

Course Specification

A. Course Information											
Final award title(s)	MSc Healthcare										
Intermediate exit award title(s)	Post Graduate Diploma Healthcare Post Graduate Certificate Healthcare										
UCAS Code		Course Code(s)	3804 - MSc 4616 – Pg Cert 4615 – Pg Dip								
	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; Children’s Nursing Primary and Social Care; Allied Health Sciences; Institute of Vocational Learning										
Course Director	Marie Culloty										
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input checked="" type="checkbox"/> Havering <input type="checkbox"/> Croydon <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	<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 Years via CPD Open</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	6 Years via CPD Open	September	August
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Part time	6 Years via CPD Open	September	August								
Is this course generally suitable for students on a Tier 4 visa?	No										
Approval dates:	Course(s) validated / Subject to validation	originally validated in 2011									
	Course specification last updated and signed off	September 2022 (running for existing students only)									
Professional, Statutory & Regulatory Body accreditation	None										
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		
Distinctive features of course	<p>This Masters course is aimed at qualified Healthcare professionals who have post-qualifying experience and whose role requires them to think more critically and to work at an advanced practice level. The course allows students to reflect upon and enhance current practice and to continue in their employment. It is part-time, highly flexible and offers a wide choice of modules from across HSC's CPPD portfolio; tailored to individual needs and appropriate for a Masters in Healthcare award. The MSc course enables students to build a highly relevant, challenging and stimulating course of study to fit their practice needs. The modules of study within the Pg Certificate and Pg. Diploma can be taken in any order; the 60 credit dissertation being the final module. Students may apply for transfer of academic</p> <p>Credit within the bounds of the regulatory framework. Some students may wish to follow a slow pathway therefore may take up to 6 years to complete the course.</p>	
Course Aims	<p>The MSc Healthcare aim for practitioners to be able to:</p> <ol style="list-style-type: none"> 1. Enhance their knowledge and understanding to continue developing their professional practice within their current work environment. 2. Respond to, and where appropriate, lead developments in professional decision making and professional practice. 3. Think creatively and demonstrate originality in the application of knowledge and practice that is supported by the appropriate use of research and enquiry to create and interpret knowledge in their area of practice. 4. Demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship. 5. Demonstrate conceptual understanding that enables the students to evaluate and critique methodologies and where appropriate, propose new hypotheses. 6. Deal with complex issues, systematically and creatively to enable sound decision making even if some information is not available. 7. Identify specific problems within their work environment and apply current skills in leadership, research critique and evidence based practice to improve service provision. 8. Promote through leadership, education and research application, excellence in patient and client care. 	
Course Learning Outcomes	<p>a) Students will have knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. Critical appraisal skills for developing, implementing, evaluating and improving practice on the basis of research, evidence, audits and evaluation. 2. Identifying opportunities for further research or project work at Masters Level in the context of a clinical governance system. 3. The need for a range of skills to ethically and effectively lead and manage individuals and finite resources. <p>Dissertation</p>	

	<p>4. Research as a method of enquiry that creates new insights into professional practice and enhances the quality of the health care environment.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a systematic understanding of knowledge and a critical awareness of current problems and/or new insights, much of which are at or informed by their academic discipline, field of study or work environment. 2. Evaluate methods and discuss methodologies and develop critiques of them and, where appropriate, propose new hypotheses. 3. Demonstrate an ability to deal with complex issues both systemically and creatively, make sound judgments in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences. <p>Dissertation</p> <p>4. Demonstrate a scope of original enquiry through research, mini systematic review or a work-based project, in a chosen area of professional practice.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <ol style="list-style-type: none"> 1. Plan and manage work (both individually and in teams) effectively within the subject domain. 2. Communicate and explain, using various mediums based upon known knowledge. 3. Produce work involving critical appraisal skills, problem solving and evaluation, drawing on supporting evidence. <p>Dissertation</p> <p>4. Design a research project, mini systematic review or work-based project that advances professional practice and creates new knowledge.</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <ol style="list-style-type: none"> 1. Demonstrate self-direction and originality in tackling and solving problems. 2. Act autonomously in planning and implementing tasks at a professional or equivalent level. 3. Demonstrate initiative, personal responsibility and the independent learning ability required for continuing professional development.
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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; 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

Level 7 Students should be able to demonstrate:

- a systematic understanding of knowledge which is informed by innovations in professional practice
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline
- an ability to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Details of assessment schedules can be found in the list of modules within the CPPD portfolio.

