

Covid-19 updates

We have been working hard to find ways to teach our courses without disruption, while keeping our staff and students safe and making sure we follow government guidance on Covid-19. We won't be making any significant changes to the content of our programmes, but there will be some changes to the way they are delivered. Please see our website for further details of how this may affect this course:

<https://www.sgul.ac.uk/study/courses/healthcare-practice-msc# covid-19-updates>



Programme Specification

A NATURE OF THE AWARD		
1	Programme title	Healthcare Practice
2	Final award	M.Sc.
3	Intermediate awards	PG Dip; PG Cert.
4	Awarding institution/body	St George's Hospital Medical School, University of London
5	Teaching institution	St George's University of London and Kingston University
6	Programme accredited by	Not Applicable
7	UCAS/JACS code	Not Applicable
8	QAA benchmark statements	Not Applicable
9	Date specification produced	August 2014 Updated March 2017, June 2019, Dec 2020

B FEATURES OF THE PROGRAMME		
1	Mode of study	Part-time mode: all routes; Full-time mode: Generic and Maternal routes *Masters Degree Apprenticeship (for ACP only) * please refer to Programme Specification for the apprenticeships pathway
2	Usual length of programme	Part time: 3 years (maximum 5 years) Full-time: 12-15 months (maximum 3 years)
3	Other features of the programme	Interprofessional; flexible entry and exit points; two intakes/registration points per annum. Specified pathways including those that map to national standards

C	EDUCATIONAL AIMS OF THE PROGRAMME
<p>The overall aims of the programme are to:</p> <ol style="list-style-type: none"> 1. Provide flexible, contemporary Master’s level education which is well aligned to the changing context of healthcare provision and which is designed to meet the life-long personal and professional development needs of registered healthcare practitioners across the career span. 2. Develop practitioners who are able to actively participate in the advancement of contemporary healthcare knowledge, service development and clinical practice through research and innovation. 	

D	LEARNING OUTCOMES OF THE GENERIC PROGRAMME - MSc
<p>Students completing a full MSc award under this framework will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. mastery of knowledge and in-depth understanding of a defined area of healthcare provision, including the wider socio-political, financial, cultural and international influences, and articulate its application to professional practice within complex, specialist and inter-professional contexts; 2. understanding of the wider ethical, legal and professional perspectives of healthcare and an ability to incorporate a critical and ethical/professional dimension into complex decision-making; 3. critical awareness and application of reflexivity and advanced reasoning skills to complex novel situations and an ability to reconcile uncertainty, constraints and dilemmas within the unpredictable and changing context of practice; 4. capability for self-directed, autonomous learning and self-reliance, based on self-appraisal, reflective practice and critical enquiry skills in which analytical, problem-solving approaches to learning from experience are demonstrated; 5. ability to work effectively across multiple teams, to lead and develop others, to act as a professional role model and contribute to development and transformation of services, new roles and ways of working to meet changing workforce needs; 6. comprehensive understanding and application of research methods, systematic inquiry and project management through completion of a research project which shows originality of thinking and ability to synthesise and integrate diverse and contradictory contemporary sources, evidence and concepts. 	

D	LEARNING OUTCOMES OF THE GENERIC PROGRAMME – PG Dip
<p>Students completing a Postgraduate Diploma under this framework will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. mastery of knowledge and in-depth understanding of a defined area of healthcare provision, including the wider socio-political, financial, cultural and international 	

influences, and articulate its application to professional practice within specialist and inter-professional contexts;

2. understanding of the wider ethical, legal and professional perspectives of healthcare and incorporate a critical and ethical/professional dimension into complex decision-making;
3. critical awareness and application of reflexivity and advanced reasoning skills to novel situations and an ability to reconcile uncertainty, constraints and dilemmas within the unpredictable and changing context of practice;
4. capability for self-directed, autonomous learning and self-reliance, based on self-appraisal, reflective practice and critical enquiry skills in which analytical, problem-solving approaches to learning from experience are demonstrated;
5. ability to work effectively across multiple teams, to lead and develop others, to act as a professional role model and contribute to development and transformation of services, new roles and ways of working to meet changing workforce needs;
6. critical understanding of research methods and systematic inquiry.

