

Template C4



Programme Specification

Title of Course: *MSc Advanced Clinical Practice*

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Version number	5
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Nursing
Department	Adult Nursing and Allied Health
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	MSc Advanced Clinical Practice
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	
Course Code <i>For each pathway and mode of delivery</i>	PPACP1ACP20
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Hill
Language of Delivery:	English
Modes of Delivery:	Part-time
Available as:	Full field
Minimum period of registration:	Part-time - 2
Maximum period of registration:	Part-time - 4
Entry Requirements:	<p>Standard entry qualifications: Honours degree 2(ii) or above. Non-standard applicants may be considered if they meet one of the following:</p> <ul style="list-style-type: none"> • Diploma (HE) and free-standing level 6 credit* (minimum 30 credits B grade or above) • Third class or ordinary degree which includes a minimum of 30 credits at level 6, B grade or above • PGCert or 60 free-standing level 7 credits* without a diploma (HE). *Free-standing credit normally awarded within the past 5 years. <p>All applicants will:</p> <ul style="list-style-type: none"> • hold a recognised professional healthcare qualification and current UK professional registration • have a minimum of two years' full-time clinical experience (or part-time equivalent) in health or social care employment, and be working in a practice setting which enables the achievement of the Health Education England (HEE) Multi-professional Advanced Clinical Practice Standards • be employed in a senior clinical role (normally Agenda for Change Band 6 or 7) • provide written evidence of employer support and opportunity for development into an advanced clinical

	<p>practitioner role • provide self-certification of Good Health and Good Character. Additional entry criteria may apply to specified modules and will be indicated in the module outlines. A minimum Academic IELTS of 7.0 overall with 6.5 in writing and 7.0 in all other elements is required for non-native speakers who have not completed a UK degree/DipHE or who do not have the equivalent of GCSE English at grade 4 (formerly grade C) (e.g. Functional Skills Level 2 Literacy). Short course applicants Applicants may take modules from the programme as free-standing CPD without registering for an award. Short course enrolment leading to an accumulation of 60 (or more) free-standing credits will normally lead to programme enrolment. Applicants must meet programme entry requirements. Entry with Advanced Standing and Recognition of Prior Learning (RPL) Applicants may be given credit for prior certificated learning (free-standing credit or interim postgraduate awards) up to the credit values specified below: • 120 credits of the 180 credits required for the M.Sc. • 75 credits of the 120 credits required for the Postgraduate Diploma. RPL claims are assessed to ensure prior learning is current (normally credit will have been gained no longer than 5 years prior to enrolment on the course) and matches specific modules in the programme. St George's University of London students who gained credit on the earlier Joint Faculty version of the programmes referred to in this Programme Specification may apply to RPL in both the credits awarded and the grades.</p>
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	QAA Master's Degree Characteristics.
Approved Variants:	15 credit Modules*: • PGDip Advanced Clinical Practice: Up to 6 x 15 credit modules • MSc Advanced Clinical Practice: Up to 8 x 15 credit modules.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	N/A

**End Point
Assessment
Organisation(s):**

N/A

SECTION 2: THE COURSE

A. Aims of the Course

The overall aims of the MSc programme are to:

1. Deliver contemporary core and contextual modules at level 7 which enable experienced healthcare professionals develop their capabilities in clinical practice, leadership and management, education and research, in order to extend their role and provide timely, high-quality patient orientated care.
2. Prepare registered healthcare professionals for enhanced autonomy and responsibility associated with advanced clinical practice, and develop their ability to manage complexities in healthcare through enhanced critical thinking, expert clinical decision-making, clinical leadership and research informed practice.
3. Emphasise person-centred care by developing skills in compassionate leadership, joint decision-making, and critical engagement with ethical and humanistic concerns.
4. Develop practitioners able to critically evaluate contemporary healthcare research and advanced scholarship, and who can demonstrate originality in problem solving and when managing unpredictable and complex issues.
5. Develop healthcare professionals able to actively participate in the advancement of contemporary healthcare knowledge, service enhancement through research, quality improvement and innovation.
6. Prepare healthcare professionals who, upon successful completion of the programme, will meet the requirements for recognition as an advanced clinical practitioner.

