

Course Specification

| A. Course Information | | | | | | | | | | | |
|---|---|-----------------------|--|------|--------------|---------------|----------------|------------|---|-----------|-----------|
| Final award title(s) | BSc (Hons) Specialist Community Public Health Nursing (health visiting) + V100 BSc (Hons) Specialist Community Public Health Nursing (school nursing) + V100 BSc (Hons) Specialist Community Public Health Nursing (health visiting) BSc (Hons) Specialist Community Public Health Nursing (school nursing) | | | | | | | | | | |
| Intermediate exit award title(s) | BSC (Hons) Specialist Community Health Nursing (Health Visiting) BSC (Hons) Specialist Community Health Nursing (School Nursing) BSC (Hons) Specialist Community Health Nursing +V100 (Health Visiting) BSC (Hons) Specialist Community Health Nursing + V100 (School Nursing) BSC (Hons) Community Health Studies Award to be granted in the event of a student failing to successfully complete the SCPHN practice components but successfully completing all academic components of the SCPHN programme. This award does not confer registration with the Nursing and Midwifery Council (NMC) and does not include the professional award of health visitor or school nurse. | | | | | | | | | | |
| UCAS Code | | Course Code(s) | 3327 HV 4896 HV + 100 3323 SN 4898 SN + 100 | | | | | | | | |
| | 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 | Primary and Social Care | | | | | | | | | | |
| Course Director | Rita Newland | | | | | | | | | | |
| Delivery site(s) for course(s) | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify | | | | | | | | | | |
| Mode(s) of delivery | <input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify | | | | | | | | | | |
| Length of course/start and finish dates | <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>*Full time</td> <td>1</td> <td>September</td> <td>September</td> </tr> </tbody> </table> <p>*This is a 52-week course</p> | | | Mode | Length years | Start - month | Finish - month | *Full time | 1 | September | September |
| Mode | Length years | Start - month | Finish - month | | | | | | | | |
| *Full time | 1 | September | September | | | | | | | | |
| Is this course generally suitable for students on a Tier 4 visa? | No | | | | | | | | | | |
| Approval dates: | Course(s) validated / Subject to validation | March 2016 | | | | | | | | | |
| | Course specification last updated and signed off | September 2022 | | | | | | | | | |

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| Professional, Statutory & Regulatory Body accreditation | Nursing and Midwifery Council (NMC) | |
| 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 OfS Guidance |

B. Course Aims and Features

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| Distinctive features of course | <p>The SCPHN course is designed to meet the NMC (2004) proficiencies for Specialist Community Public Health Nursing (SCPHN). The course runs full time over 52 weeks and part time over two years. It is nationally recognised and students who successfully complete the programme gain employment as health visitors or school nurses depending on their chosen professional route. This is a significant promotion for many people because it usually represents employment at Agenda for Change band 6 or 7.</p> <p>The SCPHN programme attracts qualified nurses and/or midwives who have initial registration with the Nursing and Midwifery Council (NMC) who wish to specialise in the field of community public health nursing (SCPHN). Applicants choose to pursue one of two professions (health visiting or school nursing).</p> <p>The (52 weeks full time/two years part time) programme allows successful graduates to register the qualification with the Nursing and Midwifery Council (NMC).</p> <p>The SCPHN programme at London South Bank University creates effective and efficient practitioners who are fit for practice and purpose as specialist community public health nurses (SCPHN).</p> <p>The course provides opportunities to learn alongside students and practitioners from other professional fields including social workers. This means that students explore issues relating to integrated working at an early stage of the course and at regular intervals. This will prepare students for the reality of policy and practice once qualified and is illustrated by feedback from NHS Trusts/ organisation reporting that students from the SCPHN programme at LSBU are successful at interview and are fit for practice and purpose on employment. This is particularly important post October 2015 when commissioning for SCPHN (health visitor and school nurses) has moved from health to local government agency commissioning.</p> <p>Students undertaking the course full time must usually complete within two years of the start date. Students undertaking the course part time over two years should usually complete within four years of the start date (LSBU, 2015: Academic Regulations, p.14: 3.26 and 3.28). This ensures that they</p> |
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| | are retaining currency with the academic and practice requirements of the programme. |
| Course Aims | <p>The programme aims to develop SCPHN (health visitors and school nurses) who are confident, competent and capable to operate in contemporary health visiting and school nursing practice and service delivery. Graduates will function in line with the NMC Code (2015) and will be able to form judgements, assess and manage risk in order to articulate decisions that assure the health, well-being and safety of the public.</p> <p>The programme is based on key public health principles illustrated within four domains:</p> <ul style="list-style-type: none"> • Search for health needs • Stimulation of awareness of health needs • Influence on policies affecting health • Facilitation of health-enhancing activities <p>In addition to the stated award successful graduates also qualify as Registered Nurse Prescribers and have specialist knowledge and skills for infant feeding in line with the requirements of the UNICEF standards (2014). They also have the breadth of experience in/from practice to enable them to be critical thinkers; confident and competent to make effective judgements and decisions in fast changing complex situations which epitomise contemporary SCPHN (health visiting or school nursing) practice.</p> <p>The course aims to:</p> <ol style="list-style-type: none"> 1. Prepare students for safe, effective and contemporary practice as a specialist community public health nurse (SCPHN) in the professional field of health visiting or school nursing and registration with the Nursing and Midwifery Council (NMC). 2. Provide students with a quality learning experience that enables them to develop the skills and knowledge required to enter employment as a health visitor or school nurse and the aspirations to continue learning through further study in higher education. 3. Prepare students to be critical thinkers, problem solvers and effective communicators that respond to changing client situations in practice. 4. Prepare students to lead, manage and work in professional teams to seek solutions to situations and problems. 5. Prepare students for contemporary public health practice (health prevention, promotion and improvement). 6. Prepare students for evidence informed practice which enables them to access, assess, apply and disseminate research in their practice and deliver safe and effective care. |
| Course Learning Outcomes | <p>a) Students will have knowledge and understanding of:</p> <p>A1: The requirements for professional practice in safe and effective public health and social care.</p> |