D	LEARNING OUTCOMES OF THE PROGRAMME – PG Cert
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Students completing a postgraduate certificate under this framework will be able to demonstrate:

1. mastery of knowledge and in-depth understanding of selected aspects of a defined area of healthcare provision, including the socio-political, financial, cultural and international influences, and articulate its application to professional practice within specialist and inter-professional contexts;
2. understanding of the ethical, legal and professional perspectives applied to selected aspects of healthcare and incorporate a critical and ethical/professional dimension into complex decision-making;
3. critical awareness and application of reflexivity and advanced reasoning skills to novel situations and show ability to reconcile uncertainty, constraints and dilemmas within the unpredictable and changing context of practice;
4. capability for self-directed, autonomous learning and self-reliance, based on self-appraisal, reflective practice and critical enquiry skills in which analytical, problem-solving approaches to learning from experience are demonstrated.

E	Programme structure and features
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The programme follows the QAA's Qualifications Framework for England, Wales and Northern Ireland. The full MSc is normally taken over 12-15 months full-time (maximum 3 years) or 3 years part-time (maximum 5 years). Individual modules can be taken on a free-standing basis and used towards an interim or full award. The part-time route normally comprises a modular structure, which is delivered as a day release programme over three academic years.

The programme offers a choice of study routes: one generic route (MSc Healthcare Practice) and several specialist study routes, all constructed from a matrix of common modules. Pathways offered to students commencing in the September 19/20 academic year are:

- PG Dip/ M.Sc. Advanced Clinical Practice
- PG Cert/ PG Dip/ M.Sc. Healthcare Practice (Cardiac Care)
- PG Cert/ PG Dip/ M.Sc. Healthcare Practice (Intensive Care)
- PG Cert/ PG Dip/ M.Sc. Healthcare Practice (Midwifery)
- PG Cert/ PG Dip/ M.Sc. Healthcare Practice (Psychosocial Interventions)
- PG Cert/ PG Dip/ M.Sc. Healthcare Practice (Prehospital Critical Care).

Entry points

Applicants may register for a full or interim award in September (all full-time and part-time routes) or March (most pathways; part-time mode only). International students may apply for awards offered within the Generic and Midwifery routes. These two routes are offered as full-time and part-time courses.

The programme is structured into 3 phases.

Full-time mode

The full-time mode is aimed particularly at international students.

- **Phase one (autumn term)** will commence with the Research Methods module (15 credits) and option /or compulsory specialist modules (45 credits).
- **Phase two (spring term):** Further option /or compulsory specialist modules will be studied (60 credits) and preparatory work will be undertaken on the research project.
- **Phase three (summer term):** Students will take the Research Project module (60 credits) and complete all outstanding coursework.

Part-time mode

Students will aim to study 60 credits within each of the three academic years.

- **Phase one (year 1)** will consist of 60 credits of option and/or compulsory specialist modules. Students completing this phase will be able to exit with the Postgraduate Certificate* if desired.
- **Phase two (year 2)** will consist of the core Research Methods module (15 credits) and further option and/or compulsory specialist modules (45 credits). Students completing phases 1 and 2 will be able to exit with the Postgraduate Diploma*.
- **Phase three (year 3)** is dedicated to the Research Project module (60 credits).

* The combination of modules required for the Postgraduate Certificate and Postgraduate Diploma depend upon the route of study. Research Methods is required for the Postgraduate Diploma (all routes). There is no Postgraduate Certificate available for the Advanced Clinical Practice routes.

