

EST 1992 **LSBU** Course Specification

A. Course Information											
<b>Final award title(s)</b>	BSc (Hons )Health Studies										
<b>Intermediate exit award title(s)</b>	BSc Health Studies Graduate Certificate Health Studies Graduate Diploma Health Studies										
<b>UCAS Code</b>		<b>Course Code(s)</b>	3817								
	London South Bank University										
<b>School</b>	<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										
<b>Division</b>	Adult Nursing and Midwifery; Children's Nursing; Primary and Social Care; Allied Health Sciences; Institute of Vocational Learning										
<b>Course Director</b>	Karen Sanders										
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input checked="" type="checkbox"/> Havering <input type="checkbox"/> Other: please specify										
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify										
<b>Length of course/start and finish dates</b>	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>6 Year via CPD OPEn</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	6 Year via CPD OPEn	September	August
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Part time	6 Year via CPD OPEn	September	August								
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	No										
<b>Approval dates:</b>	Course(s) validated / Subject to validation	Originally revalidated in 2011 running out for existing student only									
	Course specification last updated and signed off	September 2020 running out for existing student only									
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	None										
<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations									
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016									

<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>The Health Studies framework award is designed for practising healthcare staff who wish to expand their knowledge base and practice through a generic range of relevant modules. The framework award generally focuses on more theoretical and less practice-based modules.</p> <p>The part-time course allows students to reflect upon and enhance current practice and to continue in their employment. It remains flexible, allowing a wide choice of modules from across HSC's CPPD portfolio and therefore can be tailored to individual practice needs. This course is highly flexible and allows students to transfer in relevant academic credit and to choose from modules across the entire HSC CPPD portfolio. This allows students to build a highly relevant, challenging and stimulating course of study to fit their practice needs. The modules of study can be taken in any order, as long as the final dissertation is taken at the end. Some students may wish to follow a slow pathway and may take up to 6 years to complete the course.</p>	
<b>Course Aims</b>	<p>The aims of the course are to:</p> <ul style="list-style-type: none"> <li>• Provide a ladder of opportunity for Practitioners to achieve academic and professional qualification.</li> <li>• Enable Practitioners to develop the knowledge and understanding with which to develop their professional practice</li> <li>• To meet the education and training needs of employers and individuals through flexible provision</li> <li>• Respond to and, where appropriate, lead development in professional decision making and professional practice</li> <li>• Promote through education and training excellence in patient and client care</li> <li>• Develop a research base for Practitioners</li> </ul> <p><b>Graduate Certificate students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate increased knowledge and understanding relevant to their area of practice</li> <li>• Acquire as is appropriate new skills and development for the care of their patients</li> <li>• Understand the current structure of the health service and the current role of the nurse within that structure</li> <li>• Understand potential development in the role of the Practitioner</li> <li>• Demonstrate their commitment to excellence in patient care</li> </ul>	
<b>Course Learning Outcomes</b>	<p><b>a) Students will have knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• A1 - Applied biological sciences and psychosocial aspects of patient conditions</li> <li>• A2 - The underpinning rationale for care in relation to areas of practice</li> <li>• A3 - Facilitation in multi-professional working and user involvement</li> <li>• A4 - Approaches to evaluate the quality of teaching and learning in clinical settings</li> </ul> <p><b>b) Students will develop their intellectual skills such that they are able to:</b></p>	

	<ul style="list-style-type: none"> <li>• B1 - Appraise theories of leadership/management and be able to critically analyse their own style and that of others.</li> <li>• B2- Contribute to a clinical learning environment that supports all members of the workforce</li> <li>• B3 - Demonstrate research awareness and a commitment to evidence based practice</li> <li>• B4 - Critically analyse and use of problem solving skills in planning and implementing and evaluating holistic care.</li> <li>• B5 - Critically evaluate research, reports and literature.</li> </ul> <p>c) <b>Students will acquire and develop practical skills such that they are able to:</b></p> <ul style="list-style-type: none"> <li>• C1 - Achieve competence in clinical skills at the desired level related to the area of specialism</li> <li>• C2 - Apply the ability to be both creative and intuitive in the processes of decision making</li> <li>• C3 - Demonstrate the skills that support learning and assessment for students in clinical learning environments</li> <li>• C4 - Articulate service needs within the differing professional arenas</li> </ul> <p>d) <b>Students will acquire and develop transferrable skills such that they are able to:</b></p> <ul style="list-style-type: none"> <li>• D1 - Promotion of personal and professional values</li> <li>• D2 - Work effectively within an interdisciplinary and interagency forum</li> <li>• D3 - Extend IT knowledge and skills within the health care setting</li> <li>• D4 - Communicate with patients/users and carers' in at an appropriate level and in an appropriate style to have meaningful dialogue</li> </ul>
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### **C. Teaching and Learning Strategy**

