Template C4

Programme Specification

Title of Course: *MSc Adult Nursing*

Date first produced	17/01/2020
Date last revised	11/08/2025
Date of implementation of current version	01/09/2025
Version number	15
Faculty	Faculty of Health, Science, Social Care & Education
Cross-disciplinary	
School	School of Nursing
Department	Adult Nursing and Allied Health
Delivery Institution	No partner

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 Adult Nursing
Exit Award(s) and Title(s):	PgCert in Health and Well Being MSc Health and Wellbeing (student passes all credit bearing modules- 270 credits, but fails 0 credit modules required for top award) PgDip in Health and Wellbeing
Course Code *For each pathway and mode of delivery*	PFNAD1NAD20
UCAS code *For each pathway*	B743 MSc/Adult Nursing

Awarding Institution:	Kingston University
Teaching Institution:	No partner
Location:	Kingston Hill Campus
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 2 years
Maximum period of registration:	Full-time - 4 years
Entry requirements	The minimum entry qualifications for the programme are: A first degree at 2:2 or above completed in the last five years. - At least five GCSEs at grade 4 or above (or grade C or above for GCSEs taken before 2017), including English language and maths (a science subject is also preferred), or equivalent qualifications, together with evidence of academic study, ideally within the last five years. A minimum of 650 hours of health or social care related experience undertaken in the 12 months prior to your application. Applicants will be asked to complete an RPL (Recognition of Prior Learning) claim form to demonstrate the achievement of 650 hours of recent experience. Successful achievement of this form, along

	with a testimony, is a condition for entry to the programme
	• International Applicants:
	Non-native speakers who do not have the equivalent of GCSE English at grade 4 (formerly grade C) or an equivalent (e.g. Functional Skills Level 2 Literacy) require an Academic IELTS score of 7.0 or equivalent overall and at least 6.5 in the writing section and at least 7 in the reading, listening and speaking sections.
	• Admission is subject to occupational health screening and Disclosure Barring Service (DBS) enhanced check including checks against the Adult and Child Workforce Barring lists.
	All suitable applicants are required to attend an interview which includes questions focused on: their motivations to study nursing, their rationale for choosing adult nursing, their understanding of the role of the nurse and the values and attributes required by nurses. This provides a link between the admissions processes and the NMC Code (2018) and a values-based approach to selection that allows applicants to demonstrate their understanding of nursing and the skills and knowledge they feel they will bring to a nursing course at Kingston University. The application interview has been designed to be inclusive. All successful applicants will need to have occupational health clearance and a suitable DBS.
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

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 Adult 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
- evelop 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 adult nursing and be able to critically discuss these in light of the evidence	B5	Solve complex problems in the provision and management of adult 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 adult 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 adults 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 adult registrant, with the ability to critique, evaluate and apply professional, ethical and legal

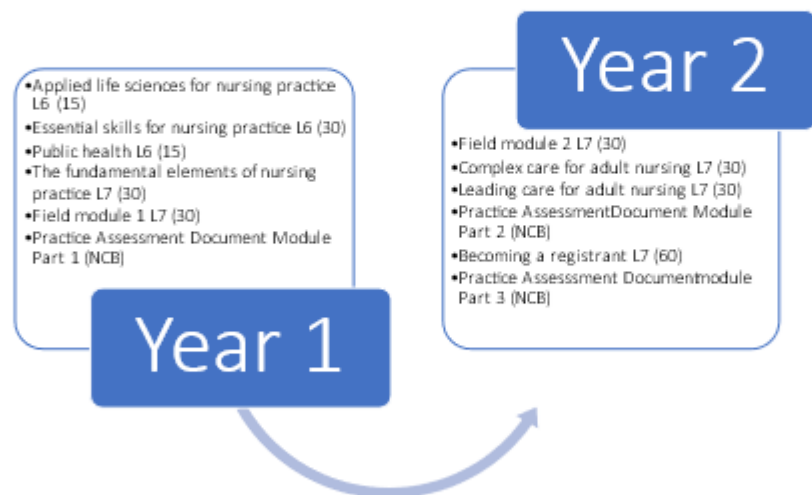|					frameworks to deliver evidence-based practice in health and social care settings. (BAP)

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)
- Field module 1 L7 (30)
- Practice Assessment Document Module Part 1 (NCB)

Year 2

- Field module 2 L7 (30)
- Complex care for adult nursing L7 (30)
- Leading care for adult nursing L7 (30)
- Practice AssessmentDocument Module Part 2 (NCB)
- Becoming a registrant L7 (60)
- Practice Assesssment Documentmodule Part 3 (NCB)

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

Professional expectations and standards

This is a regulated professional course and it is expected that students demonstrate and maintain high levels of professionalism in their conduct, behaviours, attendance and response to support and advice.

