

Course Specification

| A. Course Information | | | |
|---|---|--|----------------------|
| Final award title(s) | Post-Graduate Certificate in Older People's Care Course | | |
| Intermediate exit award title(s) | None | | |
| UCAS Code | | Course Code(s) | 4554 |
| | London South Bank University | | |
| School | <input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS | | |
| Division | Adult Nursing and Midwifery | | |
| Course Director | Peter Jones | | |
| Delivery site(s) for course(s) | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i> | | |
| Mode(s) of delivery | <input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify | | |
| Length of course/start and finish dates | Mode | Length years | Start - month |
| | Part time | 6 Years via CPD OPEN | September |
| | Finish - month | | |
| | August | | |
| Is this course generally suitable for students on a Tier 4 visa? | No | | |
| Approval dates: | Course(s) validated / Subject to validation | July 2017 | |
| | Course specification last updated and signed off | September 2022 | |
| Professional, Statutory & Regulatory Body accreditation | N/A | | |
| Reference points: | Internal | Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website | |
| | External | QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements PSRB Competitions and Markets Authority SEEC Level Descriptors 2021 | |

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| | | OfS Guidance |
| B. Course Aims and Features | | |
| Distinctive features of course | <p>The need for the further development of appropriate skills, competencies and attitudes in caring for older people has been recognised. Changing demographics, treatments, technology and expectations are all powerfully influencing the development of Older People's Care as a specialty. This course sees the care of older people as collaborative and inter-disciplinary with a positive view towards the possibilities of longer, healthier lives and the need to address those matters of ill health, which can threaten the quality of later life. The course will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that values of compassion, dignity and empathy are central to all teaching and to work with students in a way that emphasizes these values and allows them to permeate students' professional development. <input type="checkbox"/> Place interdisciplinary practice in all modules as the primary model of care. <input type="checkbox"/> View patient care as collaborative; working alongside older people and their families with an approach that embraces the complexity of care and jointly developing solutions to these complexities. <input type="checkbox"/> Place an emphasis on promoting health, and maximizing the quality of life. <input type="checkbox"/> Develops skills with a view to producing excellence in care but also flexibility, and self-confidence in the practitioner. <input type="checkbox"/> Produce practitioners who embody good practice, are clinical leaders and advocates for older people and their careers. | |
| Course Aims | <p>The Post-Graduate Certificate in the Care of Older People will enable practitioners to:</p> <ol style="list-style-type: none"> 1 Develop a systematic, empathetic knowledge of the process and experience of ageing and a critical awareness of differing theories of the ageing process which are at the forefront of current knowledge. 2 Practice the requisite knowledge and skills to assess, plan, implement and evaluate high-level care of the older person: carefully analysing and evaluating current evidence and best practice guidelines in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments. 3 Demonstrate an approach to their own professional development which will facilitate the development of high quality care for older people. The student will demonstrate an ability to create individual approaches to personal and clinical development based on a careful evaluation of evidence and an increased ability in self-evaluation. | |
| Course Learning Outcomes | <p>a) Students will have knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. The epidemiology, aetiology and neurobiology of the pathologies associated with ageing. 2. Current assessment and management strategies for people suffering from pathologies associated with ageing. 3. Current government policies and recent guidelines in relation to patient care and service provision in all care sectors 4. Their opportunities to develop as champions of high quality care for older people and as leaders in an enabling, empowering approach to care, promoting the best quality of life in old age. | |

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| | <p>b) Students will develop their intellectual skills such that they are able to:</p> <ol style="list-style-type: none"> 1. Develop a systematic understanding of scientific research into the ageing process; and a critical awareness of different understandings of the causes of ageing. 2. Evaluate their assessment and care planning skills when caring for older people following an enhanced understanding of clinical evidence and research into this field and evaluate the issues, which promote or hold back the development of good practice. 3. Develop a comprehensive understanding of the varied fields of research in both ageing and the science of caring for older people. <p>c) Students will acquire and develop practical skills such that they are able to:</p> <ol style="list-style-type: none"> 1. Develop the skills to deal with complex issues at work and make sound judgments in clinical issues even when there is a limited data-base to guide them. 2. Will be involved in decision-making in complex and unpredictable situations and reflect on experience in ways, which allows the identification of learning needs for continuing professional development. <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <ol style="list-style-type: none"> 1. Develop effective communication skills to effectively communicate decisions to both specialist and non-specialist audiences. 2. Develop a critical approach and evidence based practice approach to all aspects of the care of older people. 3. Enhance skills in information technology and management of information 4. Further develop self –directed learning strategies self-evaluation skills and problem solving skills 5. Utilize skills in reflection and an ability to critically analyze own and others practice |
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C. Teaching and Learning Strategy

