![London South Bank University logo — EST 1892]

Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	BSc Adult Nursing
	3975 and 5435
Course Director	Debbie Jones (Southwark) and Stephen Trimble (Havering)
Shared Modules?	Yes

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes contact hours		
			CURRENT	NEW
HSC-4-016: Biosciences for Nursing	The following changes are made to the delivery of the module: Face to face lectures are replaced by a combination of live and pre-recorded sessions Face to face seminars are delivered online	Contact Hours:	40	40
		Blended Learning Hours:	50	50
		Student Managed Learning Hours:	110	110
		Total Hours:	200	200
HSC-4-024: Communication for Nursing	The following changes are made to the delivery of the module:	Contact Hours:	30	30
			50	50

	Face to face lectures are replaced by a combination of live and pre-recorded sessions	Blended Learning Hours:		
			120	120
	Face to face seminars are delivered online	Student Managed Learning Hours:		
			200	200
		Total Hours:		
HSC-4-020: Introducing Evidence based Care	The following changes are made to the delivery of the module:	Contact Hours:	40	40
		Blended Learning Hours:	15	15
	Face to face lectures are replaced by a combination of live and pre-recorded sessions			
		Student Managed Learning Hours:	145	145
	Face to face seminars are delivered online			
		Total Hours:	200	200
NAD-4-006: Assessing Needs and planning Care in Adult Nursing	The following changes are made to the delivery of the module:	Contact Hours:	120	120
		Blended Learning Hours:	26	26
	Face to face lectures are replaced by a combination of live and pre-recorded sessions			
		Practice Placement Hours	634	634
	Face to face seminars are delivered online	Total Hours:	780	780
HSC_5_013 Appraising evidence for Practice	The following changes are made to the delivery of the module:	Contact Hours:	36	36
		Blended Learning Hours:	24	24

	Face to face lectures are replaced by a combination of live and pre-recorded sessions Face to face seminars are delivered online	Student placement Hours: Total Hours:	140 200	140 200
NAD_5_009 Applied Physiology for Adult Nursing	The following changes are made to the delivery of the module: Face to face lectures are replaced by a combination of live and pre-recorded sessions Face to face seminars are delivered online	Contact Hours: Blended Learning Hours: Student Managed Learning Hours: Total Hours:	36 54 110 200	36 54 110 200
NAD_5_006 Providing care in Adult Nursing	The following changes are made to the delivery of the module: Face to face lectures are replaced by a combination of live and pre-recorded sessions Face to face seminars are delivered online	Contact Hours: Blended Learning Hours: Practice Placement hours Total Hours:	80 26 794 900	80 26 794 900

Module	Changes	Hours type		
HSC-5-018: Promoting Health and Preventing Ill Health	The following changes are made to the delivery of the module: Face to face lectures are replaced by a combination of live and pre-recorded sessions Face to face seminars are delivered online	Contact Hours:	36	36
		Blended Learning Hours:	24	24
		Student Managed Learning Hours:	140	140
		Total Hours:	200	200
HSC-5-023: Safe and Effective Practice	The following changes are made to the delivery of the module: Face to face lectures are replaced by a combination of live and pre-recorded sessions Face to face seminars are delivered online	Contact Hours:	36	36
		Blended Learning Hours:	54	54
		Student Managed Learning Hours:	140	140
		Total Hours:	200	200
NAD-5-005: Mother and New-born	No changes to the delivery of this module	Contact Hours:	0	0
		Blended Learning Hours:	37.5	37.5
		Student practice hours	80	80
			37.5	37.5

		Student Managed Learning Hours:		
		Total Hours:	155	155
HSC-6-011: Improving Quality, Change Management and Leadership	The following changes are made to the delivery of the module: Face to face lectures are replaced by a combination of live and pre-recorded sessions Face to face seminars are delivered online	Contact hours:	24	24
		Blended learning:	30	30
		Student managed:	146	146
		Total:	200	200
HSC-6-009: Implementing Evidence Based Care	The following changes are made to the delivery of the module: Face to face lectures are replaced by a combination of live and pre-recorded sessions Face to face seminars are delivered online	Contact hours:	40	40
		Blended learning:	15	15
		Student managed:	145	145
		Total:	200	200
NAD-6-008: Clinical Decision Making and Role Transition to Adult Nursing	The following changes are made to the delivery of the module: Face to face lectures are replaced by a combination of	Contact hours:	80	80
		Blended learning:	30	30
		Student managed:	290	290
		Clinical Placement:	712.5	712.5

	live and pre-recorded sessions			
		Total:	400	400
	Face to face seminars are delivered online			
NAD-6-009: Essential of Pharmacology and Medicines Optimisation	The following changes are made to the delivery of the module:	Contact hours:	40	40
		Blended learning:	15	15
		Student managed:	145	145
	Face to face lectures are replaced by a combination of live and pre-recorded sessions	Total:	200	200
	Face to face seminars are delivered online			
NAD-6-010: Care of the Deteriorating Patient	The following changes are made to the delivery of the module:	Contact hours:	24	24
		Blended learning:	30	30
		Student managed:	145	145
	Face to face lectures are replaced by a combination of live and pre-recorded sessions		200	200
	Face to face seminars are delivered online			