Full attendance is required in line with the University's Student Attendance and Engagement Policy (AP15). Where there is a cause for concern in relation to the student's attendance, a progression plan will be created. If this does not lead to the required improvement in attendance, the student's registration may be terminated in accordance with the University General Regulations 1: General Student Regulations (30-35).

Other issues relating to professional conduct and behaviours will be considered in accordance with the appropriate University regulations and policies.

MSc Adult Nursing

Level 6							
MSc Adult 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	TB1		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	TB2		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 Adult Nursing							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Adult Nursing 1	NA7111	30	7	TB2		1	
Adult Nursing 2	NA7114	30	7	TB1		2	
Becoming a registrant	NP7003	60	7	Year long		2	
Complex care for adult nursing	NA7115	30	7	TB1		2	
Leading care for adult nursing	NA7113	30	7	TB2		2	
The fundamental elements of nursing practice	NP7001	30	7	TB1		2	

Exit Awards at Level 7

Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.
Students exiting the programme with 120 level 7 credits are eligible for the award of Postgraduate Diploma.
(Where appropriate – specify if there are any core modules that students must achieve for either of the exit awards)
Please note pre-requisite requirements for master's courses should only be set where there are defined progression points in the course where assessment boards have ratified module outcomes.

E. Teaching, Learning and Assessment

The course is blended by design and provides students with a flexible approach to their learning activities. The adoption of a blended and flexible approach to learning provides an opportunity to combine on campus learning activities with synchronous and asynchronous online activities. This will enable students to engage with learning activities in a dynamic and interactive way and provide opportunities to develop their digital capabilities. The new NHS Longterm Workforce Plan clearly articulates that care will be provided in a digitally enhanced environment and it is important the students on the course develop the digital skills and knowledge to provide this care. A blended approach also provides opportunities to align student learning activities with those provided by NHS England (NHSE) through their Technology Enhanced Learning Programme. This ensures that students are prepared to enter the NHS workforce at the point of qualification, and they are familiar and engaged with the learning activities and platforms they will need to use as registered nurses. Practice placements are integrated across each year of the course and in order to meet the Nursing and Midwifery Council programme standards programme delivery is across 45 weeks in each year.

Course Design
The course has been designed to align with the Kingston University Academic and Inclusive Curriculum Frameworks. The course uses the following pedagogical principles to ensure that module and course content and structures support students' learning and a blended by design approach.
ABC Learning Design: The ABC learning design principles (Perović and Young 2019[1]) have been used to develop modular learning activities to ensure that the learning types used in the modules are inclusive and suitable for a blended environment. Canvas shells (VLE) will be organised to support a blended by design approach
Active Learning in Online Courses: This approach recognises that in order for students to construct their knowledge, blended learning activities need to be interactive and engaging. The principles of chunking, priming and active learning (Bodie *et* al 2006) [2]underpin the School's framework for blended learning and aim to develop a Community of Inquiry (COI) (Akyol *et al* 2009)[3] for students. A COI focuses on the cognitive presence, social presence and teaching presence that need to be evident in an online learning environment in order to scaffold and support student's learning.
Community of learning: Developing a community of learning is a key feature of a blended course and this is provided by drawing on the COI principles (Akyol *et al* 2009, Redmond *et al* 2018)[4], and providing opportunities for students to interact with their peers and staff in both online and on-campus spaces. A key feature of this is the organising of personal tutor

groups that will have on-campus group sessions and an MS Teams online space in which students can engage.

Inclusive curriculum framework: The curriculum has been designed to provide inclusivity for students in learning types, student support and assessment modalities. Case and scenario-based activities are used extensively to ensure that the diversity of the people who use services, their families and carers is reflected in the learning activities that students undertake. Resources have been carefully selected to ensure they are representative of a broad range of groups, cultures and ethnicities.

The course 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 – people who use services and families/carers; teachers and practice supervisors and assessors; the learning environment (university and practice); knowledge and evidence. A key feature of the course is a focus on the two principles of becoming (Barnett 2009)[5] and belonging (Levett-Jones *et al* 2007)[6] . The course aims to support students to become nurses whilst providing them with opportunities and support to develop their sense of belonging to both the university and the discipline of nursing. 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; practise effectively; preserve safety; promote professionalism and trust) further underpin student development. Together these provide a framework within which students will learn and practise.

