

## Course Specification

<b>A. Course Information</b>											
<b>Final award title(s)</b>	PgCert in the Epilepsies										
<b>Intermediate exit award title(s)</b>	None										
<b>UCAS Code</b>		<b>Course Code(s)</b>	4388								
	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										
<b>Course Director</b>	Siobhan McLernon										
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input checked="" type="checkbox"/> Other: Epilepsy Society, Chalfont, Buckinghamshire SL9 ORJ										
<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>6yrs via CPD Open</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	6yrs via CPD Open	September	August
Mode	Length years	Start - month	Finish - month								
Part time	6yrs 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	21/05/2014									
	Course specification last updated and signed off	September 2023									
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	None										
<b>Reference points:</b>	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>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>LSBU and the Epilepsy Society have been successfully working collaboratively since 2010. Currently two existing specialist epilepsy modules collectively award 40 credits, however demand shows the requirement for a course within the field of epilepsy. The PgCert in the Epilepsies offers a unique opportunity for healthcare professionals from a variety of settings to gain an academic course in the field of the epilepsies. It is designed for students who wish to develop knowledge and skills in the care of people with epilepsy. This new interdisciplinary award combines the two existing validated taught specialist epilepsy modules and one existing validated work-based module. The work-based module offers the student an opportunity to develop skills and knowledge through the development of a learning contract within an area of their own choice, relevant to their field of practice (epilepsy treatment and care).</p> <p>This course will be delivered jointly by two organisations, the Epilepsy Society and London South Bank University (LSBU). The Epilepsy Society is the UK's leading provider of epilepsy services offering cutting edge research, awareness campaigns, information resources and expert care. LSBU is one of the largest providers of health and social care education in the UK, both pre-registration and post-registration. One of the benefits of studying this course is the range of clinical experts who contribute to the teaching and learning through the existing collaboration with the epilepsy society.</p>	
<b>Course Aims</b>	<p>The PgCert in the Epilepsies aims to enable practitioners to:</p> <ol style="list-style-type: none"> <li>1. Develop a systematic knowledge and understanding of the patho-physiological and aetiological processes which result in the epilepsies.</li> <li>2. Demonstrate a comprehensive knowledge and understanding of the assessment and investigative processes involved in obtaining a differential diagnosis.</li> <li>3. Demonstrate the requisite knowledge and skills to assess, plan, implement and evaluate high –level epilepsy care, based on current evidence and best practice guidelines.</li> <li>4. Further develop the knowledge and understanding of the rationale's which govern the medical and therapeutic management for children and adults with epilepsy.</li> <li>5. Recognise, understand and implement care which reflects the physical, psychological and psychosocial issues which impact upon the service user and his/her family /carers with epilepsy.</li> <li>6. Develop a reflective, enquiring and innovative approach to professional practice through the completion of a work based activity of their own choice relevant to their field of professional practice.</li> </ol>	
<b>Course Learning Outcomes</b>	a) <b>Students will have knowledge and understanding of:</b>	

1. The epidemiology, aetiology and neurobiology of the epilepsies across all age groups
  2. Current assessment strategies, investigations for individuals presenting with epilepsy.
  3. The processes involved in obtaining a differential diagnosis.
  4. Current government policies and recent guidelines in relation to patient care and service provision in all care sectors
  5. Risks associated with the epilepsies across all age groups and evaluate the impact upon health care delivery.
  6. The rationales which underpin the treatment and management of the epilepsies based on recent evidence, guidelines and recommendations
  7. The physical, psychological and psychosocial, implications associated with epilepsies across all age groups and explore their impact on quality of life issues
  8. Future development of new treatments in relation to epilepsy care
  9. The importance of self –management strategies in epilepsy care
- b) Students will develop their intellectual skills such that they are able to:**
1. Synthesise and reflect upon the core ‘process’ and ‘product’ elements within developing and managing a learning contract
  2. Demonstrate professional behaviour in meeting the service users and family/carer’s needs.
  3. Develop and enhance problem solving skills in a complex health care environment
  4. Demonstrate enhanced research awareness and the ability to analyse and critically evaluate evidence-based practice.
  5. Demonstrate professional behaviour in meeting the service users and family/carer’s needs.
  6. Demonstrate awareness of personal and professional development through critical reflection
  7. Critically analyse an area of clinical practice and critically evaluate the impact of economic, technological and social advances in the particular area of health care.
- c) Students will acquire and develop practical skills such that they are able to:**
1. Refine skills in assessment, planning, implementation, evaluation, problem solving and therapeutic decision -making.
  2. Develop effective therapeutic relationships in epilepsy care through nurse led clinics, liaising with members of MDT and working with patients and carers
  3. Enhance skills in inter-professional working
  4. Produce a portfolio of evidence that has demonstrable relevance to their health/social care practice.
- d) Students will acquire and develop transferrable skills such that they are able to:**
1. Develop effective communication skills and promote multidisciplinary relationships through group working and classroom discussions
  2. Develop a critical approach and evidence based practice approach to all aspects of epilepsy care

	3. Enhance skills in information technology and management of information 4. Further develop self –directed learning strategies self-evaluation skills and problem solving skills 5. Utilise skills in reflection and an ability to critically analyse own and others practice
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### **C. Teaching and Learning Strategy**

Students will attend a series of study days where they will be taught by subject experts to develop their knowledge and understanding of the epilepsies. This will be supported with blended learning throughout the course. Students will also undertake group work, seminars and tutorials. Intellectual skills will be developed in a number of ways including attendance at study days, participation in seminars, self-directed learning, group discussions, work-based learning and through completion of a learning contract as well as through blended learning activities. Students will develop practical skills within the work environment and explore these within the classroom environment through discussion and seminar work. They will also participate in visits to specific area's such as neuroimaging, and telemetry. Through the use of seminars and work-based activities, student will develop a number of transferable skills. Classroom discussions are incorporated into the taught sessions to enable students to debate salient issues. Discussion boards are utilised to promote debates and collaborative working.