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 applicants must be working within a healthcare environment where the learning outcomes can be achieved and will be required to have the following qualifications:

– A degree in a relevant subject area.

OR

– Be able to demonstrate the ability to study at Masters Level.

International Students for whom English is not their first language

- International English Language testing service (IELTS) 7.0

G. Course structure(s)

Course overview

Postgraduate Certificate in Healthcare

60 credits, with a maximum of 20 credits at Level 6 and a minimum of 40 credits at Level 7. The course outcomes achieved will depend on the choice of modules successfully completed.

Postgraduate Diploma in Healthcare

120 credits, with a maximum of 20 credits at Level 6 and a minimum of 100 credits at level 7 of which 40 credits must be attained from success in the core modules:

o Research Methodology and Strategy (20 credits at level 7)

o Innovations for Excellence (20 credits at level 7)

MSc in Healthcare

180 credits, with a maximum of 40 credits at Level 6 and a minimum of 140 credits at Level 7. The final 60 credits at level 7 being derived from success in the Dissertation.

Placements information

None

H. Course Modules

Chosen from CPPD Prospectus

I. Timetable information

- Timetables will be on moodle

J. Costs and financial support

Course related costs

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>

Approach to PDP	Level 6	Level 7
1. Supporting the development and recognition of skills through the personal tutor system.	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.	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 and writes a reference on completion of the programme. Students are seen by their Personal Tutor once per semester.
2. Supporting the development and recognition of skills in academic modules.	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.	Addressed initially with sessions specifically on level 7 writing and formative assessment to prepare students for writing at M level. Throughout the programme students are able to discuss drafts of assignments with their module lead. A marking grid is used by all staff and is available for all students.
3. Supporting the development and recognition of skills through purpose designed modules.	Skills development is assessed in the practice environment. Modules underpin the knowledge and skills required for a competent practitioner.	Skills development is assessed in the practice environment. Modules underpin the knowledge and skills required for a competent practitioner. Assessment of the modules varies from written assignments and written examinations to achievement of competencies in practice. Students will be given appropriate guidance throughout the modules and specific revision sessions prior to the assessment.
4. Supporting the development and recognition of skills and capabilities through research skills and evidence-based practice.	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.	Individual supervision is offered for each student. Group seminars may be offered. The post-graduate diploma students are not required to complete a dissertation.

5. Supporting the development and recognition of career management skills.	Modules in the final year of the course focus on students' ongoing roles and development as a competent and qualified practitioner.	Modules in the final year of the course focus on students' ongoing roles and development as a competent and qualified practitioner.
6. Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Advice for skills relating to role of a qualified and competent practitioner in respect of self-management and team working is given as appropriate.	Advice for skills relating to role of a qualified and competent practitioner in respect of self-management and team working is given as appropriate.
8. Supporting the development of the skills and attitudes as a basis for continuing professional development.	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.	Opportunities for reflection throughout the course allow student to develop skills and challenge attitudes and practice. The development of a learning ethos is promoted through the programme. On a local level all students are offered the opportunity to develop a personal development plan in discussion with their personal tutor.
9. Other approaches to personal development planning.	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.	All students continue to further develop Level 6 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.
10. The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	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	Critical reflection and self-evaluation builds on Level 6 achievements and professional development needs. Is supported through IPL, formative and summative assessment, personal tutors, link lecturers and practice educators. Portfolio development continues.

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]

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

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