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 develops a broad critical understanding of nursing knowledge to underpin practice and enables the student to provide reasoned and reflective explanations of relevant issues. The concept of digital healthcare is introduced, and the student's digital skills are further developed by discussion of the role of technology in the organisation and delivery of healthcare. Critical reasoning skills and theoretical underpinning are developed through the first field specific module. Year 2 further develops the student's critical understanding of their filed of practice and them for their role as a registrant. There is a focus on working collaboratively, leading care and teaching and learning in practice. Developing the skills and knowledge required for managing complex care are also integrated into this year.

Whilst the course 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 shared modules which also consider cross-field issues and provide opportunities for intra-professional learning. Simulated practice learning is provided throughout the three years to enable students to develop their clinical knowledge and skills in a safe and supportive environment.

People who use services, practice partner organisation and student contribution to the curriculum design and delivery

People who use services, practice placement partner organisations and students have all been consulted about and involved in the design of the course. A range of fora have been used to gather views and feedback. The main forum at which course design has been discussed is a curriculum cabinet. The cabinet was formed to provide an inclusive approach to the curriculum design. A range of staff and students from across the School were invited to participate in the cabinet and it has overall responsibility for the course design and implementation. People who use services have been consulted on their views about the knowledge, skills and attributes they feel nurses need and the curricula design. Practice placement partners have been engaged in discussions about the previous courses offered in the School and the elements they feel should be retained and those that would benefit from further development or inclusion. The knowledge, skills and attributes that make a Kingston

nurse were identified by practice placement partners and these have been reflected in the curricula. Engagement with key stakeholders is not a time limited activity and continued involvement of these key partners is facilitated by:

- The Health, Science, Social Care and Education Faculty Service User Strategy
- The Key Account meetings and practice placement partner forum that enable regular discussions with practice placement partners
- The School student voice strategy

Practice placement partners and people who use services participate in the delivery of the course within the classroom and in simulated practice learning and clinical skills learning activities. Peer Enhanced e-Placements are supported by practice placement partners and people, their families and carers, allowing the integration of their perspectives into simulated practice learning experiences. This provides a depth of learning for students that ensures the learning activities they undertake are situated within the experiences of the people they will be working collaboratively with. Modules include scheduled time for people who use services to share their lived experience within learning activities. Students also learn from, and with, people through initiatives such as the 'Baked Bean Company' (a theatre company led by people with learning disabilities) and the 'Recovery College'. Students also receive feedback from people who use services in practice as part of the practice assessment process.

Teaching and Learning

The course is a blended by design course and draws on technology enhanced learning to support the student experience. The School has developed guidance for the delivery of a blended learning course. The aim of the guidance is to provide staff involved in the organisation of teaching and learning activities a robust framework that outlines the pedagogic principles underpinning the blended curriculum and standards for the delivery of the course and modules. The adoption of a blended and flexible approach to learning provides an opportunity to combine on campus learning activities with synchronous and asynchronous online activities. This will enable students to engage with learning activities in a dynamic and interactive way and provide opportunities to develop their digital capabilities. There are a mixture of blended and non-blended modules on the course providing a structure that supports the transition into university and the development of the knowledge skills and attributes required to become a nurse. Belonging is fostered by the development of a community of learning. This is supported by the key principles outlined.

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.

The following principles underline the organisation of learning activities and provide a flexible learning environment for students:

Principle 1: Content will be delivered either:

On Campus

Synchronously online

Asynchronously online

Principle 2: All modules will provide a weekly introduction to students that outlines the learning activities they will be undertaking that week. This can either be:

A video message

A Canvas announcement

Principle 3: Module leaders whose modules have a blended design will provide a regular weekly live engagement opportunity with the module lead or, for large modules, members of the teaching team (virtual office hour for all these modules).

Principle 4: There will be asynchronous ways for students to interact with staff and with each other (e.g. Q&A, discussion groups, study groups, community-building activities). These will draw on learning activities developed at KU or those provided by NHSE. Other providers may also be used but these will be quality assured prior to their use in modules.

Principle 5: Personal Tutor Groups (PTGs) will be organised to provide both an on campus interactive opportunity for students and synchronous/asynchronous virtual activities. All PTGs will have an MS Teams group and students will be able to interact with their personal tutor and peers using this group. This will provide additional opportunities for developing a sense of community and peer support.

