Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

13th July 2020

Course Details

Course Title(s)	Pg. Dip/MSc in Adult Nursing
	5446;5562
Course Director	Mynesha Sankar
Shared Modules?	Yes

Changes to sequencing of modules:

No change required	None required		
Module code and name (please list by level)	S2→S1		S1→S2
Not applicable			

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes contact hours		
		CURRENT		NEW
NAD_6_020 Assessing, planning, and providing care in Adult Nursing	The following amendment are made to the delivery of the module All face to face teaching will be substituted by virtual means in the form of Synchronous learning e.g. live webinar, live web cast Or Asynchronous where students can access pre-prepared online learning material 24 hours per day/7 days per week	Contact hours: Blended learning: Practice placement: Total:	120 20 1060 1200	120 20 1060 1200
NAD_6_021 Applied physiology for Adult Nursing	The following amendment are made to the delivery of the module	Contact hours:	40 50	40 50

	All face to face teaching will be substituted by virtual means in the form of Synchronous learning e.g. live webinar, live web cast Or Asynchronous where students can access pre-prepared online learning material 24 hours per day/7 days per week	Blended learning: Student managed: Total:	110 200	110 200
HSC_6_025 Promoting health and preventing ill health	The following amendment are made to the delivery of the module All face to face teaching will be substituted by virtual means in the form of Synchronous learning e.g. live webinar, live web cast Or Asynchronous where students can access pre-prepared online learning material 24 hours per day/7 days per week	Contact hours: Blended learning: Student managed: Total:	30 30 140 200	30 30 140 200
HSC_7_011 Research in health and social care	The following amendment are made to the delivery of the module All face to face teaching will be substituted by virtual means in the form of Synchronous learning e.g. live webinar, live web cast Or Asynchronous where students can access pre-prepared online learning material 24 hours per day/7 days per week	Contact hours: Blended learning: Student managed: Total:	30 30 140 200	30 30 140 200
NAD_7_004 Pharmacology and medicine management in Adult nursing	The following amendment are made to the delivery of the module All face to face teaching will be substituted by virtual means in the form of Synchronous learning e.g. live webinar, live web cast Or Asynchronous where students can access pre-	Contact hours: Blended learning: Student managed: Total:	40 50 110 200	40 50 110 200

	prepared online learning material 24 hours per day/7 days per week			
NAD_7_005 Enhancing and evaluating care in Adult Nursing	The following amendment are made to the delivery of the module All face to face teaching will be substituted by virtual means in the form of Synchronous learning e.g. live webinar, live web cast Or Asynchronous where students can access pre-prepared online learning material 24 hours per day/7 days per week	Contact hours: Blended learning: Practice Placement: Total:	120 20 982 1082	120 20 982 1082
NAD_7_006 Acute and Complex Care in Adult Nursing	The following amendment are made to the delivery of the module All face to face teaching will be substituted by virtual means in the form of Synchronous learning e.g. live webinar, live web cast Or Asynchronous where students can access pre-prepared online learning material 24 hours per day/7 days per week	Contact hours: Blended learning: Student managed: Total:	30 30 140 200	30 30 140 200
HSC_7_012 Transition to Leadership	The following amendment are made to the delivery of the module All face to face teaching will be substituted by virtual means in the form of Synchronous learning e.g. live webinar, live web cast Or Asynchronous where students can access pre-prepared online learning material 24 hours per day/7 days per week	Contact hours: Blended learning: Student managed: Total:	24 50 126 200	24 50 126 200
NAD_6_019 Mother and new-born	The following amendment are made to the delivery of the module	Contact hours: Blended learning:	0 37.5	0 37.5

	All face to face teaching will be substituted by virtual means in the form of Synchronous learning e.g. live webinar, live web cast Or Asynchronous where students can access pre-prepared online learning material 24 hours per day/7 days per week	Student managed: Total:	37.5 155	37.5 155

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information			
Final award title(s)	**PG Dip Adult Nursing**		
Intermediate exit award title(s)	**PG Cert in Health and Social Care (Non-registerable)** **PG Dip in Health and Social Care (Non-registerable)**		
UCAS Code	**tbc**	**Course Code(s)**	**5446**
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division/Department	Adult Nursing and Midwifery		
Course Director	Mynesha Sankar		
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 with placement	2	September	August

