

## Template C4



# Programme Specification

**Title of Course:** *BSc (Hons) Healthcare Practice*

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<b>Version number</b>	4
<b>Faculty</b>	Faculty of Health, Science, Social Care & Education
<b>School</b>	School of Nursing
<b>Department</b>	Adult Nursing and Allied Health
<b>Delivery Institution</b>	

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

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BSc (Hons) Healthcare Practice
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	UPHCP1HCP10
<b>UCAS code</b> <i>For each pathway</i>	N/A

<b>RQF Level for the Final Award:</b>	
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	
<b>Location:</b>	Kingston Hill
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Part-time
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Part-time -
<b>Maximum period of registration:</b>	Part-time -
<b>Entry Requirements:</b>	<p>Entry qualifications: BSc (Hons) Healthcare Practice • DipHE / FdSc or equivalent from a UK or Republic of Ireland University. • DipHE / FdSc or equivalent qualification from an approved institution of higher education outside the UK and Republic of Ireland will be accepted subject to benchmarking of award equivalence by UK National Information Centre for the recognition and evaluation of international qualifications and skills (UK ENIC). BSc Healthcare Practice • DipHE / FdSc from Kingston University</p> <p>Short course applicants – standard entry Applicants meeting the above entry requirements, wishing to take modules from the programme as free-standing CPD may do so without registering for an award, up to a value of 60 credits. Short course enrolment leading to an accumulation of 60 free-standing credits will normally lead to programme enrolment. Short course applicants – non-standard entry Applicants who do not meet standard programme entry requirements, may take modules from the programme as free-standing CPD up</p>

	<p>to a value of 60 credits. They will not be eligible to enrol on a programme of study. Applicants who are unable to demonstrate a minimum of 60 credits of certificated learning at Level 5 will be required to undertake an entrance test to establish suitability for study at Level 6. All applicants: All applicants will normally hold a professional healthcare qualification and current UK professional registration and have six month's post-qualifying practice experience. Module specific practice-related requirements and additional entry criteria may apply to specified modules and will be indicated in the module outlines. No Disclosure and Barring Services (DBS) clearance required. A minimum Academic IELTS of 7 overall, with Writing at 7 and no other element below 6.5 (or equivalent) is required for those for whom English is not their first language. Recognition of prior learning Students who gained credit on the earlier Joint Faculty version of the courses referred to in this specification may apply to RPL both current credit and grades. Normally credit will have been gained no longer than 5 years prior to enrolment on the programme.</p>
<b>Programme Accredited by:</b>	N/A
<b>QAA Subject Benchmark Statements:</b>	QAA Bachelor's Degree Characteristics.
<b>Approved Variants:</b>	15 credit modules: • Up to 8 x 15 credit modules will be allowed. Number of reassessment opportunities: • Restricted to one reassessment attempt.
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	n/a
<b>Recruitment, Selection and Admission process:</b>	n/a
<b>End Point Assessment Organisation(s):</b>	n/a

## **SECTION 2: THE COURSE**

### **A. Aims of the Course**

**The overall aims of the BSc (Hons) and BSc programme are to:**

1. Foster life-long personal and professional development in order to produce knowledgeable, skilled and reflective healthcare practitioners.
2. Produce a flexible educational programme, which reflects contemporary healthcare provision and meets the needs of students, service users and healthcare employers.

### **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: Students undertaking the BSc (Hons) are expected to meet these outcomes in full. Students undertaking the BSc (ordinary degree) are not expected to meet Learning Outcome B2.

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	a defined area of healthcare practice, including awareness of wider socio-political, financial and cultural influences.	B1	apply reasoning and decision-making skills to complex and unfamiliar healthcare contexts, in order to deliver flexible, high quality, collaborative, person centred-care.	C1	incorporate a critical ethical/professional dimension into decision making.
A2	the wider ethical, legal and professional perspectives of healthcare.	B2	understand research principles, design and methods relevant to healthcare practice, and the application of these in the development of a detailed review of evidence which supports a relevant, practice-based service improvement.  Only for those undertaking Core module	C2	self-direct their own personal and professional development, based on the application of critical enquiry, reflective practice and appraisal of evidence.
				C3	act as a professional role model, apply the principles of effective leadership, and explore strategies to enhance service delivery.
				C4	apply specialist clinical skills to a defined area of healthcare provision.

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

#### **BSc (Hons) Healthcare Practice**

Students exiting the programme with 120 level 6 credits are eligible for the award of BSc (Hons) Healthcare Practice. This award comprises 90 free-choice credits at level 6 and completion of the *BSc Honours Service Improvement Project module* (30 credits).

#### **\*Ordinary Bachelor's Degree (BSc Healthcare Practice).**

Students enrolled on the BSc Healthcare Practice who are “topping up” from a Kingston University award are eligible for the award of BSc Healthcare Practice. This award comprises 60 free-choice credits at level 6.

The intermediate award of BSc Healthcare Practice is available those students who are “topping up” from a Kingston University award at DipHE/ FD level for students who fail to achieve the honours threshold or who wish to step off the BSc (Hons) Healthcare Practice programme.

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.

#### [BSc \(Hons\) Healthcare Practice](#)

Progression to Level 5

n/a

<b>Level 5</b>
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<b>BSc (Hons) Healthcare Practice</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Academic Skills Development for Healthcare Professionals	AUG26_09544	15	5	tbc			1
<b>Optional Modules</b>							

Progression to Level 6

n/a

<b>Level 6</b>							
<b>BSc (Hons) Healthcare Practice</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Academic Skills Development for Healthcare Professionals	AUG25_09550	15	6	tbc			1
Work Based Learning – 60C	NW6034	30	6	1			3
<b>Optional Modules</b>							
12 lead ECG	NW6005	15	6	1 or 2			3
Acutely Unwell Adult	NW6006	30	6	1 or 2			3
Adult Critical Care Polytrauma: Assessment and Management	NW6007	15	6	1 or 2			3
Adult Critical Care: Foundation Course (Step 1)	NW6002	15	6	1 or 2			3
Adult Critical Care: Patient Assessment	NW6003	30	6	1 or 2			3
Adult Critical Care: Patient Management	NW6004	30	6	1 or 2			3
Anaesthetic Practice	NW6010	30	6	1 or 2			3
Applied Neonatal Pathophysiology	NW6035	15	6	1 or 2			3
Applied Pathophysiology in the Management of Children Requiring Acute and High Dependency Care	NW6036	30	6	1 or 2			3
Cardiac Arrhythmias:	NW6013	15	6	1 or 2			3

Interpretation and management							
Cardiac Care: Patient Assessment and Management	NW6014	30	6	1 or 2			3
Clinical Reasoning in Health Assessment: Lifespan Perspectives	NW6032	30	6	1 or 2			3
Critically Ill Child	NW6037	30	6	1 or 2			3
Emergency Practice	NW6015	30	6	1 or 2			3
Examination of the Newborn	NW6016	30	6	1 or 2			3
General Practice Nursing: Fundamentals of Care	NW6017	30	6	1 or 2			3
High Dependency Issues in Maternity Care	NW6018	30	6	1 or 2			3
High Dependency Neonatal Care	NW6038	15	6	1 or 2			3
Independent/Supplementary Prescribing for Nurses and Midwives (V300)	NW6033	30	6	1 or 2			3
Minor Illness: Assessment and Management	NW6008	15	6	1 or 2			3
Minor Injury Management	NW6009	15	6	1 or 2			3
Neonatal Intensive Care	NW6039	15	6	1 or 2			3
Neonatal Special and Transitional Care	NW6040	15	6	1 or 2			3
Perinatal Mental Health	NW6021	30	6	1 or 2			3
Post-Anaesthetic Care	NW6022	30	6	1 or 2			3
Professional Advocate	NW6023	30	6	1 or 2			3
Renal Dialysis: Principles of Care	NW6024	30	6	1 or 2			3
Renal Dysfunction: Complexities of Care	NW6025	30	6	1 or 2			3
Respiratory Care for the Acute Setting	NW6026	15	6	1 or 2			3
Theatre Practice	NW6027	30	6	1 or 2			3



Trauma Care: Initial Assessment and Management	NW6028	15	6	1 or 2			3
Work Based Learning – 15C	NW6029	15	6	1 or 2			3
Work Based Learning – 30C	NW6030	30	6	1 or 2			3
Work Based Learning – 60C	NW6041	60	6	1 or 2			3
Working with Families, Carers and Significant Others in Mental Health	NW6031	30	6	1 or 2			3

Level 6 requires the completion of all the modules.

Level 7 information

n/a

## D. Principles of Teaching, Learning and Assessment

### Programme Design

The programme is aimed at employed, registered healthcare 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 undergraduate programme offers a wide choice of modules 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.

	<b>Module Code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>
<b>Core modules (for those students undertaking the BSc (Hons) 'top up')</b>				
BSc Honours Service Improvement Project	NW6034	30	6	1
<b>Free Choice modules</b>				
12 lead ECG	NW6005	15	6	1 or 2
Acutely Unwell Adult	NW6006	30	6	1 or 2
Adult Critical Care: Foundation Course (Step 1)	NW6002	15	6	1 or 2
Adult Critical Care: Patient Assessment	NW6003	30	6	1 or 2
Adult Critical Care: Patient Management	NW6004	30	6	1 or 2
Adult Critical Care Polytrauma: Assessment and Management	NW6007	15	6	1 or 2
Anaesthetic Practice	NW6010	30	6	1 or 2
Applied Neonatal Pathophysiology	NW6035	15	6	1 or 2
Applied Pathophysiology in the Management of Children Requiring Acute and High Dependency Care	NW6036	30	6	1 or 2
Cardiac Arrhythmias: Interpretation and management	NW6013	15	6	1 or 2
Cardiac Care: Patient Assessment and Management	NW6014	30	6	1 or 2
Clinical Reasoning in Health Assessment: Lifespan Perspectives	NW6032	30	6	1 or 2
Critically Ill Child	NW6037	30	6	1 or 2
Emergency Practice	NW6015	30	6	1 or 2
Examination of the Newborn	NW6016	30	6	1 or 2
General Practice Nursing: Fundamentals of Care	NW6017	30	6	1 or 2
High Dependency Issues in Maternity Care	NW6018	30	6	1 or 2
High Dependency Neonatal Care	NW6038	15	6	1 or 2
Independent/Supplementary Prescribing for Nurses and Midwives (V300)	NW6033	30	6	1 or 2
Minor Illness: Assessment and Management	NW6008	15	6	1 or 2
Minor Injury Management	NW6009	15	6	1 or 2
Neonatal Intensive Care	NW6039	15	6	1 or 2
Neonatal Special and Transitional Care	NW6040	15	6	1 or 2
Perinatal Mental Health	NW6021	30	6	1 or 2
Post-Anaesthetic Care	NW6022	30	6	1 or 2
Professional Advocate	NW6023	30	6	1 or 2
Renal Dialysis: Principles of Care	NW6024	30	6	1 or 2
Renal Dysfunction: Complexities of Care	NW6025	30	6	1 or 2
Respiratory Care for the Acute Setting	NW6026	15	6	1 or 2
Theatre Practice	NW6027	30	6	1 or 2

Trauma Care: Initial Assessment and Management	NW6028	15	6	1 or 2
Work Based Learning – 15C	NW6029	15	6	1 or 2
Work Based Learning – 30C	NW6030	30	6	1 or 2
Work Based Learning – 60C	NW6041	60	6	1 or 2
Working with Families, Carers and Significant Others in Mental Health	NW6031	30	6	1 or 2

The *BSc Honours Service Improvement Project module* is a core compulsory module for those students wishing to complete the full BSc (Hons) and is the final module taken once students have completed 90 credits at level 6. The module enables students to develop their understanding of a variety of research methods, to competently critique contemporary research evidence in a literature review and to plan a service improvement project which is relevant to the student's sphere of practice

### **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 an undergraduate Healthcare Practice award (GradCert or BSc Hons) if the subsequent short course will lead to an accumulation of 60 credits or more. As outlined at Section 1, the exception to this is students accessing short courses who do not meet the entry criteria for enrolment onto an undergraduate award. Subject to an assessment of their ability to undertake Level 6 study through an entrance assessment, these students will be able to undertake short courses on a free-standing basis for professional updating purposes only. They will be registered as Associate Students.

### **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 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. 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 each 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 7, 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 and, in turn, 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 free-standing module (short course) from the BSc Healthcare Practice short course menu. Any free-standing credit achieved in this way can be used towards the academic award. Normally, credit will have been obtained no longer than five years prior to enrolment on the programme.
- 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 and 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, OSCE, snapshot assessments, competency assessment documents, vivas 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 6 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 and may include:

- 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 the BSc (Hons) Healthcare Practice is a demanding course both personally and academically. Our student population is diverse; many 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 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 resources such as campus information, student accommodation, library services, academic regulations and procedures, student support and achievement, finance, wellbeing, student activities and participation, information for international students and on studying abroad.
- 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 Centre: 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 signpost 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.
- Comprehensive occupational health services if required, beyond the employing organisation's own provision.
- 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.
- Dyslexia and disability support (including support for mental health concerns).

In addition, there are other key non-academic roles which provide support for students, such as professionals 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 examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs) and level surveys
- Moderation policies





