**Template C4**



**Programme Specification**

**Title of Course:** *MSc 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 | 7 |
| Faculty | Faculty of Health, Science, Social Care & Education |
| Cross-disciplinary |  |
| School | School of Nursing |
| Department | Adult Nursing and Allied Health |
| Delivery Institution | Kingston University & King's Academy |

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

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

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| Award(s) and Title(s): | MSc Healthcare Practice |
| Exit Award(s) and Title(s): | MSc Healthcare Practice  PGDip Healthcare Practice  PGCert Healthcare Practice MSc Healthcare Practice (Clinical Leadership) |
| Course Code  *For each pathway and mode of delivery* | PPHCP1HCP20 |
| UCAS code  *For each pathway* |  |

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| Award(s) and Title(s): | PgCert Intensive Care |
| Exit Award(s) and Title(s): | -  -  - - |
| Course Code  *For each pathway and mode of delivery* |  |
| UCAS code  *For each pathway* |  |

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| Award(s) and Title(s): | PgCert Cardiac Care |
| Exit Award(s) and Title(s): | -  -  - - |
| Course Code  *For each pathway and mode of delivery* |  |
| UCAS code  *For each pathway* |  |

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| --- | --- |
| Award(s) and Title(s): | PgCert Independent/Supplementary Prescribing for Nurses and Midwives |
| Exit Award(s) and Title(s): | -  -  - - |
| Course Code  *For each pathway and mode of delivery* |  |
| UCAS code  *For each pathway* |  |

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| --- | --- |
| Award(s) and Title(s): | \* Modules on MSc 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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| --- | --- |
| Award(s) and Title(s): | MSc Healthcare Practice (Clinical Leadership) |
| Exit Award(s) and Title(s): | PgDip Healthcare Practice (Clinical Leadership)  Pg Cert Healthcare Practice (Clinical Leadership) |
| 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 & King's Academy |
| Location: | Kingston Hill Campus & 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 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.  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: | N/A |
| Approved Variants: | *15 credit Modules*   * PGDip Healthcare Practice: up to 8 x 15 credit modules * MSc Healthcare Practice: up to 10 x 15 credit modules. |
| Is this Higher or Degree Apprenticeship course? | No |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

1. Provide flexible, contemporary Master’s level education aligned to the changing context of healthcare provision and which meets the life-long personal and professional development needs of registered healthcare practitioners across the career span.

2. Develop practitioners who can critically evaluate contemporary healthcare research and advanced scholarship, and who can demonstrate originality in problem solving and when managing unpredictable and complex issues.

3. Develop practitioners who can actively participate in the advancement of contemporary healthcare knowledge, service development and clinical practice through research, creativity and innovation.

**The overall aims of the PGDip are to**:

1. Provide flexible, contemporary Master’s level education aligned to the changing context of healthcare provision and which meets the life-long personal and professional development needs of registered healthcare practitioners across the career span.

2. Develop practitioners who can critically evaluate contemporary healthcare research and advanced scholarship, and who can demonstrate originality in problem solving and when managing unpredictable and complex issues.

**The overall aims of the PGCert are to**:

1. Provide flexible, contemporary Master’s level education in a focused area of healthcare which is aligned to the changing context of healthcare provision and which meets the life-long personal and professional development needs of registered healthcare practitioners across the career span.

2. Develop practitioners who can demonstrate originality when applying detailed knowledge to specific healthcare contexts.

1. **Programme Learning Outcomes**

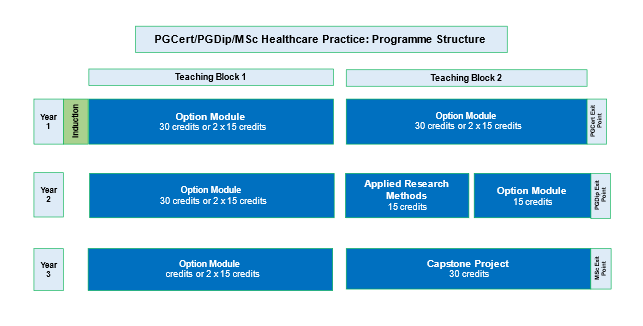
The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in [‘Sector Recognised Standards in England’ (OFS 2022).](https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf%22)

