LSBU
EST 1892

Course Specification

A. Course Information	
Final award title(s)	BSc (Hons) in Professional Nursing practice (Older People) Graduate Certificate in Professional Nursing practice (Older People) Graduate Diploma in in Professional Nursing practice (Older People)
Intermediate exit award title(s)	Graduate Certificate in Professional Nursing practice (Older People) Graduate Diploma in in Professional Nursing practice (Older People)
UCAS Code		**Course Code(s)**	3802 – BSc Hons 5516 – Grad Cert 5517 – Grad Dip
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Adult Nursing		
Course Director	Peter Jones		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering Southwark ☐ Croydon ☐ Other: please specify		
Mode(s) of delivery	☐Full time ☒Part time ☐other please specify		

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	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	July 2017
	Course specification last updated and signed off	September 2022
Professional, Statutory & Regulatory Body accreditation	No	
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	The need for the further development of appropriate skills, competencies and attitudes in caring for older people has been recognized. 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: • 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. • Place interdisciplinary practice in all modules as the primary model of care. 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. • Place an emphasis on promoting health, and maximizing the quality of life. • Develops skills with a view to producing excellence in care but also flexibility, and self-confidence in the practitioner. • Produce practitioners who embody good practice, are clinical leaders and advocates for older people and their careers.
Course Aims	The BSc (Hons) Older Peoples care 1 Develop a systematic, empathetic knowledge of the process and experience of ageing and a critical awareness of differing theories of the ageing process. 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. 3 Demonstrate an approach to their own professional development which will facilitate advancement in their personal practice. The student will enrich their personal skills in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.
Course Learning Outcomes	a) **Students will have knowledge and understanding of:** • A1-Current research into the epidemiology, a etiology and neurobiology of the pathologies associated with ageing and show areas of uncertainty and ambiguity in our knowledge. • A2-The management of their own learning and to make use of scholarly reviews and primary resources. • A3- Current government policies and guidelines for good practice. • A4- Promoting the best quality of life for older people. • A5- Demonstrate a basic knowledge of statistical techniques. **Students exiting with the Certificate will have achieved A1-A4.** **Students exiting with a Diploma will have achieved A1-A5**

Reflective Literature Review

A6 - Demonstrate the ability to critical review relevant published research and other literature relevant to the identified area of Clinical Practice.

Students exiting with a BSc will have achieved A1-A6

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

B1-Effectively utilize knowledge of research into the ageing process; and demonstrate an awareness of the causes of ageing.

B2-Evaluate their assessment and care planning skills when caring for older people associated with an understanding of clinical evidence and research into this field.

B3-Critique the different approaches to research into the ageing process

B4 - Critically evaluate research, reports and literature
Students exiting with the Certificate will have achieved B1, B2.
Students exiting with a Diploma will have achieved B1-B4

Reflective literature Review

B5-Further develop their ability to critically review/analyse published research and other literature.

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

- C1-Develop effective communication skills and promote multidisciplinary relationships.
- C2-Develop a critical approach and evidence based practice approach to the care of older people.
- C3-Enhance skills in information technology and management of information
- C4-Further develop self –directed learning strategies self-evaluation skills and problem solving skills
- C5-Utilize skills in reflection and an ability to critically analyze own and others practice

Students exiting with the Certificate will have achieved C1-C4.
Students exiting with a Diploma will have achieved C1-C5

Reflective literature Review

- C6-Demonstrate the ability to select an area of Clinical Practice that integrates aspects of their Pathway of Study
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Students exiting with a BSc will have achieved C1-C6

	d) Students will acquire and develop transferrable skills such that they are able to:
	Students will acquire and develop transferrable skills such that they are able to:
	• D1 - Promotion of personal and professional and NHS values
	• D2 - Work effectively within an interdisciplinary and interagency forum
	• D3 - Extend IT knowledge and skills within the health care setting
	• D4 - Communicate with patients/users and carers' in at an appropriate level and in an appropriate style to have meaningful dialogue
	Students exiting with the Certificate will have achieved D1-D4. **Students exiting with a Diploma will have achieved D1-D4**
	Reflective literature Review
	• D5-Use of information technology in developing or managing change
	Students exiting with a BSc will have achieved D1-D5

C. Teaching and Learning Strategy

Current research into the epidemiology, aetiology and neurobiology of the pathologies associated with ageing and show areas of uncertainty and ambiguity in our knowledge. The management of their own learning and to make use of scholarly reviews and primary resources. Current government policies and guidelines for good practice. Promoting the best quality of life for older people.

D. Assessment

The course offers a wide range of assessments that meet the style and content of the modules ranging from MEQ's to presentation and OSCE and Viva for the core specialist modules with a range of written assignments for the remaining modules with both formatives and summative strategies utilised

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

Applicants should have 120 credits at Level 5 or equivalent. Healthy Ageing
Assessments Skills in Working with Older Frailty,
Resilience and Enablement
All of the above modules need to be completed in order to achieve the above award title. Applicants should have 120 credits at Level 5 or equivalent.

Normally a health or social care professional registered with the Health and Care Professional Council the Nursing and Midwifery.
Council Students are not expected to work in a specialist older adult care environment.

