LSBU EST 1892

Course Specification

A. Course Information			
Final award title(s)	Graduate Certificate in the Epilepsies		
Intermediate exit award title(s)	None		
UCAS Code		**Course Code(s)**	4389
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Adult Nursing and Midwifery		
Course Director	Siobhan Mclernon		
Delivery site(s) for course(s)	☐ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☐Full time ☒Part time ☒ Epilepsy Society, Chalfont, Buckinghamshire ,SL9 ORJ		

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Part time	6yrs via CPD Open	September	August

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.

Approval dates:	Course(s) validated / Subject to validation	21/05/2014
	Course specification last updated and signed off	September 2023

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	LSBU and the Epilepsy Society have been successfully working collaboratively since 2010. Currently two existing specialist epilepsy modules collectively award 40 credits, however the demand shows the requirement for an award within the field of epilepsy. The Graduate Certificate 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 course 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. This course will be delivered jointly by the two organisations, the Epilepsy Society and London South Bank University. Epilepsy Society is the UK's leading provider of epilepsy services offering cutting edge research, awareness campaigns, information resources and expert care. London South Bank University 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.
Course Aims	The Graduate Certificate in the Epilepsies aims to enable practitioners to: 1. Develop in-depth knowledge and understanding of the patho-physiological and aetiological processes which result in the epilepsies. 2. Demonstrate a comprehensive knowledge and understanding of the assessment and investigative processes involved in obtaining a differential diagnosis. 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. 4. Gain a knowledge and understanding of the rationales which govern the medical and therapeutic management for children and adults with epilepsy. 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.

	6. Contribute to extending professional practice by their personal development through the completion of a learning contract of their own choice relevant to their field of professional practice
Course Learning Outcomes	a) **Students will have knowledge and understanding of:** 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 of 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.** 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. Enhance problem solving skills in relation to assessment, diagnosis and management of patients with epilepsy 4. Demonstrate research awareness and the ability to analyse and 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 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 decision making. 2. Develop effective therapeutic relationships in epilepsy care through working with members of the MDT, patients and families. 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

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 activities 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. 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 areas 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

Assessments include an examination a, literature review and a learning contract. Formative assessment includes seminars and blended learning e-activities. Development of a learning contract, Literature review

E. Academic Regulations

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.

F. Entry Requirements

In order to be considered for entry to the course(s) applicants will be required to have the following criteria:
•   A registered health or social care professional with the HCPC, GPC, GMC or NMC

•   Applicants should have 120 credits at Level 5 or equivalent with at least 6 months experience within their clinical field.

G. Course structure(s)

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 Graduate Certificate in the epilepsies.
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

[Provide information on:
- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value	Assessment
WHN_6_093	Pathophysiology of the Epilepsies : Investigation and Diagnosis	6	Both	20	Exam
WHN_6_094	Treatment and Management of the Epilepsies	6	Both	20	4000 word essay
WHN_6_101	Professional Development through contract learning	6	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	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5
6	Pathophysiology of the epilepsies: Investigation and Diagnosis	WHN_6_093	TAD	T,A,D	T,A	TA	TA	TA	T,A,D	TA	TAD		D	TD	TDA	D	D	TD	D	D	D	D	DA	D	D	DA
6	Treatment and Management of the epilepsies	WHN_6_094	TAD	T,A,D	T,A	TA	TA	TA	TA	TA	TAD		D	TD	TDA	D	D	TD	D	D	D	TD	TDA	D	D	DA
6	Professional Development through contract learning	WHN_6_101										TDA	D	DA	AD	D	DA	D	D	D	TDA	D	D	DA	DA	D

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if	

	appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should	

	build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as	

	well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	
Assessment *for* learning	<u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create	

	a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	

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