A2: Contemporary SCPHN (health visiting or school nursing) and public health policy, strategy and practice.

A3: Legal, ethical and moral frameworks in practice to influence public health, client well-being and safety.

A4: The expectations for child growth and development and critically evaluate the principles in practice (including maternal-infant attachment, psychological, physical and cognitive development).

A5: The principles of leadership and management for contemporary public health and social care.

b) Students will develop their intellectual skills such that they are able to:

B1: Appraise methodologies and critically apply principles for evidence based practice /public health practice.

B2: Critically synthesise the principles of vulnerability, safeguarding and protection and evaluate them in practice to influence public safety.

B3: Critically appraise the principles of autonomous, responsible and accountable practice and apply them in practice through decisions, judgements and clinical reasoning.

c) Students will acquire and develop practical skills such that they are able to:

C1: Assess need in children, young people, families and communities.

C2: Lead and manage teams and workload in practice, work in partnership and with integrated, multi-professional teams.

C3: Risk identification and management in practice.

C4: Assess growth, development, health and well-being of children and young people.

C5: Communicate effectively; build relationships with clients and colleagues to constructively challenge and negotiate care/ service delivery.

d) Students will acquire and develop transferrable skills such that they are able to:

D1: Information management and governance.

D2: Effective and efficient time and resource management.

D3: The use of ICT and different media to communicate.

D4: Personal and public health and safety in relation to lone working.

C. Teaching and Learning Strategy

A range of learning and teaching strategies will be used throughout the programme to help learners achieve the learning outcomes.

- Lectures and tutorials.
- Enquiry based learning approaches will be used to enable students to work cooperatively in groups and seek solutions to situations / problems.
- Practice based assessment will be used to enable students to learn through experiences from contemporary professional practice.
- Working in small groups students will prepare and present debates and discussions to illustrate their knowledge base and understanding.
- Shadowing in practice will enable students to observe contemporary practice.
- Written assignments and examinations.
- Poster presentation.
- Portfolio assessment.
- Practice assessment.
- Practice based learning to deliver, lead and manage client care (under direct and indirect supervision).
- Observe and engage with services, practice and professionals/practitioners other than mainstream SCPHN (Health visiting / school nursing).

D. Assessment

- Portfolio assessment will be used to allow learners to critically reflect and illustrate how they have learnt in and about SCPHN practice.
- Practice based assessment will be used to observe and assess the learner's ability to develop and use essential skills, knowledge and behaviour in their practice.
- Case studies and report writing will be used to allow learners to identify solutions to contemporary situations/ problems in professional practice.
- Portfolio assessment will be used to allow students to illustrate how they have learnt in and about SCPHN practice.
- Practice based assessment will be used to assess the student's ability to develop and use essential skills, knowledge and behaviour in their practice.
- Written reports and case studies.
- Reflective writing and thinking.