The overall aims of the PGDip are to:

1. Deliver contemporary core and contextual modules at level 7 which enable experienced healthcare professionals develop their capabilities in clinical practice, leadership and management, education and research, in order to extend their role and provide timely, high-quality patient orientated care.
2. Prepare registered healthcare professionals for enhanced autonomy and responsibility associated with advanced clinical practice and develop their ability to manage complexities in healthcare through enhanced critical thinking, expert clinical decision-making, clinical leadership and research informed practice.
3. Emphasise person-centred care by developing skills in compassionate leadership, joint decision-making, and critical engagement with ethical and humanistic concerns.
4. Develop practitioners able to critically evaluate contemporary healthcare research and advanced scholarship, and who can demonstrate originality in problem solving and when managing unpredictable and complex issues.

B. Intended Learning Outcomes

The course outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the knowledge, skills and behaviour outlined in the Multi-Professional Framework for Advanced Clinical Practice in England (HEE, 2017)– see Appendix 1 for mapping document. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [Sector Recognised Standards in England](#) (OFS 2022).

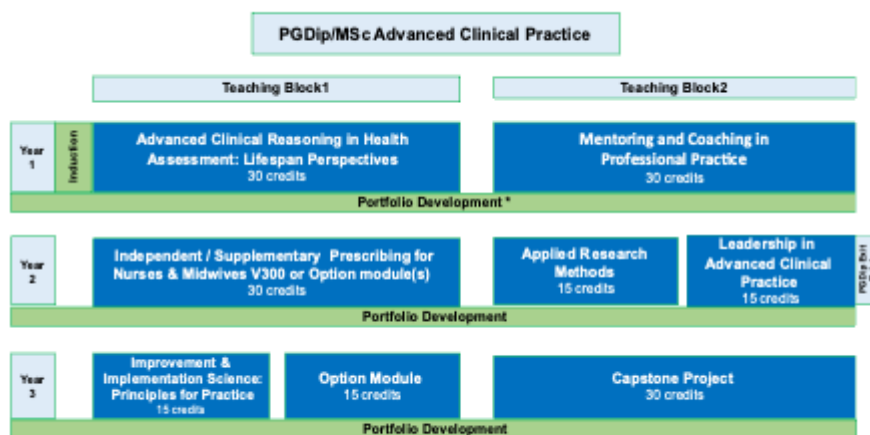
Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Articulate a detailed understanding of the role of the advanced clinical practitioner within the context of their speciality and in relation to other healthcare environments and disciplines.	B1	Critically evaluate and synthesise the theoretical and process knowledge underpinning the four pillars of advanced clinical practice: clinical practice, leadership, education and research.	C1	Work collaboratively within the multi-disciplinary team and implement the core capabilities of advanced clinical practice within the context of their speciality.
A2	Apply in-depth knowledge and reasoning to evaluate and rationalise decisions in complex clinical assessment and when formulating differential diagnoses and treatment interventions, using a person-centred approach.	B2	Interpret and apply multiple knowledge forms and investigative methodologies required for comprehensive diagnostic reasoning, complex decision-making and problem-solving strategies.	C2	Critically reflect on, and evaluate, the practical skills used to perform comprehensive history taking and physical assessment, alongside relevant investigative tests to promote safe, effective patient-centred care.
A3	Apply a deep and systematic understanding of educational, coaching and supervision models, alongside systematic leadership knowledge, to contribute to an organisational culture of lifelong learning and service improvement.	B3	Take responsibility for personal and professional development of self and others through life-long learning, based on the application of educational concepts/models, critical enquiry, reflective practice and appraisal of evidence.	C3	Critically reflect on the educational and leadership capabilities used to identify and manage the risks and uncertainties in practice.
A4	Articulate mastery of knowledge in research methods and evidence-based practice.	B4	Critically evaluate research methods and evidence-based practice for its application and impact on contemporary healthcare practice.	C4	Autonomously lead service improvement initiatives to improve patient safety, implementing models that use scientific knowledge.
A5	Apply in-depth understanding of the scientific knowledge underpinning quality improvement,	B5	Complete a capstone project which demonstrates systematic inquiry, synthesis of evidence, project	C5	Evaluate the impact of the capstone project on service improvement and disseminate findings to promote best practice