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information			
Final award title(s)	**BSc (Hons) Adult Nursing**		
Intermediate exit award title(s)	**Certificate in Health and Social Care (Non-registerable)** **Diploma in Health and Social Care (Non-registerable)**		
UCAS Code		**Course Code**	5435
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Adult Nursing and Midwifery		
Course Director	Jane Crussell		
Delivery site(s) for course(s)	☒ Southwark ☒ Havering ☐ Other: please specify		
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify		
Length of course/start and finish dates			
Is this course generally suitable for students on a Tier 4 visa?	**No**		
Approval dates:	Course(s) validated / Subject to validation		May 2019
	Course specification last updated and signed off		May 2019
Professional, Statutory & Regulatory Body accreditation	Nursing and Midwifery Council		
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations LSBU Core Skills Policy LSBU Mission and Corporate Plan	
	External	QAA Quality Code for Higher Education 2013 Competitions and Markets Authority SEEC Level Descriptors 2016 Subject Benchmark Statements: Nursing (QAA, 2001) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education	

		Future nurse: Standards of proficiency for registered nurses (NMC, 2018) Part 1: Standards framework for nursing and midwifery education (NMC, 2018) Part 2: Standards for student supervision and assessment (NMC, 2018) Part 3: Standards for pre-registration nursing programmes (NMC, 2018)
**B. Course Aims and Features**
Distinctive features of course		• Enabling the adult nurse to qualify with a range of transferrable skills that can be adapted to care in any setting (in or outside of hospital), recognising the growing needs of an aging population and the changing public health issues. • Equipping adult students to meet the care needs of a wide age group with acute care needs and/or long term conditions and those with complex physical and mental health needs, based on best evidence. • Empowering students to utilise the knowledge and skills gained in underpinning theory and skills modules and apply these to practice. • Emphasis on skills development in each year through the use of role play and high fidelity simulation that provides students with the competence and confidence to care for complex patients' needs. Students will have the ability to gain additional skills in intermediate life support • Supporting students to work collaboratively across professional boundaries in providing high quality and safe care to adults in both hospital and community settings. • A taught programme of modules which are complemented by blended learning support and interactive activities through digital learning and smaller group work sessions. This approach accommodates differing learning styles, providing students with a range of opportunities to achieve and reach their full potential. • The opportunity for potential students to apply for Recognition of Prior Learning for up to 50% of the programme (for suitably qualified and/or experienced applicants). • The opportunity for students to claim recognised qualifications at each progression point • Health Care Certificate awarded at the end of year one.
Course Aims		The BSc (Hons) Adult Nursing course aims to: • Ensure that the graduate nurse achieves all the proficiencies for registered nurses education as stipulated by the Future Nurse: Standards of proficiency for registered nurses (NMC, 2018). • Develop confident, resilient and competent practitioners who practise autonomously, compassionately, skilfully and safely while maintaining dignity and promoting health and wellbeing for adults with physical and mental health needs. • Develop graduates who are active and critical consumers of research and implement best evidence based knowledge. • Foster independence in learning and commitment to lifelong learning opportunities. • Develop the qualities and transferable skills necessary for employment as a registered adult nurse. • Produce graduates who are highly employable.
Course Learning Outcomes		**A. Students will have knowledge and understanding of:** A.1. The underpinning biosciences as applied to the health, ill health and disabilities of adults throughout their life span.

A.2. Physical and mental health conditions that affect adults throughout their life span, including current treatments and management.

A.3. The planning of care for adults and their carers/families, taking in to consideration the importance of partnership working, shared decision-making, and recognising personal belief systems and values.

A.4. The upholding of the rights of adults and their families within the context of care, while safeguarding vulnerable individuals.

A.5. Working in partnership, specifically with young and older adults, families, carers and other health and social care workers and professionals.

A.6. Caring for young and older adults with disabilities, chronic and complex care needs, ensuring care is individualised, unique and delivered with appropriate safe adjustments.

