## Programme title and designation
Advanced Practice (Generic or with speciality)

### Section 2 - Final award

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc</td>
<td>Advanced Practice</td>
<td>180</td>
<td>90</td>
<td>N/A</td>
</tr>
<tr>
<td>MSc</td>
<td>Advanced Practice - Leadership</td>
<td>180</td>
<td>90</td>
<td>N/A</td>
</tr>
<tr>
<td>MSc</td>
<td>Advanced Practice - Midwifery</td>
<td>180</td>
<td>90</td>
<td>N/A</td>
</tr>
<tr>
<td>MSc</td>
<td>Advanced Practice- Nurse Practitioner – District Nurse</td>
<td>180</td>
<td>90</td>
<td>N/A</td>
</tr>
<tr>
<td>MSc</td>
<td>Advanced Practice - Specialist Community Public Health Nursing: Health Visiting</td>
<td>180</td>
<td>90</td>
<td>N/A</td>
</tr>
<tr>
<td>MSc</td>
<td>Advanced Practice - Specialist Community Public Health Nursing: School Nursing</td>
<td>180</td>
<td>90</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Section 3 - Nested award

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate</td>
<td>Advanced Practice</td>
<td>60</td>
<td>30</td>
<td>Students must take either Evidence Based Decision Making in Healthcare OR Measurement and Evaluation for Healthcare Practice or Leadership in service development and quality improvement in older person’s care (Older Person’s Care only) and the relevant compulsory clinical module see Table 19</td>
</tr>
</tbody>
</table>

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Students must take Evidence Based Decision Making in Healthcare AND Measurement and Evaluation for Healthcare or Leadership in service development and quality improvement in older person’s care (Older Person’s Care only) and the relevant compulsory clinical module(s) see Table 19.

4. Exit award

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate</td>
<td>Health Studies</td>
<td>120</td>
<td>60</td>
<td>Students who have obtained 120 credits (maximum 150 credits) of which a minimum of 90 credits must be at level 7 in any combination of modules receive the PG Dip Health Studies</td>
</tr>
<tr>
<td>Certificate</td>
<td>Health Studies</td>
<td>60</td>
<td>30</td>
<td>Students who obtained 60 credits of which a minimum of 45 credits must be at level 7 in any combination of modules receive the PG Cert Health Studies</td>
</tr>
</tbody>
</table>

5. Level in the qualifications framework

M

6. Attendance

<table>
<thead>
<tr>
<th>Mode of attendance</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>√</td>
<td>√</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1 Specialist Community Public Health Nursing (SCPHN) students who have taken Evidence Based Decision Making in Healthcare as part of the Pre-registration Post Graduate Diploma (Adult, Child or Mental Health nursing with Registration) must take clinically focused modules with a total credit value of 30 credits.

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<table>
<thead>
<tr>
<th>7. Awarding institution/body</th>
<th>King’s College London</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Teaching institution</td>
<td>King’s College London</td>
</tr>
<tr>
<td>9. Proposing department</td>
<td>Florence Nightingale Faculty of Nursing and Midwifery</td>
</tr>
<tr>
<td>10. Programme organiser and contact Details</td>
<td>Dr Geraldine Lee: 020 7848 3201 <a href="mailto:gerry.lee@kcl.ac.uk">gerry.lee@kcl.ac.uk</a></td>
</tr>
<tr>
<td>11. UCAS code (if appropriate)</td>
<td>n/a</td>
</tr>
<tr>
<td>13. Date of production of specification</td>
<td>January 2006</td>
</tr>
<tr>
<td>14. Date of programme review</td>
<td>2016/17</td>
</tr>
<tr>
<td>15. Educational aims of the programme</td>
<td>The overall aim of this programme of study is to enable students who are qualified health care practitioners to acquire advanced understanding, knowledge and skills to deliver, manage, develop and research health care practice and education as appropriate to the individual’s specific specialty and role. The programme aims to support students as they progress to advanced practitioner level and beyond, and provide a framework within which they can acquire and demonstrate both generic transferable competencies and those specific to their area of practice.</td>
</tr>
</tbody>
</table>

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16. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills required for advanced practice in their chosen field of study.