	to narrow the theory-practice gap and enhance patients' safety. MSc only		management skills and originality of thinking. MSc only		and enhanced understanding of specific healthcare issues. MSc only
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In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure



Full details of each module will be provided in module descriptors and student module guides. For information on option module selection and coherence of students' study plans please see section D. New option modules may be added over time.

Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. The University will notify students as soon as these circumstances arise by email.

MSc Advanced Clinical Practice

Progression to Level 5

N/A

Progression to Level 6

N/A

Level 6 requires the completion of

N/A

Level 7							
MSc Advanced Clinical Practice							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives	NW7032	30	7	1			4
Applied Research Methods	NW7011	15	7	2			4
Capstone Project	NW7012	30	7	2			4
Improvement and Implementation Science: Principles for Practice	NW7019	15	7	1			4
Leadership in Advanced Clinical Practice	NW7020	15	7	2			4
Portfolio of Advanced Clinical Practice	NW7035	0	7	all			4
Optional Modules							
12 Lead ECG	NW7005	15	7	1			4
Adult Critical Care Polytrauma: Assessment and Management	NW7007	15	7	1			4
Advanced Practice: Minor Ailment Management	NW7008	15	7	1			4
Advanced Practice: Minor Injury Management	NW7009	15	7	1			4
Best Interests Assessor	SW7035	30	7	2			4
Cardiac Arrhythmias: Interpretation and management	NW7013	15	7	1			4
Cardiac Care: Patient Assessment and Management	NW7014	15	7	1			4
High Dependency Issues in Maternity Care	NW7018	30	7	1			4

Independent/Supplementary Prescribing for Nurses and Midwives	NW703 3	30	7	2			4
Mentoring and Coaching in Professional Practice	SW704 4	30	7	year long			1
Perinatal Mental Health	NW702 1	15	7	1			4
Professional Advocate	NW702 3	30	7	1			4
Respiratory Care for the Acute Setting	NW702 6	15	7	1			4
Safeguarding Adults at Risk	SW703 6	15	7	2			4
Work Based Learning - 15C	NW702 9	15	7	1			4
Work Based Learning – 30C	NW703 0	30	7	1			4
Work Based Learning – 60C	NW703 4	60	7	1			4
Working With Families, Carers and Significant Others	NW703 1	30	7	1			4

Level 7 information

Students exiting the programme with 120 level 7 credits* and a pass in the Portfolio of Advanced Clinical Practice are eligible for the award of PgDip in Advanced Clinical Practice. The 120 credits must include the core modules Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives; Mentoring and Coaching in Professional Practice; Applied Research Methods and Leadership in Advanced Clinical Practice.

Students exiting the programme with 180 level 7 credits* and a pass in the Portfolio of Advanced Clinical Practice are eligible for the award of MSc in Advanced Clinical Practice. The 180 credits must include the core modules Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives; Mentoring and Coaching in Professional Practice; Applied Research Methods; Leadership in Advanced Clinical Practice, Implementation and Improvement Science: Principles for Practice and the Capstone Project.

D. Principles of Teaching, Learning and Assessment

Programme Design

The programme is aimed at employed, registered health care professionals, and has been designed in partnership with healthcare employers, ensuring currency and relevance to the workplace. It reflects contemporary healthcare and provides an integrated programme of university-based education applied to professional practice. A number of practice focused modules incorporate clinical competencies assessed in the workplace.