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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 mastery of knowledge and detailed, in-depth understanding to an area of healthcare provision, including the wider socio-political, financial, cultural and international influences. | B1 | Critically apply reflexivity and advanced reasoning skills to complex novel healthcare situations. | C1 | Incorporate a critical and ethical/professional dimension into complex decision-making. |
| A2 | Apply deep and systematic understanding of the wider ethical, legal and professional perspectives to an area of healthcare. | B2 | Synthesise and integrate diverse and contradictory contemporary sources, evidence and concepts. | C2 | Self-direct their own personal and professional development, based on the application of critical enquiry, reflective practice and appraisal of evidence. |
|  |  | B3 | Apply detailed and systematic understanding of research methods to professional practice.  PGDip/MSc only | C3 | Act as a professional role model, working effectively and collaboratively across multiple teams, to lead and develop others. |
|  |  | B4 | Complete a capstone project which demonstrates systematic inquiry, synthesis of evidence, project management skills and originality of thinking.  Full MSc only | C4 | Reconcile uncertainty, constraints and dilemmas within the unpredictable and changing context of professional practice. |
|  |  |  |  | C5 | Contribute to development and transformation of services, new roles and ways of working to meet changing workforce needs. |
|  |  |  |  | C6 | Apply specialist or advanced professional practice skills to a defined area of healthcare provision. |

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 student module guides.  For information on option module selection and coherence of students’ study plans please see section D.

Note: As per [GR5](https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/user-upload/kingston-university-63963086086-kingston-university-gr5-changes.pdf) within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks.  The University will notify students as soon as these circumstances arise by email.

## MSc Healthcare Practice

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| **Level 7** | | | | | | | |
| **MSc Healthcare Practice** | | | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Applied Research Methods | NW7011 | 15 | 7 | 2 |  |  | 2 |
| Capstone Project | NW7012 | 30 | 7 | 2 |  |  | 3 |
| **Optional Modules** |  |  |  |  |  |  |  |
| 12 Lead ECG Interpretation | NW7005 | 15 | 7 | 1, 2 or 3 |  |  | 1 |
| Acutely Unwell Adult | NW7006 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Adult Critical Care Polytrauma: Assessment and Management | NW7007 | 15 | 7 | 1, 2 or 3 |  |  | 1 |
| Adult Critical Care: Patient Assessment | NW7003 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Adult Critical Care: Patient Management | NW7004 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives | NW7032 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Advanced Practice: Minor Ailment Management | NW7008 | 15 | 7 | 1, 2 or 3 |  |  | 1 |
| Advanced Practice: Minor Injury Management | NW7009 | 15 | 7 | 1, 2 or 3 |  |  | 1 |
| Anaesthetic Practice | NW7010 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Cardiac Arrhythmias: Interpretation and management | NW7013 | 15 | 7 | 1, 2 or 3 |  |  | 1 |
| Cardiac Care: Patient Assessment and Management | NW7014 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Emergency Practice | NW7015 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Examination of the Newborn | NW7016 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Foundations in Neonatal Practice | NW7045 | 30 | 7 | 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 |
| General Practice Nursing: Fundamentals of Care | NW7017 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| High Dependency Issues in Maternity Care | NW7018 | 15 | 7 | 1, 2 or 3 |  |  | 1 |
| Improvement and Implementation Science: Principles for Practice | NW7019 | 15 | 7 | 1, 2 or 3 |  |  | 1 |
| Independent/Supplementary Prescribing for Nurses and Midwives (V300) | NW7033 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Leadership in Advanced Clinical Practice | NW7020 | 15 | 7 | 1, 2 or 3 |  |  | 1 |
| Mentoring and Coaching in Professional Practice | SW7044 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Perinatal Mental Health | NW7021 | 15 | 7 | 1 or 2 |  |  | 1 |
| Post Anaesthetic Care: Principles and Practice | NW7022 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Professional Advocate | NW7023 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Renal Dialysis: Principles of Care | NW7024 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Renal Dysfunction: Complexities of Care | NW7025 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Respiratory Care for the Acute Setting | NW7026 | 15 | 7 | 1. 2 or 3 |  |  | 1 |
| Specialist Neonatal Practice | NW7046 | 30 | 7 | TB1 | Programme Entry Requirements which specifically includes: • 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 | NW7027 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Trauma Care: Initial Assessment and Management | NW7028 | 15 | 7 | 1, 2 or 3 |  |  | 1 |
| Work Based Learning – 15C | NW7029 | 15 | 7 | 1, 2 or 3 |  |  | 1 |
| Work Based Learning – 30C | NW7030 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Work Based Learning – 60C | NW7034 | 60 | 7 | 1, 2 or 3 |  |  | 1 |
| Work-based Learning – Employer Commissioned (Bespoke) | NW7715 | 15 | 7 | 1 or 2 |  |  | 1 |
| Work-based Learning – Employer Commissioned (Bespoke) | NW7730 | 30 | 7 | 1 or 2 |  |  | 1 |
| Working With Families, Carers and Significant Others | NW7031 | 30 | 7 | 1, 2 or 3 |  |  | 1 |

