⩀LSBU Course Specification

A. Course Information	
Final award title(s)	BSc (Hons) Professional Nursing Practice (Neuroscience Care) Graduate Certificate in Professional Nursing Practice (Neuroscience Care) Graduate Diploma in Professional Nursing Practice (Neuroscience Care
Intermediate exit award title(s)	Graduate Certificate in Professional Nursing Practice (Neuroscience Care) Graduate Diploma in Professional Nursing Practice (Neuroscience Care
UCAS Code		**Course Code(s)**	3814 – BSc (Hons) 5514 – Grad Cert 5515 – Grad Dip
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Adult Nursing		
Course Director	Siobhan Mclernon		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ 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 2023

Professional, Statutory & Regulatory Body accreditation	N/A	

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 (Dated)
		PSRB
		Competitions and Markets Authority
		SEEC Level Descriptors 2021
		OfS Guidance

B. Course Aims and Features	
Distinctive features of course	The BSc (Hons) Professional Nursing Practice (Neuroscience Care) course provides a flexible approach to completing modules and to developing skilled competent practitioners that utilise evidence based care to provide efficient, effective, safe, patient centred care across the neuroscience specialities and across a diversity of age groups. The course provides both theoretical and practice based elements with a strong emphasis on achievement of clinical competences. The course offers a number of exit points and award points. Completion of the specialist core modules of 60 credits which will provide the student with an exit award of a graduate certificate in neuroscience care. Completion of the degree requires a further 60 credits and is an ideal stepping stone to students progressing to Masters level. The choice of modules provides the students with an opportunity to develop their skills in a number of key areas including research, leadership, mentorship while contributing to their professional development and professional revalidation. The part–time attendance aspect and flexibility provides the students with a challenging and stimulating course of study designed to fit their practice needs. Neuroscience nursing offers nurses working in this fast growing speciality an ever increasing opportunity to expand their practice and take on more nurse led care as ward based nurses, nurse specialists or nurse practitioners and there is a paucity of courses available in the UK to serve this growing need. This course offers nurses at all levels the opportunity to increase and consolidate their knowledge and skills and offers a platform on which to build their future careers.
Course Aims	The aim of the BSc (Hons) Professional Nursing Practice (Neuroscience Care) course is to prepare health care professionals to assume the responsibilities of a professional, competent practitioner. It will do so by enabling practitioners to make independent decisions regarding clinical situations, whilst facilitating the needs individuals, carers and their families, and enable practitioners to utilise evidence from relevant and applicable research studies in their clinical practice and in the provision of high quality care. It also aims to develop practitioners to be competent and adaptable by enabling them to lead on clinical practice and patient safety by: • Apply knowledge from physical, biological and medical sciences to provide high quality care to Individuals, families and communities. • Demonstrate critical thinking skills in the making of decisions in order to provide high quality care. • Demonstrate competence in the practice and provision of care in neuroscience settings. • Practice within the NMC code of practice framework. • Communicate effectively with patients, families and carers as well as members of the wider health team in order to promote effective interpersonal relationships and team work.

	• Participate effectively as a member of the team and work collaboratively across professional boundaries • Safeguard the public • Demonstrate leadership and managerial skills in health care settings. • Utilize research findings and evidenced based practice to improve the quality of care
Course Learning Outcomes	a) **Students will have knowledge and understanding of:** • A1 - The course will provide students with the opportunity to develop an understanding, of the clinical knowledge and research evidence that underpins neuroscience practice • A2 - To apply knowledge and skills based upon evidence based practice in the delivery of safe and effective anaesthetic care • A3 - Demonstrate an ability to meet the clinical needs of anaesthetic patients in a variety of settings • A4 -. Appraise and apply evidence to support and develop practice in neuroscience nursing Students exiting with the Certificate will have achieved A1-A3. Students exiting with a Diploma will have achieved A1-A4 Reflective literature Review • A5 - 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-A5 b) **Students will develop their intellectual skills such that they are able** **to:** • B1 - Demonstrate clinical decision making skills in the assessment, planning, interpretation and evaluation of findings. • B2 - Evaluates clinical knowledge and research in order to provide solutions to care needs. • B3 - Develop innovative and creative thinking skills in order to improve professional practice and patient outcomes in neuroscience • B4 - Apply evidence in the evaluation and review of nursing interventions • B5 - Appraise and evaluate the research based evidence that underpins neuroscience practice **Students exiting with the Certificate will have achieved B1, -B4.** **Students exiting with a Diploma will have achieved B1-B5** Reflective literature Review • B6- Reflect on their own development and their need for further personal and professional growth **Students exiting with a BSc will have achieved B1-B6**