The programme builds on a student’s existing skills and experience to enable students to lead and support the development and subsequent delivery of evidence-based practice. Students study core modules in evidence-based practice and healthcare research. SCPHN students who have taken Evidence Based Decision Making in Healthcare as part of the Pre-registration Post Graduate Diploma (Adult, Child or Mental Health nursing with Registration) must take clinically focused modules with a total credit value of 30 credits.¹ (see previous footnote).

Students devise a specific programme of study by choosing options to meet their needs and interests in tandem with the compulsory core modules. Module outcomes have been mapped against the Knowledge and Skills Framework (KSF) allowing students to identify learning to support their career progression within the NHS. Where students elect to follow a specified specialist pathway the field of health care is to be that identified by the pathway that will form the focus of the majority of assignments. Where relevant advanced or specialist practitioner standards have been developed (including recordable professional qualifications) students will have the opportunity to demonstrate their competence through a portfolio that includes accounts of their clinical practice and a portfolio of relevant learning.

On completion of the programme, successful students will have demonstrated:

1. A systematic understanding, based on in-depth study, of an area of health care practice.
2. A critical understanding of the relevant evidence base and policy framework.
3. Originality in the application of knowledge, as demonstrated in particular by the ability to analyse, theoretically and empirically a particular issue health care practice or education, the ability to produce a substantial account of findings and present a critical evaluation of methodologies and, where appropriate, advance new hypotheses.
4. A capacity to deal with complex health care issues systematically and creatively, make sound judgments in the absence of complete data, and evaluate the contribution of both quantitative data and qualitative evidence to analysis and judgment.
5. Self-direction, independent learning ability and autonomy in tackling problems and in planning and implementing these at an advanced level.
6. The ability to communicate complex material clearly and appropriately to a range of audiences and using a range of techniques.
7. Ability to advance practice, service delivery and facilitate change.
8. The programme’s objectives have been drawn up with reference to the framework for Masters level qualifications outlined by the QAA.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

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The programme provides a knowledge and understanding of the following:

1. In depth and systematic understanding of knowledge in their field of health care practice
2. Understanding of techniques/methodologies of research applicable to their own work
3. A level of conceptual understanding that will allow her/him critically to evaluate practice, research, advanced scholarship and methodologies and argue alternative approaches.
4. The issues and considerations that impact upon planning and implementing interventions at a professional or equivalent level and making decisions in complex and unpredictable situations.
5. Issues impinging on the individual’s ability to work effectively with a group as leader or member.
6. Analysis and clarification in tasks and planning to make appropriate use of the capacities of group members.
7. Ethical Issues in Nursing Research and Practice.

These are achieved through the following teaching/learning methods and strategies:

Knowledge is developed through a combination of lectures, seminars, tutorials, the study of assigned materials from reading lists, library and database searches, and the completion of methodologies of research applicable to assignments, including unmarked formative essays, coursework, and the supervised dissertation. Students select specific options in order to tailor the content to their own particular requirements and the programme structure recognises that individuals bring a variety of prior knowledge and experience rendering a fixed menu of courses redundant for many.

Courses in evidence-based practice, professional development and research methods courses will develop specific knowledge of the utilisation and implementation of research and evaluative tools for analysis of health care. SCPHN students who have taken Evidence Based Decision Making in Healthcare as part of the Pre-registration Post Graduate Diploma (Adult, Child or Mental Health nursing with Registration) must take clinically focused modules with a total credit value of 30 credits.1 (see previous footnote)

Understanding is developed in all areas through the reading of assigned and recommended materials associated with the lectures, by self-directed preparation for tutorials and coursework, by formative feedback, by revision work for examinations, and by the preparation of the dissertation under supervision.

Outcomes relating to professional practice and team work are achieved through collaborative work with professional colleagues both as part of the student body.
but also through projects which must be undertaken within the workplace during the programme, most particularly the dissertation.

**Assessment:** Formative assessment is provided in three ways:

i. Informally, through constructive verbal feedback by tutors on contributions to tutorials and dissertation topic presentations

ii. Formally, but with no direct implications for final performance, through feedback on formal formative assignments such as presentations or short essays.

iii. Formally, through verbal and written feedback on coursework, and through verbal and written feedback during preparation of the dissertation.