Principle 6: Group tutorials, seminars and workshops will be delivered primarily on campus to provide opportunities for developing a sense of community and belonging for students. These learning activities will be focused on:

- Clinical skills and simulated practice learning
- Seminars to promote a discursive environment that will allow students to develop their critical thinking and oracy skills.
- Personal Tutor Groups

Principle 7: Technologies (apart from a few exceptions like MS Teams) will be selected from a small range of options supported by IT, using the Canvas platform and Canvas-integrated tools. Canvas will be structured to support a blended by design approach.

Core Components of Module Delivery

To support a blended by design approach modules have core learning activities identified to ensure consistency across the course.

Weekly introduction	Each week should start with a very short (e.g. 5 min) video/Canvas announcement offering an overview of the week's learning from the module leader. This should include the topics, activities, assessments, reading, things to bear in mind, relevant current events, etc. This will help to orientate students and encourage engagement.
On Campus Activities	Lectures, seminars, workshops, clinical skills, simulated practice learning
Accompanying Activities for On Campus Teaching (Directed Learning)	Each concept included in module content should be accompanied by scaffolding activities to encourage active learning and self-assessment. Example activities include the following : - MCQ or short-answer quiz - Questions to promote thinking/reflection (consider a poll) - Short written reflection - Reading/s - Case study with questions - Problem to solve - Play a video and invite student comments/reflections
MyReadingList	Reading lists should be created using the MyReading List, as this will ensure that the Library can make these resources available to students, and that they can be accessed online.
Core components for blended modules	Description
Weekly introduction	Each week should start with a very short (e.g. 5 min) video/Canvas announcement offering an overview of the week's learning from the module leader. This should include the topics, activities,

	assessments, reading, things to bear in mind, relevant current events, etc. This will help to orientate students and encourage engagement.
On Campus Activities	Seminars, workshops, clinical skills, simulated practice learning

Core module content (asynchronous online)	Lecture content will be chunked into pre-recorded sections up to a maximum of around 15 mins each.
	Choose from one of the following formats:
	Narrated slideshow
	•
	    o PowerPoint
	Video recording
	•
	    o Teacher presents to camera with or without accompanying slides/images
	    o Recorded using Teams

Core module content (synchronous online)	Lecture content delivered live via MS Teams, supported by chat and shared document functions to support engagement. Must be recorded and scheduling and duration considered:
	1. Duration
	    o 50 mins maximum with interactivity
	    o 2 x 25 mins recorded blocks permitting a break within a 1 hour time frame
	    o 3 x 15 mins recorded blocks permitting a break within a 1 hour time frame with one block facilitating Q&As
	2. Scheduling
	    o Consider sequencing of other synchronous activities within each day and across each week to avoid students being overburdened with 'timetabled' commitments

Accompanying Activities	Each piece of 'lecture' content (slideshow, video or 'live' as above) should be accompanied by scaffolding activities to encourage active learning and self-assessment. Example activities include the following (or create your own): • MCQ or short-answer quiz • Questions to promote thinking/reflection (consider a poll) • Short written reflection • Reading/s • Case study with questions • Problem to solve • Play a video and invite student comments/reflections
MyReadingList	Reading lists should be created using the MyReading List, as this will ensure that the Library can make these resources available to students, and that they can be accessed online.
Online office hour	It is important that all students are given an opportunity for interaction with the Module Leader or parallel sessions facilitated by members of the team with large cohorts. Module Leaders should run a Teams 'open office hour' session for one hour per week. This may be at different times each week to allow more students to attend.

In addition to the core learning activities listed above, further supplementary content and activities to extend learning and deliver a richer experience will be used. Canvas module spaces should be curated with care however, to ensure students are not overburdened with learning activities. Resources should be clearly signposted and quality assured so that students are able to navigate clearly.

Existing content	Existing activities can be incorporated onto Canvas pages and used within the week's teaching. Externally produced online health-related resources providing they are quality assured and there are no restrictions on use e.g. • Health Education England - https://www.e-lfh.org.uk/ • Biomedical & Life Sciences Collection - https://hstalks.com/biosci/ • Queen's Nursing Institute - https://www.qni.org.uk/
Podcast/audio recording	Podcasts work best when there is more than one person talking. A recorded audio interview with a guest speaker e.g. senior academic, clinician or thought leader can be a simple but effective piece of content. These can be pre-recorded and uploaded using Office 365 software.
Online polls	Polling functionality is available within Teams (Polly) or using other tools such as Menti. Polls can be used to accompany core content or to discuss in forums or tutorials.
Collaborative working	Padlet is supported by Canvas and allows students to work collaboratively and bring text, images and ideas together on one page.