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

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

- Applicants must have achieved a first level registration with the Nursing and Midwifery Council (NMC) as a Registered nurse or Registered Midwife.
- Diploma in Higher Education in Nursing (120 academic credits level 5) or equivalent via advanced standing.
- AP(E)L may be considered as part of the entry process up to one third of the programme (40 credits).
- All applicants must have gained sponsorship funding with an NHS trust, a practice placement, a practice teacher (supervisor/ assessor in practice with due regard in the professional field). Applicants who wish to complete the Community Nurse Prescriber qualification/ award must have access to a supervisor in practice that holds the community nurse prescriber qualification and is actively prescribing as part of their practice in line with the NMC (2006) standards.
- Where English is a second language applicants must provide evidence of success in IELTS assessment level 7.
- All applicants must submit an application and if successful at the application stage are invited for interview. This is normally a face-face interview and may also include use of the multiple mini interview approach. Successful candidates at this stage are all subject to DBS screening, occupational health assessment and references prior to gaining a place on the programme. The recruitment process is undertaken in partnership with the NHS trusts/organisations that sponsor the students to complete the programme.

G. Course structure(s)

Course overview

| Academic Award | Professional Award | Length of programme |
|-----------------------------------|--|----------------------|
| BSc (Hons) (130 Credits, level 6) | Specialist Community Public Health Nursing (health visiting and school nursing) (V100) | 52 weeks (full time) |
| BSc (Hons) (120 credits level 6) | Specialist Community Public Health Nursing (health visiting and school nursing) | 52 weeks (full time) |

| | Semester 1 | Semester 2 | Semester 3 |
|--|--|---|--|
| | Leading SCPHN teams 20 Credits (Level 6) | Managing SCPHN teams 20 Credits (Level 6) Not open to AP(E)L | Contemporary SCPHN practice (consolidated practice) PASS/FAIL |
| | Research Methods and Processes 20 Credits (Level 6) | Primacy of children and young people 20 Credits (Level 6) | |
| | | (V100) | |

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|--|---|---|--|
| | | 10 Credits (Level 6) Prescribing from the community practitioner formulary | |
| | Public health 40 Credits (Level 6) | | |
| | Contemporary SCPHN practice (supervised practice) PASS/FAIL | | |

**BSc (Hons) Specialist Community Public Health Nursing (health visiting and school nursing)
Full Time (52 weeks) (V100)**

**BSc (Hons) Specialist Community Public Health Nursing (health visiting and school nursing)
Full Time (52 weeks)**

| | Semester 1 | Semester 2 | Semester 3 |
|--|---|---|---|
| | Leading SCPHN teams 20 Credits (Level 6) | Managing SCPHN teams 20 Credits (Level 6) Not open to AP(E)L | Contemporary SCPHN practice (consolidated practice) PASS/FAIL |
| | Research Methods and Processes 20 Credits (Level 6) | Primacy of children and young people 20 Credits (Level 6) | |
| | Public health 40 Credits (Level 6) | | |
| | Contemporary SCPHN practice (supervised practice) PASS/FAIL | | |

BSc (Hons) Specialist Community Public Health Nursing (health visiting and school nursing) (V100) Part Time (2 Years)

| Year One | Year Two | Year Two (Semester three/full time) |
|---|--|---|
| Leading SCPHN teams 20 Credits (Level 6) | Managing SCPHN teams 20 Credits (Level 6) Not open to AP(E)L | Contemporary SCPHN practice (consolidated practice) PASS/FAIL |
| Research Methods and Processes 20 Credits (Level 6) | Primacy of children and young people 20 Credits (Level 6) | |
| Public health 40 Credits (Level 6) | | |
| Contemporary SCPHN practice (supervised practice) PASS/FAIL | | |

Placements information

The placement is organised and managed by the sponsoring organisation. This involves the allocation a base and

Practice assessors and or practice supervisors. This person is the main contact for the student during placement days. Students arrange an alternative practice placement and choose where to undertake the placement. The cost is not reimbursed by the university.

H. Course Modules

All modules are core

| Module Code | Module Title | Level | Semester | Credit value | Assessment |
|------------------------|---|-------|----------|--------------|--|
| PHN_6_001 | Leading SCPHN teams | 6 | One | 20 | 3000 word report Group Presentation |
| PHN_6_003 | Managing SCPHN teams | 6 | Two | 20 | 2 Hr Unseen Exam |
| WHN_6_106 | Research Methods and Processes | 6 | One | 20 | 3000 word essay (critique) |
| PHN_6_004 | Primacy of children and young people | 6 | Two | 20 | 3000 word Case Study |
| PHN_6_008 | Prescribing from the community practitioner formulary | 6 | Two | 10 | 2hr Exam 100% Weighing Practice Portfolio 0% Weighting Pass / Fail |
| PHN_6_005 | Public health | 6 | Both | 40 | Group Presentation 2000 Written public health profile |
| PHN_6_006 PHN_6_007 | Contemporary SCPHN practice | | Both | 0 | Portfolio |

I. Timetable information

The students receive the timetable during the induction period. Students should expect to spend time learning in practice and the university. Time is available within the schedule for personal study.