Programme design embraces the principles outlined in the Kingston University Revised Academic Framework and Inclusive Curriculum Framework. Our students come from diverse educational, cultural and healthcare backgrounds, with different learning styles and educational experiences. This diversity is valued as it not only enriches the learning for all,

but also reflects the diversity of the service users and staff our students work with. Inclusivity bridges curriculum design and the assessment strategy to ensure that students are not unduly advantaged or disadvantaged due to their prior, or lack of prior, educational or practice experience.

Curriculum content aims to develop the student's specialist and/or advanced skills and knowledge required for career and professional advancement within the relevant healthcare sector. The curriculum offers a continuous learning process, where theory and workplace learning are interlinked. The integration of theory and practice is achieved through a variety of learning, teaching and assessment strategies which require students to critically analyse, evaluate and reflect on their practice experiences in the workplace. Students will also develop a portfolio of evidence over the duration of the course, demonstrating achievement of the advanced clinical practice capabilities and making explicit the integration of theory and practice.

Module selection

The full programme structure requires students to take six core compulsory modules (135 credits) which address the core pillars of advanced clinical practice and develop the practitioner to meet their career aspirations and service needs. The remaining 45 credits are fulfilled through option modules (15 or 30 credit modules) selected from the published list. This approach offers flexibility to tailor learning to the student's sphere of professional practice, career aspirations and sector requirements. Flexibility is also facilitated through completion of the Portfolio of Advanced Clinical Practice which will support local application of learning and the development of specific skills, knowledge and behaviours required for the student's future ACP role. Applicants may be directed in their free-choice module selection by their sponsoring employer according to service needs, for example the need to achieve a prescribing qualification and guidance on module selection will be provided by the course team during the application process to ensure coherence of learning and that programme learning outcomes are met. The suite of option modules to be offered will be published before the commencement of each academic year and may vary from year to year. New applicants to the programme and continuing students will confirm their module choices from the confirmed list at the start of the academic year.

The four core modules Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives, Coaching and Mentorship in Professional Practice, Applied Research Methods and Leadership in Advanced Clinical Practice module (total 90 credits) are compulsory modules for both PGDip and MSc students. Applied Research Methods familiarises students with research design principles, quantitative and qualitative approaches to research, and includes development of a research protocol. The full MSc includes the additional compulsory modules Improvement and Implementation Science: Principles for Practice (15 credits) and the Capstone Project (30 credits). The final capstone module allows students to implement their research proposal and demonstrate the application of research principles to a topic relevant to their sphere of practice. Through this they demonstrate depth of knowledge of key theories and mastery of concepts associated with the area under investigation, and the integration and application of learning from the programme as a whole. It is anticipated that most students will take Independent/Supplementary Prescribing for Nurses and Midwives however this may not be appropriate for all students, and the module can be substituted with the equivalent credit volume of option modules.

Modules are normally taken sequentially, with the assessment of students' learning scheduled throughout the academic year to ensure an even, manageable workload and to support the progressive development, practical application and integration of academic learning. Assessment submission dates for formative and summative assessments will be published at the start of each academic year to allow for forward planning of coursework.

Short course registrations (module only)

The programme provides a range of modules which can be taken as short courses on a free-standing basis for professional updating purposes and will be of interest to experienced senior healthcare practitioners taking the HEE advanced clinical practice credentialling route to become a recognised advanced clinical practitioner, and who may require one or two modules specific modules to provide evidence of full achievement of all the advanced clinical practice capabilities. Short courses availability is reviewed annually, and a list published on the University's short course web page prior to the start of each academic year. There are four short course registration points (intake points) per academic year (September, November, January and April). Short course registrations last a maximum of one year, and applicants are advised to register on the enrolment point nearest to the start date of their selected module to enable the study of further modules within the 12-month registration period, should the student wish to do so. Students who apply for further short courses from the programme's list of modules within their 12-month registration period will be directed to enrol for a postgraduate award (PGCert, PGDip or full MSc) if the subsequent short course will lead to an accumulation of 60 credits or more.