In addition to the modular learning activities students benefit from additional learning opportunities integrated into the course. Inter and intra professional Learning (IPL) opportunities are provided that offer learning experiences to work collaboratively with other students in the broader health and social care team. These experiences are offered in the university and in practice placements providing rich learning that includes the development of collaborative, communication and team working skills. An example of this is a simulated practice learning experience in which students work collaboratively with pharmacy students in a primary care simulation.

Academic literacy development is provided as part of the course assessment strategy and is discussed in more detail in the assessment section.

Practice Learning

Practice learning encompasses learning that is undertaken in the university as part of clinical skills and simulated practice learning and placements that are undertaken in different health and social care settings. It is an integral part of the course, and it is a requirement of the Nursing and Midwifery Council that students undertake a minimum of 2300 hours of practice learning and are supernumerary in practice placements.

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 management skills and nursing procedures defined in Annexes A and B of the Nursing and Midwifery Council's *Standards of Proficiency for Registered Nurses* (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. The School uses the Pan London Practice Assessment Document via an E Pad system.

During their practice placements students learn to provide direct care to people who use services, 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) in year 2 of the course. These learning opportunities provide diverse and rich experiences for students and are highly evaluated.

Clinical Skills and Simulated Practice Learning

The increasing use of digital technology in healthcare, the complex health needs of the population cared for in all settings from community to acute care and higher patient expectations has made the development and use of innovative educational methods such as simulation in healthcare education a necessity. This is possible through simulated practice learning as it enables reproduction or approximation of a 'real' event, process, or set of conditions or problems (DH, 2011)[7]. Simulation and immersive technologies are revolutionising health and care education, across multiple health care disciplines. It offers different ways of supporting and engaging with learners through replicating scenarios from practice in an immersive interactive environment (HEE 2020)[8]. The aim of the clinical skills and simulated practice learning component of the curriculum is to introduce and reinforce high quality, evidence-based nursing practice. The teaching of clinical skills is through the use of scaffolded activities that focus on the three domains of learning identified by the Miller's (1990)[9] Pyramid Theoretical Framework. This framework identifies the levels of competence used in healthcare education. The theoretical knowledge to underpin the skill is taught through the use of classroom based and virtual learning activities that identify what the student needs to know (*knows).* These are then supported by practical and video demonstrations to enable the student to apply the knowledge (*knows how*). The final element of the pyramid is the student rehearsing and demonstrating the clinical skill (*shows how).*

The teaching and learning of clinical skills uses a scaffolding approach, foundation skills are seen as the building blocks to develop more complex integrated skills within different environments from home to acute, using intra professional, inter professional and field specific simulated practice learning with role players and manikins. Clinical scenarios are used to contextualise and reinforce practical skills, clinical communication, procedures, use of digital technologies, team working and leadership. Students develop the requisite skills and knowledge for complex skill integration in a simulated practice learning environment. This provides the underpinning knowledge and skills practice to ensure the safe assessment, management, and delivery of care to people in the clinical and community setting. Patient and family centred care and safety is always at the forefront of all the teaching to align with practice assessment. Staff involved in the teaching of simulated practice learning have been prepared to be practice supervisors.

The clinical skills facilities are a range of flexible classrooms and include a simulated 6 bedded ward area, a home environment, primary care setting and an immersive virtual reality suite. 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 from the Baked Bean Co. collaborate with students and staff to facilitate activities focused on people with learning disability and intra-professional simulations. 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 debriefing 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 teamwork and leadership in a resuscitation scenario. Technology is used to support digital expertise including remote consultation and the organisation and management of virtual wards. Students have access to an electronic patient record system so providing further opportunities for digital capability development and also mirroring current healthcare settings. Clinical skills learning activities are supported by the blended by design approach with students undertaking asynchronous learning activities for a range of sources. This includes clinicalskills.net and those provided by NHS England (NHSE) through their Technology Enhanced Learning Programme. This ensures that students are prepared to enter the NHS workforce at the point of qualification, and they are familiar and engaged with the learning activities and platforms they will need to use as registered nurses
Simulated practice learning is provided as part of the course and a range of different learning activities are provided for students. These include activities focused on clinical case scenarios, the deteriorating patient, complex care situations, safeguarding and difficult conversations. Peer Enhanced e-Placements (PEeP) are used to support practice learning and are organised and delivered in collaboration with practice placement partners and people who use services. All students will experience two PEePs as part of their course and the focus of these is field specific. PEeP uses technology to enhance simulated practice learning and provides further opportunities for the development of digital capabilities and collaborative working skills.