Is this course generally suitable for students on a Tier 4 visa?	**No**	
Approval dates:	Course(s) validated / Subject to validation	May 2019
	Course specification last updated and signed off	September 2019
Professional, Statutory & Regulatory Body accreditation	Nursing and Midwifery Council	
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School of Health and Social Care Plan LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Competitions and Markets Authority SEEC Level Descriptors 2016 Subject Benchmark Statements: Nursing (QAA, 2001) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education Future nurse: Standards of proficiency for registered nurses (NMC, 2018) Part 1: Standards framework for nursing and midwifery education (NMC, 2018) Part 2: Standards for student supervision and assessment (NMC, 2018) Part 3: Standards for pre-registration nursing programmes (NMC, 2018)

B. Course Aims and Features	
Distinctive features of course	- Enabling the adult nurse to qualify with a range of transferrable skills that can be adapted to care in any setting (in or out of hospital), recognising the growing needs of an aging population and the changing public health issues. - Equipping adult nursing students to meet the care needs of a wide age group with acute care needs and/or long term conditions and those with complex physical and mental health needs, based on best evidence. - Empowering students to utilise the knowledge and skills gained in underpinning theory and skills modules and apply these to practice. - Emphasis on skills development building in each year, through the use of low and high fidelity simulation, that provides students with the competence and confidence to care for complex patients' needs. Students will have the ability to gain additional skills qualifications in intermediate life support - Supporting students to work collaboratively across professional boundaries in providing high quality and safe care to adults in both hospital and community settings. - A taught programme of modules which are complemented by blended learning support and interactive activities through digital learning and smaller group work sessions. This approach accommodates differing learning styles, providing students with a range of opportunities to achieve and reach their full potential. - The opportunity for potential students to apply for Recognition of Prior Learning for up to 50% of the programme (for suitably qualified and/or experienced applicants). - Health Care Certificate awarded at the end of year one.
Course Aims	The PG Dip Adult Nursing aims to: - Ensure that the graduate nurse achieves the proficiencies for pre-registration nurse education specified in the NMC Standards (NMC, 2018). - Develop confident and competent practitioners who practise autonomously, compassionately, skilfully and safely while maintaining dignity and promoting health and wellbeing for adults with physical and mental health needs. - Develop graduates who are active and critical consumers of research and evidence based knowledge. - Foster independence in learning and commitment to lifelong learning. - Develop the qualities and transferable skills necessary for employment as a registered adult nurse. - Produce graduates who are highly employable.
Course Learning Outcomes	**A. Students will have knowledge and understanding of:** A.1. The underpinning biosciences as applied to the health, ill health and disabilities of adults throughout their life span. A.2. Physical and mental health conditions that affect adults throughout their life span, including current treatments and management. A.3. The planning of care for adults and their carers / families, taking in to consideration the importance of partnership working, shared decision-making, and recognising personal belief systems and values. A.4. The upholding of the rights of adults and their families within the context of care, while safeguarding vulnerable individuals. A.5. Working in partnership, specifically with young and older adults, families, carers and other health and social care workers and professionals.

A.6. Caring for young and older adults with disabilities, chronic and complex care needs, ensuring care is individualised, unique and delivered with appropriate safe adjustments.

A.7. Principles of evidence based practice, including reflection, appraisal and application within nursing practice.

A.8. How evidence based practice and research processes can be used to improve the quality of nursing practice and standards of care.

A.9. Approaches to leadership and management and the implications of these in the context of healthcare.

A.10. Health promotion and illness prevention strategies.

B. Students will develop their intellectual skills such that they are able to:

B.1. Evaluate the impact of social, cultural, spiritual, legal, political and economic factors on care and care delivery.

B.2. Demonstrate the ability to engage with digital technology and recognise the role of this within contemporary health care settings, as well as the social impact and implications for communication.

B.3. Demonstrate a critical understanding of contemporary research and evidence that underpins nursing practice in a variety of settings.

B.4. Demonstrate independent thinking, critical thinking, critical reflection, problem solving and creativity as safe practitioners.

B.5. Demonstrate effective communication skills and apply these with people, their families and other carers.

C. Students will acquire and develop practical skills such that they are able to:

C.1. Practise to meet the requirements of The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018) to meet public and professional expectations.

C.2. Confidently meet the proficiencies for pre-registration education (NMC, 2018) to ensure delivery of safe nursing care.

C.3. Act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards.

C.4. Assess, plan, deliver and evaluate care in hospital and out of hospital settings, using the best available evidence base.