The course will be taught primarily in seminar groups; explicitly using the experience and insights of the course members to enrich the learning culture. The Course will be supported throughout by the use of the university Virtual Learning environment (VLE), Moodle, with documents and eLearning activities and student forums. There will be a programme of computer-based blended learning to support the seminars and to provide access to support from fellow students and the module leaders. Students will evaluate each other’s learning and gain insights from close observation of peers and feedback from their own work. The course will provide a framework for student learning based on formal presentations and guided reading. Students will be encouraged to challenge ideas in seminars and nurture a critical approach to both clinical knowledge and the way it is applied in practice. Discussion boards will be utilized to promote debates and collaborative working. Students will have the opportunity to practice their skills in skill labs and in simulation learning exercises. It is expected that students will appraise and advise each other using their own insights, knowledge and experience. The course will provide students with an environment in which they can practice skills and share insights with each other in a non-threatening environment. The course will introduce students to differing non-clinical skills including information technology.

D. Assessment

Formative:

A 500-word supportive document which outlines the intellectual basis of the presentation.

Summative Assessment:

Part A: Multiple Choice Question examination: assessing knowledge of both physiological and psychological ageing.

Weighting = 50%

Pass Mark = 50%

Part B: Presentation. The student makes a 20- minute presentation to peers as if speaking to a group suffering from a particular illness or condition. The student will be asked to give clear information about the illness and in the underlying physiological changes in a way appropriate for the client group particularly discussing ways of maximizing the quality of life and the development of coping strategies.

The communication should demonstrate the ability to effectively communicate with both a specialist and non-specialist audience.

The student must show a holistic and empathetic approach in their communication.

The student should demonstrate an awareness of current problems in clinical issues, new insights in addressing these issues and show that the student is informed by the forefront of our knowledge on the care of older adults.

The presentation will be marked by two lecturers (or with a representative from practice).

Students will be assessed on an evaluation sheet with outcomes appropriate to Level 7.

Weighting = 50%

Pass Mark = 50%

The overall pass mark for the module is 50%.

Formative: A tutorial for the Objective Structured Clinical Examination (OSCE) with the opportunity to have a trial of the OSCE before the assessed attempt.

Summative: Part A Students will be expected to assess a patient in an OSCE. The student will carry out 20-minute assessment on an aspect of a patient's condition using one of the approaches taught in the module, and recommend an appropriate course of care.

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Students will demonstrate a systematic understanding of key ideas in the clinical issue within the OSCE. But equally the student must show a holistic and empathetic understanding of the client's experience.

They will also be expected to make judgments on planning care, having critically evaluated the issues that have been presented.

Students will be given an appraisal form with outcomes appropriate to level 7. The two examiners will use this form to assess the student.

Weighting = 50%

Pass Mark = 50%

Part B Viva. Students will be questioned by a panel of two or more invigilators on a topic which will be given to the students two weeks before the examination. Students will be expected to demonstrate a systematic knowledge of how to effectively assess a patient with the identified condition(s). The questions will be appropriate to Level 7.

Weighting = 50%

Pass Mark = 50%

The overall pass mark for the module is 50%.

Formative Assessment: Students will be asked to submit one reflection from their developing portfolio for feedback.

Summative assessment: A reflective portfolio, which will provide a range of evidence to demonstrate that the student, is working at the appropriate clinical level and is planning ways in which their practice, and the knowledge base supporting it, can be developed. The 8

portfolio will use recent policy guidelines, in particular the standards identified within the Frailty Pathway, as a framework against which student achievement can be measured.

For level 7 students, the portfolio will show that:

- The student can act autonomously in planning and implementing tasks at a professional level.
- The student has an appreciation of the older person's individual and unique needs.
- The student can plan advancement of their knowledge and understanding and to develop skills to a high level.
- Can show that they have the skills to learn independently to allow continuous professional development.
- Can deal with complex issues creatively and systematically.