Assessment on the Course
The course assessment strategy has been informed by current evidence about the effective enactment of assessment in Higher Education (HE). The strategy establishes a structure that supports assessment success for students at both course and modular level and provides opportunities for students to develop their graduate attributes. It also recognises and supports students to develop their academic literacy skills in the context of nursing, ensuring that students are prepared for their role as a registrant.
The strategy is designed around three core theoretical approaches to assessment:
- Assessment as learning
- Feedback literacy
- The development of evaluative judgement

Each of these theoretical approaches are founded in an understanding of assessment as being influenced by sociocultural theory and are rooted in an approach to learning that draws on the social constructivist perspective (Molloy and Boud 2013)[10]. These approaches aim to extend assessment from being seen as a summative focused certification event to one that views assessment as a key motivator in student learning and a means of developing graduate attributes for students. This approach requires a focus on:
- Formative assessment
- The development of academic literacy
- The transition to university learning and assessment

Assessment as learning is embedded within the course and used as an approach in which assessment is seen as being central to the learning process for students. Assessment has been designed to provide opportunities for students to both demonstrate their learning and gain valuable knowledge and skills from the assessments. Students have the opportunity to develop substantive knowledge related to nursing and cognitive skills such as critical thinking, analytical skills and self-awareness through the assessment tasks they will undertake. In addition to taking an assessment as learning approach, the course assessments are also constructively aligned, this facilitates high level learning for students (Biggs 2003)[11].

In order for students to optimise their learning from assessment they need to be able to understand and utilise the feedback that they receive from the assessments that they undertake. To achieve this, students are supported to develop feedback literacy:

- the skills to appreciate feedback;
- make judgements about both the feedback itself and their work; and
- manage the effect of feedback.

Carless and Boud (2018)[12]

Assessment in the course is used to guide the development of a wide range of graduate attributes such as self-evaluative and regulatory skills (Carless 2015)[13]. These skills are of particular value to nursing students as they can enhance the student's performance in the clinical environment (Jeffries et al. 2018)[14]. Assessment literacy, in particular the ability to understand and use feedback effectively, is also linked to academic literacy and is an important part of the developmental purpose of assessment (Carless and Boud 2018). Evaluative judgement is focused on the development of the skills needed to produce appropriate judgements and engage in feedback conversations (Dawson et al. 2018)[15]. Mastery of complex situations and the development of learning trajectories can be enhanced if the student has the skill of evaluative judgment (Ajjawi et al. 2018)[16]. Evaluative judgement is not a localised activity, such as self-assessment, but is a capability that offers the student a foundation for their ongoing development and learning (Dawson et al. 2018). The assessment strategy for the course uses these key elements of assessment research to provide an assessment environment in which students are supported to develop and express their substantive knowledge of nursing and also their graduate attributes. This aligns with the Future Skills that are also offered as part of the undergraduate course.

How is assessment organised on the course?

Assessment on the course has been designed with these three key theoretical approaches in mind. The assessment tasks within each module have been designed to contribute to the students substantive nursing and academic literacy skills and knowledge development. They also contribute to the development of the graduate attributes and the development of the skills required for critical reflective practice. A programmatic approach to assessment has been adopted to ensure that assessment tasks are linked to and build on previous ones. Formative assessments have been designed to provide opportunities for the development of complementary skills.

All students are provided with a detailed assessment brief for each module that outlines the formative and summative assessments. They are also provided with a student guide to assessment (an assessment landscape) that identifies for each year of the programme what skills and knowledge they will develop from undertaking the assessment activity for each module. This will enable the student to identify both the subject knowledge and the academic literacy skills being supported. An example of a section of a document like this is provided below:

Module Assessment	Key elements of the assessment	Academic Skills that you can develop	Actions to help you prepare	Links to other modules

Assessment is supported by a number of academic literacy skills development sessions that aim to provide students with the scaffolding that they require as they transition to university based assessment and then progress from one level to the next. These are supported by directed learning activities provided on Canvas. Examples of activities provided include:

- An introduction to reading and writing as a nurse
- Study skills such as note taking and finding literature to support writing and referencing
- An academic writing lecture for each year that identifies they key elements of writing at the level of study
- A feedback literacy workshop for all first-year students that develops their ability to both use and respond to feedback. This is supported by the Developing Engagement with Feedback Toolkit (DEFT) (Winstone and Nash 2016) from the Higher Education Academy.
- Critical reading groups to support the development of oracy and critical reading skills. These are embedded in a year 1 module

Students are also supported by the Academic Success Centres and the Information Centres.