C.5. Practise in a compassionate, respectful way, maintaining dignity and well-being for young and older adults and their families while communicating effectively using a wide range of strategies and interventions.

C.6. Recognise when people may be or in need of extra support and protection and take all reasonable steps to protect them.

C.7. Develop skills of decision making within own practice in order to promote high quality care.

C.8. Advise and equip people with knowledge of health promotion initiatives and illness prevention strategies to manage and/ or prevent long term health conditions.

D. Students will acquire and develop transferrable skills such that they are able to:

D.1. Demonstrate self-awareness and recognise how their own values, principles and assumptions may affect their practice.

D.2. Demonstrate competent, appropriate and adaptable communication skills both verbal and non-verbal using a variety of media.

	D.3. Demonstrate developing leadership skills to supervise and manage others and contribute to planning, designing, delivering and improving current care and future services.
	D.4. Maintain their own personal and professional development, learning from experience, through supervision, feedback, reflection and evaluation.
	D.5. Work effectively across professional and agency boundaries, and co-ordinate smooth effective transition within and between services and agencies.

C. Teaching and Learning Strategy

Lectures will be used to introduce and provide new information and update existing knowledge, encouraging students to engage in active debate. Content will be based on current available evidence. Structured reading/guided study will be given to support key lectures, as well as online activities to develop/update knowledge and encourage independent learning. In addition, seminars and discussions will allow the sharing of varied ideas amongst students. This will include allied health care professionals involved in the care of children and young people.

Individual and group tutorial sessions will enable critical thinking and reflection in collaborative care. Tutorials will include the opportunity for students to develop their intellectual skills through discussion, questioning and synthesis. This will include reflection on practice based issues to develop problem solving skills. Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting. Group tutorials and formative assessments will be placed in all modules to ensure students can monitor their progress.

The teaching strategy will also include the provision of online material; pre-session activities and a variety of blended learning through the virtual learning environment. For small group facilitation, 'the flipped classroom' approach will encourage students to prepare for critical debate and discussion. The virtual learning environment will be utilised for e-tivities, including discussions amongst students, quizzes, critique and literature searching.

The strategies for teaching and learning also include role modelling and discussions in classroom activities, online interactions and clinical areas. The use of scenarios and incident analysis will be used to encourage the application of theory to practice. Lectures and seminars will focus on problem solving scenarios and mock clinical scenarios.

Practical skills are developed through practical, skills based sessions and problem based approaches. This will also be achieved through role modelling in practice learning environments and engagement in practice workshops in both high and low fidelity simulation within the clinical skills laboratories.

D. Assessment

Assessment methods are specified in each module descriptor. These are mapped to the professional standards as outlined in the Future nurse: Standards of proficiency for registered nurses (NMC, 2018), and will be assessed through either coursework and/or clinical proficiencies, and professional values.

Each module has a formative assessment element and is designed to guide the student towards successful completion of the summative assessment. Formative assessment feedback may be given in writing, verbally one-to-one or in a group, through the VLE or by the students own self-assessment. The method of feedback will be determined by the assessment task but should assist the student to assess their own abilities, gain an understanding of their strengths and weaknesses and prepare them for summative assessment.

Coursework can take many forms based on the practical or theoretical content of the modules and may include:
- Practice scenarios and OSCEs to provide a simulated experience in which knowledge and skills can be demonstrated.
- Achievement of identified proficiencies related to adult nursing at designated levels.

- Client/patient narrative, and reflective essays to develop integration of theory and practice
- Care and case presentations, to develop skills in articulating knowledge and decision making processes.
- Examinations to test underpinning knowledge.
- Oral presentations, to allow the student to demonstrate their ability to make practice focussed decisions based on their assessment and interpretation.
- Intellectual skills assessed through written coursework and group or individual student presentations.
- Written assignments, such as an essay, case study, critical review and evidence based scenarios to examine selected aspects of care and suggest strategies for care enhancement.
- Literature search and review to examine the evidence for care delivery.
- A variety of assessment methods are used to assess practical skills. These include OSCEs, evidence based student presentations, Practice Assessment Documents, care and case studies and problem based scenarios.
- The achievement of identified proficiencies can be assessed through reflective care studies, client/patient narratives, case study approaches and scenario based coursework.
- Case reviews, history taking and assessment skills

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:
- Late Submission
- Third attempts
- No compensation or condonement

Late Submission Protocol – HSC Pre Registration Students

Late submission of coursework is not permitted for students enrolled on pre-registration courses in the School of Health and Social Care. As professionals, students will be expected to meet deadlines, so part of their professional development will be for them to manage their time and commitments so that deadlines can be achieved.

