The Department of Postgraduate General Practice Education

Health Education England, working across Kent, Surrey and Sussex (HEE KSS)

in partnership with

University of Kent

Centre for Professional Practice

Postgraduate Programme
For award of PG Certificate, PG Diploma and MSc

Strategic Leadership and Multiprofessional Education
In Healthcare

Course Handbook for PG Certificate
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Issuing Department  Centre for Professional Practice

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<th>April 2017</th>
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<td>Review Date</td>
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SECTION 1- WELCOME AND OVERVIEW

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<table>
<thead>
<tr>
<th>Patch Area</th>
<th>Name</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
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Academic Mentors

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<tbody>
<tr>
<td>East Kent &amp; West Kent</td>
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</tbody>
</table>
Welcome

Welcome to this academic programme developed in association with Health Education England, working across Kent, Surrey and Sussex (HEE KSS) and the Centre for Professional Practice (CPP) University of Kent.

KSS is one of the local offices of Health Education England established by the Health and Social Care Act 2012. HEE KSS’s core function is to improve the quality of the care delivered to a population of five million across the three counties through transformation of the workforce. It supports both the development of the current and future workforce of NHS professionals informed by its role in workforce planning and works closely with stakeholders across community and secondary care.

The Centre for Professional Practice KentHealth Department is based in the Medway Building at the Chatham Maritime campus and works in partnership with other Higher Education providers across the region. The department has expertise in supporting professionals whilst they continue to work in their own field of expertise by providing work-related programmes on which individuals can acquire postgraduate level skills and gain qualifications which further enhance professional development.

The development of this programme is timely given the publication of the Five Year Forward View NHS England.¹ The demographic, fiscal, technological and workforce issues facing the NHS means we cannot continue to deliver more of the same type of NHS professionals and models of care. New models of care underpinned by the delivery of integrated team based care is the future. There is a need to review the existing paradigms and consider the functions needed to deliver care and the competencies and capabilities these functions need rather than focus on the title of the individual. We need to break down the primary / secondary care divide and develop professionals capable of working seamlessly across the health economy. The development of this multiprofessional postgraduate programme will help equip health care professionals to lead on the development of these strategies.

The programme has been developed to facilitate NHS Professionals to come together to deliver supervision of learners across this continuum, work together in improving patient care through application of evidence based practice and develop the team working skills needed to affect system change across healthcare. This programme of study is designed to be flexible and related to the work you will either need to do to become an approved clinical / educational supervisor. The programme has been designed to be portfolio based learning which takes account of the existing work you undertake as a busy NHS professional.

The initial award is for a Postgraduate Certificate but further study can lead to a Diploma and onwards to a Masters Degree.

We hope you will find this programme of study rewarding and that it will enhance your activities as a professional educator.

Professor Hilary Diack

Head of Primary and Community Care Education
Health Education England, working across Kent, Surrey and Sussex (HEE KSS)
**Student (Healthcare Practitioner) Handbook**

This handbook sets out the details of the academic programme, with details of the learning outcomes and assessment strategies by which a healthcare educator demonstrates learning for the academic modules, together with guidance to academic writing.

For medical practitioners this handbook should be read in conjunction with the GP Educator Pathway Handbook.

For fuller details of the assessment and regulations that apply to all students at the University of Kent please consult the HEE KSS website at [http://kssdeanery.ac.uk/general-practice](http://kssdeanery.ac.uk/general-practice) or University of Kent at [https://www.kent.ac.uk/teaching/qa/](https://www.kent.ac.uk/teaching/qa/)

Please do give us feedback on what might be helpful to include or otherwise in future updates of this handbook for future students.

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This guide follows RNIB’s [clearprint guidelines](http://www.rnib.org.uk/clearprint). If you have additional accessibility needs we can provide you with the document in electronic format, please email [GPEducatorpathway@kss.hee.nhs.uk](mailto:GPEducatorpathway@kss.hee.nhs.uk)
HEE KSS Context - The Role of Supervisor

HEE KSS is committed to integrating education processes to facilitate multi-professional team working, share best practice and has looked towards developing a multi-professional programme that builds on the generic principles, skills and theoretical underpinning shared across professions in relation to the roles and tasks of providing supervision that maintains both patient and learner safety.

Any healthcare professional working in a Local Education Provider (Acute Trust, Community Trust or GP Practice) is expected to provide support to learners on a day-to-day basis. However to be qualified to undertake the formal process of teaching and assessing learners, healthcare professionals need to undertake further preparation as this is a requirement of most professional and regulatory bodies. HEE KSS also recognises an education career pathway for healthcare professionals who wish to progress to more strategic roles.

The competencies required of supervisors have been mapped against the GMC Standards for Training described in Promoting Excellence\textsuperscript{2} and the GMC Competency framework for Educators (see diagramm below)\textsuperscript{3}, the Nursing and Midwifery Councils standards to support learning and assessment in practice\textsuperscript{4} as well as mapping across other health care professions.