Stakeholder engagement in programme design and delivery

Kingston University has well established partnerships with employers from health and social care services and collaboration between employers and the course team has been central to the co-creation and validation of the programme. Through the South West London Workforce Education Partnership quarterly meetings held between the faculty and trust education leads, and chaired by a practice partner trust, strategies to address ongoing workforce educational and development needs are discussed as a standing agenda item. These contributions have shaped and directed programme design, module development and the module descriptors. A dedicated stakeholder meeting with advanced clinical practice education leads from local commissioning trusts has also reviewed programme proposals prior to validation. Ongoing review at engagement meetings will ensure the programme remains fit-for-purpose and continues to reflect stakeholder needs.

Learning and teaching

Learning and teaching will be delivered through the integration of face-to-face on-campus activities, as well as synchronous and asynchronous online activities, supported by Canvas and MS Teams, the University's web-conferencing tool. The blended learning design is student centred and underpinned by both the ABC Curriculum (Young and Perovic, 2016) and the Community of Inquiry Model (Garrison, Anderson and Archer, 2000) design principles, which highlight the importance of integrating a variety of active learning types and cultivating the relational aspects of learning. This approach is reflected throughout the programme with activities such as problem-based learning, case scenarios, practical sessions, workbooks and quizzes, and critical reflective discussion drawing on students' actual workplace experiences to ensure theory and workplace learning are tightly interwoven. The production of weekly tasks or outputs during each module also helps students to keep on track with the learning and gain feedback on their understanding of key topics. Students benefit from interdisciplinary learning, through guest speakers such as pharmacists, through shared classroom learning between students from differing professional backgrounds, and with students on related postgraduate courses, as well as working with a variety of health and social care professionals during clinical practice. On the first day of the course an overview of the module content, learning strategies and assessment will be provided, along with an introduction to Canvas.

One core module (Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives) and the option modules offered within the programme are co-taught with level 6 students. This approach expands learner diversity and the range of professional practice settings which course participants are from and, in turn, enriches the learning exchange between participants and widens learner networking opportunities. Teaching and learning

strategies of co-taught modules are tailored to meet the needs of learners, taking into consideration the spread of prior academic achievement. Lecturers in the teaching team have extensive experience of co-teaching level 6 and level 7 modules and learning activities are based on an inclusive, no deficit teaching approach which encourages learners to share experiences, and to work together to problem solve. Students at level 6 will have access to level 6 Canvas (VLE) learning resources and students at level 7 will have access to level 7 Canvas learning resources. Each Canvas module will have a specifically tailored section to signpost students to learning strategies to help them succeed in the module.

Academic success

Programme design aims to support students from a wide range of academic backgrounds and incorporates various academic support strategies to enable all students maximise their full potential. Examples include:

- The option to refresh academic skills before committing to an academic award by taking a level 7 free-standing module (short course) from the programme's short course menu. Any free-standing credit achieved in this way can be used towards the academic award, providing it is less than 5 years old at the point of programme enrolment.
- Orientation to the University's learning resources, database searching and VLE will be provided at the start of the programme/module to enable all students acquire the necessary skills to support their learning. Updates will be offered at key points in the programme, with ongoing support available through the University's learning resource centres.
- Academic skills development will be embedded throughout the programme, alongside the theory content and assessment tutorials. Learners will have access to an online copy of the University's Critical Thinking Toolkit via Canvas which will be introduced to all learners at the outset of the course. Activities in the Toolkit will enable learners to build their critical thinking skills through regular practice and with the support of the course team. This approach will nurture the student to become a thoughtful, objective and reasoned thinker, and enable them to tackle academic assignments confidently, understand marking criteria, use evidence, take a reasoned approach, make structured arguments and engage with other points of view. Guidance on planning independent study is provided on Canvas for each academic level of the module in the 'Succeeding in this module' section.
- The use of learning activities which foster reflection, critical appraisal, and analytic thinking skills, for example, through journal clubs, discussion groups, learning sets and the design of assessments.
- Dedicated academic skills lecturers who provide small group and one-to-one support.