Third Attempt Protocol – HSC Pre Registration Students

Where a student has failed a module, the Award and Progression Examination Board will exercise its discretion to permit the opportunity for an exceptional third attempt at a single assessment in accordance with all of the following eligibility criteria:

Eligibility criteria

1. Increase in mark between first attempt and second (therefore there must have been an attempt).
2. Second attempt mark to be within 5 marks of the pass mark.

Non-eligibility criteria

1. No increase in academic mark between first and second attempt.
2. Second attempt mark more than 5 marks under the pass mark.

This protocol is limited to 1 module per academic year and excludes the dissertation.

All modules must be successfully completed before the student is allowed to progress to the next stage.

Protocol fails or compensated passes
Protocol fails or compensated passes are not permitted.

F. Entry Requirements

Information on entry requirements should include:

- A Bachelor's degree with a minimum 2:2 classification. Candidates without a health or science related degree are required to complete a Biosciences workbook package to satisfy the Biosciences element of the RPL portfolio.
- English and Maths GCSEs/equivalent (C or above) or reformed GSCEs grade 4 or above; **or** a recognised equivalent.

Those whom English is not their first language must achieve a minimum score of 7.0 overall or equivalent, with not less than 7.0 in the listening and reading sections and not less than 7.0 in the writing and speaking sections for the International English Language Test Score (IELTS) at the time of application.

Attributes and values

A person specification has been developed which maps to be values of the NHS and to those of the university. The attributes now agreed to be tested are;
- Communication and interpersonal skills
- Respect for difference and diversity
- Honesty and integrity
- Kindness, compassion and empathy
- Intellectual curiosity and reflective nature
- Advocacy and ability to be assertive and stand up for the rights of others
- Respect for privacy and dignity
- Initiative, problem solving and team work.

These have been developed to the following selection criteria:
- Good rationale for choice of career showing knowledge and understanding of role
- Ability to verbally communicate effectively and interpersonal skills
- Respect for difference and diversity related to gender, race, culture, religion, sexual orientation and disability
- Honesty and integrity
- Kindness, compassion and empathy
- Intellectual curiosity and ability to reflect upon own experience and life skills, and the relevance to the role
- Advocacy and ability to be assertive and stand up for the rights of others
- Respect for privacy and dignity
- Initiative, problem solving and team working.

Occupational Health (OH)

Acceptance on the programme is always conditional upon successful occupational health clearance. Students are required to undergo a health assessment as a pre-requisite to completing their enrolment on Pre-registration nursing programmes in order to ensure that students are 'fit' to undertake their course of study and to attend practice learning opportunities.

Pre-enrolment

Applicants who have been made a conditional offer complete a Pre Enrolment Health Questionnaire (PEHQ) online. This information goes direct to Occupational Health to review. If there are any concerns applicants are invited to see the Nurse or Physician to ensure that any concerns are raised and discussed before occupational health clearance is granted.
Applicants do not undergo a PEHQ assessment any earlier than 6 months prior to their expected start date on the course. Applicants who defer their place on a course are required to undergo a second PEHQ assessment.
Where applicants declare a disability or occupational health issue on application or at interview, they are 'fast tracked' through the OH process to ensure that decisions made around fitness and reasonable adjustments, where possible, are made before the applicants

commence the course. The six-month rule does not apply in these cases.

Post-enrolment

An OH nurse attends the Southwark and Havering campus sites to complete the post enrolment OH process. This includes an initial one to one session with each student. Further review sessions are scheduled by the OH nurse as required.

Once enrolled on the programme, students may be referred to Occupational Health if circumstances require. Occupational Health will identify if any student requires a risk assessment prior to the next practice learning opportunity commencing and this is communicated to the university and the Trust/organisation. Any student who is believed to be experiencing acute mental health problems is referred in the first instance to Occupational Health or the student's general practitioner, with the students' consent. Staff are kept informed so that they are able to review and assess what is the best course of action for the students continued progress on the course.

Criminal Convictions

The Pre-registration Nursing programme is exempt from the Rehabilitation of Offenders Act (1974). All candidates are subject to the Disclosure Barring Service (DBS) enhanced disclosure to facilitate safer recruitment and to protect service users, children and vulnerable adults.