Exit Awards at Level 7

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

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

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

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

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

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

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

## PgCert Intensive Care

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

Exit Awards at Level 7

Students exiting the programme with 60 level 7 credits acquired from the two core modules: Adult Critical care: patient assessment (30credits) and Adult Critical Care : patient management (30credits) are eligible for the award of **PgCert Intensive Care.**

## PgCert Cardiac Care

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

Exit Awards at Level 7

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

## PgCert Independent/Supplementary Prescribing for Nurses and Midwives

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| **Level 7** | | | | | | | |
| **PgCert Independent/Supplementary Prescribing for Nurses and Midwives** | | | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives | NW7032 | 30 | 7 | 1, 2 or 3 |  |  | 1 |
| Independent/Supplementary Prescribing for Nurses and Midwives (V300) | NW7033 | 30 | 7 | 1, 2 or 3 |  |  | 1 |

Exit Awards at Level 7

Students exiting the programme with 60 level 7 credits acquired from the two core modules: Advanced Clinical Reasoning in health assessment: Lifespan perspectives (30credits) and Independent / Supplementary Prescribing for nurses and midwives (30credits) are eligible for the award of **PgCert Independent / Supplementary Prescribing for nurses and midwives**.

## \* Modules on MSc Healthcare Practice delivered by King's Academy

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| **Level 7** | | | | | | | |
| **\* Modules on MSc Healthcare Practice delivered by King's Academy** | | | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| **Optional Modules** |  |  |  |  |  |  |  |
| Advanced Debriefing in Healthcare Simulation | NW7048 | 15 | 7 | 1, 2 or 3 | Registered Healthcare Professional, or someone with relevant healthcare simulation experience. |  | 1 |
| Advanced Healthcare Simulation: Design & Delivery | NW7052 | 15 | 7 | 1, 2 or 3 | Registered Healthcare Professional, or someone with relevant healthcare simulation experience |  | 1 |
| Advancing Skills and Knowledge for Critical Care | NW7050 | 15 | 7 | 1, 2 or 3 | • Registered Nurse • STEP 1 Competency Framework |  | 1 |
| Advancing Skills and Knowledge for Holistic care of Cystic Fibrosis | NW7049 | 15 | 7 | 1, 2 or 3 | Registered healthcare practitioners |  | 1 |
| Advancing Skills and Knowledge in Neonatal Intensive Care | NW7051 | 15 | 7 | 1, 2 or 3 | 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 |
| Haematological Malignancies: Developing knowledge and skills in practice | NW7041 | 15 | 7 | 1, 2 or 3 | Registered Healthcare Practitioner |  | 1 |
| Liver Disorders: Evidence –Based strategies | NW7043 | 15 | 7 | 1, 2 or 3 | Registered healthcare practitioner |  | 1 |
| Liver Disorders: Evidence –Based strategies (online delivery) | NW7047 | 15 | 7 | 1, 2 or 3 | Registered healthcare practitioner |  | 1 |
| Neonatal Special Care and High Dependency: evidence-based care. | NW7042 | 15 | 7 | 1, 2 or 3 | Registered Healthcare Practitioner |  | 1 |
| Older people’s care: Evidence based approaches | NW7040 | 15 | 7 | 1, 2 or 3 | Registered Healthcare Practitioner |  | 1 |

Exit Awards at Level 7

**MSc Healthcare Practice**

Students completing the programme with 180 Level 7\* credits are eligible for the award

of Master's of Science Degree Healthcare Practice. This award comprises of 135 free

choice credits at level 7 (list of option modules from Kingston University and/or King’s

Academy) and must include the core modules Applied Research Methods (15 credits)

and Capstone Project (30 credits).