A.7. Principles of evidence based practice, including reflection, appraisal and application within nursing practice.

A.8. How evidence based practice and research processes can be used to improve the quality of nursing practice and standards of care.

A.9. Approaches to leadership and management and the implications of these in the context of healthcare.

A.10. Health promotion and illness prevention strategies.

B. Students will develop their intellectual skills such that they are able to:

B.1. Evaluate the impact of social, cultural, spiritual, legal, political and economic factors on care and care delivery to young and older Adults and their carers and families.

B.2. Engage with digital technology and recognise the role of this within contemporary health care settings, as well as the social impact and implications for communication.

B.3. Understand contemporary research and evidence that underpins nursing practice in a variety of settings.

B.4. Demonstrate independent thinking, critical thinking, critical reflection, problem solving and creativity as safe practitioners.

B.5. Effectively communicate with young and older adults, their families and other carers

C. Students will acquire and develop practical skills such that they are able to:

C.1. Practise to meet the requirements of The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018) to meet public and professional expectations.

C.2. Confidently meet the proficiencies for pre-registration education (NMC, 2018) to ensure delivery of safe nursing care.

C.3. Act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards.

C.4. Assess, plan, deliver and evaluate care in hospital and out of hospital settings using the best available evidence base.

C.5. Practise in a compassionate, respectful way, maintaining dignity and well-being for young and older adults and their families while communicating effectively using a wide range of strategies and interventions.

C.6. Recognise when older adults may be or in need of extra support and protection and take all reasonable steps to protect them.

	C.7.	Develop skills of decision making within own practice in order to promote high quality care.
	C.8.	Advise and equip people with knowledge of health promotion initiatives and illness prevention strategies to manage and/ or prevent long term health conditions
	D. Students will acquire and develop transferrable skills such that they are able to:	
	D.1.	Demonstrate self-awareness and recognise how their own values, principles and assumptions may affect their practice.
	D.2.	Demonstrate competent, appropriate and adaptable communication skills both verbal and non-verbal using a variety of media.
	D.3.	Demonstrate developing leadership skills to supervise and manage others and contribute to planning, designing, delivering and improving current care and future services.
	D.4.	Maintain their own personal and professional development, learning from experience, through supervision, feedback, reflection and evaluation.
	D.5.	Work effectively across professional and agency boundaries, and co-ordinate smooth effective transition within and between services and agencies.

C. Teaching and Learning Strategy

Lectures will be used to introduce and provide new information and update existing knowledge, encouraging students to engage in active debate. Content will be based on current available evidence. Structured reading/guided study will be given to support key lectures, as well as online activities to develop/update knowledge and encourage independent learning. In addition, seminars and discussions will allow the sharing of varied ideas amongst students. This will include allied health care professionals involved in the care of children and young people.

Individual and group tutorial sessions will enable critical thinking and reflection in collaborative care. Tutorials will include the opportunity for students to develop their intellectual skills through discussion, questioning and synthesis. This will include reflection on practice based issues to develop problem solving skills. Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting. Group tutorials and formative assessments will be placed in all modules to ensure students can monitor their progress.

The teaching strategy will also include the provision of online material; pre-session activities and a variety of blended learning through the virtual learning environment. For small group facilitation, 'the flipped classroom' approach will encourage students to prepare for critical debate and discussion. The virtual learning environment will be utilised for e-tivities, including discussions amongst students, quizzes, critique and literature searching.

The strategies for teaching and learning also include role modelling and discussions in classroom activities, online interactions and clinical areas. The use of scenarios and incident analysis will be used to encourage the application of theory to practice. Lectures and seminars will focus on problem solving scenarios and mock clinical scenarios.

Practical skills are developed through practical, skills based sessions and problem based approaches. This will also be achieved through role modelling in practice learning environments and engagement in practice workshops in both high and low fidelity simulation within the clinical skills laboratories.

D. Assessment

Assessment methods are specified in each module descriptor with details in the individual module guides; these are designed to test the module and course learning outcomes. These are mapped to the

professional standards outlined in the Future nurse: Standards of proficiency for registered nurses (NMC, 2018) and will be assessed through either coursework and/or clinical proficiencies.

