

Template C4



Programme Specification

Title of Course: *MSc Healthcare Practice*

Date first produced	24/07/2023
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Version number	8
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Nursing
Department	Adult Nursing and Allied Health
Delivery Institution	Kingston University & King's Academy

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 Healthcare Practice
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	MSc Healthcare Practice PGDip Healthcare Practice PGCert Healthcare Practice -
Course Code <i>For each pathway and mode of delivery</i>	PPHCP1HCP20
UCAS code <i>For each pathway</i>	

Award(s) and Title(s): <i>Up to 10 pathways</i>	PgCert Intensive Care
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>	
UCAS code <i>For each pathway</i>	

Award(s) and Title(s): <i>Up to 10 pathways</i>	PgCert Cardiac Care
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>	
UCAS code <i>For each pathway</i>	

Award(s) and Title(s): <i>Up to 10 pathways</i>	PgCert Independent/Supplementary Prescribing for Nurses and Midwives
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Grad Cert Independent/ Supplementary Prescribing for Nurses and Midwives - - -
Course Code	

For each pathway and mode of delivery	
UCAS code For each pathway	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University & King's Academy
Location:	Kingston Hill Campus & King's Academy
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.</p> <p>Non-standard applicants 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 evidence of a minimum of 30 credits at level 6, B grade or above. • PGCert or 60 free-standing level 7 credits* without a diploma (HE). <p>*Free-standing credit normally awarded within the past 5 years.</p> <p>All applicants: All applicants will normally hold a professional healthcare qualification, current UK professional registration and have six month's post-qualifying practice experience.</p> <p>Additional entry criteria may apply to specified modules and will be indicated in the module outlines.</p> <p>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).</p> <p>Short course applicants Applicants may take modules from the programme as free-standing CPD without registering for an award.</p>

	<p>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.</p> <p><u>Entry with Advanced Standing and Recognition of Prior Learning (RPL)</u></p> <p>Applicants may be given credit for prior certificated learning (free-standing credit or interim postgraduate awards) up to the credit values specified below:</p> <ul style="list-style-type: none"> • 120 credits of the 180 credits required for the M.Sc. • 75 credits of the 120 credits required for the Postgraduate Diploma • 30 credits of the 60 credits required for the Postgraduate Certificate. <p>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.</p>
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	QAA Master's Degree Characteristics
Approved Variants:	<p><i>15 credit Modules</i></p> <ul style="list-style-type: none"> • PGDip Healthcare Practice: up to 8 x 15 credit modules • MSc Healthcare Practice: up to 10 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. Provide flexible, contemporary Master's level education aligned to the changing context of healthcare provision and which meets the life-long personal and professional development needs of registered healthcare practitioners across the career span.
2. Develop practitioners who can critically evaluate contemporary healthcare research and advanced scholarship, and who can demonstrate originality in problem solving and when managing unpredictable and complex issues.
3. Develop practitioners who can actively participate in the advancement of contemporary healthcare knowledge, service development and clinical practice through research, creativity and innovation.

The overall aims of the PGDip are to:

1. Provide flexible, contemporary Master's level education aligned to the changing context of healthcare provision and which meets the life-long personal and professional development needs of registered healthcare practitioners across the career span.
2. Develop practitioners who can critically evaluate contemporary healthcare research and advanced scholarship, and who can demonstrate originality in problem solving and when managing unpredictable and complex issues.

The overall aims of the PGCert are to:

1. Provide flexible, contemporary Master's level education in a focused area of healthcare which is aligned to the changing context of healthcare provision and which meets the life-long personal and professional development needs of registered healthcare practitioners across the career span.
2. Develop practitioners who can demonstrate originality when applying detailed knowledge to specific healthcare contexts.

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 typical student. 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).