	c) Students will acquire and develop practical skills such that they are able to: • C1 - Safeguard the public by providing competent, compassionate are to patients and their families in neuroscience settings. • C2 - Deliver high quality evidenced based care. • C3 - Communicate effectively with other professionals across health and social care. • C4 - Demonstrate the ability to manage and supervise nursing care provision in clinical settings. **Students exiting with the Certificate will have achieved C1-C3.** **Students exiting with a Diploma will have achieved C1-C4** Reflective literature Review • C5- Challenge current practice in order to enhance the care of patients **Students exiting with a BSc will have achieved C1-C5** **d) Students will acquire and develop transferrable skills such that they are able to:** • D1 - Work collaboratively and in partnership with other health care professionals in a range of neuroscience settings. • D2 - Communicate effectively in all formats. • D3 - Build therapeutic relationships with service users, carers, families to ensure safe, effective care. • D4 - Interpret and use data from a range of sources in order to inform and shape the delivery of high quality care. **Students exiting with the Certificate will have achieved D1-D3.** **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

The learning and teaching strategy aims to create an environment that recognised the need for the adult learner to fully participate in their own learning and be able to contribute to the learning process from their own unique background. Thus module will use variety of learning and teaching strategies that combine both traditional face to face formal methods will be augmented with group discussion/ tutorials and problem solving exercises. A variety of Blended learning activities will be utilised to support acquisition of knowledge on the VLE with the use of online learning. Different modules will have varying amounts of activities dependant on the subject and style of the module. Simulation to aid psychomotor skills acquisition feature in specialist modules.

D. Assessment

A variety of approaches will be used that best fit and reflect the nature of the modules of learning and that promote different skills/ abilities while providing a balance of differing assessments. A range of formative and summative assessments that include exams, presentation, viva, practical competences for specialist modules, a range of assignments dependant on choice of modules.

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

120 Credits at level 5 or equivalent. Registration on a professional register (NMC) as appropriate. A minimum of six months' experience in the area of practice and an ability to complete the competences required. Completion of the core modules. The Evidence Based Neuroscience Care module can only be. Completed following completion of the Principles of Neuroscience Care. 120 Credits at level 5 or equivalent. Registration on a professional register as appropriate

G. Course structure(s)

BSc (Hons) Professional Nursing Practice (Neuroscience Care)

Core Module : Principles of Neuroscience Care (20 credits: level 6)	**Core Module :** Evidence based Neuroscience Care (20 credits: level 6)

Core Module : Applied Pathophysiology and Pharmacology

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Graduate Certificate in Neuroscience Care

Optional Module e.g. Mentorship (20 credits: level 6)	**Another Optional Module** e.g. if the reflective literature review 20 credits is chosen e.g Managing long-term conditions (20 credits: level 6)

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

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Graduate Diploma in Neuroscience Care

Unclassified Degree in Professional Nursing Practice (Neuroscience Care) Exit award only (100 credits)

Core Module Reflective literature Review (40 / 20 credit level

BSc (Hons) Professional Nursing Practice (Neuroscience Care)

	Placements information
	None

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
HAN_6_026	Principles of Neuroscience Care	6	1	20	Part A - Competence Document pass/fail Part B – Presentation Weighting 100% Pass mark 40%
WHN-6-090*	Evidence based Neuroscience Care	6	2	20	Part A - Competence Document pass/fail Part B – Assignment 3000 words Weighting 100% Pass mark 40%
HAN_6_001	Applied Pathophysiology and Pharmacology	6	1/2	20	Part A: Multiple choice examination. Weighting 50%. Pass mark 40%. Part B: Long answer examination. Weighting 50%. Pass mark 40%.
WHN-6-106*	Research Methods and Processes	6	1/2	20	4000 word essay
HAN_6_005	Reflective literature Review	6	1/2	20 40	4000 word literature review 8000 word Literature Review

I. Timetable information
   - Timetable will be on moodle

J. Costs and financial support

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

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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	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
6	Principles of Neuroscience Care	HAN_6_026	TA	TDA	TD	DA		TA	TDA	DA	TDA			TDA	DA	TDA	D		TDA	TD	TDA	TDA	TD
6	Evidence based Neuroscience Care	WHN-6-090*	TDA	TDA	TD	DA	TD	TDA	DA	TDA	TDA	DA	D	DA	TDA	DA	DA	D	DA	DA	DA	TDA	TDA
6	Applied pathophysiology and Pharmacology	HAN_6_001	TDA		TDA			D	D	TDA	DA	DA		TDA	D	D	D	D	D	D	D	DA	D
6	Research methods and process	WHN-6-106*	D				TD		TD	DA	A	DA	D	D			A		D	D	DA		D
6	Reflective literature Review	HAN_6_005	DA			A	DA			DA	DA	A	A	DA	A		DA	A		DA	DA		DA

AQE October 2017

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 I 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