Coursework can take many forms based on the practical or theoretical content of the modules and may include:

- Practice scenarios and OSCEs to provide a simulated experience in which knowledge and skills can be demonstrated.
- Achievement of identified proficiencies related to adult nursing at designated levels.
- Client/patient narrative, and reflective essays to develop integration of theory and practice
- Care and case presentations, to develop skills in articulating knowledge and decision making processes.
- Examinations to test underpinning knowledge.
- Oral presentations, to allow the student to demonstrate their ability to make practice focussed decisions based on their assessment and interpretation.
- Intellectual skills assessed through written coursework and group or individual student presentations.
- Written assignments, such as an essay, case study, critical review and evidence based scenarios to examine selected aspects of care and suggest strategies for care enhancement.
- Literature search and review to examine the evidence for care delivery.
- A variety of assessment methods are used to assess practical skills. These include OSCEs, evidence based student presentations, practice learning and assessment portfolios, care and case studies and problem based scenarios.
- The achievement of identified proficiencies can be assessed through assessments such as reflective care studies, client/patient narratives, case study approaches and scenario based coursework.
- A variety of assessment methods are used to assess practical skills. These include OSCEs, evidence based student presentations, practice learning and assessment portfolios, care and case studies and problem based scenarios.
- The achievement of identified proficiencies can be assessed through assessments such as reflective care studies, client/patient narratives, case study approaches and scenario based coursework.
- Practice Assessment Document
- Case reviews, history taking and assessment skills

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

The school follows the university regulations apart from:
- Late Submission
- Third attempts

Late Submission Protocol – HSC Pre Registration Students

Late submission of coursework is not permitted for students enrolled on pre-registration courses in the School of Health and Social Care. As professionals, students will be expected to meet deadlines, so part of their professional development will be for them to manage their time and commitments so that deadlines can be achieved.

Third Attempt Protocol – HSC Pre Registration Students

Where a student has failed a module, the Award and Progression Examination Board will exercise its discretion to permit the opportunity for an exceptional third attempt at a single assessment in accordance with all of the following eligibility criteria:

Eligibility criteria

1. Increase in mark between first attempt and second (therefore there must have been an attempt).
2. Second attempt mark to be within 5 marks of the pass mark.

Non-eligibility criteria

1. No increase in academic mark between first and second attempt.
2. Second attempt mark more than 5 marks under the pass mark.

This protocol is limited to 1 module per academic year and excludes the dissertation.

All modules must be successfully completed before the student is allowed to progress to the

next stage. Protocol fails or compensated passes

Protocol fails or compensated passes are not permitted.

F. Entry Requirements

112 UCAS tariff points
- AA*/BBC or above at A Level (or equivalent) plus five GCSEs/equivalent (C or above) to include Maths and English or reformed GSCEs grade 4 or above.; **or**
- BTEC National Diploma DMM - plus five GCSEs/equivalent (C or above) to include Maths and English or reformed GSCEs grade 4 or above.; **or**
- Pass in a QAA recognised Access to HE Diploma in Nursing course or similar (45 credits Level 3 including 21 at Merit grade and 15 credits at Level 2); **plus**
- English and Maths GCSEs/equivalent (C or above) or reformed GSCEs grade 4 or above.; **or**
- A recognised equivalent.
- Access to HE Diploma in Nursing or similar with 15 distinctions and 30 merits to include Maths and English or equivalent (C or above) or reformed GSCEs grade 4 or above.
- Equivalent level 3 qualifications worth 112 UCAS points and GCSEs Maths and English or equivalent (C or above) or reformed GSCEs grade 4 or above.

Those whom English is not their first language must achieve a minimum score of 7.0 overall or equivalent, with not less than 7.0 in the listening and reading sections and not less than 7.0 in the writing and speaking sections for the International English Language Test Score (IELTS) at the time of application.

Attributes and values

A person specification has been developed which maps to be values of the NHS and to those of the university. The attributes now agreed to be tested are;
- Communication and interpersonal skills
- Respect for difference and diversity
- Honesty and integrity
- Kindness, compassion and empathy
- Intellectual curiosity and reflective nature
- Advocacy and ability to be assertive and stand up for the rights of others
- Respect for privacy and dignity
- Initiative, problem solving and team work

These have been developed to the following selection criteria:
- Good rationale for choice of career showing knowledge and understanding of role
- Ability to verbally communicate effectively and interpersonal skills
- Respect for difference and diversity related to gender, race, culture, religion, sexual orientation and disability

- Honesty and integrity
- Kindness, compassion and empathy
- Intellectual curiosity and ability to reflect upon own experience and life skills, and the relevance to the role
- Advocacy and ability to be assertive and stand up for the rights of others
- Respect for privacy and dignity
- Initiative, problem solving and team working.

Occupational Health (OH)

Acceptance on the programme is always conditional upon successful occupational health clearance. Students are required to undergo a health assessment as a pre-requisite to completing their enrolment on Pre-registration Nursing programme in order to ensure that students are 'fit' to undertake their course of study and to attend practice learning opportunities.