### **D. Assessment**

There are both formative and summative assessments for the three modules within this award. Assessments include an exam and a, literature review. Formative assessment includes seminars and blended learning e-activities. Development of a learning contract, Literature review. Formative assessment includes problem based learning scenarios and blended learning activities. Development of a learning contract, literature review Formative: seminar work: blended learning e-activities. Summative: Development of a learning contract, literature review Formative: seminar work

### **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 meet the following criteria:

- A registered health or social care professional with the HCPC, GPC, GMC or NMC
- For the PgCert, applicants should have at least a second class honours degree or equivalent with at least 6 months experience within their clinical field.

### **G. Course structure(s)**

The University's Academic Regulations apply for this course: [LSBU Academic Regulations](#)

## 1.0 Protocol Fail / Compensation

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for protocol fail or compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

### Course overview

There are three modules within this award which are validated and exist within the Faculty of Health and Social Care, Framework for Awards for Continuing Professional Development portfolio.

There will be two routes for students to undertake this part time course:

1. The route shown above, students must enrol and complete the 60 credits within a 1-year period to obtain the PgCert.
2. Alternatively, students can register for one module at a time on CPPD OPEN and will have 6 years to complete the 60 credits from the time of enrolment of the first module

### Placements information

None

## H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
WHN_7_093	Pathophysiology of the Epilepsies: Investigation and Diagnosis	7	Both	20	Exam
WHN_7_094	Treatment and Management of the Epilepsies	7	Both	20	4000 word essay
WHN_7_111	Professional Development through contract learning	7	Both	20	4000 word essay

## I. Timetable information

[indicate:

Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

## **J. Costs and financial support**

### **Course related costs**

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

### **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			Programme outcomes																								
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	
7	Pathophysiology of the epilepsies: Investigation and Diagnosis	WHN_7_093	T A D	T, A, D	T, A	T A	T, A	T, A	T, A, D	T, A	T A D		D	T D	T D A	D	D	T D	D	D	D	D	D	D	D	D	D
7	Treatment and Management of the epilepsies	WHN_7_094	T A D	T, A, D	T, A	T A	T, A	T, A	T, A	T, A	T A D		D	T D	T D A	D	D	T D	D	D	D	D	T D	T D A	D	D	D
7	Professional Development through contract learning	WHN_7_111										T D A	D	D A	A D	D	D A	D	D	D	T D A	D	D	D A	D A	D	D

## Appendix 2: Personal Development Plan

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 explain where PDP is being used within a programme or portfolio of modules.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Each student will be allocated a Personal Tutor The personal tutor will be the academic link tutor which will be a member of the LSBU academic team. The tutor will be responsible for assisting the student in integrating theory and practice and monitoring and assisting their progress. The level and type of support offered will be outlined in the module guide The personal tutor documents academic achievements plus personal and pastoral support on an individual basis.
2 Supporting the development and recognition of skills in academic modules	Students will be introduced to essay writing skills at level seven and critical reading, analysis and synthesis. Library sessions to support the development of advanced literature searching skills. Assignment preparation is undertaken during the module delivery. Formative verbal feedback given for assignments will be given through scheduled tutorials Literature to support level 7 writing skills will be made available
3 Supporting the development and recognition of skills through purpose designed modules.	Materials will be presented in a way that allows the students to progress smoothly throughout the course. Course materials will be delivered by LSBU staff throughout the entire course. At the beginning of the course introductory library sessions, including digital literacy and academic skills workshops, will be held face-to – face to assist the students in gaining the necessary skills to progress on the course
4 Supporting the development and recognition of skills through research projects and dissertations work.	All academic assignments require literature searching, critiquing and integration of theory and practice. Support is available through the learning resource centre and the library.
5 Supporting the development and recognition of career management skills.	All modules in the course will enhance the student's role as an experienced registered Health Care Practitioner within the specialist area of epilepsy.
6 Supporting the development and recognition of career management skills through work	Students are supported and encouraged to identify and achieve their personal outcomes and to link this to their specialist practice.  The course content enables the student to achieve an enhanced



placements or work experience.	professional role, by establishing their ability to initiate, lead, support and defend in situations that may be encountered in professional practice. Students will be encouraged to identify gaps in practice and research and make recommendations for future policies and changes to service provision.
7 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 practitioner in respect of management and team working will be given as appropriate.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Opportunities for reflection throughout the course allow students to enhance their skills and challenge attitudes and practice. The work-based module focuses on professional role development where the lifelong learning ethos is promoted.
9 Other approaches to personal development planning.	Students will be encouraged to consider their role in relation to future goals and ambitions.
10 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.	Reflection is a key learning tool for maintaining and improving patient care and this is integrated into the course through discussion boards, seminars and the workbased learning module. Evaluation of the course helps the student to focus on their own personal development as well as gaining knowledge and skills.

## 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]

<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