See also Section E below for further information on academic skills development and student support provision.

Assessment strategy

The programme assessment strategy offers a broad variety of assessments. All assessments are mapped to the module learning outcomes and have been planned to ensure parity of learner effort between modules. Word limits for written assignments have been standardised.

Assessment tasks are designed to be authentic to the workplace, commonly drawing upon workplace events or practice activities as materials through which the student demonstrates application of theory, reflective analysis and evaluation skills. Some modules include a competency-based assessment covering specialist or extended role skills completed within the student's work setting. The range of assessments tasks used offers choice and scope for meaningful contextualisation to the student's own workplace and assists with accommodating differing learning styles. Examples of assessments include work-based projects, clinical logs, critical reflections on care, OSCE and classroom presentations. Students are provided with assessment briefs on Canvas at the start of each module, the format of which has been co-created with students and standardised across the School of Nursing. The briefs provide plain English guidance for the completion of each assessment, as well as hyper-links to supporting information and services, such as Kingston University's Academic Success Centre. Assessment literacy is further developed within scheduled exemplar sessions within each module, during which students are given the opportunity to critique anonymised samples of previous coursework submissions, in the context of expectations within the School of Nursing's generic level 7 marking rubric and the module specific learning outcomes.

All summative assessments are preceded by a formative assessment, related to the summative submission, which allows students to develop their ideas, seek feedback and maximise success at the summative point. Students also receive feed-forward at the summative points, which clarifies what actions are needed to develop their future assignments and achieve their full potential.

Pattern of delivery

The programme is offered through part-time day release. For the majority of modules course participation is normally one day per week, using a blended learning approach which combines on-campus teaching days, with days of directed learning. The flexibly scheduled directed learning may include online and/or workplace activities, for example:

- directed and self-directed reading
- structured personal and group reflection
- coursework and assessment preparation
- online meetings and teaching
- group projects
- online tutorials
- assessment activities which link directly to the module being studied.

Workplace learning

There will be opportunities to supplement and contextualise module learning within the student's own workplace and all advanced clinical practice students require an appropriate practice supervisor who can facilitate workplace learning. Students taking modules which include any form of practical/clinical assessment (e.g. competency development and assessment, OSCE, clinical logs) will require their employer to assign an appropriately qualified and experienced practice supervisor/practice assessor to support the student's practice development and to undertake formative and summative competency assessment. See Section E for further information on the practice supervisor/practice assessor role.

Portfolio

Students will be supported to develop a portfolio of evidence derived from workplace activities, cross referenced to the HEE advanced clinical practice pillars and capabilities. The portfolio will be formally assessed and must be passed to complete the PG Dip/MSc Advanced Clinical Practice award, but will not contribute to the final award mark. The portfolio will be introduced at the start of the programme and will be developed and reviewed throughout the course. Each student's portfolio will reflect a local workplace curriculum that

addresses the learner's context, scope of practice and personal development plan. Students will be expected to gather evidence from their practice areas, including evidence of observation, supervision and assessment of practice skills/knowledge, facilitated by their clinical supervisor/assessor and other practice colleagues, as appropriate. The range of evidence captured will vary between students and their varied roles, but may include the following:

- reflective case studies that demonstrate how the knowledge, skills and behaviour of the advanced clinical practice core pillars are being met;
- critical reviews of role development, relative to the student's job description;
- evidence of clinical supervision and supervisory feedback;
- evidence of person-centred care in clinical consultations;
- service user feedback;
- impact of the advanced clinical practice role on service delivery and examples of service improvement;
- evidence detailing episodes of leadership in practice.