The School requires all candidates to complete a Declaration of Character and Conduct form at interview and declare any previous convictions, cautions, warnings or reprimands. If the decision is made at interview to offer a candidate a place on the course, the declaration is reviewed. Where an applicant has declared any convictions, cautions, reprimands or warnings the details are sent to the School to review.

Recognition of Prior Learning (RPL)

The University's Regulations for Taught Programmes applies to this programme. The School's policy on Accreditation of Prior Learning offers a transparent, rigorous and fair framework for judging the RPL from individual applicants. Applicants who indicate that they wish to make a claim are provided with guidance notes and workshops to assist them constructing their claim. Students may apply for RPL through both certificated learning and the production of a portfolio to demonstrate achievement of programme outcomes through experience.

For the PG Diploma, all applicants will be required to submit an RPL claim in order to claim advanced standing on entry to the programme. Students apply for APL through both certificated learning and the production of a portfolio to demonstrate achievement of programme outcomes through experience. Previous degree award, together with some practical experience will enable applicants to make a claim. A successful claim would demonstrate learning equivalent to one academic year of study (120 credit points) and a minimum of seven weeks (262 hours) of practical experience.

Applicants will be provided with a mapping tool to assist them when constructing their claim. The processes in place will allow individual applicants to map previous learning against programme outcomes. Once the RPL claim of an applicant is agreed, regulations are in place to permit progression within the programme. Classification of the final award for students who have been awarded RPL credit on their profiles is calculated in accordance with LSBU Academic Regulations for Taught Programmes.

Whilst it is envisaged that graduate students will utilise the RPL entry, it is unlikely that students will reach the permitted NMC maximum of 50% on this programme. Students who complete the BSc(Hons) award or the PG Diploma award with an RPL claim, will have the RPL claim identified on their completion transcript.

Acceptance on the programme through RPL is always conditional upon successful face-to-face interview, occupational health clearance, DBS disclosure and positive academic references. There is no charge to students associated with completing an RPL claim to access a pre-registration HSC programme at LSBU.

G. Course structure(s)		
Course overview		
The academic year comprises of 2 Semesters. The course is designed so that students attend blocks of theory and blocks of practice placements. PG Dip Adult Nursing – **Full time**		

Year 1	**Semester 1**	**Semester 2**
Level 6 / 7	Assessing, planning and providing care in Adult Nursing (Level 7) Compulsory 0 Credits	
	Applied physiology for Adult Nursing (Level 6) Compulsory 20 Credits	Pharmacology and medicines management (Level 7) Compulsory 20 Credits
	Promoting health and preventing ill-health (Level 6) Compulsory 20 Credits	

Year 2	**Semester 1**	**Semester 2**
Level 7	Enhancing and evaluating care in Adult Nursing (Level 7) Compulsory 0 Credits	
	Research in health and social care (Level 7) Compulsory 20 Credits	Mother and newborn (Level 6) Compulsory 0 Credits
	Acute and complex care in Adult Nursing (Level 7) Compulsory 20 Credits	Transition to leadership (Level 7) Compulsory 20 Credits
	Ongoing Achievement Record Compulsory 0 Credits	

Placements information
Students will attend five placements in their first year; two consisting of 6-weeks duration, one of 5-weeks duration and the remaining two placements consisting of 4-weeks each, including a community/primary care placement. There will also be a 2-week virtual mother and newborn experience. In their final year, students will undertake a 6-week placement, a 7-week placement and a final 12-week placement. Placements will take place in a variety of health and social care settings.

H. Course Modules
All modules are core/compulsory and therefore attendance, engagement with on line activities and completion of assessments is mandatory.

Module Code	Module Title	Level	Semester	Credit value	Assessment
NAD_6_021	Applied physiology for Adult Nursing	6	One	20	EX1 - Unseen exam: Section A - 20 MCQ questions, 25% Weighting Section B - 2 from 5 short answer questions, 75% Weighting.