Within modules a range of formative and summative assessment tasks are used to provide inclusivity in assessment and opportunities for assessment as learning. Formative opportunities provided in each year of the programme include:

- Structured peer feedback
- Mock examinations
- Feedback on extracts of writing
- Essay plans
- Structured self-assessment

Summative assessments are structured to provide a range of activities again to promote inclusive assessment and support students to demonstrate the knowledge and skills they will need as a registrant. Authentic assessment is used where possible to provide opportunities that relate to the real world of healthcare in which students will be working and facilitate theory practice links. Written feedback is provided for all assessments and enhanced by School wide feedback headings and rubrics for all modules. Feed forward is a focus to ensure assessment is providing the developmental opportunities required. If a student has an identified additional learning need, then an alternative assessment will be considered by the Course leader in consultation with the student.

Practice assessment is undertaken using the Pan London Practice Assessment Document. This is an E-Portfolio that enables students to demonstrate their learning in the health and social care settings where they have placements. The assessment elements of the documents are linked to the NMC Proficiencies for Registered Nurses. Practice assessment is supported by the practice learning team who provide direct support for students, and practice assessors and supervisors who are located in placement settings. All students are allocated an academic assessor for each part 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 each progression point. This is undertaken in collaboration with practice assessors.

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 Support for assessment 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 Success Centres (ASCs). Information Centre (IC) support staff also provide academic skills development both within the IC 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.

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F. Support for Students and their Learning

Undertaking a nursing course of study can be challenging for students as they navigate the demands of academic study, practice learning and student life. The School recognises these challenges and there is a strong emphasis on student support throughout the student journey. Students are supported by academic staff working collaboratively using a matrix approach that ensures all aspects of support a student may need is available.
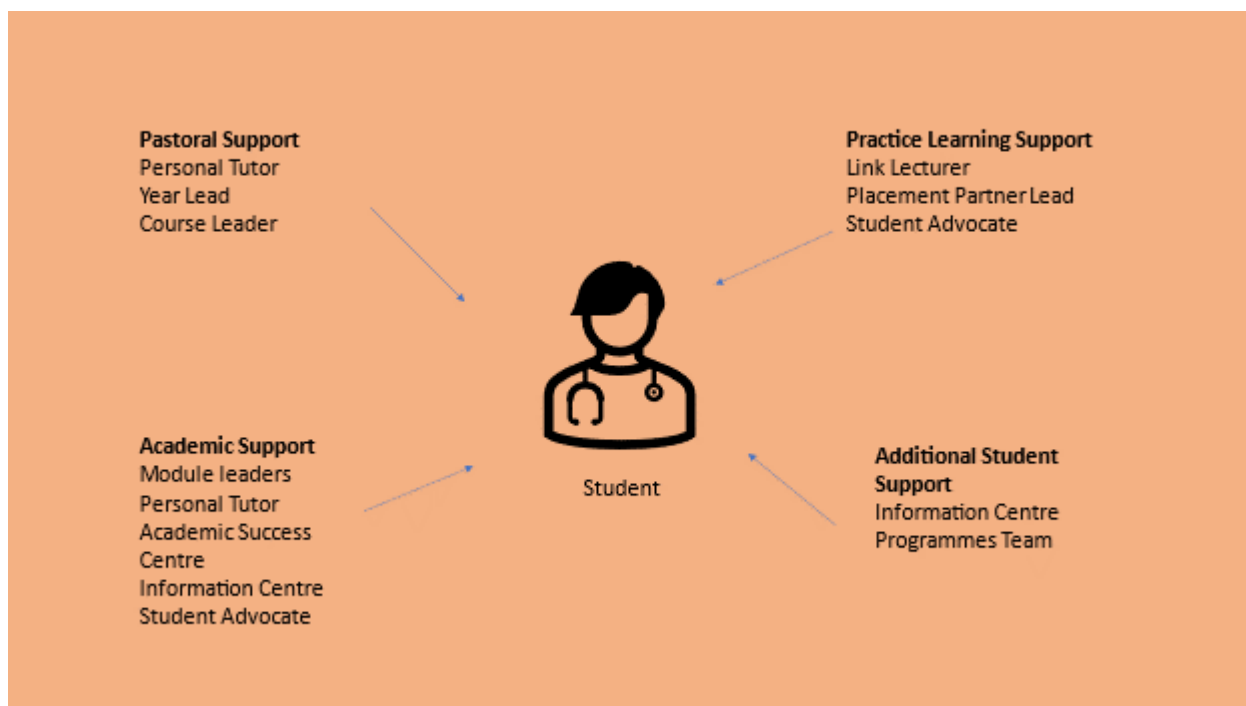
- Course Leader: The Course Leader supports students to understand the structure and requirements of the course, in association with the course team. The Course Director is responsible for the organisation and management of the course and overall monitoring of student progression.
- Year Leads: The Year Lead provides support and monitors student progression for the student cohort throughout the relevant academic year and works with the Personal Tutors to coordinate support across the cohort.
- 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: Pastoral and academic care and support 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.
- Specialist lecturers with a remit for academic/numeracy 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 Success Centres: self-referral drop-in centres staffed by specialist academic support lecturers who provide small group and one to one support.
- Information Centres: Access to high quality information centres that work as a one stop for students providing advice on library services, accommodation, finance, academic regulations and other areas of university life