Pre-enrolment

Applicants who have been made a conditional offer complete a Pre Enrolment Health Questionnaire (PEHQ) online. This information goes direct to Occupational Health to review. If there are any concerns applicants are invited to see the Nurse or Physician prior to ensure that any concerns are raised and discussed before occupational health clearance is granted. Applicants do not undergo a PEHQ assessment any earlier than 6 months prior to their expected start date on the course. Applicants who defer their place on a course are required to undergo a second PEHQ assessment.

Where applicants declare a disability or occupational health issue on application or at interview, they are 'fast tracked' through the OH process to ensure that decisions made around fitness and reasonable adjustments, where possible, are made before the applicants commence the course. The six-month rule does not apply in these cases.

Post-enrolment

An OH nurse attends the Southwark and Havering campus sites to complete the post enrolment OH process. This includes an initial one to one session with each student. Further review sessions are scheduled by the OH nurse as required.

Once enrolled on the programme, students may be referred to Occupational Health if circumstances require. Occupational Health will identify if any student requires a risk assessment prior to the next practice learning opportunity commencing and this is communicated to the university and the Trust/organisation. Any student who is believed to be experiencing acute mental health problems is referred in the first instance to Occupational Health or the student's general practitioner, with the students' consent. Staff are kept informed so that they are able to review and assess what is the best course of action for the students continued progress on the course.

Criminal Convictions

The Pre-registration Nursing programme is exempt from the Rehabilitation of Offenders Act (1974). All candidates are subject to the Disclosure Barring Service (DBS) enhanced disclosure to facilitate safer recruitment and to protect service users, children and vulnerable adults.

The School requires all candidates to complete a Declaration of Character and Conduct form at interview and declare any previous convictions, cautions, warnings or reprimands. If the decision is made at interview to offer a candidate a place on the course, the declaration is reviewed. Where an applicant has declared any convictions, cautions, reprimands or warnings the details are sent to the School to review.

Recognition of Prior Learning (RPL)

The University's Regulations for Taught Programmes applies to this programme. The School's policy on Accreditation of Prior Learning offers a transparent, rigorous and fair framework for judging the RPL from individual applicants. Applicants who indicate that they wish to make a claim are provided with guidance notes and workshops to assist them constructing their claim. Students may apply for RPL through both certificated learning and the production of a portfolio to demonstrate achievement of programme outcomes through experience.

Classification of the final award for students who have been awarded RPL credit on their profiles is calculated in accordance with LSBU Academic Regulations for Taught Programmes. Students who

complete the BSc(Hons) award or the PG Diploma award with an RPL claim, will have the RPL claim identified on their completion transcript.

G. Course structure(s)

Course overview

Each academic year comprises of 2 Semesters. The course is designed so that students attend blocks of theory and blocks of practice placements

BSc (Hons) Adult Nursing – **Full time**

		Semester 1		Semester 2	
Level 4		Assessing needs and planning care in Adult Nursing Compulsory			60 Credits
		Biosciences for nursing Compulsory	20 Credits	Communication for nursing Compulsory	20 Credits
		Introducing evidence based practice Compulsory	20 Credits		
		Semester 1		**Semester 2**	
Level 5		Providing care in Adult Nursing Compulsory			40 Credits
		Applied physiology for Adult Nursing Compulsory	20 Credits	Promoting health and preventing ill health Compulsory	20 Credits
		Appraising evidence for practice Compulsory	20 Credits	Safe and effective practice Compulsory	20 Credits
				Mother and newborn Compulsory	0 Credits
		Semester 1		**Semester 2**	
Level 6		Enhancing and evaluating care in Adult Nursing Compulsory			40 Credits
		Pharmacology and prescribing ready for Adult Nursing Compulsory	20 Credits	Complex and critical care of adults Compulsory	20 Credits
		Implementing best practice Compulsory	20 Credits	Transition to leadership Compulsory	20 Credits

Placements information

Practice placements comprise of:

Year 1 – 2x placements of 6-weeks duration and 1x placement of 4-weeks.

Year 2 – 2x placements of 6-weeks duration, 2x placements of 4-weeks duration and one virtual placement of 2-weeks.

Year 3 – 2x placements of 6-weeks duration plus one placement of 12-weeks duration.

