**Template C4**



**Programme Specification**

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

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| Date first produced | 21/08/2025 |
| Date last revised | 22/09/2025  |
| Date of implementation of current version | 01/09/2025  |
| Version number | 4  |
| Faculty | Faculty of Health, Science, Social Care & Education  |
| Cross-disciplinary |   |
| School | School of Nursing  |
| Department  | Adult Nursing and Allied Health  |
| Delivery Institution | Kingston University and King's Academy |

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

**SECTION 1:** **GENERAL INFORMATION**

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| Award(s) and Title(s): | BSc (Hons) Healthcare Practice |
| Exit Award(s) and Title(s): | BSc Healthcare Practice (only available to students topping up from a KU Level 5 qualification) |
| Course Code *For each pathway and mode of delivery* | UPHCP1HCP10 |
| UCAS code *For each pathway* | N/A |

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| Award(s) and Title(s): | \* Modules on BSc (Hons) Healthcare Practice delivered by King's Academy |
| Exit Award(s) and Title(s): |  |
| Course Code *For each pathway and mode of delivery* |  |
| UCAS code *For each pathway* |  |

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| Awarding Institution: | Kingston University |
| Teaching Institution: | Kingston University and King's Academy  |
| Location: | Kingston Hill and King's Academy  |
| Language of Delivery: | English  |
| Delivery mode: | Primarily campus based (up to 20% of scheduled L&T hours delivered online) |
| Learning mode(s): |  Part-time   |
| Minimum period of registration: |  Part-time - 2   |
| Maximum period of registration: |  Part-time - 4   |
| Entry requirements | Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher 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: | Independent/Supplementary Prescribing for Nurses and Midwives module is approved by NMC |
| Approved Variants: | Up to 6 x 15 credit modules will be allowed. All modules must be passed without compensation   |
| Is this Higher or Degree Apprenticeship course? | No  |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

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

1.  Foster life-long personal and professional development in order to produce knowledgeable, skilled and reflective healthcare practitioners.

2. Produce a flexible educational programme, which reflects contemporary healthcare provision and meets the needs of students, service users and healthcare employers.

1. **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).

The course outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024) and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas: Students undertaking the BSc (Hons) are expected to meet these outcomes in full.  Students undertaking the BSc (ordinary degree) are not expected to meet Learning Outcome B2.

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| **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 |
|  A1 | Apply a systematic understanding of the defined area of healthcare practice, including awareness of wider socio-political, financial and cultural influences.  | B1  | Apply reasoning and decision–making skills to complex and unfamiliar healthcare contexts, in order to deliver flexible, high quality, collaborative, person centred-care.  | C1  |  incorporate a critical ethical/ professional dimension into decision making.   |
|  A2 | Analyse and appreciate the wider ethical, legal and professional perspectives of healthcare.  | B2  | Understand research principles, design and methods relevant to healthcare practice, and the application of these in the development of a detailed review of evidence which supports a relevant, practice-based service improvement. Only for those undertaking Core module  | C2  |  self-direct their own personal and professional development, based on the application of critical enquiry, reflective practice and appraisal of evidence.   |
|   |   |   |   | C3  |  act as a professional role model, apply the principles of effective leadership, and explore strategies to enhance service delivery.   |
|   |   |   |   | C4  |  apply specialist clinical skills to a defined area of healthcare provision.   |

1. **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
10. **Outline Programme Structure**

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

The  ‘Option Modules’ for teaching block 1 and 2 could be undertaken from the mixture of modules offered in the module diet by Kingston University and/or King’s Academy.  To complete the 120 credit and to exit with BSc (Hons) Healthcare Practice award, the student must undertake the core module, BSc Honours Service Improvement Project (NW6034), delivered by Kingston University.

Note: As per [GR5](https://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/#blockid21000) within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. Students will be informed of the availability of option modules through the Online Module Selection process.