Recognition of Prior Learning

Applicants may offer prior certificated learning in the form of free-standing credit or interim postgraduate awards up to the credit values specified below:

- 120 credits of the 180 credits required for the M.Sc. (of which 30 may be at level 6);
- 75 credits of the 120 credits required for the Postgraduate Diploma (of which 30 may be at level 6);
- 30 credits of the 60 credits required for the Postgraduate Certificate (of which 15 may be at level 6).

Subject to verification, applicants holding a relevant PG Cert. may be eligible to enter the programme at the start of phase 2, whilst those hold a relevant PG Dip. (120c) may be able to enter the programme at stage 3.

F**General teaching and learning strategies**

The MSc in Healthcare Practice complies with the education strategies of Kingston University and St. George's, University of London (SGUL). Both strategic summaries state that the student experience is placed at the centre of learning and students are seen as co-creators of knowledge.

Course and module delivery are designed to meet both the needs of full-time students and those who are in employment. They seek to exploit and optimise learning opportunities by enabling interaction of theory and practice through face-to-face activities, online learning activities and blending face-to-face activities with technology enhanced learning (TEL) where possible. The programme also seeks to build a strong and supportive cohort of students through an environment within which students can safely explore the challenges and potential for developing effective mechanisms for professional working. Students will be further supported by means of academic practice skills, tutorials, personal tutors, academic and research supervisors.

A wide variety of learning and teaching approaches will be used in order to support different learning styles, including:

- Blended learning, discussion boards, interactive web pages, electronic resources and databases.
- The use of a portfolio, inclusive of personal learning contracts and action plans, as a tool for the promotion of individual learning and assessment.
- Independent project work, enabling students to undertake in-depth research in an area relevant to Health and Social Care. This will promote development of skills in data handling and data analysis (quantitative or qualitative), supported through the use of small interactive tutorials and one-to-one support.
- Self-directed activities and tasks, independent presentations and student-led seminars which encourage development of self-responsibility for own learning.
- Presentations of original work, interactive discussions and debates will be used to foster the skills of critical enquiry, synthesis and dissemination of key concepts.
- Case study analyses of situations encountered in professional practice will offer opportunity to explore and debate professional values and ethical dilemmas through which reflection, analytical skills and synthesis will be developed.

G	Assessment
<p>Assessment methods are an integrated part of the overall learning and teaching experience for the student and promote the advancement of independent learning ability required for continual professional development. The assessment strategy reflects the need for students to be able to deal with complex issues systematically and creatively; demonstrate self-direction and originality in problem solving; communicate conclusions clearly to a specialist and non-specialist audience and advance their knowledge and understanding to a high level.</p> <p>The majority of achievement will be assessed using course work assignments which enable students to apply theory to individual practice settings and which use, where possible, methods which reflect activities which students are likely to undertake in their practice environments. Where relevant to the module outcomes, clinically based assessments have been included to demonstrate advanced level application of knowledge and skill within the student's own professional practice environment.</p> <p>In principle modules will have no more than two assessments. The contribution of each element (weighting) to the overall mark is indicated in the module outline. Practice-based assessments and simulations will be recorded as pass/fail, but students will be required to gain a pass in such assessments in order to pass the module. Each assessment will have specific assessment criteria which will be published in the module handbook and will be marked using grade criteria derived from the SEEC level descriptors (SEEC, 2010). All modules will offer formative assessments.</p> <p>A range of assessment methods will be utilised including:</p> <ul style="list-style-type: none"> • reflection and critical analysis of achievement; • case studies, essays, literature reviews and reports; • exams; • practice based assessments and simulations; • oral presentations; • research proposal and research project; • portfolio; • work-based learning achieved through learning contracts. 	

H	Support for students and their learning
<p>The Student Handbook contains information about all the services offered to support the student through the duration of the course including academic supervision, administrative support services, learning resources (both electronic and otherwise),</p>	

H	Support for students and their learning
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dyslexia support and counselling services, programme regulations and policies. It is accessible electronically on the University's VLE.

Students will receive an induction which will introduce them to the course, and the learning, teaching and assessment methods. This will include study skills support and using databases. This will be expanded by academic practice sessions and a self-directed academic practice study guide.