H. Course Modules

All modules are compulsory and therefore attendance, engagement with online activities and completion of assessments is mandatory

Module Code	Module Title	Level	Semester	Credit value	Assessment

NAD_4_006	Assessing needs and planning care in Adult Nursing	4	1 & 2	60	CW1 - Practice Assessment Document 100% weighting Pass/Fail
HSC_4_016	Biosciences for nursing	4	1 & 2	20	EX1 – Sem 1 – 25 Multiple choice questions. 25% weighting. EX2 - Sem 2 – 25 short answer questions. 75% weighting. Pass mark 40% Both components must be passed.
HSC_4_020	Introducing evidence based practice for nursing	4	One	20	CW1 – Literature search 3,000 words. 100% weighting Pass mark 40%
HSC_4_024	Communication for nursing	4	Two	20	EX1 - Communication Objective Structured Clinical Examination (OSCE). Duration 15 minutes. 100% weighting Pass mark 40%
NAD_5_010	Providing care in Adult Nursing	5	1 & 2	40	CW1 - Practice Assessment Document 100% weighting Pass/Fail
HSC_5_013	Appraising evidence for practice	5	One	20	CW1 - Appraisal of research paper, 3000 words. 100% weighting Pass mark 40%
NAD_5_009	Applied physiology for Adult Nursing	5	One	20	XE1 - 2-hour unseen exam, 4 sections from 8. 100% weighting Pass mark 40%
HSC_5_018	Promoting health and preventing ill health	5	Two	20	CW1 - Lifestyle improvement plan, 3,000 word equivalent 100% weighting Pass mark 40%
HSC_5_023	Safe and effective practice	5	Two	20	CW1 – Reflection, 1500 words 50% weighting CW2 – Written assignment, 1500 words. 50% weighting Pass mark 40%
NAD_5_005	Mother and newborn	5	Two	0	CW1 - Virtual Learning placement Completion of online quizzes 100% weighting Pass/Fail
NAD_6_016	Enhancing and evaluating care in Adult Nursing	6	1 & 2	40	CW1 - Practice Assessment Document 100% weighting Pass/Fail
NAD_6_017	Pharmacology and prescribing ready for Adult Nursing	6	One	20	EX1 – Objective Structured Clinical Examination (OSCE) Duration 30 minutes 100% weighting Pass mark 40%
HSC_6_012	Implementing best practice	6	One	20	CW1 - Journal style paper, 3000 words 100% weighting Pass mark 40%

NAD_6_018	Complex and critical care of adults	6	Two	20	EX1 – Objective Structured Clinical Examination (OSCE) Duration 30 minutes 100% weighting Pass mark 40%
HSC_6_021	Transition to leadership	6	Two	20	EX1 – Poster presentation, 1500 word equivalent 50% weighting CW1- Appraisal of leadership approach, 1500 words. 50% weighting Pass mark 40%
HSC_6_001	Ongoing Achievement Record	6	1 & 2	0	Practice Assessment Document 100% weighting Pass/Fail

I. Timetable information

Students will be informed of their course plan when they commence the programme.

Timetables for specific modules will be available on Moodle (Virtual Learning Environment) for students to view prior to and during the module.

Students will have access to their electronic timetables once fully enrolled on their programme.

Wednesday afternoons are set aside for students to engage with extra curricula university activities such as sports activities.

Duty rotas will be made available by the placement area that the student is placed in.

J. Costs and financial support

Course related costs

Students on these courses are eligible for reimbursement of additional travel and accommodation costs over normal daily travel costs providing they meet the eligibility criteria as outlined in the *NHS Financial Support for healthcare Students 2017/18- Guidance for students. Learning Support Fund*

Core texts for each module are available in the library and it is students' choice if they wish to purchase any of these.

Uniform is provided. Shoes for placements are not included in the tuition fees.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses
- Information on eligibility criteria for the learning Support Fund
- https://www.nhsbsa.nhs.uk/sites/default/files/2017-11/LSF%20Student%20guidance%20booklet%20%28V7%29%2011%202017.pdf

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate
courses) Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