## BSc (Hons) Healthcare Practice

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| **Level 5** |
| **BSc (Hons) Healthcare Practice** |
| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
|  **Optional Modules** |  |  |  |  |  |  |  |
| Academic Skills Development for Healthcare Professionals | NW5020 | 15 | 5 | TB1 and TB2 |  |  | 1 |

Exit Awards at Level 5

n/a

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| **Level 6** |
| **BSc (Hons) Healthcare Practice** |
| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| BSc Honours Service Improvement Project | NW6034 | 30 | 6 | 1 |  |  | 3 |
|  **Optional Modules** |  |  |  |  |  |  |  |
| 12 lead ECG | NW6005 | 15 | 6 | 1 or 2 |  |  | 3 |
| Academic Skills Development for Healthcare Professionals | NW6020 | 15 | 6 | 1 or 2 |  |  | 3 |
| Acutely Unwell Adult | NW6006 | 30 | 6 | 1 or 2 |  |  | 3 |
| Adult Critical Care Polytrauma: Assessment and Management | NW6007 | 15 | 6 | 1 or 2 |  |  | 3 |
| Adult Critical Care: Patient Assessment | NW6003 | 30 | 6 | 1 or 2 |  |  | 3 |
| Adult Critical Care: Patient Management | NW6004 | 30 | 6 | 1 or 2 |  |  | 3 |
| Anaesthetic Practice | NW6010 | 30 | 6 | 1 or 2 |  |  | 3 |
| Applied Neonatal Pathophysiology | NW6035 | 15 | 6 | 1 or 2 |  |  | 3 |
| Cardiac Arrhythmias: Interpretation and management | NW6013 | 15 | 6 | 1 or 2 |  |  | 3 |
| Cardiac Care: Patient Assessment and Management | NW6014 | 30 | 6 | 1 or 2 |  |  | 3 |
| Clinical Reasoning in Health Assessment: Lifespan Perspectives | NW6032 | 30 | 6 | 1 or 2 |  |  | 3 |
| Emergency Practice | NW6015 | 30 | 6 | 1 or 2 |  |  | 3 |
| Examination of the Newborn | NW6016 | 30 | 6 | 1 or 2 |  |  | 3 |
| Foundations in Neonatal Practice | NW6011 | 30 | 6 | TB1 | Programme Entry Requirements which specifically includes the following : • be NMC registered nurses or midwives, or HCPC registered professionals. • be employed in a neonatal setting for the duration of the programme. Most learners should commence a pathway to QIS completion shortly after their employment within a neonatal setting. |  | 1 |
| High Dependency Neonatal Care | NW6038 | 15 | 6 | 1 or 2 |  |  | 3 |
| Independent/Supplementary Prescribing for Nurses and Midwives (V300) | NW6033 | 30 | 6 | 1 or 2 |  |  | 3 |
| Minor Illness: Assessment and Management | NW6008 | 15 | 6 | 1 or 2 |  |  | 3 |
| Minor Injury Management | NW6009 | 15 | 6 | 1 or 2 |  |  | 3 |
| Neonatal Intensive Care | NW6039 | 15 | 6 | 1 or 2 |  |  | 3 |
| Neonatal Special and Transitional Care | NW6040 | 15 | 6 | 1 or 2 |  |  | 3 |
| Perinatal Mental Health | NW6021 | 30 | 6 | TB1 and TB2 |  |  | 1 |
| Post-Anaesthetic Care | NW6022 | 30 | 6 | 1 or 2 |  |  | 3 |
| Professional Advocate | NW6023 | 30 | 6 | 1 or 2 |  |  | 3 |
| Respiratory Care for the Acute Setting | NW6026 | 15 | 6 | 1 or 2 |  |  | 3 |
| Specialist Neonatal Practice | NW6012 | 30 | 6 | 1 or 2 | Programme Entry Requirements including: • be NMC registered nurses or midwives, or HCPC registered professionals. • be employed in a neonatal setting for the duration of the programme. |  | 1 |
| Theatre Practice | NW6027 | 30 | 6 | 1 or 2 |  |  | 3 |
| Trauma Care: Initial Assessment and Management | NW6028 | 15 | 6 | 1 or 2 |  |  | 3 |
| Work Based Learning – 15C | NW6029 | 15 | 6 | 1 or 2 |  |  | 3 |
| Work Based Learning – 30C | NW6030 | 30 | 6 | 1 or 2 |  |  | 3 |
| Work Based Learning – 60C | NW6041 | 60 | 6 | 1 or 2 |  |  | 3 |
| Work-based Learning – Employer Commissioned (Bespoke) | NW6630 | 30 | 6 | 1 or 2 |  |  | 1 |
| Work-based Learning – Employer Commissioned (Bespoke) | NW6615 | 15 | 6 | 1 or 2 |  |  | 1 |
| Working with Families, Carers and Significant Others in Mental Health | NW6031 | 30 | 6 | 1 or 2 |  |  | 3 |