The learning and teaching strategy aims to create an environment that recognises the need for the adult learner to fully participate in their own development and to be able to contribute to the learning process from their own unique background and experiences. The role of the lecturer is mainly one of facilitation both in individual and group learning situations.

It is our belief that adult learners should have a choice about the ways they learn best and learning and teaching strategies utilise a combination of traditional, innovative and student-centred approaches. The nature and balance of the learning and teaching strategies will vary between modules and courses and students will be required to demonstrate information management skills relating to healthcare through formative and summative assessment. Students will be required to present coursework that has been word processed and the use of PowerPoint to support seminars and presentations will be encouraged.

Blended learning is an intrinsic part of your academic teaching and learning experience. This may comprise a variety of forms, e-learning, use of VLE, blogs et cetera. The quantity of online interactivity will depend on the subject and style of the module; some having minimal e-learning to those which are delivered, assessed and supported predominantly electronically. The courses will follow the corporate outline for the main elements for VLE and students will be able to access module guides, timetables, module readers, and links to websites.

Practice skills laboratories at London South Bank University provide a safe environment to practice both psychomotor and communication skills. The environment is such that it simulates real life events. Psychomotor skills are learned and student will be encouraged to transfer these skills to practice

placements. As part of the learning experience students are required to learn, develop and practice practical skills in certain modules.

Post-registration courses in the School of Health & Social Care promote the concept of the reflective practitioner who engages in continual reflection on practice. This requires them to think about what they are doing as they are doing it. Students will be required to use the reflective process throughout the course in both the practice and academic settings, drawing on a range of experiences to continuously review their development and performance.

Engaging with the reflective process will enable the development of transferable skills such as self-awareness, critical analysis and the ability to set goals; and enhance professional competence post qualification.

#### **D. Assessment**

A variety of approaches will be used in order to balance the assessment methods and to promote different skills/abilities whilst reflecting the nature of the modules of learning. The main rationale for choosing the assessment method is to help students in the development of a wide range of professional knowledge and skills commensurate with their progress through the courses. Practice placement is assessed against specific practice learning outcomes.

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) - FHEQ set out levels of awards: 4 to 7. Within the CPPD framework the School of Health & Social Care offer level 4 & 5 modules for the support level workforce and predominantly level 6 & 7 modules for post-registration. The expectations for each level are set out below:

##### **Level 4 Students should be able to demonstrate:**

- appropriate foundational factual knowledge
- knowledge of the underlying concepts and principles associated with their area of study,
- and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to
- develop lines of argument and make sound judgements in accordance with basic
- theories and concepts of their subject(s) of study

##### **Level 5 Students should be able to demonstrate:**

- that they have begun to develop the skills to undertake work that requires the ability to
- reflect constructively and critically upon the material presented
- knowledge and critical understanding of the principles of their area(s) of study, and of
- the way in which those principles have developed
- an ability to apply these concepts and principles to practice
- knowledge of the main methods of enquiry and ability to evaluate critically the
- appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and
- interpretations based on that knowledge

##### **Level 6 Students should be able to demonstrate:**

- a systematic and detailed understanding of their field of study which is informed by the
- professional practice developments
- an ability to synthesise material from a number of areas and to take a critical and
- independent stance towards it

- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables them to devise and sustain arguments, and/or to solve problems
- an ability to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

### **E. Academic Regulations**

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

### **F. Entry Requirements**

In order to be considered for entry to Level 6 of the CPPD Framework applicants will be required to meet the standard University admissions:

- learning equivalent to that attained by a student after two years of a full time degree programme, and which would enable the student to enter the final year of a full time honours degree; or 240 Credits of which no more than 120 are at level 4 and no less than 120 are at level 5 (Advanced Standing for Nurses)

**OR**

- Registered healthcare professionals with at least 6 months experience post qualification.