Academic and pastoral support will be provided through the personal tutor, academic supervisor and research supervisor. Every student enrolled for an award will be allocated a personal tutor who will act as a contact point throughout their studies. The personal tutor will provide both academic guidance and pastoral support. Research supervisors will be allocated to students enrolled for the Postgraduate Diploma or full award. They will oversee the Research Methods module, research protocol, project implementation and dissertation write-up. Academic supervision of module assignments will be overseen by the relevant module leader.

The programme has a named administrator.

Library and Computing Facilities

Students registered on the programme are entitled to full use of the Library and Computing resources of SGUL and to some of those at Kingston University. There is co-ordination between the two institutions over the development of resources and joint policy decision-making.

To support part-time students the Libraries have long opening hours including evenings and Saturdays (SGUL) and 24 hour access at Kingston Hill. Resources include:

- books, journals, statistics, audio-visual materials;
- electronic resources (including access to the internet (and SGUL intranet), word processing, email, and databases);
- information skills training;
- inter-library loans;
- photocopying and printing facilities;
- professionally staffed enquiry desk.

Counselling Services

A specialised, confidential service is provided by qualified counsellors who have extensive experience of working with a wide range of problems. The service is separate from the teaching and assessment processes and is available to all studying at SGUL. It provides space to talk about emotional or practical difficulties such as:

- work-related concerns, exam anxiety, study difficulties, stress management;

H	Support for students and their learning
<ul style="list-style-type: none"> • emotional issues; • loneliness, isolation, loss of confidence; • personal direction, doubts and career choices; • practical or welfare issues including finance. 	

I	Criteria for admissions
<p><u>Standard programme entry requirements:</u></p> <p>Applicants will be required to meet all of the following criteria:</p> <ul style="list-style-type: none"> • Hold a recognised healthcare / health-related professional qualification and current professional registration. • Normally have a minimum of one year's post-qualifying practice experience. Module specific requirements and entry criteria will apply to some modules and these will be indicated in the module outlines. • Hold an Honours degree (2:ii) or above from a UK or Republic of Ireland university. An Honours degree equivalent to a (2:ii) or above from an approved institution of higher education outside the UK and Republic of Ireland will be accepted. Advice on equivalent status of overseas awards will be obtained from the National Recognition and Information Centre for the UK (NARIC). <p><u>Non-standard applicants</u></p> <ul style="list-style-type: none"> • Applicants will normally hold a recognised healthcare / health-related professional qualification and current professional registration; • Applications will be considered from non-standard applicants who can demonstrate the following certificated learning: <ul style="list-style-type: none"> i. a relevant healthcare / healthcare-related Post-graduate Certificate or Post-graduate Diploma from a UK or Republic of Ireland university or equivalent qualification from an approved institution of higher education outside the UK and Republic of Ireland. Or have successfully completed and achieved a <u>minimum</u> of 60 credits (equivalent to a Post-graduate Certificate) at Level 7 study in healthcare/healthcare-related subjects within the last five years. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ii. a healthcare / health-related DipH.E. from a UK or Republic of Ireland university or equivalent qualification from an approved institution of higher education outside the UK and Republic of Ireland; <p>and one of the following completed within the last five years:</p> <ul style="list-style-type: none"> • successful completion of a healthcare / health-related standalone module at level M or • a minimum of 30 credits from healthcare / health-related standalone modules at level 6, at or above grade B (60%). 	

The professional portfolio, interview and/or entrance test may be used as evidence of aptitude for M level study in borderline cases.

Advanced Clinical Practice route

Applicants for this route will be required to meet all the following additional requirements:

- a minimum of two years full-time clinical experience (or the equivalent in part-time hours) in health or social care employment in a relevant clinical service area to ACP or the specified sub-pathway they wish to follow; module specific requirements and entry criteria will apply to some modules and these will be indicated in the module outlines;
- be employed in a senior role (normally Agenda for Change Band 6 or 7);
- demonstrate they are working in a practice setting which enables the achievement of the advanced clinical practice outcomes relating to the National HEE multi-professional ACP Standards or Advanced Clinical Practitioner Apprenticeship Standard;
- written confirmation of employer support, including appropriate supervisor/assessor arrangements for practitioner development to the level of ACP.