Exit Awards at Level 6

BSc (Hons) Healthcare Practice

Students exiting the programme with 120 level 6 credits are eligible for the award of BSc (Hons) Healthcare Practice. This award comprises 90 free-choice credits at level 6 delivered by Kingston University and/or King’s Academy and completion of the BSc Honours Service Improvement Project module (30 credits) delivered by Kingston University.

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

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

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

The BSc Honours Service Improvement Project module is a core compulsory module for those students wishing to complete the full BSc (Hons) and is the final module taken once students have completed 90 credits at level 6. These 90 credits could be undertaken from the choice of modules delivered by Kingston University and the King’s Academy. The module enables students to develop their understanding of a variety of research methods, to competently critique contemporary research evidence in a literature review and to plan a service improvement project which is relevant to the student’s sphere of practice

## \* Modules on BSc (Hons) Healthcare Practice delivered by King's Academy

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| **Level 6** |
| **\* Modules on BSc (Hons) Healthcare Practice delivered by King's Academy** |
| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
|  **Optional Modules** |  |  |  |  |  |  |  |
| Critical Care | NW6046 | 60 | 6 | 1 or 2 |  |  | 1 |
| Debriefing in Healthcare Simulation | NW6045 | 15 | 6 | 1 or 2 | Registered Healthcare Professional, or someone with relevant healthcare simulation experience. |  | 1 |
| Design and Delivery of Healthcare Simulation-Based Education | NW6044 | 15 | 6 | 1 or 2 | Registered Healthcare Professional, or someone with relevant healthcare simulation experience. |  | 1 |
| Developing Skills and Knowledge for Holistic Care of Cystic Fibrosis | NW6043 | 15 | 6 | 1 or 2 | Registered healthcare practitioners |  | 1 |
| Haematological malignancies: Developing Knowledge and skills for Practice | NW6051 | 15 | 6 | 1 or 2 | None |  | 3 |
| Liver Disorders: Developing knowledge and Skills for practice | NW6053 | 15 | 6 | 1 or 2 | None |  | 3 |
| Liver Disorders: Developing knowledge and Skills for practice (online delivery) | NW6047 | 15 | 6 | 1 or 2 |  |  | 1 |
| Neonatal Intensive Care | NW6042 | 15 | 6 | 1 or 2 | Registered healthcare practitioner Registered Nurses who have completed a neonatal SCBU/HDU course Applicants must be working on a Level 3 Unit or have access to a placement on the same |  | 1 |
| Neonatal Special Care and High Dependency: | NW6052 | 15 | 6 | 1 or 2 | None |  | 3 |
| Older people’s care: Developing knowledge and skills | NW6050 | 15 | 6 | 1 or 2 | None |  | 3 |

Exit Awards at Level 6

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BSc Healthcare Practice

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1. **Teaching, Learning and Assessment**

This course uses a range of teaching and assessment methods which have been designed to support students’ learning and achievement of the learning outcomes. The course has been developed with reference to the Kingston University Academic Framework which sets-out core principles relating to Course and Credit Structure (including Module delivery Structure and Pattern, and Learning Hours and Learning Formats); Curriculum Design (including Learning Design Principles and Inclusive Curriculum); and Future Skills.