<table>
<thead>
<tr>
<th>1. Ensuring safe and effective patient care through training</th>
<th>7. Continuing professional development as an educator</th>
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<tbody>
<tr>
<td>2. Establishing and maintaining an environment for learning</td>
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<tr>
<td>3. Teaching and facilitating learning</td>
<td></td>
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<tr>
<td>4. Enhancing learning through assessment</td>
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<tr>
<td>5. Supporting and monitoring educational progress</td>
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<tr>
<td>6. Guiding personal and professional development</td>
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Clinical supervisors are currently expected to meet the requirements of sections 1,2,3,4 \textit{and} 7 whereas Educational Supervisors would be expected to meet the requirements of all 7 domains. It is anticipated the requirement for Clinical Supervisors will extend to include domains 5 and 6.

Medical Clinical Supervisors in HEE KSS would be expected to produce a portfolio of evidence to support their application to becoming a supervisor to include:

- Attendance at an approved preparation course
• Completion of specified online learning modules (ETFT) modules for clinical supervisors
• Maintenance of a portfolio of professional development and an annual appraisal as a clinical supervisor
• Evidence of completing and updating equality and diversity training (currently every three years)

In addition medical educational supervisors will be expected to include in addition to the above:
• Attendance at the relevant Specialty School training
• A reflection based on peer observation of teaching
• Provide evidence of feedback received from trainees (and reflection on this)

Nursing Supervisors will be expected to produce a portfolio to demonstrate the requirements of triennial review have been met.

Undertaking the Postgraduate Certificate in Strategic Leadership and Multiprofessional Education in Healthcare will support aspirations to become a higher / advanced medical educator.

References
**SECTION 2 PG CERT PROGRAMME SPECIFICATION**

<table>
<thead>
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<th>Degree and Programme Title</th>
<th>PG Certificate in Strategic Leadership and Multi-professional Education in Healthcare</th>
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<td>1. Awarding Institution/Body</td>
<td>University of Kent</td>
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<td>2. Teaching Institution</td>
<td>Health Education England, working across Kent, Surrey and Sussex (HEE KSS)</td>
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<td>3. School responsible for management of the programme</td>
<td>Centre for Professional Practice</td>
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<td>7. Final Award</td>
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<td>12. Relevant QAA subject benchmarking group(s)</td>
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15. **Educational Aims of the Programme**

The programme aims to:

1. Give students the opportunity to develop multi-disciplinary approaches that support contemporary practice within a healthcare setting.

2. Foster the intellectual and professional development of health care practitioners to extend and deepen their analytical and critical reasoning capabilities underpinning practice-based learning.

3. Develop competence in applying theoretical and practice-based skills to advance leadership and change in health care organisations.

4. Equip health care practitioners for their role in challenging, questioning and realigning strategies relating to education of health professionals.

5. Develop the critical and analytical capabilities of health care practitioners in relation to analysis and interpretation of data.
6. Provide supervision for advanced health care practitioner practice that builds a culture of critical evaluation and enquiry in the practice environment.

7. Contribute to the development and dissemination of evidence-based practice within professional contexts.

8. Enhance the health care practitioner’s programme of personal development, reflective practice and impact.

16. Programme Outcomes
The programme provides opportunities for students/practitioners to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

A. Knowledge and Understanding of:
1. Experiential learning, theory, concepts and how they apply to practice.
2. Reflection on learning and leadership styles and approaches gained through practice.
3. The principles and practice involved in collaborative working.
4. The need to recognise ethical issues in practice and manage any implications.
5. How to critically evaluate and synthesise theory and research within a discipline of Strategic Leadership and Healthcare Practitioner Education.

Teaching and Learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated:
All students on this programme will be situated in the workplace and attending part-time. Teaching methods are designed to support suitable modes of learning with emphasis on the application of theory to professional practice. To facilitate this, active participation from the students will be encouraged throughout the programme. Methods employed to develop knowledge and understanding may include: tutor facilitated learning sets including discussion, case studies and audit activity plus experiential and blended learning and work related activity and application.

All assessment takes place within the modules. Formal summative assessment will be portfolio based. Portfolios will contain a combination of the following evidence such as: short answer written reflections to address module learning outcomes, written reflection on peer observation, reflection on audit activity and other evidence, as appropriate, to support the application to become a supervisor in HEE KSS.

Skills and Other Attributes
B. Intellectual Skills:
1. The ability to contribute to the development of healthcare through reflective practice and innovation.
2. Present critical, analytical reasoning and experiential learning into organised written and oral formats.
3. As an educator/strategic leader, demonstrate the ability to work independently, efficiently and professionally within healthcare NHS frameworks and professional codes of practice and conduct, with recognition of moral and ethical issues, whilst managing any conflicting priorities.
4. Accept responsibility for own lifelong learning and continuing professional development.
5. Collect and analyse qualitative and/or quantitative data from experiential learning to inform evidence-based enquiry.