					40% Pass Mark Both components must be passed to pass the module.
NAD_6_020	Assessing, planning and providing care in Adult Nursing	6	Both	0	CW1 - Practice Assessment Document 100% weighting Pass/Fail
HSC_6_025	Promoting health and preventing ill-health	6	One	20	CW1 - 3000 word assignment 100% Weighting 40% Pass Mark
NAD_7_004	Pharmacology and medicines management in Adult Nursing	7	Two	20	EX1 - Objective Structured Clinical Examination(OSCE) Duration 30 minutes. 100% Weighting 50% Pass Mark
NAD_7_005	Enhancing and evaluating care in Adult Nursing	7	Both	0	CW1 - Practice Assessment Document 100% weighting Pass/Fail
HSC_7_011	Research in health and social care	7	One	20	CW1 - 3000 word assignment 100% weighting Pass mark 50%
NAD_7_006	Acute and complex care in Adult Nursing	7	One	20	EX1 - OSCE Duration 30 minutes. 100% weighting Pass mark 50%
HSC_7_012	Transition to leadership	7	Two	20	EX1 - Poster presentation, 1500 words equivalent. 50% Weighting CW1 - Appraisal of leadership approach, 1500 words 50% Weighting 50% Pass Mark Both components must be passed.
HSC_6_001	Ongoing Achievement Record	6	Both	0	CW1 - Practice Assessment Document 100% weighting Pass/Fail

I. Timetable information

Students will be informed of their course plan when they commence the programme.
Timetables for specific modules will be available on Moodle (Virtual Learning Environment) for students to view prior to and during the module.
Students will have access to their electronic timetables once fully enrolled onto their programme.
Wednesday afternoons are set aside for students to engage with extra curricula university activities such as sports activities.
Duty rotas will be made available by the placement area that the student is placed in.

E. Costs and financial support

Course related costs

Postgraduate pre-registration nursing, midwifery and allied health professional students access loans from the Student Loans Company.

Accessing loans will provide students with at least 25% more upfront living cost support whilst they study. They will also have access to the Learning Support Fund, which is administered by the NHS Business Services Authority, for support while attending clinical placements.

Students on these courses are eligible for reimbursement of additional travel and accommodation costs over normal daily travel costs providing they meet the eligibility criteria as outlined in the *NHS Financial Support for healthcare Students 2018/19- Guidance for students. Learning Support Fund.*

Core texts for each module are available in the library and it is student choice if they wish to purchase any of these.

Shoes for placements are not included in the tuition 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
- Information on eligibility criteria for the Learning Support Fund
- https://www.nhsbsa.nhs.uk/sites/default/files/2017-11/LSF%20Student%20guidance%20booklet%20%28V7%29%2011%202017.pdf

List of Appendices

Appendix A: Curriculum Map
Appendix B: Personal Development Planning (postgraduate 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.

PG Dip Adult Nursing modules			Programme outcomes															
Part	Title	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5
1	Assessing, planning and providing care in Adult Nursing	NAD_6_020	TDA	TDA	TDA	TDA	TDA	TDA	TD		TD	T		TD	TD		TDA
1	Applied physiology for Adult Nursing	NAD_6_021	TA	TA	TD		TDA	T						T	T		T
1	Promoting health and preventing ill-health	HSC_6_025	TDA	TA	TDA	TD	TD	TDA	TDA	TDA	T	TDA	TDA	TD	TDA	TDA	TD
2	Pharmacology and medicines management	NAD_7_004	TDA	TDA	TD	TD	TD	TD						TDA	TD	TD	TD
3	Enhancing and evaluating care in Adult Nursing	NAD_7_005	TD	TDA	TDA	TDA	TDA	TDA	TD	TD	TDA	TD	TDA	TDA	TD	TDA	TDA
3	Mother and newborn	NAD_6_019	TDA		TD	TD	TDA		TD			TDA	TDA	TDA	TD	TD	TDA
3	Research in health and social care	HSC_7_011			TD	TD		TD	TDA	TDA				TDA	TDA	TDA	TD
3	Acute and complex care in Adult Nursing	NAD_7_006	TDA	TDA	TDA	TDA	TDA	TDA	TD	TD	TD		TD	TDA	TD	TDA	TDA
3	Transition to leadership	HSC_7_012	TDA	TDA	TDA	TD	TDA	TDA	T	TDA	T		TDA	TDA	TDA	TDA	TDA

