: Sainsbury Centre for Mental Health - Available online: <a href="http://www.israel.org.il/Items/00534/Whose_Values.pdf">http://www.israel.org.il/Items/00534/Whose_Values.pdf</a>	Mearns, D. and Thorne, B. (2007) Person-Centred Counselling in Action London: Sage		
Pears, R and Shields, G. (2016) Cite Them Right: The essential referencing guide, Palgrave Study Skills. London: Macmillan	Sharples K (2011) Successful Practice Learning for Nursing Students London:Sage	Clancy J. and A.J. McVicker 2002. <a href="#">Physiology and anatomy : a homeostatic approach</a> . (2nd Ed) London: Edward Arnold.	Brown, N. and Webster, A. J. (2004) New Medical Technologies and Society: Reordering Life Cambridge, Polity Press	Freshwater, D. 2002. <a href="#">Therapeutic nursing : improving patient care through self-awareness and reflection</a> . London: Sage.	Anders, P. (ed) (2004) The Tribes of the Person-Centred Nation : A guide to the schools of therapy associated with the Person-Centred Approach Ross-on-Wye PCCS Books		

<b>Journals</b>							
<b>Other resources</b>		Sn@p	BBC <a href="http://bbc.co.uk/science/humanbody">http://bbc.co.uk/science/humanbody</a>				
		Elsevier Clinical Skills Platform	Virtual Body <a href="http://medtropolis.com/virtual-body/">http://medtropolis.com/virtual-body/</a>				
			Inner body <a href="http://www.innerbody.com">http://www.innerbody.com</a>				

### 3. Module Information

Level 4 Modules				
Module Code	Title	Credits	Description	Assessment
UCSD1006	Clinical Education Preparatory Skills	0	This non-credit bearing module provides information and techniques for participatory training to prepare students for the underpinning clinical education qualification. It is intended to support students from who may not have undertaken any formal education for some time and/or have no higher education experience with essential skills and tools to undertake a foundation degree qualification within clinical education.	Coursework – 100% Practical – Pass/Fail
UCSD1007	Preparing for Clinical Skills	20	This module provides an opportunity to undertake intensive work on communication and develop confidence in a wide range of practical and intellectual skills required in clinical practice encountered by Assistant Practitioners. Students are introduced to the skill of reflection to enhance learning in both the simulated and early patient contact environments.	Coursework – 100% Practical – Pass/Fail
UCSD1008	Clinical Practice 1	40	This practice-based module will build on knowledge gained in Preparing for Clinical Practice by introducing students to the principles and practice of an Assistant Practitioner. The focus is to provide students with the necessary knowledge to participate in the delivery of care in the specified clinical setting and demonstrate competence against the national occupational standards expected of an Assistant Practitioner.	Clinical Examination – 100% Practical – Pass/Fail
UCSD1009	Anatomy and Physiology	20	This module introduces students to the structure and function of the human body via examination of normal anatomy and physiology, achieved through exploration of cell function with emphasis on biochemistry and genetics. Human systems will be examined in relation to the structure and function in maintaining optimum health and homeostasis.	Test – 100%
UCSD1010	Therapeutic Interventions	10	During this module students will find and interpret evidence related to the therapeutic interventions delivered within their practice and assess the suitability of therapies delivered in comparison to the evidence base and current practice guidelines. Students will draw on their Empirical Way of	Coursework – 60% Test – 40%

			Knowing alongside related modules, to gain insight into current therapeutic interventions within their field of practice	
UCSD1011	Effective Communication	10	The module aims to equip the student with the knowledge of various aspects of the practitioner-client relationship. It aims to develop the students' level of self-awareness as well as develop their level of theoretical knowledge. This will explore various relationship models in respect of empowerment, ethics of communication, attending skills and specific skills related to verbal and non-verbal behaviour.	Coursework – 50% Practical – 50%
UCSD1012	Person Centred Care	10	This module will enable students to investigate and explore the structures, processes and outcomes associated with the provision of person centred care. They will develop knowledge, skills and confidence to effectively manage and make informed decisions, to coordinate and tailor patient care with dignity, compassion and respect.	Coursework – 100%
UCSD1013	Principles and Philosophies of Healthcare	10	This module will enable students to investigate the principles and philosophy of healthcare in relation to the biomedical model as well as the psychological and sociological perspectives. Students will be able to take a holistic approach in evaluating the impact of the biopsychosocial model on individual's health and wellbeing. This module will help students consider how philosophical principles inform practice judgements.	Coursework – 50% Practical – 50%

<b>Level 5 – Core Modules</b>				
<b>Module Code</b>	<b>Title</b>	<b>Credits</b>	<b>Description</b>	<b>Assessment</b>
UCSD2006	Clinical Practice 2	20	This module enables students to build on the knowledge and practical skills gained in the first year to develop their experience with the concept of autonomous decision making and practice. Whilst many of the clinical skills are common to the assessment of both injuries and illness, the diagnostic processes will be very different clinical skills will therefore concentrate on an understanding of systems and pathophysiology	Clinical Examination – 100% Practical – Pass/Fail
UCSD2007	Evidence and Application of Research	20	This module is designed to enable the student to demonstrate research awareness in relation to evidence based practice, making use of existing and new technologies to support improving services and the wider health and care teams in the spread and adoption of innovative technologies and	Coursework – 100%

			practice. There is an emphasis on the ability to relate professional practice to underlying theory and principles.	
UCSD2008	Public Health and Equality	20	This module will develop a critical understanding of health and its determinants to develop skills in health needs assessment, planning and evaluation of public health interventions. Students will be equipped with the knowledge and skills to contribute to the improved health of populations via the promotion of health and prevention of diseases and the investigation and control of environmental threats to health.	Coursework – 70% Practical – 30%
UCSD2009	Approaches to Mental Health	20	This module allows students to explore and reflect upon a range of areas associated with mental health care and support. Students will explore the core principles of mental health practice and examine the nature of traditional and non-traditional mental health treatment.	Coursework – 100%
UCSD2010	Principles and Skills for Assistant Practitioners	20	This module integrates knowledge across the entire programme in order to ensure students fulfil the final requirements and expectations of an Assistant Practitioner in professional clinical environments. Students will demonstrate the application of a variety of acquired methods and techniques to review, consolidate, extend and apply knowledge and understanding to initiate and complete autonomous practice and study.	Test – 100%

### Optional Modules:

- Long Term Conditions (20 Credits)
- Acute and Critical Care: Foundations for Practice (20 Credits)
- Podiatry (20 Credits)
- Occupational Therapy (20 Credits)
- Speech and Language Therapy (20 Credits)
- Radiography (20 Credits)
- Perioperative Practice (20 Credits)
- Audiology (20 Credits)
- Physiotherapy (20 Credits)

*Please note optional modules are dependent on demand and placement availability and may not run every year. For more information on the optional modules, please contact the Clinical Education team. [clinicaleducation@southdevon.ac.uk](mailto:clinicaleducation@southdevon.ac.uk)*