Summative assessment is achieved through coursework, examinations, and a dissertation. Coursework varies from course to course and is tailored to examine the specific learning outcome of that course. Assessments vary from Objective Structured Clinical Examinations (OSCEs) and practice portfolios (for courses with a strong clinical focus) to seen topic examinations (testing specific knowledge in research methods) and discursive essays for more theoretical topics. In addition it is expected that students may use portfolios to demonstrate some or all of the following: initiative and originality in problem solving; effective working with a team of interdisciplinary colleagues as an advanced practitioner; task clarification and appropriate use of the capacities of group members; negotiation and conflict management; the ability to use full range of learning resources; reflection on own and others’ functioning in order to improve practice.

The dissertation is central to the assessment
Programme approval 2009/10

Skills and other attributes

**Intellectual skills:**
1. The ability to work with theoretical and research-based knowledge at the forefront of their academic discipline
2. The ability to integrate discipline specific knowledge with knowledge primarily derived from other practice and academic disciplines.
3. The ability to undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively to colleagues, students or clients as appropriate.
4. The ability to synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline / practice.
5. Demonstrate initiative and originality in problem solving
6. Is able to use full range of learning resources.
7. Is reflective on own and others’ functioning in order to improve practice.

These are achieved through the following **teaching/learning methods and strategies:**

- All courses require students to develop and utilise these intellectual skills in understanding lecture content and materials, doing assigned reading, preparing materials for tutorials, participating in tutorial discussions, and completing coursework assignments.
- All courses require students critically to analyse and evaluate the links between theoretical constructs, research methods and empirical evidence in the context of specific issues and problems in practice / practice education. The dissertation contributes in a major way to the development of all of these skills.
- Guided self-directed learning, drawing on feedback from course teachers and tutors, is the primary strategy. The dissertation in particular develops skills related to the synthesis and critical evaluation of scholarship, methodologies and primary data.

**Assessment:**
Intellectual skills are assessed through written coursework, examinations and the dissertation.

**Practical skills:**

These are achieved through the following

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of the student’s understanding both of the taught courses and the student’s ability to integrate and evaluate current knowledge appropriately, and present sound critical judgements based on original work. Material from the taught element will inform and be related to the dissertation topic, and, more generally, development of the dissertation will identify the students capacity to identify develop implement and evaluate appropriate innovation/research.
The capacity and ability to:

1. Direct one’s own learning
2. Locate, analyse and interpret both simple and complex evidence for practice
3. Write analytically and clearly and present syntheses of empirical evidence and other sources of knowledge in written reports and verbally
4. Act autonomously as required
5. Handle assignments precisely and punctually
6. Interact effectively with others, both teachers and students, including in small and larger groups
7. Structure and present formal verbal presentations
8. Use ICT appropriately for the preparation and presentation of tutorial presentations, coursework and a dissertation
9. Specific skills in research, data-analysis, teaching, physical assessment / history taking, medications management & leadership (depending on options chosen)

These are achieved through the following teaching/learning methods and strategies:

- All courses require students to develop and use all these practical skills: by preparing materials for tutorial presentation and discussion, by participation in tutorial discussions, and by completing coursework. The requirement that students identify and select appropriate options for their needs reflects skill 1 as a core philosophy of this programme. The activity and workshops in the core course evidence-based decision making develops skills 2,3,8 particularly. The dissertation demands the development and use of all of these skills, notably skill 1, developed under the guidance of the supervisor. Feedback from teachers and tutors, written and verbal, contributes to the development of these skills, by identifying defects and encouraging progress.

Assessment:
The development of practical skills is assessed formally through coursework, unseen examinations and the dissertation. Skills 2,3 and 8 are specifically assessed in the assignment for Evidence Based Decision Making in Healthcare which requires students to locate appraise and synthesise evidence for a focussed practice question.

Generic/transferable skills:

- None

These are achieved through the following teaching/learning methods and strategies:

- N/A

Assessment:
Programme approval 2009/10

17. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines

Programmes provide educational opportunities for students to advance their clinical competences in relation to the standards identified above where relevant. The nature of the standards is such that a single programme of study cannot incorporate specific content in relation to all aspects as this is acquired of the course of pre-registration and post-registration education in health care practice. The modular basis of the programme allows students to identify specific specialist knowledge that is required for them to achieve the competences and provides opportunities to demonstrate higher level reasoning skills in relation to prior experience and knowledge. The student is supported in becoming an autonomous and self-directed practitioner with specialist knowledge. The compulsory elements of the programme concentrate on supporting the development of evidence-based practice and analytic problem solving which are required for advanced practice.