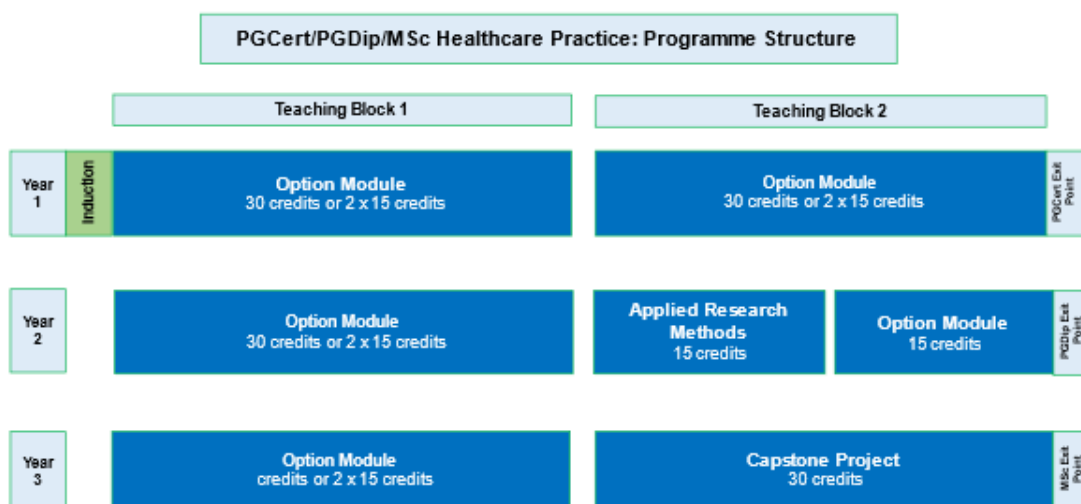
Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Apply mastery of knowledge and detailed, in-depth understanding to an area of healthcare provision, including the wider socio-political, financial, cultural and international influences.	B1	Critically apply reflexivity and advanced reasoning skills to complex novel healthcare situations.	C1	Incorporate a critical and ethical/professional dimension into complex decision-making.
A2	Apply deep and systematic understanding of the wider ethical, legal and professional perspectives to an area of healthcare.	B2	Synthesise and integrate diverse and contradictory contemporary sources, evidence and concepts.	C2	Self-direct their own personal and professional development, based on the application of critical enquiry, reflective practice and appraisal of evidence.
		B3	Apply detailed and systematic understanding of research methods to professional practice. PGDip/MSc only	C3	Act as a professional role model, working effectively and collaboratively across multiple teams, to lead and develop others.
		B4	Complete a capstone project which demonstrates systematic inquiry, synthesis of evidence, project management skills and originality of thinking. Full MSc only	C4	Reconcile uncertainty, constraints and dilemmas within the unpredictable and changing context of professional practice.
				C5	Contribute to development and transformation of services, new roles and ways of working to meet changing workforce needs.

				C6	Apply specialist or advanced professional practice skills to a defined area of healthcare provision.
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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.

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 Healthcare Practice

Progression to Level 5

N/A

Progression to Level 6

N/A

Level 6 requires the completion of

N/A

Level 7							
MSc Healthcare Practice							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Applied Research Methods	NW7011	15	7	2			2
Capstone Project	NW7012	30	7	2			3
Optional Modules							
12 Lead ECG Interpretation	NW7005	15	7	1, 2 or 3			1
Acutely Unwell Adult	NW7006	30	7	1, 2 or 3			1
Adult Critical Care Polytrauma: Assessment and Management	NW7007	15	7	1, 2 or 3			1
Adult Critical Care: Patient Assessment	NW7003	30	7	1, 2 or 3			1
Adult Critical Care: Patient Management	NW7004	30	7	1, 2 or 3			1
Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives	NW7032	30	7	1, 2 or 3			1
Advanced Practice: Minor Ailment Management	NW7008	15	7	1, 2 or 3			1
Advanced Practice: Minor Injury Management	NW7009	15	7	1, 2 or 3			1
Anaesthetic Practice	NW7010	30	7	1, 2 or 3			1
Cardiac Arrhythmias: Interpretation and management	NW7013	15	7	1, 2 or 3			1
Cardiac Care: Patient	NW7014	30	7	1, 2 or 3			1