#### **International Students for whom English is not their first language**

- International English Language testing service (IELTS) 6.0

#### **15 Course structure(s)**

Students commencing on this course must have sufficient evidence of learning at levels 4 and 5, to be eligible to enter the final year of a full time honours degree

Graduate Certificate in Health Studies

60 credits, comprising three level 6 modules from the CPPD portfolio.

Graduate Diploma in Health Studies

120 credits, comprising six level 6 modules from the CPPD portfolio, one of which must be Research Methods and processes (20 credits)

At this point, if the student wishes to proceed to the BSc the following must take place:

- Student discuss intent with their Pathway Advisor / Course Director
- Record intent on a 'Declaration of Intent Form'.
- Evidence of level 4 and level 5 academic achievements in health approved. (HSC Advanced Standing for Nurses recognises appropriate Level 4 and 5 credits).

Unclassified Degree in Health Studies

300 credits, comprising modules from the CPPD portfolio, one of which must be Research Methods and processes (20 credits)

#### **BSc (Hons) Health Studies**

360 credits, comprising modules from the CPPD portfolio, two of which must be

- Research Methods and processes (20 credits)
- Integrating Study (20 credits)

Students will have up to 6 years on a part-time basis to complete this award.

<b>G. Course structure(s)</b>	
<p>Students commencing on this course must have sufficient evidence of learning at levels 4 and 5, to be eligible to enter the final year of a full time honours degree</p> <p>Graduate Certificate in Health Studies</p> <p style="padding-left: 40px;">60 credits, comprising three level 6 modules from the CPPD portfolio.</p> <p>Graduate Diploma in Health Studies</p> <p style="padding-left: 40px;">120 credits, comprising six level 6 modules from the CPPD portfolio, one of which must be Research Methods and processes (20 credits)</p> <p>At this point, if the student wishes to proceed to the BSc the following must take place:</p> <ul style="list-style-type: none"> <li>• Student discuss intent with their Pathway Advisor / Course Director</li> <li>• Record intent on a 'Declaration of Intent Form'.</li> <li>• Evidence of level 4 and level 5 academic achievements in health approved. (HSC Advanced Standing for Nurses recognises appropriate Level 4 and 5 credits).</li> </ul> <p>Unclassified Degree in Health Studies</p> <p style="padding-left: 40px;">300 credits, comprising modules from the CPPD portfolio, one of which must be Research Methods and processes (20 credits)</p> <p>BSc (Hons) Health Studies</p> <p style="padding-left: 40px;">360 credits, comprising modules from the CPPD portfolio, two of which must be</p> <ul style="list-style-type: none"> <li>• Research Methods and processes (20 credits)</li> <li>• Integrating Study (20 credits)</li> </ul> <p>Students will have up to 6 years on a part-time basis to complete this award.</p>	
<b>Placements information</b>	
None	
<b>H. Course Modules</b>	
Modules will be listed on the CPPD Prospectus	
<b>I. Timetable information</b>	
Timetables will be on moodle	
<b>J. Costs and financial support</b>	
<b>Course related costs</b>	

### **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: PDP

Appendix B: Terminology

**Appendix A:**

<b>Approach to PDP</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
<p><b>1. Supporting the development and recognition of skills through the personal tutor system.</b></p>	<p>Students enrolled on courses: Allocation of new students at induction to Personal Tutor. The level and type of support offered through the personal tutor system is outlined in the Scheme Guide given to new students. The personal tutor documents academic and practice achievements plus personal and pastoral support on an individual basis.</p>	<p>Students enrolled on courses: Students are seen by their Personal Tutor once per semester. The personal tutor documents academic and practice achievements plus personal and pastoral support on an individual basis.</p>	<p>Students enrolled on courses: Students are seen by their Personal Tutor once per semester. The personal tutor writes a reference on completion of the programme.</p>
<p><b>2. Supporting the development and recognition of skills in academic modules.</b></p>	<p>Essay writing, learning technology and study skills at level four. Library sessions to support the development of basic literature searching skills. Support provided for students in relation to their assessed needs. Support and referral to the Centre for Learning and</p>	<p>Critical reading, critical appraisal, learning technology and IT skills at level five. Library sessions to support the development of intermediate literature searching skills. Support and referral to the Centre for Learning and Development when appropriate.</p>	<p>Literature evaluation and critical writing skills at level six. Consolidating learning technology skills. Library sessions to support the development of advanced literature searching skills. Assignment preparation is undertaken during the module delivery. Formative feedback given appropriate to module content. A marking grid is used by all staff and is available for all students.</p>