Students may use portfolios to demonstrate that they have achieved particular practice competences based upon knowledge and experienced gained through both formal and informal learning within and without the programme of study. SCPHN students who have taken Evidence Based Decision Making in Healthcare (EBDM) in their pre-registration programme will develop their clinical skills and knowledge through clinically focused modules.

18. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic

N/A

Which is the lead department and/or Faculty?

19. Programme structure and award requirements (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)

(a) numbers of introductory, core, compulsory and optional modules to be taken in each year of the programme with related credit values

See section 19h

(b) range of credit levels permitted within the programme

6 – 7

(c) maximum number of credits permitted at the lowest level

15 PG Cert, 30 PG Dip/MSc

(d) minimum number of credits required at the highest level

45 PG Cert, 90 PG Dip, 150 MSc

(e) progression and award requirements (if different from the standard)

All students must complete modules totalling 180 credits for MSc, 120 for PG Dip and 60 for...
PG Cert.

(f) **maximum number of credits permitted with a condoned fail (core modules excluded)**
30 optional credits may be selected from any module approved for Postgraduate provision by the Faculty of Nursing and Midwifery.

(g) **are students permitted to take a substitute module as per regulation A3?**
No

(h) **other relevant information to explain the programme structure**
Students devise a specific programme of study by choosing options to meet their needs and interests in tandem with compulsory modules. Some pathways are available full time but most are studied part time over 2-6 years.

For the MSc all students study:
- 7KNIM110 Evidence Based Decision Making in Healthcare (30 credits)
  and
- 7KNIM700 Measurement and Evaluation for Healthcare Practice
Or Leadership in service development and quality improvement in older person’s care
and
- 7KNIM725 Dissertation (60 credits).

Students who wish to undertake an empirical study for the dissertation must pass the Issues in Healthcare module and those wanting to undertake a service development project must have successfully completed the Professional Development and Organisational Change module. In order to progress to the dissertation, students must meet the criteria laid down by the Faculty Board i.e. normally have achieved a weighted average of 55% across all elements.

Replacement modules are not permitted.

Students who are unable to complete the core modules but have obtained 60 M Level credits in modules that meet the learning outcomes within the domain specified for the PG Cert Health Studies may be considered for the latter award.

A student who chooses to exit from the MSc programme with a lower nested award may later re-enrol on the programme provided that they have not failed a core module at second attempt. The title of any subsequent awards ratified under this programme would be that of the generic title, Advanced Practice

For students to achieve the following awards the students must take relevant clinical modules as compulsory modules

**Advanced Practice (specialty):**

**Leadership**
- 7KNIM124 Developing Professional Leadership,
- 7KNIM704 Leadership in Health and Social Care

**Midwifery**
- 7KNIM141 Maternity Services – Leadership and Delivery

**Nurse Practitioner – District Nurse**

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Programme approval 2009/10

- 7KNIP016 Prescribing for Nurses and Midwives (V300)
- 7KNIM752 District Nursing Skills Compendium

Specialist Community Public Health Nursing: Health Visiting
- 7KNIM734 Leadership in Public Health Nursing
- 7KNIM739 Professional Portfolio: Specialist Community Public Health Nursing
- 7KNIM737 Child Protection: Assessment & Intervention
- 7KNINP05 Prescribing from the Community Nursing Formulary

Specialist Community Public Health Nursing: School Nursing
- 7KNIM734 Leadership in Public Health Nursing
- 7KNIM739 Professional Portfolio: Specialist Community Public Health Nursing
- 7KNIM737 Child Protection: Assessment & Intervention

And Relevant Options in Specialist Community Public Health Nursing approved for Postgraduate provision by the Faculty of Nursing and Midwifery (Up to 15 credits)

SCPHN students who have taken Evidence Based Decision Making in Healthcare as part of the Pre-registration Post Graduate Diploma (Adult, Child or Mental Health nursing with Registration) must take clinically focused modules with a total credit value of 30 credits.