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

**Postgraduate Diploma Healthcare Practice**

Students exiting the programme with 120 level 7\* credits are eligible for the award of Postgraduate Diploma in Healthcare Practice*.* This award comprises of 105 free-choice credits at level 7 (list of option modules from Kingston University and/or King’s

Academy) and must include the core module Applied Research Methods (15 credits).

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

**Postgraduate Certificate Healthcare Practice**

Students exiting the programme with 60 level 7# credits are eligible for the award of Postgraduate Certificate in Healthcare Practice. This award comprises of 60 free-choice credits at level 7 (list of option modules from Kingston University and/or King’s Academy).

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

## MSc Healthcare Practice (Clinical Leadership)

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| **Level 7** | | | | | | | |
| **MSc Healthcare Practice (Clinical Leadership)** | | | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Applied Research Methods | NW7011 | 15 | 7 | 2 |  |  | 2 |
| Capstone Project | NW7012 | 30 | 7 | 2 |  |  | 3 |
| Introduction to Leadership and Management | HC7008 | 30 | 7 | 1 |  |  | 1 |
| Leadership and Change Management | HC7002 | 30 | 7 | 2 |  |  | 1 |
| Reflexive Leadership | HC7007 | 30 | 7 | Year long |  |  | 1 |

Exit Awards at Level 7

**MSc Healthcare Practice (Clinical Leadership)**

Students completing the pathway with 180 Level 7\* credits are eligible for the award of Master's of Science Degree Healthcare Practice (Clinical Leadership). This award comprises of 45 free-choice credits at level 7 (list of option modules from Kingston University and/or King’s Academy) and must include the core modules Introduction to Leadership and Management (30 credits), Leadership and Change Management (30 credits), Reflexive Leadership (30 credits), Applied Research Methods (15 credits) and Capstone Project (30 credits).

**Postgraduate Diploma Healthcare Practice (Clinical Leadership)**

Students exiting the programme with 120 level 7\* credits are eligible for the award of Postgraduate Diploma Healthcare Practice (Clinical Leadership). This award comprises of 15 free-choice credits at level 7 (list of option modules from Kingston University and/or King’s Academy) and must include four core modules: Introduction to Leadership and management (30 credits), Leadership and change management (30 credits), Reflexive Leadership (30 credits) and Applied Research Methods (15 credits).

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

**Postgraduate Certificate Healthcare Practice (Clinical Leadership)**

Students exiting the programme with 60 level 7 credits acquired from a combination of two modules: Introduction to Leadership and management (30 credits), Leadership and change management (30 credits), Reflexive Leadership (30 credits) are eligible for the award of PgCert Healthcare Practice (Clinical Leadership).

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

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

## **Support for Students and their Learning : KU**

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 student’s 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 addition 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 include:

* QAA Subject benchmarks
* NW7033 Independent / Supplementary Prescribing for Nurses and Midwives meets PSRB standards

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 7** | | | | | | | | | | | |
| **NW7011** | **NW7012** | **NW7003** | **NW7005** | **NW7033** | **NW7013** | **NW7004** | **NW7014** | **NW7032** | **HC7007** | **HC7002** | **HC7008** |
| **Knowledge & Understanding** | A1 |  | S | S | S | S | S | S | S | S | S |  |  |
| A2 |  |  |  |  | S |  | S | S | S |  |  | S |
| **Intellectual Skills** | B1 | S | S | S | S | S | S | S | S | S |  | S |  |
| B2 | S | S | S |  | S |  | S | S | S | S |  |  |
| B3 | S | S |  |  |  |  |  |  |  |  | S | S |
| B4 |  | S |  |  |  |  |  |  |  |  | S | S |
| **Practical Skills** | C1 | S | S |  |  | S | S | S | S | S |  | S | S |
| C2 | S | S | S | S | S | S | S | S | S | S |  |  |
| C3 |  |  | S |  | S |  | S | S | S | S |  |  |
| C4 |  |  |  |  | S |  | S | S | S |  |  | S |
| C5 |  | S |  | S |  |  | S |  | S | S | S | S |
| C6 |  |  | S | S | S | 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**

*Add information here about the number of approved entry points and for each one, except the first one, the delivery dates of the modules and which Teaching Block they’ll be delivered in. The details of the first entry point noted should be provided in the module tables above.*