The School has funding from NHSE for a Student Advocate. The role of the advocate is to support students at risk of leaving the course. They work with students who have been identified as requiring additional support for either academic or pastoral reasons.

In addition, there are a number of other key non-academic roles which provide support for students, such as the Programmes and Admissions teams. Students can also gain advice and support form the Union of Kingston Students.

Personal Tutoring on the Course

Personal tutoring has been tailored to meet the needs of students on a blended by design course. Students have access to timetabled face to face personal tutor (PT) meetings throughout their course but are also provided with support using MS Teams. Each PT group has a dedicated Teams site facilitated by the PT and allowing students to communicate with their PT and peers in a digital space. The aim of this twofold approach is to supplement the more structured formal face to face meetings with a more informal supportive online space. This helps to develop a community of learning for students with a smaller group of peers. This is important given the number of students undertaking pre-registration nursing courses in the school. The digital space is designed to develop students' digital capabilities alongside providing an online space that is safe and responsive. The digital PT group uses some of the features of MS Teams to provide a chat facility and a class notebook where students can share ideas, questions and provide responses to each other. The PT is responsible for monitoring this space to ensure digital etiquette is followed. Future Skills are facilitated by PTs with the core values being mapped to Personal Tutoring sessions across year 1 of pre-registration courses.

Practice Learning Support

Support for students when they are on clinical placement is a key element of the structures within the School. Students have the potential to feel isolated when they are attending placement so the structures are designed to provide one to one and group support. Practice learning is led by a Head of Department, supported by an Associate Professor and School Director. Each large placement partner organisation has an identified lead who provides leadership and guidance to a team of link lecturers who are aligned to the placement areas.   The link lecturers provide the direct support to students when they are on placement. Within the placement setting itself students are supported by a range of health and social care professionals. Their practice is supervised and assessed by identified practice supervisors and practice assessors who are prepared for their roles by the university. Further specific support may also be available such as Practice Educators and student placement coordinators. The School has strong collaborative relationships with practice placement partners which maximises students' opportunities for gaining employment at the end of the course. These relationships are strengthened by regular Key Account Meetings in which senior School and practice placement partner staff meet and discuss student evaluations and identify any key areas of support and development required to maintain the student experience.

Additional Opportunities for Students

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 those all-important first jobs.

G. 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:
- School Education Committee
- Student Voice Committee
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- External examiners
- Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys, the National Student Survey (NSS) and evaluation of practice placement experience
- Nursing and Midwifery Council Annual Reporting
- Moderation policies
- Key Account meetings with practice placement partners
- Faculty service user strategy

H. External Reference Points

External reference points which have informed the design of the course. These include:
- PSRB standards
- QAA Subject benchmarks
- Other subject or industry 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	NP6018	NP6013	NP6016	NP7001	NA7114	NA7113	NA7115	NA7111	NP7003
Knowledge & Understanding	A6												
	A5												
	A4												
	A2												
	A1	S											
	A3												
Intellectual Skills	B4			S							S		
	B1												
	B2												
	B3												
	B5						S						
	B6												
Practical Skills	C7												
	C6										S		
	C5					S						S	
	C4												
	C3												
	C2												
	C1			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