The accumulated evidence will collectively demonstrate that the student has mastered, and is able to apply in practice, each advanced clinical practice capability.

The portfolio will also include a log of workplace activities relating to the capabilities, which will formally record all related workplace learning activities and associated hours. Regular review by the academic team will ensure that the portfolio evidence maps to the core pillar capabilities and complies with usual professional portfolio conventions, i.e. the evidence:

- is Valid, Authentic, Current, Sufficient and Reliable (VACSR), and is confirmed appropriately, using verifiable signatures and dates
- has detailed annotation describing how it has been produced and applied in practice
- is referenced to the specific criteria being claimed
- is anonymised.

Student feedback from past programmes using professional portfolios is that these provide an invaluable source of learning and help develop insight and professional maturity. The portfolio will also support career progression by providing a tool through which to showcase occupational competence to current and future employers.

E. Support for Students and their Learning

The course team recognises that postgraduate study is demanding, both personally and academically. Our student population is diverse; many students are mid-career, and returning to study after a break is commonplace. In recognition of this a strong emphasis is placed on student support. In addition to the curriculum design features outlined in section D, students have a range of support resources upon which to draw, which include the following:

- **Course leader:** The course leader helps students to understand the structure and requirements of the course, in association with the course team. The course leader is responsible for the organisation and management of the programme and overall monitoring of student progression.
- **Module leader and teaching team:** The module team are the primary source for academic support and assignment supervision. They coordinate tutorial support for the formative and summative submissions and ensure appropriate feedback and feed forward is provided. The module team will refer students in need of additional support.
- **Practice supervisor/practice assessor:** Students will be supported within their employment setting by a practice supervisor and, where applicable, will have their competency development assessed by a designated practice assessor. Employers are responsible for identifying an appropriate individual within their organisation who can

act as a positive role model, facilitate learning opportunities, act as a critical friend to discuss and challenge ideas and performance, offer constructive feedback to ensure effective learning and who can assess performance objectively. Some employers may adopt a team-based approach to supervision matched to the development needs of their staff member. Most staff undertaking the practice supervisor/practice assessor roles will be experienced in supervising and assessing students on NMC approved programmes and will have received preparation for these roles aligned to the NMC Standards for student supervision and assessment (2018). Where required, preparation can be offered by the programme team.

- KU Personal Tutor Scheme: It is recognised that the combination of work, study and personal family commitments can be challenging. All students are allocated a named personal tutor, normally a member of the course team, who provides a constant presence and continuity of support throughout the programme, encouraging and motivating their tutees. Regular personal tutor group tutorials are timetabled to facilitate group support at key points and students have regular one-to-one meetings with their personal tutor to monitor their progression and development. Students are also able to contact their personal tutor for further academic and pastoral support, if needed. Where appropriate, the personal tutor will refer tutees to the School's dedicated specialist lecturer for academic support who can provide one-to-one assistance with academic skill development or other university support services, as required.
- Specialist lecturer with a remit for academic support: Students can self-refer or be referred by any member of academic staff for one-to-one tutoring to support writing/academic skills; English language development; learning difference needs (e.g., dyslexia).
- Student Wellbeing Hub: Centralised online university information and support covering a wide range of health and well-being services. These include mental health and disability services, sports and active lifestyle activities, faith and spirituality.
- The Information Centre: Located in the university libraries alongside the library front desk services, the Information Centre's in-person service desks provide a wide range of information. Information and guidance are also provided through online chat and by phone.
- Academic Success Centres: Self-referral drop-in centres staffed by specialist academic support lecturers who provide small group and one-to-one support.
- Canvas: The University uses Canvas as its virtual learning environment which provides a versatile, interactive learning platform.
- IT support: Canvas has its own dedicated 24-hour support available to students. Additional IT support can be accessed via 'My Kingston'.
- Faculty Student Achievement Officer: This is a non-academic role which provides pastoral support and advice. Students can arrange a one-to-one meeting or attend drop-in appointments. The Student Achievement Officer can sign-post students to the wide range of services offered by the University. These include finance, accommodation, disability and dyslexia, health and wellbeing, counselling, faith and spirituality, Union of Kingston University Students.

