LSBU
EST 1892

Course Specification

A. Course Information	
Final award title(s)	BSc (Hons) Professional Nursing Practice (General Practice Nursing)
Intermediate exit award title(s)	BSc Professional Nursing Practice (General Practice Nursing)
UCAS Code		**Course Code(s)**	5056 FT 5057 PT
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Primary and Social Care		
Course Director	Ellen Sophie Nicholson		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ 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**
	Full time	1 Year	January	January

Is this course generally suitable for students on a Tier 4 visa?	No	
Approval dates:	Course(s) validated / Subject to validation	March 2017
	Course specification last updated and signed off	September 2020
Professional, Statutory & Regulatory Body accreditation	N/A	

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) Competitions and Markets Authority SEEC Level Descriptors 2016 DH Transforming Primary Care (2014) DH Mandate (2015) HEE District Nursing and General Practice Nursing Service, Education and Career Framework (2015) RCGP General Practice Nurse Competencies (2012)

B. Course Aims and Features

Distinctive features of course	This course has been designed to provide a structured career pathway for nurses new to general practice and is based on the career and development framework for nursing in general practice (HEE, 2015) and aligns with the RCGP competencies. This degree course provides the clinical skills and competencies to support nurses moving from secondary care into a primary care setting. Progression onto the BSc(Hons) award encompasses higher level skills to support career pathways in either mentorship or advancing clinical practice.
Course Aims	The BSc (Hons) Professional Nursing Practice (General Practice Nursing) course aims for practitioners to be able to: 1. Provide a ladder of opportunity for nurses to achieve academic and professional qualification in General Practice Nursing. 2. Equip graduates with knowledge, skills and attributes to enable them to deliver safe, appropriate, effective, efficient and evidence- based integrated health care to individuals and families within primary and community care. 3. Facilitate the personal and professional development of participants to enable them to demonstrate a reflective, enquiring, critical and innovative approach to practice. 4. Provide quality education and training for General Practice Nurses (GPN) that meets the Career and Development Framework (HEE, 2015) and keeps abreast of current policies and market demands.
Course Learning Outcomes	a) **Students will have knowledge and understanding of:** A1. The policy drivers influencing and the current evidence supporting general practice nursing within a complex and unpredictable health and social care environment. A2. The range of physical and emotional health conditions that most commonly present within the locality including supportive management of the relevant condition and knowledge of current evidence based guidelines supporting care. b) **Students will develop their intellectual skills such that they are able to:** B1. Analyse a range of information and is able to select the most appropriate information to support effective clinical practice. B2 Analyse and use of problem solving skills in planning and implementing and evaluating holistic care. B3 Evaluate research, reports and literature c) **Students will acquire and develop practical skills such that they are able to:** C1. Competently perform the range of treatment skills required within the remit of the practice nurses' role and responsibility. C2. Demonstrate effective decision making skills to ensure that quality care is provided to service users and carers experiencing a range of complex health care issues. C3. Demonstrate the skills that support learning and assessment for students in clinical learning environments d) **Students will acquire and develop transferrable skills such that they are able to:** D1. Work collaboratively within a multi-professional team environment, ensuring public health needs of the wide community are met D2. Demonstrate effective reflective practice skills to enable critical analysis of personal practice D3. Demonstrate effective communication skills within a complex multi-professional environment.

C. Teaching and Learning Strategy

A range of teaching and learning strategies will be included within this course including lectures, group discussion and work and practice simulations. This classroom based activity will be supported by online activities including quizzes, electronic resources and online discussions.

D. Assessment

This course comprises a range of examinations, case study assignment, essay from a given title and a practice competency document. This allows the students to demonstrate both the depth and breadth of knowledge and skills required to demonstrate competency in the field of practice nursing. Students are provided with opportunities to undertake formative assessment, which prepares them to write at level 6 but also gives an opportunity to practice a range of assessment strategies and receive feedback to support future learning.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

Pre-requisites for this course	− Professional registration as a nurse with the Nursing and Midwifery Council − Students should be working within a general practice environment − Students who have previously studied any of the optional modules can APL these into the course following the University regulations with respect to academic currency.
Co-requisites for this course	N/A
Qualifications required for this course	Normally to hold a Diploma in Higher Education comprising 240 credits: 120 at level 4 and 120 at level 5 or equivalent. In exceptional circumstances if an individual has evidence of recent professional learning and experience in nursing they may enter with advanced standing.

G. Course structure(s)

Course overview

This course is offered full time over 1 academic year.

– **Full time**

	Semester 1	Semester 2
Level 6	Introduction to General Practice Nursing (Core) 20 credits L6	Public Health Issues in General Practice (Core) 20 credits L6
	Managing long term conditions in General Practice (Core) 20 credits L6	Research Methods and Processes (Core) 20 credits L6
	Optional Module from module list 20 credits L6	Optional Module from module list 20 credits L6

Placements information

Students undertaking this programme are employed in a general practice setting via a Clinical Commissioning Group (CCG), Community Education Provider Network (CEPN) or similar (i.e Federation). A General practice placement will be organised through the local area CCG and Community Education Provider Network (CEPN). London South Bank University is not responsible for the organisation of these placements.