Students may undertake additional credits up to the maximum allowed in the regulations. All students must complete modules totalling at least 180 credits (PG Dip 120, PG cert 60). For the postgraduate certificate students must take Evidence Based Decision Making in Healthcare or Measurement and Evaluation for Healthcare Practice or Leadership in service development and quality improvement in older person’s care (Older Person’s Care only) (core modules, compulsory) and for the diploma Evidence –Based Decision Making in Healthcare and Measurement and Evaluation for Healthcare Practice or Leadership in service development and quality improvement in older person’s care (Older Person’s Care only). The inclusion of a particular optional module in a named pathway is subject to the approval of the pathway leader. The module may be from another Faculty at KCL. Condoned failure in modules other than those identified as core is allowed subject to the maximum identified in the College’s regulations.

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### 19. Programme structure

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Level</th>
<th>Credit Value</th>
<th>Status (I, Cr, Cp, CrCp, P, O) for each type of module</th>
<th>Pre-requisite/ Co-requisite (Please note the module code)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7KNIM761</td>
<td>Leadership in Service Development and Quality Improvement in Older Person's Care</td>
<td>7</td>
<td>45</td>
<td>Cr</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>7KNIM760</td>
<td>Enhanced Knowledge and Skills in Older Person's Care</td>
<td>7</td>
<td>15</td>
<td>Cr</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>7KNIM706</td>
<td>Cancer Nursing: Developing Practice</td>
<td>7</td>
<td>30</td>
<td>Cr/O</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>7KNIM715</td>
<td>Cardiac Care - Advanced Practice</td>
<td>7</td>
<td>15</td>
<td>CP/O</td>
<td></td>
<td>Course work</td>
</tr>
<tr>
<td>7KNIP018</td>
<td>Child Health Care – Advancing Practice</td>
<td>7</td>
<td>30</td>
<td>Cr/O</td>
<td></td>
<td>Course work</td>
</tr>
<tr>
<td>7KNIM737</td>
<td>Child Protection: Assessment &amp; Intervention</td>
<td>7</td>
<td>15</td>
<td>Cr/O</td>
<td>N</td>
<td>Examination</td>
</tr>
<tr>
<td>7KNIM119</td>
<td>Critical Care – Policy and Practice</td>
<td>7</td>
<td>30</td>
<td>Cr/O</td>
<td>Y</td>
<td>Course work</td>
</tr>
<tr>
<td>7KNIP034</td>
<td>Dermatology Care</td>
<td>7</td>
<td>15</td>
<td>Cr/O</td>
<td></td>
<td>Portfolio</td>
</tr>
<tr>
<td>7KNIM124</td>
<td>Developing Professional Leadership</td>
<td>7</td>
<td>15</td>
<td>Cr/O</td>
<td></td>
<td>Course work</td>
</tr>
<tr>
<td>7KNIM710</td>
<td>Diabetes Care : Theoretical and Practical Aspects</td>
<td>7</td>
<td>15</td>
<td>Cr/O</td>
<td></td>
<td>Examination</td>
</tr>
<tr>
<td>7KNIM725</td>
<td>Dissertation</td>
<td>7</td>
<td>60</td>
<td>Cr</td>
<td>Y</td>
<td>Course work</td>
</tr>
<tr>
<td>7KNIM752</td>
<td>District Nurse Skills Compendium</td>
<td>7</td>
<td>15</td>
<td>Cr</td>
<td>Y</td>
<td>Coursework</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Level</th>
<th>Type</th>
<th>Y/N</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7KNIM754</td>
<td>Insulin Management in Type 2 Diabetes</td>
<td>7</td>
<td>15</td>
<td>O</td>
<td></td>
<td>Portfolio</td>
</tr>
<tr>
<td>7KNIM110</td>
<td>Evidence Based Decision Making in Healthcare</td>
<td>7</td>
<td>30</td>
<td>Cr</td>
<td></td>
<td>Course work</td>
</tr>
<tr>
<td>7KNIM701</td>
<td>Issues in the Conduct of Healthcare Research</td>
<td>7</td>
<td>15</td>
<td>Cp/O</td>
<td>Y/N</td>
<td>Course work</td>
</tr>
<tr>
<td>7KNIM704</td>
<td>Leadership in Health and Social Care</td>
<td>7</td>
<td>15</td>
<td>Cp/O</td>
<td>Y/N</td>
<td>Course work</td>
</tr>
<tr>
<td>7KNIM734</td>
<td>Leadership in Public Health Nursing</td>
<td>7</td>
<td>15</td>
<td>Cp/O</td>
<td></td>
<td>Course work</td>
</tr>
<tr>
<td>7KNIM708</td>
<td>Long Term Conditions and Case Management</td>
<td>7</td>
<td>15</td>
<td>Cp/O</td>
<td>Y/N</td>
<td>Course work</td>
</tr>
<tr>
<td>7KNIM141</td>
<td>Maternity Service – Leadership and Delivery</td>
<td>7</td>
<td>30</td>
<td>Cp/O</td>
<td></td>
<td>Course work</td>
</tr>
<tr>
<td>7KNIM700</td>
<td>Measurement and Evaluation for Healthcare Practice</td>
<td>7</td>
<td>15</td>
<td>Cr</td>
<td></td>
<td>Course work</td>
</tr>
<tr>
<td>7KNIM726</td>
<td>Palliative Care - Advancing Nursing Practice</td>
<td>7</td>
<td>30</td>
<td>Cp/O</td>
<td></td>
<td>Exam and coursework</td>
</tr>
<tr>
<td>7KNIP016</td>
<td>Prescribing for Nurses and Midwives</td>
<td>7</td>
<td>60</td>
<td>Cp/O</td>
<td>Y/N</td>
<td>Exam and coursework</td>
</tr>
<tr>
<td>7KNINP05</td>
<td>Prescribing from the Community Nursing Formulary</td>
<td>7</td>
<td>15</td>
<td>Cp/O</td>
<td>Y/N</td>
<td>Exam</td>
</tr>
<tr>
<td>7KNIM707</td>
<td>Professional Development and Organisational Change</td>
<td>7</td>
<td>15</td>
<td>Cp/O</td>
<td>Y/N</td>
<td>Course work</td>
</tr>
<tr>
<td>7KNIM739</td>
<td>Professional Portfolio: Specialist Community Public Health Nursing</td>
<td>7</td>
<td>30</td>
<td>Cr</td>
<td>N</td>
<td>Course work</td>
</tr>
</tbody>
</table>