- Access to high quality learning resource centres (LRC), online learning facilities and other learning support. LRC staff support the provision of academic skills development, both within the LRC and integrated into module delivery.
- Qualified disability advisor who gives guidance on reasonable adjustments and support to the student and advises academic staff.
- Confidential counselling and pastoral support, including mental health support services.
- Student support facilities provide advice on issues such as finance, health and wellbeing (including counselling), faith and spirituality, regulations, legal matters, accommodation, international student support and are available to all students.
- The Students' Union.

In addition, there are other key non-academic roles which provide support for students, such as professional support staff and the admissions team.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

external examiner

- Boards of Study with student representation
- annual monitoring and enhancement
- continuous monitoring through the Kingston Course Enhancement Programme (KCEP+)
- student evaluation including Module Evaluation Questionnaires (MEQ)
- postgraduate Taught Experience Survey (PTES)
- assessment moderation reports
- Student-Staff Consultative Committee
- feedback from employers.

G. Employability and work-based learning

As a condition of entry to the programme, all course participants will be qualified healthcare staff in active employment within healthcare settings, with employer support to become an advanced clinical practitioner. Most will be sponsored by their employer to undertake the programme with a view to enhancing service delivery or achieving career advancement within their organisation. Many will have a planned advanced clinical practitioner role into which they will progress on course completion, which will bring additional extended role responsibilities within the workplace. Close partnership with local employers during programme development, and the ongoing review and feedback from employers and current students will ensure the course is, and remains, well aligned to the evolving advanced clinical practitioner role and organisational needs across the local sector. The portfolio and, where applicable, competency assessment documents (e.g. non-medical prescribing portfolio) will provide evidence of advanced clinical competence and will be an asset to graduates seeking career progression into advanced clinical practitioner roles.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Outreach placements, visits and shadowing activities within the student's employment setting are actively encouraged – although it is the responsibility of individual students to arrange such activities with their line manager and workplace supervisor. This type of activity allows students to access new learning opportunities which may not be available within their usual work base.

H. Other sources of information that you may wish to consult

- Online prospectus of modules: <https://www.applycpd.com/KUSGUL>
- Kingston University Short Course web page: <https://www.kingston.ac.uk/short-courses/courses/>
- Health Education England (2017) Multi-professional framework for advanced clinical practice in England: <https://www.hee.nhs.uk/sites/default/files/documents/multi-professionalframeworkforadvancedclinicalpracticeinengland.pdf>

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 7																								
	NW7011	NW7020	NW7012	NW7032	NW7019	NW7035	SW7035	NW7014	NW7033	NW7007	NW7008	NW7009	NW7018	NW7013	SW7036	NW7005	NW7029	NW7023	NW7034	NW7030	NW7031	SW7044	NW7021	NW7026	
Knowledge & Understanding	A1	S		S			S		S		S	S	S								S		S		
	A2			S				S	S	S	S	S	S	S		S									S
	A3	S			S				S									S							
	A4	S		S		S					S	S													
	A5		S	S	S	S																			
Intellectual	B1	S		S					S		S	S												S	

I Skills	2			S				S	S	S	S	S	S	S				S				S		
	3	S			S				S											S				
	4	S		S		S					S	S												
	5	S	S	S	S																			
	6	S		S			S		S		S	S										S		
Practical Skills	1			S				S	S	S	S	S	S	S	S								S	
	2			S				S	S	S	S	S	S	S	S							S		S
	3	S			S		S															S		
	4	S		S		S			S		S	S												
	5	S	S	S	S																			

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.