PG Dip Adult Nursing modules				Programme outcomes continued											
Part	Title	Code	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5
1	Assessing, planning and providing care in Adult Nursing	NAD_6_020	TDA	TDA	TDA	TDA	TDA	TD	TDA	TD	TDA	TDA	T	TD	TDA
1	Applied physiology for Adult Nursing	NAD_6_021		TDA	TDA	TDA	TD	T	T					TD	TD
1	Promoting health and preventing ill-health	HSC_6_025	TDA	TDA	TDA	TDA	TDA	TD	TD	TDA	TD	TDA	TD	TDA	TD
2	Pharmacology and medicines management	NAD_7_004	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD	TD	TDA	TD	TD	TDA
3	Enhancing and evaluating care in Adult Nursing	NAD_7_005	TDA	TDA	TDA	TDA	TDA	TD	TDA	TDA	TDA	TDA	TDA	TD	TDA
3	Mother and newborn	NAD_6_019	TDA	TDA	TDA	TD	TD	TD	TDA		TDA	TDA	TDA	TD	TDA
3	Research in health and social care	HSC_7_011		TDA	TDA	TDA	TDA	TDA	TD		TDA	TDA	TDA	T	TDA
3	Acute and complex care in Adult Nursing	NAD_7_006	TDA	TDA	TD	TDA	TDA	TDA	TDA	TDA	TD	TDA	TDA	TD	TDA
3	Transition to leadership	HSC_7_012	TDA	TDA	TDA	TD	TD	TD	TDA		TD	TDA	TDA	TDA	TDA

Appendix B: Level 7 Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	As a minimum students meet with their personal tutor after each practice placement experience. Reflective discussions occur related to professional skills development in the practice learning environment. Academic progress is also reviewed which affords both students and personal tutors the opportunity to identify any areas for learning skills development. Students are signposted to relevant student support services. The personal tutor completes a reference on completion of the course.
2 Supporting the development and recognition of skills in academic modules/modules.	Assessment preparation forms a key aspect of each module. Students receive preparation for and opportunities to develop their academic writing at level 7 and their critical reading and analysis skills. Formative assessments serve as developmental opportunities for students to practice and receive feedback on their progress. Numeracy skills are also developed by way of practical application during practice placement experiences and students also receive taught numeracy sessions during academic modules of study. Additionally, access to an on-line numeracy package also allows students opportunities to practice and enhance their numeracy skills outside of scheduled teaching sessions.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	All modules underpin and support the development of knowledge and skills required for a registered nurse. Simulation experiences provide students with the support to acquire advanced skills techniques. Skills development is assessed in the practice placement environment as well as via simulated assessments such as Objective Structured Clinical Examination (OSCE)
4 Supporting the development and recognition of skills through research projects and dissertations work.	All academic assignments require literature searching, critiquing and application of theory and practice. Students undertake a level 7 research module which prepares students who decide to undertake a Dissertation and advance to a Masters level qualification.
5 Supporting the development and recognition of career management skills.	Students are introduced to the professional roles and responsibilities of a registered nurse during their induction programme. This theme continues throughout their course of study. There are sound links with Trusts who link in with LSBU in the provision of Job Fairs and recruitment events. LSBU career advisors support students in the construction of personal statements and interview techniques.

	Personal tutors encourage students to seek advice and feedback from them in respect of their personal statements.
6 Supporting the development and recognition of career management skills through work placements or work experience.	A range of experiences are offered during practice placements in which students are required to work in a less directly supervised way to gain the skills required of a qualified practitioner. There is a designated Link Lecturer for every practice area, who undertakes regular visits to monitor student progress and reflect on practice. Additionally, the Practice Assessor during students practice placement experiences and Academic Assessor liaise to collate and confirm evidence of achievement and development of students' skills relating to the role of a registered nurse. The personal tutor meets with their personal students after each practice placement to reflect on their learning experiences and sets objectives for future practice.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students are encouraged to participate in extra curricula activities such as becoming peer tutors, cohort representatives, student representatives and members of professional organisations in order to broaden, develop and enhance transferrable skills relating to the role of a registered nurse in respect of management, team working, supportive and advocacy skills.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	All students are supported to develop more advanced clinical, management, planning and prioritising skills as they progress through the theoretical and practical components of their course. During their transition to leadership modules and subsequent final practice placement experience, students are prepared for their first registered nurse position. Students are equipped with the knowledge and skills to be a fully competent registered nurse who is able to practise as the point of their professional registration.
9 Other approaches to personal development planning.	All students are encouraged to discuss their first registered nurse post in relation to future goals with their personal tutors and education staff within their practice placement learning environments.
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 all modules of study. Students are required to provide documented evidence of self- reflection of their knowledge, clinical skills and professional values at each practice placement experience in their Practice Assessment Documentation (assessed learning logs).Evaluation of the course, utilising the learning logs helps the student to focus on their own personal development as well as the knowledge and skills gaining.

Appendix C: Terminology

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
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 learning
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
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