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### 20. Marking criteria

The College’s generic marking criteria will be used

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PROGRAMME APPROVAL FORM
SECTION 3 – SUPPLEMENTARY INFORMATION

Not all of the information in this section will be relevant for all programmes and for some programmes this section will not be relevant at all

1. Programme name

<table>
<thead>
<tr>
<th>2. Is this programme involved in collaborative activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

If yes what type of Collaborative Provision is it (tick appropriate box)?

<table>
<thead>
<tr>
<th>Does the programme have an access/feeder Programme for entry into it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the programme have an articulation/progression agreement for entry into it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dual Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Franchised Provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Joint Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partnership Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognition of Study or Award of Credit through off-campus study or placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff and student exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Validated provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto ASQ Office?

| Yes | No | Not applicable | X |

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3. If the programme is a joint award with an institution outwith the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?

Yes [ ]  No [ ]  Not applicable [X]

Please attach a copy of Part 1 of the Partner Profile and checklist submitted to the College Education Committee

4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details

Name and address of the off-campus location and external body

N/A

Percentage/amount of the programme delivered off-campus or by external body

Nature of the involvement of external body

Description of the learning resources available at the off-campus location

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

Please attach the report of the visit to the off-campus location

5. Recognition of study or award of credit through off-campus study or placement - please indicate how the time will be spent, the length of time out, the amount of credit and whether it is a compulsory or optional part of the programme

N/A Year abroad Year in employment Placement Other (please specify)

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6. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, statutory or regulatory body

N/A

5. Please give details if the programme requires validation or accreditation by a professional, statutory or regulatory body

The following specialties require validation by the NMC:
Education and Specialist Community Public Health Nursing (Health Visiting/School Nursing___

Name and address of PSB
Nursing & Midwifery Council, 23 Portland Place, London, W1B 1PZ

<table>
<thead>
<tr>
<th>Frequency of validation/ accreditation</th>
<th>Date of next validation/ accreditation</th>
</tr>
</thead>
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