Assessment and Management							
Emergency Practice	NW701 5	30	7	1, 2 or 3			1
Examination of the Newborn	NW701 6	30	7	1, 2 or 3			1
General Practice Nursing: Fundamentals of Care	NW701 7	30	7	1, 2 or 3			1
Haematological Malignancies: Developing knowledge and skills in practice	NW704 1	15	7	1, 2 or 3			1
High Dependency Issues in Maternity Care	NW701 8	15	7	1, 2 or 3			1
Improvement and Implementation Science: Principles for Practice	NW701 9	15	7	1, 2 or 3			1
Independent/Supplementary Prescribing for Nurses and Midwives (V300)	NW703 3	30	7	1, 2 or 3			1
Leadership in Advanced Clinical Practice	NW702 0	15	7	1, 2 or 3			1
Liver Disorders: Evidence –Based strategies	NW704 3	15	7	1, 2 or 3			1
Mentoring and Coaching in Professional Practice	SW704 4	30	7	1, 2 or 3			1
Neonatal Special Care and High Dependency: evidence-based care.	NW704 2	15	7	1, 2 or 3			1
Older people’s care: Evidence based approaches	NW704 0	15	7	1, 2 or 3			1
Perinatal Mental Health	NW702 1	30	7	1, 2 or 3			1
Professional Advocate	NW702 3	30	7	1, 2 or 3			1
Renal Dialysis: Principles of Care	NW702 4	30	7	1, 2 or 3			1
Renal Dysfunction: Complexities of Care	NW702 5	30	7	1, 2 or 3			1
Theatre Practice	NW702 7	30	7	1, 2 or 3			1

Trauma Care: Initial Assessment and Management	NW702 8	15	7	1, 2 or 3			1
Work Based Learning – 15C	NW702 9	15	7	1, 2 or 3			1
Work Based Learning – 30C	NW703 0	30	7	1, 2 or 3			1
Work Based Learning – 60C	NW703 4	60	7	1, 2 or 3			1
Working With Families, Carers and Significant Others	NW703 1	30	7	1, 2 or 3			1

Level 7 information

Students exiting the programme with 60 level 7* credits are eligible for the award of PgCert in Healthcare Practice.

*May include 15 credits level 6 via RPL if overall programme learning outcomes are met.

Students exiting the programme with 60 level 7 credits acquired from the two modules *Adult Intensive Care: Patient Assessment* (30 credits) and *Adult Intensive Care: Patient Management* (30 credits) are eligible for the award of PgCert in Intensive Care.

Students exiting the programme with 60 level 7 credits acquired from the three modules *12 Lead ECG Interpretation* (15 credits), *Cardiac Arrhythmias: Interpretation and management* (15 credits) and *Cardiac Care: Patient Assessment and Management* (30 credits) are eligible for the award of PgCert in Cardiac Care.

Students exiting the programme with 120 level 7 credits* are eligible for the award of PgDip in Healthcare Practice. The 120 credits must include the core module *Applied Research Methods* (15 credits).

Students exiting the programme with 180 level 7 credits* are eligible for the award of MSc in Healthcare Practice. The 180 credits must include the core module *Applied Research Methods* (15 credits) and the *Capstone Project* (30 credits).

*May include 30 credits level 6 via RPL if overall programme learning outcomes are met.

PgCert Intensive Care

Progression to Level 5

n/a

Progression to Level 6

n/a

Level 6 requires the completion of

n/a

Level 7							
PgCert Intensive Care							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Adult Critical Care: Patient Assessment	NW7003	30	7	1, 2 or 3			1
Adult Critical Care: Patient Management	NW7004	30	7	1, 2 or 3			1
Optional Modules							

PgCert Cardiac Care

Level 7							
PgCert Cardiac Care							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
12 Lead ECG Interpretation	NW7005	15	7	1, 2 or 3			1
Cardiac Arrhythmias: Interpretation and management	NW7013	15	7	1, 2 or 3			1
Cardiac Care: Patient Assessment and Management	NW7014	30	7	1, 2 or 3			1
Optional Modules							

Level 7 information

Students exiting the programme with 60 level 7* credits are eligible for the award of PgCert in Healthcare Practice.

*May include 15 credits level 6 via RPL if overall programme learning outcomes are met.

Students exiting the programme with 60 level 7 credits acquired from the two modules *Adult Intensive Care: Patient Assessment* (30 credits) and *Adult Intensive Care: Patient Management* (30 credits) are eligible for the award of PgCert in Intensive Care.

Students exiting the programme with 60 level 7 credits acquired from the three modules *12 Lead ECG Interpretation* (15 credits), *Cardiac Arrhythmias: Interpretation and management* (15 credits) and *Cardiac Care: Patient Assessment and Management* (30 credits) are eligible for the award of PgCert in Cardiac Care.

Students exiting the programme with 120 level 7 credits* are eligible for the award of PgDip in Healthcare Practice. The 120 credits must include the core module *Applied Research Methods* (15 credits).