J. Costs and financial support

Course related costs

Students choose and arrange an alternative practice placement. The cost of which is not reimbursed by the university.

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>

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- 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.

| Modules | | | COURSE OUTCOMES | | | | | | | | | | | | | | | | |
|---------|---|-----------|-----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Level | Title | Code | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 |
| 6 | Leading SCPHN Teams | PHN_6_001 | √ | | | | √ | | | √ | √ | √ | √ | | √ | √ | | √ | √ |
| 6 | Public Health | PHN_6_005 | √ | √ | √ | | | | | | | | | | | | | √ | |
| 6 | Research Methods and Processes | WHN_6_106 | | | | | | √ | | √ | | | | | | | | √ | |
| 6 | Primacy of children and young people | PHN_6_004 | | | √ | √ | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 6 | Managing SCPHN Teams | PHN_6_003 | | | | | √ | | | √ | √ | √ | | | √ | √ | √ | √ | √ |
| 6 | Prescribing from the community practitioner formulary | PHN_6_008 | | | | | | | | | | | | | √ | √ | | | |
| 6 | Contemporary SCPHN practice (Supervised practice) | PHN_6_006 | | | | | | | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 6 | Contemporary SCPHN practice (Consolidated practice) | PHN_6_007 | | | | | | | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ |

| Approach to PDP | Level 6 and 7 |
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| 1 Supporting the development and recognition of skills through the personal tutor system. | <p>Each student is allocated a personal tutor. The same person will also be the link lecturer who will meet with the student and the practice teacher during placement visits. This creates continuity and promotes effective relationship building.</p> <p>Contact will normally be made within the first semester and further contacts are planned based on need. All students will have at least one contact with their personal tutor/link lecturer during the course.</p> <p>Evidence –Professional portfolio, course guide, records of tutorials and placement visits.</p> |
| 2 Supporting the development and recognition of skills in academic modules/units. | <p>All students are offered a personal tutorial during the academic module. They are introduced to the learning support team/ service during the induction for the programme.</p> <p>Students are encouraged to submit formative work prior to the summative submission and receive feedback. Written feedback is given with all summative assignment submissions.</p> <p>Students on the level 7 programme are invited to attend additional tutorial sessions as a group where they explore the strategies for learning at level 7.</p> <p>Evidence – Formative assignments, progress interviews, assignment feedback, personal tutorial and placement visits</p> |
| 3 Supporting the development and recognition of skills through purpose designed modules/units. | <p>The programme presents a variety of assessments.</p> <p>Students are invited to revision sessions to help prepare for examinations.</p> <p>Evidence – Module guides</p> |
| 4 Supporting the development and recognition of skills through research projects and dissertations work. | <p>Students on the level 7 programme who wish to progress to the Master degree will normally be encouraged to attend the planning sessions for the Masters programme.</p> <p>The programme does not require submission of a dissertation.</p> |
| 5 Supporting the development and recognition of career management skills. | <p>The programme team work closely with the NHS Organisations / trusts to ensure that the skills that student are acquiring are being employed and are relevant to health care provision.</p> <p>Evidence- managers meetings 4 times a years, placement visits, practice teacher days</p> |

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| <p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p> | <p>The students complete half of the programme (50%) in the practice placement for their chosen professional field. They complete a period of consolidated practice placement during the final 10 weeks of the programme. This is undertaken with indirect supervision of the practice teacher and they are supported to manage a specific caseload of clients and issues.</p> <p>Evidence – professional portfolio, assessment of competence by the practice teacher</p> |
| <p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p> | <p>Students undertaking the level 7 programme are invited to additional tutorial sessions to develop strategies for learning at level 7.</p> <p>Evidence – course guides</p> |
| <p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p> | <p>Students and practice teachers complete a behaviour and attitude assessment three times during the year. This stimulates discussion about issues of concern as well as issues that are well developed.</p> <p>Evidence – professional practice portfolio</p> |
| <p>9 Other approaches to personal development planning.</p> | <p>Students complete additional and alternative practice placements to help them to consider the wider aspects relating to their professional field. They are encouraged to complete a reflective journal and must complete written reflective accounts illustrating how they have achieved the learning outcomes. This will also prepare the students for the requirements of the NMC (2015) Revalidation Framework.</p> <p>Evidence – professional practice portfolio</p> |
| <p>10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.</p> | <p>Students complete a professional practice portfolio during the practice placement component of the programme. The complete written reflective accounts and provide evidence to show how they have achieved the learning outcomes.</p> <p>Evidence – professional practice portfolio</p> |

Appendix C: 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]

| | |
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| 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 |
| 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 |