Applicants for the apprenticeship route will need to meet all the apprenticeship entry requirements (as outlined in separate ACP validation documents).

Proficiency in English language

Evidence of English language testing will be required from all applicants for whom English is not their first language and who have not previously undertaken studies in English. The required level of proficiency will be a minimum overall International English Language Testing System (IELTS) score (or equivalent) of 6.5, with no section achieving less than 6.0. Evidence of proficiency must be dated within the last two years. Applicants who have taken the examination more than twice in one year will not be considered.

Sponsored applicants will be required to confirm funding arrangements and demonstrate support from their manager. Applicants will be required to identify an appropriately qualified, named mentor appropriate to their route of study and module choice.

J	Career opportunities
<p>The programme is aimed at qualified health or social care practitioners who are already in employment. All routes within the programme promote personal and professional development and will, therefore, contribute to career advancement within the relevant health and social care sector. The Advanced Practice route will provide students with the opportunity to articulate and evidence their own scope of practice,</p>	

J	Career opportunities
and to work towards the Health Education England Framework for Advanced Clinical Practitioner (HEE, 2017).	

K	Methods for evaluating and improving the quality and standards of teaching and learning
<p>Student evaluation and feedback is central to the evaluation and improvement of quality and standards of teaching. The Faculty of Health, Social Care and Education has an organised system for the collection, interpretation, analysis and dissemination of information related to the student experience. Student evaluation and feedback is collected via a number of different methods. The principal approach used is the collection of evaluation data from each student the end of the module using an online survey. Module evaluations are presented as a standing agenda item at each Course Committee meeting where areas of good practice are disseminated and issues requiring action points agreed, with timescales and the allocation of responsibilities for actions. Progress on action points are followed up at subsequent Course Committee meetings. Module evaluations are combined to give an annual, overall programme evaluation which is used to inform the annual monitoring report. Other types of informal evaluation may be used at the discretion of the module leader, to assist with specific aspects of module design or development. These may include evaluation of individual sessions particularly where these are led by outside speakers.</p> <p>Student representatives are members of the Course Committee. Their role is to convey a student perspective and feedback on the learning and teaching experience and general programme management issues. Students may also feedback their comments on the programme to pathway leaders and module leaders, or directly to the Course Director.</p> <p>All Faculty staff are expected to hold a recognised teaching qualification (. New staff without a formal teaching qualification are supported to undertake this. Peer review of classroom and online teaching is undertaken by staff as part of the annual appraisal system.</p>	

L	Regulation of assessment
<p>The MSc Healthcare Practice is compliant with the St George's University of London General Regulations for Students and Programmes of Study. A number of processes are in place to ensure regulation of assessment including:</p> <ul style="list-style-type: none"> • a Scheme of Assessment which sets out the assessment regulations for the modules, the criteria for determining a final award, and assessment reporting procedures; • seven external examiners, appointed according to SGUL regulations, who examine and evaluate the assessment processes; 	

L	Regulation of assessment
	<ul style="list-style-type: none"> external examiners' annual reports which are considered fully in the Annual Monitoring Report and recommendations made, as appropriate, to the Course Committee; module specific assessment criteria, published in the module handbooks in advance of the module starting.

M	Indicators of quality and standards
	<ul style="list-style-type: none"> Annual Monitoring Report. Student evaluations. Student feedback to the Course Committee meetings held once per term. External Examiners' annual reports considered at the Course Committee together with the responses made by the academic team to the recommendations. External Examiners' annual reports are also reported to SGUL Academic Quality Committee. QAA and professional body reports/reviews and validation of modules to meet regulatory requirements. .