A minimum of 4000 words would be expected with at least 5 pieces of evidence. Students will be given an assessment tool, which clearly describes the outcomes appropriate for Level 7 study. Students will be given a tutorial to explain these appraisal measures. Students will be expected to clearly appraise their own learning, practice and approaches to care and to demonstrate how they can create new working patterns for themselves and in their clinical areas.

Weighting = 100%

Pass mark = 50%

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:

- Learners will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence.

F. Entry Requirements

The profile of students entering the Post-graduate certificate is likely to be that of someone who has completed a first degree and is reasonably experienced in looking after older people.

Clinically experienced applicants who do not have a first degree will be expected to attend Preparation for Masters Level Study days to ensure that they have the 9

opportunity to develop their academic thinking and writing skills

In order to be considered for entry to the course(s) applicants will be required to meet the following criteria:

- An Honours degree or equivalent.
- Normally a health or social care professional registered with the Health and Care Professional Council, The General Medical Council and the Nursing and Midwifery Council.
- Students are not expected to work in a specialist older adult care environment but would have regular contact with older people.

The University allows candidates to use prior learning in order to meet entry requirements. There are many people working with older people in differing care environments. Applicants who are interested in the course or modules who do not have the specific entry requirements may use the University's Accreditation of Prior Learning (APL) procedures to support

G. Course structure(s)

Course overview

Post- Graduate Certificate in Older People's Care – Part time

| | Semester 1 | | Semester 2 | |
|---------|------------------------------|----|---|----|
| Level 7 | Healthy Ageing. WHN_7_201 | 20 | Assessment Skills in working with older people WHN_7_202 | 20 |
| | | | Frailty, Resilience and Enablement in Ageing WHN_7_206 | 20 |

Placements information

None

H. Course Modules

| Module Code | Module Title | Level | Semester | Credit value | Assessment |
|-------------|--|-------|------------|--------------|--------------------------------|
| WHN_7_201 | Healthy Ageing | 7 | Semester 1 | 20 | MCQ Presentation |
| WHN_7_202 | Assessment skills in working with older people | 7 | Semester 2 | 20 | OSCE Viva |
| WHN_7_201 | Healthy Ageing | 7 | Semester 1 | 20 | 4000 word reflective portfolio |

I. Timetable information

Timetables are on Moodle

J. Costs and financial support

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>

List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate 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.

| Level 7 | Module Title | Code | A1 | A2 | A3 | A4 | B1 | B2 | B3 | C1 | C2 | D1 | D2 | D3 | D4 | D5 |
|---------|-------------------------------------|-----------|-------------|-------------|--------|-------------|--------|-------------|-------------|-------------|-------------|-------------|-------------|--------|-------------|-------------|
| | Healthy Ageing | WHN_7_201 | T D A | T D | T D | T A | T D | | T D A | T D | T D A | T D A | T | T | T | |
| | Assessment | WHN_7_202 | | T D A | T D | | | T D A | T D A | T D A | T D A | | T | T | T | T D |
| | Frailty, Resilience and enablement. | WHN_7_206 | | | T D | T D A | | T D A | T D A | T D | T D A | T D | T D A | T D | T D A | T D A |

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

| Approach to PDP | Level 7 |
|---|---|
| 1 Supporting the development and recognition of skills through the personal tutor system. | The Course leader will act as the key point of contact and support for students. The level and type of support offered will be outlined in the module guide |
| 2 Supporting the development and recognition of skills in academic modules | Students will be introduced to essay writing skills at level seven and critical reading, analysis and synthesis. Library sessions to support the development of advanced literature searching skills. Assignment preparation is undertaken during the module delivery. Formative verbal feedback given for assignments will be given through scheduled tutorials Literature to support level 7 writing skills will be made available |
| 3 Supporting the development and recognition of skills through purpose designed modules. | Materials will be presented in a way that allows the students to progress smoothly throughout the course. Course materials will be delivered by LSBU staff throughout the entire course. At the beginning of the course introductory library sessions, including digital literacy and academic skills workshops, will be held face-to-face to assist the students in gaining the necessary skills to progress on the course |
| 4 Supporting the development and | All academic assignments require literature |
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Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

| | |
|--------------------------------|---|
| awarding body | a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees |
| bursary | a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship' |
| 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 |

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| 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 |

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| 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 |
| optional module | a module or course unit that students choose to take |
| 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 |

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| 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 |