Teaching and Learning on the course consist of Scheduled Learning and Teaching and Guided Independent Study (self-managed time). Scheduled Learning and Teaching includes the following, and the format for each module is set out in the module specification:

* Laboratory Sessions
* Lectures
* Seminars
* Tutorials
* Workshops
* Placements

Guidance for students on the use of independent study time is communicated through the ‘Succeed in your module’ section on the Canvas Virtual Learning Environment and through other communications during the course.

In addition to the core Scheduled Learning and Teaching activities for the course, the University may offer students additional optional opportunities for learning. Examples of these include Work-based learning.

The course will provide students with the opportunity to develop their knowledge and skills relating to at least two United Nations Sustainable Development Goals (UN SDGs). We are committed to empowering students with the knowledge, skills and opportunities to understand and address the UN SDGs: each course is thus also required to prepare students for at least two of the SDGs (not including Quality Education, which all courses must deliver).

Most of the modules offered within the programme are also available at level 7, enabling students from both academic levels to be co-taught. This approach expands learner diversity and the range of professional practice settings which course participants are from, enriches the learning exchange between participants and widens learner networking opportunities. This is particularly relevant for the highly specialist modules where recruitment numbers are naturally small. Teaching and learning strategies of co-taught modules are tailored to meet the needs of learners, taking into consideration the spread of prior academic achievement. Lecturers in the teaching team have extensive experience of co-teaching level 6 and level 7 modules and learning activities are based on an inclusive, no deficit teaching approach which encourages learners to share experiences, and to work together to problem solve. Students at level 6 will have access to level 6 Canvas (VLE) learning resources and students at level 7 will have access to level 7 Canvas learning resources. Each Canvas module will have a specifically tailored section to signpost students to learning strategies to help them succeed in the module.

1. **Support for Students and their Learning**

Students are supported through a range of services that provide academic and wider support. These include:

* A Module Leader for each module
* A Course Leader to help students understand the course structure
* Personal Tutors to provide academic and personal support
* Technical support to advise students on IT and the use of software
* Student Voice Committee – to ensure the views of students are heard
* Canvas – Kingston University’s Virtual Learning Environment
* Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
* Disabled student support
* The Kingston Students’ Union
* Student Development and Graduate Success

**Support for Students and their Learning: Kings Academy**

King’s College Hospital has its own well-established Library and corresponding services. The Library at King’s College Hospital provides support for those preparing to study for staff /students who require a refresher or are new to studying the UK.  The team are responsive to the students’ needs and the package includes:

  ·       Study planning and time management

·       Reading and note-taking strategies

·       Evaluating information sources

·       Essay writing structure and style

·       Referencing and avoiding plagiarism

 All King’s Academy enrolled students have access to a VLE platform called LEAP that has been developed to meet the needs of the students and will closely mirror Kingston University’s (KU) Canvas platform. All learning material, interactive sessions, submission of work, quality reporting and communication results will be housed in LEAP. TURNITIN has been purchased and is being utilised for all academic submissions.

Students with disabilities will be signposted to online resources and given additional support as required.

1. **Ensuring and Enhancing the Quality of the Course**

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

* Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
* Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)
* Internal and external moderation of graded assignments

1. **External Reference Points**

External reference points which have informed the design of the course. These could include:

* QAA Subject benchmarks
* NW6033 Independent / Supplementary Prescribing for Nurses and Midwives meet the PSRB requirements.
1. **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.

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| --- | --- |
| **Module Code** | **Level 6** |
| **NW6034** |
| **Knowledge & Understanding** | A1 | S |
| A2 | S |
| **Intellectual Skills** | B1 | S |
| B2 | S |
| **Practical Skills** | C1 | S |
| C2 | S |
| C3 | S |
| C4 | 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**