BSc (Hons) Adult Nursing modules		Programme outcomes														
Title	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5
Assessing needs and planning care in Adult Nursing	NAD_4_006	TDA	TDA	TDA	TDA	TDA	TDA	TD		TD	T		TD	TD		TDA
Biosciences for nursing	HSC_4_016	TA	TA	TD		TDA	T						T	T		T
Communication for nursing	HSC_4_024		T	TD	TDA	TD		TD	T	T	T	T	T			T
Introducing evidence based practice for nursing	HSC_4_020			TD				TDA	TD	TD			TDA	T	T	TD
Providing care in Adult Nursing	NAD_5_006	TD	TDA	TDA	TDA	TDA	TDA	TD	TD	TDA	TD	TDA	TDA	TD	TDA	TDA
Applied physiology for Adult Nursing	NAD_5_009	TA	TA	TD		TDA	T						T	T		T
Mother and newborn	NAD_4_005	TDA		TD	TD	TDA		TD			TDA	TDA	TDA	TD	TD	TDA
Appraising evidence for practice	HSC_5_013			TD	TD		TD	TDA	TDA				TDA	TDA	TDA	TD
Promoting health and preventing ill health	HSC_5_018	TDA	TA	TDA	TD	TD	TDA	TDA	TDA	T	TDA	TDA	TD	TDA	TDA	TD
Safe and effective practice	HSC_5_023		TD	TD	TDA	TDA	TD	TD	TD	TD	TD	TDA	TD	TD	T	TD
Implementing best practice	HSC_6_013			TD	TD		TD	TDA	TDA				TDA	TDA	TDA	TD
Enhancing and evaluating care in Adult Nursing	NAD_6_016	TD	TDA	TDA	TDA	TDA	TDA	TD	TD	TDA	TD	TDA	TDA	TD	TDA	TDA
Pharmacology and prescribing ready for Adult Nursing	NAD_6_017	TDA	TDA	TD	TD	TD	TD						TDA	TD	TD	TD
Complex and critical care of adults	NAD_6_017	TDA	TDA	TDA	TDA	TDA	TDA	TD	TD	TD		TD	TDA	TD	TDA	TDA
Transition to leadership	HSC_6_021	TDA	TDA	TDA	TD	TDA	TDA	T	TDA	T		TDA	TDA	TDA	TDA	TDA

BSc (Hons) Adult Nursing modules			Programme outcomes continued												
Title	Code	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5
Assessing needs and planning care in Adult Nursing	NAD_4_006	TDA	TDA	TDA	TDA	TDA	TD	TDA	TD	TDA	TDA	T	TD	TDA
Biosciences for nursing	HSC_4_016		TDA	TDA	TDA	TD	T	T					TD	TD
Communication for nursing	HSC_4_024	T	T	TD		T	TDA	T		T	TD	T	T	T
Introducing evidence based practice for nursing	HSC_4_020		T	TDA		T	T	TD		TD	TD	T	T	TD
Providing care in Adult Nursing	NAD_5_006	TDA	TDA	TDA	TDA	TDA	TD	TDA	TD	TDA	TDA	TDA	TD	TDA
Applied physiology for Adult Nursing	NAD_5_009		TDA	TDA	TDA	TD	T	T					TD	TD
Mother and newborn	NAD_4_005	TDA	TDA	TDA	TD	TD	TD	TDA		TDA	TDA	TDA	TD	TDA
Appraising evidence for practice	HSC_5_013		TDA	TDA	TDA	TDA	TDA	TD		TDA	TDA	TDA	T	TDA
Promoting health and preventing ill health	HSC_5_018	TDA	TDA	TDA	TDA	TDA	TD	TD	TDA	TD	TDA	TD	TDA	TD
Safe and effective practice	HSC_5_023	TD	TD	TDA	T	TD	TD	TD		TD	TD	TD	TD	TD
Implementing best practice	HSC_6_013		TDA	TDA	TDA	TDA	TDA	TD		TDA	TDA	TDA	T	TDA
Enhancing and evaluating care in Adult Nursing	NAD_6_016	TDA	TDA	TDA	TDA	TDA	TD	TDA	TDA	TDA	TDA	TDA	TD	TDA
Pharmacology and prescribing ready for Adult Nursing	NAD_6_017	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TD	TDA	TD	TD	TDA
Complex and critical care of adults	NAD_6_017	TDA	TDA	TD	TDA	TDA	TDA	TDA	TD	TD	TDA	TDA	TD	TDA
Transition to leadership	HSC_6_021	TDA	TDA	TDA	TD	TD	TD	TDA		TD	TDA	TDA	TDA	TDA