<div align="center">

H. Course Modules

</div>

Module Code	Module Title	Level	Semester	Credit value	Assessment
Core Modules:					
WHN_6_106	Research Methods and Processes	6	1, 2	20	4000 word assignment
WHN_6_305	Introduction to General Practice Nursing	6	1, 2	20	2 hour seen written exam
WHN_6_304	Managing Long Term Conditions in General Practice	6	1, 2	20	3000 word case study
WHN_6_303	Public Health Issues in General Practice	6	1, 2	20	2500 word academic essay Practice competency Document
Two optional modules from:					
TBE_6_013	Mentorship and Competency Based Education	6	1, 2	20	Portfolio submission
WHN_6_081	Diabetes Management	6	1, 2	20	4 000 worded critical essay
HAN_6_019	Chronic Respiratory Disease Management	6	2	20	4000 word essay
HAN_6_004	Principles and Practice of Wound Care	6	2	20	Single assessment – written exam 2 hours
WHN_6_201	Healthy Ageing	6	1	20	Presentation
	Optional modules from CPPD framework				

<div align="center">

I. Timetable information

</div>

- Students will receive their module timetable at the start of each module.
- The timetable will be posted in advance of the module start on the student Moodle portal by the course lead.
- Students will be kept informed of any changes by the module lead and/or course director.

J. Costs and financial support

Course related costs

Students may find it advisable to buy some text books to support their learning on different modules.
No specialist equipment is required

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			Course outcomes										
Level	Title	Code	A1	A2	B1	B2	B3	C1	C2	C3	D1	D2	D3
6	Introduction to General Practice	WHN_6_305	T		T	T		T	T	T	T	T	T
6	Managing Long Term Conditions in General Practice	WHN_6_304	T D A	T D A	T A	T D A	T D	T D A	T D	D A	T D A	T D	T D A
6	Public Health Issues in General Practice	WHN_6_303	T D	T D	T D	T D	T D	T D A	T D A		D A	T D A	T D A
6	Research Methods and Processes	WHN_6_106					T D A						T 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	Outcomes focus and professional/employer links	

employer and industry need	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.	Cirricula is designed in conjunction with industry stakeholders providing students with current workplace examples to enhance practice.
Embedded learning development	<u>Support for transition and academic preparedness</u> 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.	Learning development is facilitated by a range of methods such as; critical reading, reflection, academic writing to reinforce and embed learning development.
High impact pedagogies	<u>Group-based learning experiences</u> 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.	Group-based learning is facilitated enabling learning and respect for a diversity of perspectives. This approach enhances student development and outcomes.
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	Course materials are available on Moodle in an accessible format.

	availability of alternative formats for reading lists.	
Assessment *for* learning	**Assessment and feedback to support attainment, progression and retention** 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**.	Achieved through a variety of formative and summative assessment. Opportunity is given for prompt and useable student feedback
High impact pedagogies	**Research and enquiry experiences** 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.	Students develop research skills and are supported to engage with open-ended problems facilitating creativity and problem-solving.
Curricula informed by employer and industry need / Assessment *for* learning	**Authentic learning and assessment tasks** 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	The cirricula is influenced by real and simulated workplace experiences and contexts to ensure the learning is both experiential and relevant.

	enquiry skills and can be linked to assessment if appropriate.	
Inclusive teaching, learning and assessment	**Course content and teaching methods acknowledge the diversity of the student cohort** 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.	There is a commitment to inclusivity, which both recognises and reflects diversity in a broad range of cultural and social views.
Curricula informed by employer and industry need	**Work-based learning** 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.	The course combines theoretical learning with practical work-based learning. Work based learning is both experiential and linked to assessment.
Embedded learning development	**Writing in the disciplines: Alternative formats** 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,	The process of acquiring professional knowledge and understanding in the subject field is facilitated through varying mediums such as use of professional articles, case reports and presentations.

	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.	Learning is facilitated in interdisciplinary groups providing opportunity for networking, inclusivity, complex task learning and communication.
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.	The holistic assessment strategy provides an inclusive learning environment offering a variety of assessment strategies across the curriculum.
Curricula informed by employer and industry need	<u>Career management skills</u> 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**.	The curricula is formulated to ensure students develop excellence and professionalism whilst building on work-related learning activities. This approach supports the development of career management skills.
Curricula informed by employer and industry need / Assessment *for* learning / High	<u>Capstone project/dissertation</u> 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.	An important capstone is the synthesis of knowledge and skills in a dissertation or project reflecting the development of student learning.

impact pedagogies	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