G. Course structure(s)

Part time

BSc (Hons) Older Peoples care

Core Module Healthy Ageing 20 credits:	**Core module** Assessments Skills in Working with Older People2 0 credits:

Core Module : Frailty, Resilience and Enablement in Ageing 20 credits:

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Graduate Certificate in Older Peoples care

Optional Module e.g. Mentorship (20 credits: level 6)	**Optional Module** e.g. Long Term Conditions (20 credits: level 6)

Core Module :Research Methods and Processes (20 credits: level 6)

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Graduate Diploma in Older Peoples care

Unclassified Degree in) Older Peoples Care Exit **award only**

Core Module Reflective literature Review (40 / 20 credit level

BSc (Hons) In Professional Nursing practice (Older People Care)

Placements information

None

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment

WHN_6_201*	Healthy Ageing	6	1	20	MCQ Presentation
WHN_6_202*	Assessments Skills in Working with Older People	6	2	20	OSCE Viva
WHN_6_206*	Frailty, Resilience and Enablement in Ageing	6	2	20	4000 word reflective Portfolio
WHN-6-106*	Research Methods and process	6	1/2	20	4000 word essay
HAN_6_005	Reflective literature Review	6	1/2	20	4000 word literature review
	Optional module CPPD	6	1/2	20	

I. Timetable information
- Timetable 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

List of Appendices

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

Appendix A: Curriculum Map

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

Modules			Couse Outcomes																				
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
6	Healthy Ageing	WHN_6_201*	TA	TDA	TD	DA		TDA	T	D	TDA	TDA		TDA	DA	TDA	D	TDA		TDA	TD	TDA	TDA	TD
6	Assessments Skills in Working with Older People	WHN_6_202*	TDA	TDA	TD	DA	TD	TDA	TD	TD	TDA	TDA	DA	DA	DA	DA	DA	D		TDA	DA	DA	TDA	TDA
6	Frailty, Resilience and Enablement in Ageing	WHN_6_206*	TDA		TDA			TDA			TDA	DA	DA	TDA		D	D			D	D	Frailty	D	D
6	Research methods and process	WHN-6-106*	D				TD			TD	DA	A	DA	TDA							D	D	D	D
6	Reflective literature Review	HAN_6_005	DA				DA	DA			DA	DA	DA	DA			DA	A	A		DA	DA		DA

Appendix B: Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE teaching staff to explain where PDP is being used within a course or portfolio of modules.

Approach to PDP	Level 6
1 Supporting the development and recognition of skills through the personal tutor system.	Each student will be assigned a named academic contact as a personal tutor this may be the module leader or course director for the pathway or a member of the course team. The personal tutor will provide academic guidance and pastoral support across the course of study and review wider academic progress. Formal meeting will be scheduled once every academic year to facilitate progress review and provide academic feedback. Additional meetings can be arranged as required. **Evidence: personal tutor records**
2 Supporting the development and recognition of skills in academic modules	Students will be supported to develop their academic skills and be able to work at level 6. This will be facilitated through tutorials, workshops and feedback from formative assessments. Skills for learning team will provide a workshop at the beginning of each semester on critical thinking,and academic writing. Students can access additional support through the student centre as needed. The module leaders and teaching team will provide tutorials on assessments and review draft work of students as needed. Assessment feedback will also provide guidance that will assist further academic development. **Evidence: Formative and summative assessment feedback; personal tutor / module leader records**
3 Supporting the development and recognition of skills through research module and final reflective reviews	An academic supervisor will be allocated to each student undertaking their final module. The role of the academic supervisor is to assist students by providing advice and guidance on how to prepare, and structure the review and guide them in the specialist area. All students will be allocated 9 hours of personal supervision for support and feedback on draft work. **Evidence: Supervision records**
4 Supporting the development and recognition of career management skills.	The Course Director for each course pathway and works closely with senior clinical staff in each speciality to continue to identify priorities to be included within courses. This will ensure that the course remains current and support the development of new relevant knowledge and skills. In addition, the speciality courses are designed in accordance with local and national competences / standards **Evidence: Minutes of meetings with senior clinicians and stakeholders across trusts**
5 Supporting the development and recognition of career management skills through work placements or work experience.	Students on this course are expected to have a minimum of 6 months post registration experience in a related area of practice and are able to achieve the relevant competences of the course. All students will need the support of managers and identification of relevant clinical mentors/ assessors that meet NMC mentor requirements **Evidence: Reflective accounts; case studies**
6 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	With the support of Course Director, module leader, and personal tutor, students studying at level 6 are expected to be able to identify their specific needs and develop an action plan to develop these skills. In addition, student learning will be facilitated by a multi-professional teaching team using Blended Learning Approach. Students from different disciplines will engage in learning activities on Moodle.

	Evidence: Reflective accounts; participation in online discussion forums where applicable and e-tivities
7 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Most health and social care professionals are required to demonstrate continuing professional development to maintain registration with their professional body. Course director and personal tutor will support this development. **Evidence: Reflective accounts; personal tutor records/ re validation portfolio**
8 Other approaches to personal development planning.	Course Director, and module leaders will support student personal development plan (PDP) through ongoing discussions and feedback. Students will be supported to identify a career pathway appropriate to meet their PDP. **Evidence: Reflective accounts; personal tutor records**
9 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.	Students are encouraged to participate in critical reflection throughout the assessment strategy on this course. In addition, students are encouraged to participate in online learning activities that promote l reflection and evaluation. Personal tutors will focus on the appropriate approaches for PDP for each student and the advantages of electronic versus paper-based learning log. **Evidence: Reflective accounts; personal tutor record; formative and summative assessments; Moodle.**

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

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 earning
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