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well- established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	External stakeholders from Hospital Trusts and other health care organisations are involved in curriculum development at all stages which include course planning, content, delivery and assessment for all academic and practice components of the course. Practice education staff are involved with aspects of teaching e.g. skills, preparation for practice. All pre-registration nursing courses comprise of 50% practical experience in a variety of health and social care settings whereby students are supervised, supported and assessed by a variety of registered health and social care practitioners during each year of study.
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	Study skills including academic writing, literature searching and appraising are included in all levels of studies. Students are introduced to level 4, 5 and 6 academic writing as they progress to their next academic level of study. Additional learning skills support is available to students via The Skills for Learning team which include supporting students to develop their academic skills, English language and numeracy skills. Numeracy skills development is supported during a level 4 module by a Learning Development Advisor. Information Skills Advisers also provide orientation and guidance to students on subject specific advice and guidance on researching and referencing.
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	At each academic level Interprofessional Learning modules enable students to work collaboratively in groups with their peers. Groups are allocated to ensure there is a mix of adult, child, mental health and learning disabilities nursing students, thus ensuring all students have the opportunity to engage with colleagues from other professional fields. Formative assessments such as group presentations are evident in Interprofessional learning modules.
Inclusive teaching,	Accessible materials, resources and activities All course materials and resources, including course guides, PowerPoint presentations,	All course materials are posted onto Course and Module Moodle sites.

learning and assessment	handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	All assessment guidelines are provided in print and audio or video captured format. Reading lists contain a mix of hard copies and electronically accessed publications; including websites. Online reading software enables students to access reading lists in a format suitable to their specific needs e.g. overlays for dyslexia, screen magnifiers and voice recognition software.
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed- forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	All modules at all academic levels have imbedded formative assessment which feeds into the summative assessment. Formative feedback is provided via peers and academics. A marking rubric specific to each academic level and assessment strategy e.g. assignment, presentation, is used to supplement individualised written feedback as well as to aid objective calculation of a numerical grade to summative assessment.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	At academic levels 4, 5, 6 there are modules specific to the introduction, development, utilisation and enhancement of research and enquiry skills. Assessment strategies enable students to demonstrate their ability to formulate, articulate, present and debate areas of research related to healthcare. Assessment briefs enable students to demonstrate creativity such as in designing posters and presenting them to their peers.
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and	50% of the student's course is spent in health and social care environments where they are exposed to experiential learning opportunities through interactions and supervised delivery of care to service users. Students undergo continuous assessment of practice in the practice learning environment. Assessment tasks are centred on real life examples and/ or simulated case scenarios whereby students demonstrate their ability to manage and deliver evidence based care.

	enquiry skills and can be linked to assessment if appropriate.	Demonstration of learning is evidenced by a holistic approach to assessment; for example, during episodes of patient care, assessed in the practice learning environment.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	Students will interact with peers from a diverse range of backgrounds, gender, sexuality, religious belief and socio economic backgrounds. They are required to interact and engage with all students irrespective of their diversity. Case studies and real life experiences in practice learning environments enable students to develop their understanding and respect of the specific and diverse needs of individuals.
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	All pre-registration nursing courses comprise of 50% practice placement experiences. All placement experiences allow students the opportunity to be exposed to and learn from real life and real time experiences involving a variety of service users and health care professionals. Students are required to demonstrate professionalism and integrity when dealing with colleagues and service users. All practice placement experiences are assessed by a Practice Assessor.
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	The variety of assessment strategies embedded in pre-registration nursing curricula enables students to demonstrate their knowledge, understanding and application of their discipline through a variety of channels such as writing, presenting, formulating articulating and role play. Assessment strategies include: formulation of posters and presentations, OSCE's, written assignments and continuous assessment.
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across	Students are introduced to interprofessional working at level 4 through a module of study and experience multi-disciplinary team working in the practice learning environments. As students' progress through levels 5 and 6 this theme

	traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	continues and students develop an enhanced awareness of the multi-faceted roles in health care and how they complement health care delivery. Principles are explored during theory modules and application of knowledge is gained during practice placement experiences.
Assessment *for* learning	<u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	The range of assessment strategies across the curriculum allows all students, irrespective of a particular prior qualification to demonstrate their knowledge, understanding and application of their discipline through a variety of channels such as writing, presenting, formulating articulating and role play. Assessment strategies include: formulation of posters and presentations, OSCE's, written assignments and continuous and competency based assessment.
Curricula informed by employer and industry need	<u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	Students are introduced to the professional roles and responsibilities of a registered nurse during their induction programme. This theme continues throughout their course of study. There are sound links with Trusts who link in with LSBU in the provision of Job Fairs and recruitment events.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	<u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	Students undergo a final practice learning experience where they are required to consolidate their knowledge and skills from across the course. This enables them to demonstrate, via competency based assessment, their ability to provide evidence and research based nursing care and management to a group of service users. Students are required to adhere to professional values and maintain integrity in all interactions with colleagues and service users. Final theoretical modules of study require students to identify change and quality improvement initiatives of their choosing related to health care, this enabling them to demonstrate creativity.

Appendix D: Terminology

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
performance (examinations)	a type of examination used in performance- based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions