Template C4

Kingston
University
London

Programme Specification

Title of Course: *MSc Children's Nursing*

Date first produced	17/01/2020
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Version number	13
Faculty	Faculty of Health, Science, Social Care & Education
Cross-disciplinary	
School	School of Nursing
Department	Public Health and Children's, Learning Disabilities and Mental Health Nursing
Delivery Institution	School of Nursing, 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):	MSc Children's Nursing
Exit Award(s) and Title(s):	PgCert in Health and Well Being PgDip in Health and Wellbeing MSc Health and Wellbeing (student passes all credit bearing modules- 270 credits, but fails 0 credit modules required for top award)
Course Code *For each pathway and mode of delivery*	PFNCH1NCH20
UCAS code *For each pathway*	B733 MSc/Children's Nursing

Awarding Institution:	Kingston University
Teaching Institution:	School of Nursing, Kingston University
Location:	Kingston Hill Campus
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 2
Maximum period of registration:	Full-time - 4
Entry requirements	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most postgraduate taught course requirements are based on having been awarded a relevant undergraduate degree and are normally coupled with minimum grades expectation of 2:2, specific courses in certain areas may have a stricter grade requirement. We may also use interview, portfolio and performance pieces to assess a person's suitability for some courses. We recognise that every person's journey to a postgraduate taught education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. Additionally, all non-UK applicants must meet our English language requirements.

	Please see our course pages on the Kingston University website for the most up to date entry requirements.
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	Nursing and Midwifery Council (NMC)
Approved Variants:	- It is an NMC requirement that no compensation is allowed and a variant request will be submitted for the new course in line with the existing variant - Only two attempts at the practice assessment document are allowed. - It is an NMC requirement that the maximum amount of Recognised Prior Learning (RPL) allowed is 50%. For nurses registered with the NMC, the NMC allows more than 50% RPL, in which case the maximum permitted by the university is up to two thirds of the total credit for the required award.
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

Aims of the Course
The course will prepare students to meet the NMC Standards of proficiency for registered nurses so that they may apply for entry to the NMC Register as a Registered Nurse in the field of Children's Nursing
The course aims to:

- Provide contemporary, digitally enhanced, evidence-based nursing education which meets the needs of students, people who use services and local health and social care employers.
- Develop accountable, safe, compassionate and resilient practitioners who demonstrate professional attitudes and behaviours consistent with the NMC Code (2018) .
- Provide students with a range of flexible learning opportunities to enable the development of nursing practice knowledge and skills including assessing, planning, leading and coordinating care that is compassionate, evidence-based, and person-centred.
- Prepare students to provide care in a digital health environment in which technology is used to enhance the care and experiences of people who use services.
- Enable students to identify, critically appraise and evaluate secondary and primary sources as a basis for independent study, evidence-based practice and implementation and improvement science.
- Enable students to apply research and evidence to the care of people across a range of health and social care environments taking account of the contextual factors that may affect this.
- Prepare students for employment in nursing, research, further study and lifelong learning by building on and further developing their graduate attributes.
- Foster in students the values and understanding of collaborative working with people who use services, their families and carers and health and social care professionals, to achieve optimum individualised person-centred care
- Develop the student's capabilities, knowledge and skills to enable autonomous nursing practice at the point of registration.

B. Programme Learning Outcomes

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

Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A6	Leadership and interprofessional working that contribute to the enhancement of care and treatment to improve health outcomes for people, their families and carers within health and social care.	B4	Demonstrate the digital skills required to work in a technology enhanced health and social care environment	C7	Justify and implement strategies to promote and protect health and prevent ill health in order to improve health outcomes and reduce health inequalities (HP, CC)
A5	Communication and relational skills required to ensure that people, their families and carers are actively involved in and understand decisions related to their health and wellbeing.	B1	Analyse critically and appraise both primary and secondary sources of data from a variety of sources to discern and establish connections	C6	Work in partnership with people, families and carers to assess needs, identify goals and plan person-centred, critically evaluated evidence-based interventions; critically reflecting on their effectiveness in meeting the individuals' wishes, preferences and desired outcomes. (APC, PEC)
A4	A contemporary range of evidence-based adult nursing inventions used in promoting the health and well-being of people, their families and carers that the student has been able to critique and evaluate .	B2	Demonstrate critical thinking and evaluative skills when applying evidence and draw on clinical experience to make critically enabled evidence informed decisions across all areas of practice.	C5	Critically reflect on, assess, manage and report risks to ensure the safety of people and contribute to quality improvement strategies to bring about enhancements in care (S&Q,CC)

A2	Relevant legal, regulatory and governance requirements, policies, ethical frameworks and mandatory reporting duties that relate to the care of people in health and social care settings.	B3	Demonstrate the skills and attributes of an autonomous, critical and reflexive registrant with a commitment to systematic professional development.	C4	Coordinate, lead and manage the complex nursing and integrated care needs of people through partnership, collaboration and interagency working. (CC, L)
A1	The physical, pathological, social and psychological determinants of health and illness and the effects of change on the individual / communities / society as applied to children and young people's nursing and be able to critically discuss these in light of the evidence	B5	Solve complex problems in the provision and management of children and young people's nursing care applying and critically evaluating research findings to promote and inform best nursing practice	C3	Recognise and respond appropriately to complex and unpredictable situations in day-to-day children's nursing practice, demonstrating technical competence and expertise. (L, CC)
A3	Health and social disorders/conditions that contribute to a change in the well-being of children and young people and the implications of this for them, their families and carers	B6	Demonstrate the academic literacy and numeracy skills required to work in a complex health and social care environment	C2	Demonstrate effective use of non-judgemental interpersonal communication skills in the development and maintenance of therapeutic, empowering and collaborative relationships acting as an advocate for people, their carers and families. (BAP, AP, PEC)
				C1	Demonstrate the professional attributes and values of an accountable, critically reflective, adaptable, compassionate, skilled and confident children's registrant, with the ability to critique, evaluate and apply professional, ethical and legal

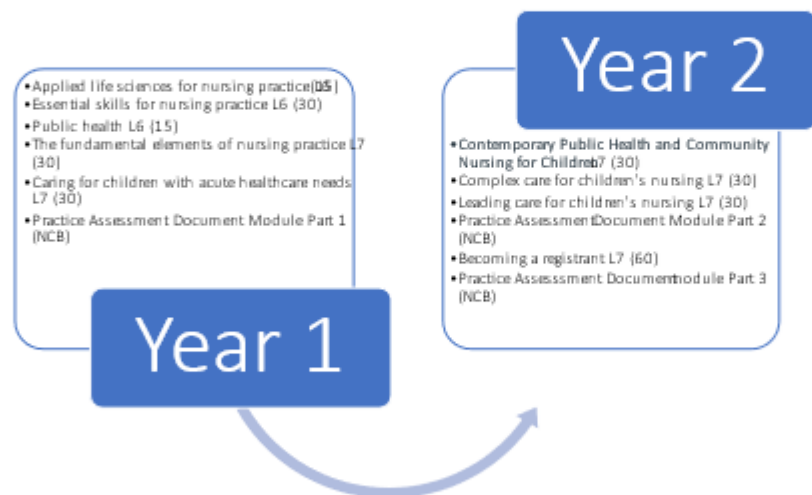|					frameworks to deliver evidence-based practice in health and social care settings. (BAP)

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. Outline Programme Structure

To meet PSRB requirements the course comprises a minimum of 2300 hours of theory learning and 2300 hours of practice learning. Practice learning comprises simulated practice learning and placements. Students are able to RPL 650 hours of practice learning prior to entry to the course.

Year 1
- Applied life sciences for nursing practice L6 (15)
- Essential skills for nursing practice L6 (30)
- Public health L6 (15)
- The fundamental elements of nursing practice L7 (30)
- Caring for children with acute healthcare needs L7 (30)
- Practice Assessment Document Module Part 1 (NCB)

Year 2
- Contemporary Public Health and Community Nursing for Children L7 (30)
- Complex care for children's nursing L7 (30)
- Leading care for children's nursing L7 (30)
- Practice Assessment Document Module Part 2 (NCB)
- Becoming a registrant L7 (60)
- Practice Assessment Document module Part 3 (NCB)

Full details of each module will be provided in module descriptors and module Canvas pages.

MSc Children's Nursing

Level 6							
MSc Children's Nursing							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Applied life sciences for nursing practice	NP6010	15	6	1		1	
Essential skills for nursing practice	NP6011	30	6	Year long		1	
Practice Assessment Module Part 1	NP6013	0	6	Year long		1	

Practice Assessment Module Part 2	NP6016	0	6	1		2	
Practice Assessment Module Part 3	NP6018	0	6	Year long		2	
Public Health	NP6012	15	6	2		1	
The fundamental elements of nursing practice	NP7001	30	6	1		1	

Exit Awards at Level 6

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree.

Level 7							
MSc Children's Nursing							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Becoming a registrant	NP7003	60	7	Year long		2	
Caring for children and young people with acute healthcare needs	NC7111	30	7	TB2		1	
Complex care for children's nursing	NC7114	30	7	1		2	
Contemporary public health and community nursing for children	NC7112	30	7	TB1		2	
Leading care for children and young people's nursing	NC7113	30	7	TB2		2	

Exit Awards at Level 7

PLEASE DELETE IF THERE ARE NO LEVEL 7 MODULES IN THIS COURSE
Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.

E. Teaching, Learning and Assessment

This programme is designed to meet the principles outlined in the Kingston University Revised Academic Framework. Practice placements are integrated across each year of the programme and in order to meet the Nursing and Midwifery Council programme standards and EU Directive 2005/36/EC requirements programme delivery is across 45 weeks in each year.

The programme is designed as a continuous process where theory and practice are interlinked and inform each other with an equal balance of theory and practice. Students engage with a number of key relationships – service users and families; teachers and practice supervisors and assessors; the learning environment (university and practice); knowledge and evidence. The seven NMC platforms (being an accountable professional; promoting health and preventing ill-health; assessing needs and planning care, providing and evaluating care; leading and managing nursing care and working in teams; improving safety and quality of care; coordinating care) provide the main curriculum themes. The four areas of the NMC Code (prioritise people; practice effectively; preserve safety; promote professionalism and trust) further underpin student development in conjunction with the Chief Nursing Officer's '6Cs' (care; compassion; competence; communication; courage; commitment). Together these provide a framework within which students will learn and practice.

Whilst the programme offers four fields of nursing it is an NMC requirement that students gain an understanding of the needs of people across the lifespan and across all care settings. The people they will meet will often have complex mental, physical, cognitive and behavioural needs and come from all ages, backgrounds and cultures. To meet these diverse needs the student will study modules which are specific to their field as well as generic modules which also consider cross-field issues. Modules are organised in a staged approach throughout the academic year to maximise opportunities for the integration of theory and practice and to ensure a manageable student workload. Year 1 semester one develops a broad understanding of nursing knowledge to underpin practice and enables the student to provide reasoned explanations of relevant issues and develops the student to acquire a more detailed understanding of the subject matter. Year one semester two provides is focused on field specific learning developing theories and concepts to enable students to provide substantiated arguments relating to relevant issues. Year 2 prepares students for their role in providing, leading and coordinating evidence based care with a focus on improving the safety and quality of the care they deliver.

The integration of theory and practice is achieved through learning, teaching and assessment strategies which require students to reflect on their experiences in practice. Nursing knowledge and evidence is applied to these experiences, with an increasing depth of discussion and critical analysis as students progress through the academic levels. The Masters students gain experience working within a clinical research environment to gain an insight into clinical trials and the role of clinical research within patient care.

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, clinical experience/learning. Our students come from diverse backgrounds with different learning styles and educational experiences. This diversity is valued as not only enriches the learning for all students but reflects the diversity of the people they will care for in the real world of practice.

Service user, employer and student input to programme design and delivery

Practice partners, service users and students have participated in programme design through a range of feedback and engagement mechanisms, including a joint engagement event which brought together all three stakeholder groups. These contributions have informed programme and module development and the new module descriptors have been, and continue to be, discussed and reviewed at ongoing service user representative meetings, to ensure that they remain fit-for-purpose and reflect stakeholder views. Practice partners, service users, user groups and carers participate in the delivery of the programme within the classroom and in skills and simulations. This approach introduces a range of perspectives and assists with theory/practice integration. Modules include scheduled time for service users to share their lived experience within taught sessions and simulated learning. Students also learn from, and with, service users through initiatives such as the 'Baked Bean Company' and the 'Recovery College'. Students also receive feedback from service users in practice as part of the practice assessment process.

Teaching and Learning

Teaching and learning is delivered through the integration of a variety of face-to-face sessions in small and large groups, lectures, conferences, seminars, group work, problem-based learning, clinical skills and simulated learning.

Technology is used to enhance and support learning. Canvas a virtual learning environment (VLE) is utilised to provide students with information about the programme, modules and teaching /learning materials and enables virtual discussions on topics to take place or students to collaborate on learning activities. Those with mobile devices, such as Smart Phones can download the Canvas App and E-learning resources (e.g. nursing textbooks) are made available to students via the VLE and learning resources centre, to enable flexible student access. Examples of other e-learning resources include use of You-Tube film extracts to enhance / illustrate concepts raised in lectures; drug calculation app; electronic workbooks; Box of Broadcasts; classroom-based technologies such as voting clickers and the used of social media spaces.

The integration of theory and practice is achieved through learning, teaching and assessment strategies which require students to reflect on their experiences in practice. Nursing knowledge and evidence is applied to these experiences, with an increasing depth of discussion and analysis as students' progress through the academic levels. Furthermore, a wide variety of practice partners, service users, carers and other professional colleagues contribute to the delivery of the programme within the classroom.

Research Informed Teaching is delivered in a number of ways to ensure students achieve the appropriate academic skills and engage with evidence-based practice (EBP). Newell and Burnard's (2011) 5 stages of EBP inform the development of these skills within curriculum:

1. Asking answerable questions from practice
2. Find the best available evidence
3. Appraising the evidence for validity and applicability

4. Applying the results of appraisal to clinical practice
5. Evaluate the effect of applying the evidence

Critical thinking skills are recognised as being essential both for academic achievement and future professional employment. These are further developed in the Masters students through the 'Critical Thinking Skills Toolkit' which is embedded throughout the programme. This toolkit contains activities that develop the skills students need to become thoughtful, objective and reasoned thinkers. Masters students will use all of the skills within the toolkit enabling them to feel confident to independently select the relevant tools for their academic tasks.

The year 2 module Safety and Quality applied to their field of nursing allows students to undertake an in depth exploration of an area that requires change or improvement drawing upon evidence-based knowledge to underpin their recommendations. Furthermore, the use of an enquiry-based approach to learning and teaching, particularly in Year 2, fosters the development of relevant skills. Research informed teaching is delivered through the integration of the significant body of research generated through the Faculty professors, visiting professors, doctoral staff and students and the inter-professional course team. This approach supports students to consolidate their learning and develop an enquiry-based approach to learning.

In Year 2 of the programme, students undertake shared learning with their BSc (Hons) colleagues who are enrolled on the pre-registration nursing programme. The concurrent delivery of academic levels 6 and 7 in year 2 is facilitated through a mixture of joint and separate sessions for each group of students. This maximises the benefits of interprofessional, shared learning, but also ensures that appropriate learning and teaching strategies are employed providing opportunities to critically evaluate current research and advanced scholarship in the discipline and demonstrate a comprehensive understanding of techniques applicable to their own advanced scholarship.

Students benefit from a wide range of Interprofessional Learning (IPL) opportunities during the programme. The primary opportunity for IPL is during clinical placements where students learn from, and with, a variety of health and social care professionals. Furthermore, a number of learning activities are undertaken within practice, the classroom and within the Clinical Skills and Simulation Suite with different professional groups including: medicine, physiotherapy, midwifery, social work, paramedics and radiography. Masters students share some learning with pharmacy students and explore the use of tele health with them.

Guided independent study activities are designated for each module and are identified on Canvas, along with information on the expectations for the activities and the time that should be allocated.

Each module is led by a Module Leader and delivered by an academic team who are responsible for planning and delivering the module and supporting students to achieve the module learning outcomes. The module team are the primary means of academic support for students undertaking the module assessment through the provision of tutorial support for the formative and summative submissions, feedback and feed forward. There are also identified academic staff who, with the Course Leader, are responsible for managing both the operational and the quality aspects of assessment for the programme.

<u>Academic skills development</u> is provided throughout the curriculum alongside the theory content and assessment tutorials. Support is tailored to the academic level undertaken to ensure students develop their skills appropriately. Students are directed

to online resources to provide further support. Dedicated academic skills lecturers provide small group and one to one support in the Academic Skills Centres (ASCs). Learning Resources Centre (LRC) support staff also provide academic skills development both within the LRC and are also integrated into module delivery. Numeracy skills are developed through theory, practice, skills and on-line content and there are also academic staff that specialise in offering numeracy support.

Guided independent study activities are designated for each module and are identified on Canvas, along with information on the expectations for the activities and the time that should be allocated.

The clinical skills and simulation practice modules integrate theory and the course vertical threads to equip students with skills that are transferrable to clinical practice. The clinical equipment used includes a range of basic and more advanced equipment including high fidelity manikins, 12-lead ECGs, consumable equipment as well as adult, child and infant skills training manikins, full body advanced life support manikins, full body nursing manikin, part task manikins and patient handling equipment.

The skills and simulation environment enables students to build self-confidence by providing the opportunity for them to acquire, develop and refine clinical skills in a safe and supportive environment. It encourages hands-on thinking as well as developing decision-making, communication, dexterity and critical thinking skills to support the holistic approach to person-centred care delivery. The spiral approach to the modules allows students to be taught core principles and skills through exploratory and practical sessions through to them developing competence in more complex integrated skills. The clinical skills facilities are a range of flexible classrooms and include a simulated 6 bedded ward area and a clinical classroom. Role players (a group of service users) are trained to play the role of a patient with physical and/or mental health conditions, or their relatives, to support students in the development of their clinical and communication skills. Actors with learning disabilities from the Baked Bean Co. collaborate with us for learning disability and intra-professional simulations and children join us for simulations for the child field during the school holidays. The simulation suite is equipped with audio visual equipment to enable skills and simulation to be videoed for use in debrief sessions as feedforward to encourage students to reflect on areas such as specific clinical skills, positioning, verbal and non-verbal communication. The cameras can also record the telephone calls which are used within simulation, this is a beneficial learning tool for practice when looked at in the debrief session. There is also the facility to stream live footage from one room to another, so groups can observe each other looking at areas such as team work and leadership in a resuscitation scenario. The groups then attend a debriefing session where peer and lecturer feedback is given. The streamed footage is recorded and given to students to they can reflect in their own time about their and their team's performance.

Students have access to online learning facilities including comprehensive clinical skills packages via clincialskills.net, videos, quizzes and MOOCs to further support skills development. These are all updated annually or more frequently if needed. Blended learning is integrated to engage students, increase their knowledge and be a resource for further learning.

The programme design and delivery enables the development of students' digital and technological skills as outlined by Health Education England (NHS, 2018) and meet the needs of people in their care to ensure safe and effective nursing practice (NMC, 2018).

Practice learning

Practice learning is an integral part of the programme and students undertake practice learning placements across a range of settings. It is a requirement of the Nursing and Midwifery Council that students undertake a minimum of 2300 hours of practice and are they are supernumerary in practice placements. Placements are selected to ensure breadth of clinical experience and exposure to diverse client groups so that students become proficient in meeting the holistic needs of people and can successfully demonstrate the communication, relationship managements skills and nursing procedures defined in Annexes A and B of the Nursing and Midwifery Council's Standards of Proficiency for Nursing (NMC, 2018). Each placement has a designated Link Lecturer from the University who is available to provide guidance to practice supervisors and practice assessors and students where required.

All placements are preceded by timetabled preparation sessions which enable students to consider their aims for the placement and the possible learning opportunities available, so that students are able to recognise the full potential of learning situations. The session also covers the assessment of practice learning which is achieved using a Practice Assessment Document (PAD). The document provides a framework to guide, direct and assess placement learning at each stage of the programme and is used to assess professional values, proficiencies and skills relating to the seven NMC platforms. It also includes sections for the student to record and reflect on their practice placement and any outreach activities they may have undertaken during the placement.

During their practice placements students learn to provide direct care to service users, families and carers under the guidance and supervision of appropriately prepared practice supervisors and, where appropriate, registered health and social care professionals from other disciplines. At the end of each placement the Practice Assessment Documents are reviewed in order to identify students' achievements and the range of workplace activities undertaken. The course team use this information to inform module teaching and programme development and to ensure theory and practice remain well aligned. Students also have the opportunity to undertake an International or National Learning Opportunity (elective) at the end of year one which can also include clinical research placements.

Assessment Method

The assessment of students' learning is staged throughout the academic year to ensure coherence and an even, manageable workload. Each assessment has a formative element which allows students to develop their ideas, seek feedback and maximise success at the summative submission. Students are also provided with feed-forward at the summative points, which clarifies what they need to do to develop their future assignments and academic skills, and achieve their full potential. Assignments are assessed using an online marking rubric to ensure transparency and facilitate feedback and feed-forward. A range of assessment types are employed and include examinations, essays, reports, presentations and practical assessments which take place in both the Clinical Skills and Simulation Suite and the workplace. Wherever possible, theoretical assessment tasks aim to be authentic, building upon experiences in practice and are used to demonstrate clear linkages between theory and practice. Students build a portfolio of evidence throughout the programme and this is used to prepare a capstone assignment in Year 2 which reflects part of the requirements for the revalidation process all Registered Nurses are required to undertake by the Nursing and Midwifery Council to maintain their registration.

All students are allocated a different academic assessor for each year of the programme in accordance with NMC requirements. The academic assessor will collate

and confirm student achievement of proficiencies and programme outcomes in the academic environment at the two progression points.

Assessment of practice is achieved through successful completion of the practice assessment document in each year and an Observed Structured Clinical Assessment (OSCA) in year one, in conjunction with successful sign-off in practice by a practice assessor and an academic assessor at the end of each year. Theory and practice have equal weighting within the programme. Students **have** to achieve a pass in both theory and practice to achieve their final award and register with the NMC

F. Support for Students and their Learning

The School of Nursing recognises that an MSc nursing programme is a demanding course both personally and academically and in recognition of that, a strong emphasis is placed on student support. Students are supported by a number of roles which provide a matrix approach throughout the programme.

Students have a range of support resources upon which to draw, which includes the following;

- 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.
- Personal Tutor Scheme: Pastoral care is a strong feature of the MSc Nursing degree. It is recognised that the combination of work, study and personal family commitments can be challenging. Every student is allocated a named personal tutor 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. 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, as required. Where appropriate, the personal tutor will refer students 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 are able to 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)
- Academic Skills 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 is able to sign-post students to the wide range of services offered by the University. These include finance, accommodation, disability and dyslexia, health and well-being, counselling, faith and spirituality, Union of Kingston University Students.
- Access high quality learning resource centres (LRC), online learning facilities and other learning support. LRC support staff offer academic skills development both within the LRC and also integrated into module delivery.
- Qualified disability advisor who gives guidance on reasonable adjustments and support for the student and advises academic staff.
- Confidential counselling and pastoral support, including mental health support services.
- Comprehensive occupational health services if required.
- Student support facilities that provide advice on issues such as finance, Health and Well-being (including counselling), Faith and Spirituality regulations, legal matters, accommodation, international student support etc.
- The Students' Union
- Careers and Employability Service for support CV development and preparation for interviews and employment.
- Dyslexia and disability support (including support for Mental Health concerns). Students with dyslexia and/or disability have access to support at both universities, St George's

There are a number of other key non-academic roles which provide support for students, such as Professional Support Staff and the Admissions Team.

In clinical practice, students are supported by practice supervisors and practice assessors and a range of other nursing and health and social care professionals. Students are allocated to suitably prepared practice supervisors and practice assessors in each placement. Further specific support may also be available such as Practice Educators and student placement coordinators. Each clinical area is supported by a Link Lecturer, a member of Faculty staff, who is available to provide support to students and clinical staff if required. Academic Zone Leads are responsible for liaising with each organisation and coordinating support provided by Link Lecturers. Senior practitioners are also available to mentor Masters' students to discuss the student's practice pathway and career options. We have a strong collaborative relationship with practice partners which maximises students' opportunities for gaining employment at the end of the course.

Extra-Curricular activities

Students benefit from a wide range of activities which allows them to engage with opportunities both within and beyond the realms of the course:

- The Nursing Society provides extra-curricular activities for students and has facilitated a number of collaborations with staff.
- The Student Academic Development Research Associate Scheme (SADRAS) is a Kingston University (KU) initiative which allows students to undertake a research project with an academic partner.
- KU Ambassadors are a paid role in which students provide support for open days, welcome events and induction.

- There are numerous other opportunities for paid and unpaid roles through volunteering, sports and societies. The Kingston Award is a scheme that allows students to gain recognition for this work and can be used to enhance student CVs when applying for their first posts.

G. Ensuring and Enhancing the Quality of the Course

The University has a number of approaches for evaluating and improving the quality and standards of its provision. These include:
- External examiners
- Staff Student Consultative Committee
- Boards of study with student representation
- Annual review and development
- Internal Subject Review
- Student evaluation including Module Evaluation Questionnaire (MEQs), the postgraduate Student Survey (PSS) and evaluation of practice placement experience
- Moderation policies
- Consultations and feedback with practice partners and service users

H. External Reference Points

External reference points which have informed the design of the course:
- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards
- Other subject or industry standards

Please delete or edit as required, for example if the course is not an Apprenticeship then delete 'Apprenticeship standards'.

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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 6	Level 7

		NP6010	NP6011	NP6012	NP7001	NP6018	NP6013	NP6016	NC7113	NC7114	NP7003	NC7111	NC7112
Knowledge & Understanding	A6	S				S			S		S		S
	A5			S					S				S
	A4		S		S	S		S				S	
	A2		S		S		S						S
	A1	S		S	S				S		S		
	A3			S	S	S			S		S		S
Intellectual Skills	B4		S	S	S				S			S	
	B1			S						S		S	
	B2	S				S	S					S	S
	B3		S	S				S		S			S
	B5	S									S		
	B6	S		S		S	S	S		S		S	S
Practical Skills	C7		S	S			S		S		S	S	
	C6			S	S						S	S	S
	C5		S	S		S	S			S		S	
	C4	S	S		S			S	S	S			
	C3			S			S		S		S	S	
	C2	S		S	S			S	S	S		S	
	C1		S	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.

Additional Information