Students exiting the programme with 180 level 7 credits* are eligible for the award of MSc in Healthcare Practice. The 180 credits must include the core module *Applied Research Methods* (15 credits) and the *Capstone Project* (30 credits).

*May include 30 credits level 6 via RPL if overall programme learning outcomes are met.

PgCert Independent/Supplementary Prescribing for Nurses and Midwives

Level 7							
PgCert Independent/Supplementary Prescribing for Nurses and Midwives							
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, 2 or 3			1
Independent/Supplementary Prescribing for Nurses and Midwives (V300)	NW7033	30	7	1, 2 or 3			1
Optional Modules							

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.

Module selection

The programme structure offers a large free-choice element (135 credits) which enables a flexible plan of study, tailoring learning to the student's sphere of professional practice, career aspirations and service needs. Monitoring and guidance of free-choice module selection occurs at various points in the student journey to ensure coherence of learning and that programme learning outcomes are met. Applicants may be guided in their module choices by their sponsoring employer according to service needs, for example the need to achieve a qualification in specialism, or to prepare for career advancement. Some groups of modules are aligned to national competencies, for example the intensive care modules, which facilitates selection for students working in related specialisms. The programme team also monitor module choices at enrolment and at progression boards for any anomalies and provide guidance to new or continuing students where needed. The suite of modules to be offered in any academic year 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 programme includes two compulsory modules, totalling 45 credits. The *Research Methods* module is a core compulsory module for both the PGDip and MSc. It familiarises students with research design principles and quantitative and qualitative approaches to research, and includes development of a research protocol. During the *Capstone Project* students implement their research proposal. This final module allows students to demonstrate the application of research principles to a topic relevant to the student's sphere of practice, demonstrating depth of knowledge of key theories and mastery of concepts associated with the area under investigation, and ensures integration and application of learning from the programme as a whole.

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 wide range of modules which can be taken as short courses on a free-standing basis for professional updating purposes. Short courses aim to develop specialist or advanced skills in a clearly defined and focused aspect of professional practice. Short course 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 Healthcare Practice 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, evolution and validation of the programme. Through the South West London Workforce Education Partnership quarterly meetings held between the faculty and NHS 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. Ongoing review at engagement meetings will ensure the programme remains fit-for-purpose and continues to reflect stakeholder needs.

King's academy led the design of the modules that they will deliver to ensure they meet service need.

Learning and teaching

Learning and teaching will be delivered through the integration of face-to-face on-campus (Kingston University or King's Academy) 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/module an overview of the module content, learning strategies and assessment will be provided, along with an introduction to Canvas.

Most of the modules offered within the programme are also available at level 6, enabling students from both academic levels to be co-taught. This approach expands learner diversity and the range of professional practice settings which course participants are from, enriches the learning exchange between participants and widens learner networking opportunities. This is particularly relevant for the highly specialist modules where recruitment numbers are naturally small. 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.

Kings Academy specific support

- The Kings library will support students to refresh academic skills, Kings staff can complete stand-alone modules.

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, practise-based snapshots of care, 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 students are encouraged to identify 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.

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 professionals support staff and the Admissions Team.

- **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 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.

- Students shall be members of the University and the Union of Kingston Students (UKS).
- Students shall have access to the University's Virtual Learning Environment and relevant intranet pages.
- Students will not be eligible for Kingston University ID card and will therefore have restricted access to the normal facilities and resources of the University.

For those students who enrol on modules delivered by the King's Academy will receive the following support:

- The Kingston University Liaison Officer

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
- 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 Voice 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. 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. Completion of the programme or short course frequently brings additional role responsibilities within the workplace. The 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 healthcare roles and organisational needs across the local sector. Where applicable, the competency assessment document will provide evidence of specialist clinical competence at level 7 and will be an asset to completing students seeking career progression. The personal tutor/teaching team are also available for career guidance.

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/>

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	NW7012	NW7032	NW7006	NW7008	NW7009	NW7010	NW7016	NW7015	NW7018	NW7017	NW7019	NW7014	NW7013	NW7025	NW7027	NW7028	NW7023	NW7003	NW7004	NW7024	NW7020	NW7007	NW7034	NW7030	NW7031	NW7005	NW7021	NW7033	NW7029	NW7043	NW7041	NW7040	NW7042	SW7044	
Knowledge & Understanding		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Intellectual Skills	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Practical Skills	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S

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