	<p>Development when appropriate.</p> <p>Assignment preparation and tutorials provided. Formative feedback is given to in all modules to support and guide the development of academic assignment requirements.</p> <p>A marking grid is used by all staff and is available for all students.</p>	<p>Written summative feedback provided for theoretical assignments related to specific components of the assignment with stated areas for improvement.</p> <p>A marking grid is used by all staff and is available for all students.</p>	
<p><b>3. Supporting the development and recognition of skills through purpose designed modules.</b></p>	<p>Module Guides clearly identify transferable skills and competencies which are related to the module content and the assignment. Provision of workbooks may be used to facilitate the learning and development of knowledge as applied to practice. E-learning and blended learning approaches support the</p>	<p>Each module has a specific profession focus to develop a body of skills in the profession which is planned and sequential.</p> <p>The practice-based modules focus on the development of knowledge and skills to achieve required competencies in practice.</p>	<p>Skills development is assessed in the practice environment. Modules underpin the knowledge and skills required for a competent practitioner.</p>

	underpinning skills acquisition.		
<b>4. Supporting the development and recognition of skills and capabilities through research skills and evidence-based practice.</b>	Learning Resource Centre support services to support students in literature searching and information retrieval. Faculty librarian provided to teach, guide and support student.	All academic assignments require literature searching and the integration of theory and practice. Students undertake an IPL module which focuses on the development of an understanding of evidence-based practice in health and social care.	All academic assignments require literature searching, critiquing and integration of theory and practice. Students undertake an IPL module which focuses on application of evidence-based practice in health and social care settings.
<b>5. Supporting the development and recognition of career management skills.</b>	Personal tutor feedback in relation to professional practice in line with professional values assessed in practice.	Career development with regards to leadership and management skills may be integrated into appropriate level five modules.	Modules in the final year of the course focus on students' ongoing roles and development as a competent and qualified practitioner.
<b>6. Supporting the development of skills by recognising that they can be developed through extra curricula activities.</b>	All students have access to support and assistance with writing and numeracy skills within the University. Active guidance is provided to encourage a balance between academic,	Encouragement provided for the development of coping skills in relation to individual and group experiences.	Advice for skills relating to role of a qualified and competent practitioner in respect of self-management and team working is given as appropriate.

	practice and personal life.		
<b>8. Supporting the development of the skills and attitudes as a basis for continuing professional development.</b>	All students are encouraged to be members of a professional organisation. Assignment feedback highlights areas of strength and areas for development.	Opportunities for reflection throughout the programme allow student to develop skills and challenge attitudes and practice. All modules are underpinned by the beliefs, values and practices which are central to nursing. The development of a learning ethos is promoted through the programme.	A final year module focuses on professional role development The lifelong learning ethos of the NHS is promoted. Modules are based on the requirements of the professional publications.
<b>9. Other approaches to personal development planning.</b>	All students are facilitated in the development of personalised learning contracts, goal setting and self-awareness.	All students continue to further develop Level 4 skills and are supported to identify their own strengths and weaknesses in the context of their profession.	All students continue to further develop Level 5 skills and are supported to identify their own strengths and weaknesses in preparation for graduation and preceptorship.  Students are expected to be able to set personal and professional development goals and may seek guidance in the development of CV's.
<b>10. The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based</b>	Reflection on learning needs and professional development is promoted through IPL, process and outcomes of assessment, personal tutors,	Reflection and self-evaluation builds on Level 4 achievements and professional development needs. Is supported through IPL, formative and summative	Critical reflection and self-evaluation builds on Level 5 achievements and professional development needs. Is supported through IPL, formative and summative assessment, personal tutors, link lecturers and practice educators.  Portfolio development continues

<b>learning log or diary.</b>	link lecturers and practice educators.  Portfolio development begins.	assessment, personal tutors, link lecturers and practice educators.  Portfolio development continues	
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## Appendix B: 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]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	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
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors

<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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