**Teaching and Learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated:**
All students on this programme will be situated in the workplace and attending part-time. Teaching methods are designed to support suitable modes of learning with emphasis on the application of theory to professional practice. To facilitate this, active participation from the students will be encouraged throughout the programme. Methods employed to develop knowledge and understanding may include: tutor facilitated learning sets including discussion, case studies and audit activity plus experiential and blended learning and work related activity and application.

All assessment takes place within the modules. Formal summative assessment will be portfolio based. Portfolios will contain a combination of the following evidence such as: short answer written reflections to address module learning outcomes, written reflection on peer observation, reflection on audit activity and other evidence, as appropriate, to support the application to become a supervisor in HEE KSS.

**C. Subject-specific Skills:**
1. Demonstrate and apply knowledge and understanding of Strategic Leadership informed by current scholarship and research, including a critical awareness of current issues and developments in the subject and their profession.
2. Demonstrate and apply an in-depth knowledge and understanding of healthcare professional education informed by current scholarship and research, including a critical awareness of current issues and developments in the subject and in their profession.
3. Apply the appropriate leadership style required for different situations, including: motivating and monitoring performance, coaching and mentoring.
4. Critically interpret and apply methodologies for evaluating, analysing and appraising organisational practice.

**Teaching and Learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated:**
All students on this programme will be situated in the workplace and attending part-time. Teaching methods are designed to support suitable modes of learning with emphasis on the application of theory to professional practice. To facilitate this, active participation from the students will be encouraged throughout the programme. Methods employed to develop knowledge and understanding may include: tutor facilitated learning sets including discussion, case studies and audit activity plus experiential and blended learning and work related activity and application.

All assessment takes place within the modules. Formal summative assessment will be portfolio based. Portfolios will contain a combination of the following evidence such as: short answer written reflections to address module learning outcomes, written reflection on peer observation, reflection on audit activity and other evidence, as appropriate, to support the application to become a supervisor in HEE KSS.

**D. Transferable Skills:**
1. Prepare and communicate information on complex contemporary issues in strategic leadership and/or healthcare education to specialist and non-specialist audiences.
2. Demonstrate IT skills including the ability to search for, manage, manipulate and critically evaluate, internet-based information/resources.
3. To be an independent and autonomous learner (using learning resources, note taking, revision, time constrained techniques, reading effectively and action planning.
4. Analyse, interpret and assess the value of evidence to inform problem solving.
5. Solve problems in creative and innovative ways and communicate the outcome.
6. Demonstrate collaborative skills.
7. Develop a self-reflective element to learning and evaluation.
8. Demonstrate the ability to make decisions in challenging situations.
9. Take responsibility for continuing to develop own knowledge and skills.
10. Prioritise workload and manage time effectively.

**Teaching and Learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated:**
All students on this programme will be situated in the workplace and attending part-time. Teaching methods are designed to support suitable modes of learning with emphasis on the application of theory to professional practice. To facilitate this, active participation from the students will be encouraged throughout the programme. Methods employed to develop knowledge and understanding may include: tutor facilitated learning sets including discussion, case studies and audit activity plus experiential and blended learning and work related activity and application.

All assessment takes place within the modules. Formal summative assessment will be portfolio based. Portfolios will contain a combination of the following evidence such as: short answer written reflections to address module learning outcomes, written reflection on peer observation, reflection on audit activity and other evidence, as appropriate, to support the application to become a supervisor in HEE KSS.

For information on which modules provide which skills, see the module mapping at Appendix 1.

**17. Programme Structures and Requirements, Levels, Modules, Credits and Awards**

**PG Certificate in Strategic Leadership and Multi-professional Education in Healthcare**
This programme is studied part-time over one year. The programme is divided into 3 x 20 credit modules. All compulsory modules are core to the programme and must be taken by all students studying the programme.

Each 20 credits represent approximately 200 hours of student learning endeavour and assessment. One credit corresponds to approximately ten hours of learning time (including all classes and all private study and research). Thus obtaining 60 credits requires 600 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at [http://www.kent.ac.uk/teaching/documents/quality-assurance/credit-framework/creditinfo.pdf](http://www.kent.ac.uk/teaching/documents/quality-assurance/credit-framework/creditinfo.pdf)

Each module is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at [http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html) All modules are compulsory to the programme and must be taken by all students studying the programme.

The modular format involves the learner developing both their professional acumen and their intellectual skills so as to reach the stand of a level 7 award.
The programme is delivered through facilitated learning sets. Students’ progress will be monitored and supported throughout their studies by an Academic Mentor.

The programme will include a session on Study Skills and academic referencing in order to prepare students for the transition to degree level work.

The programme will be delivered part-time over a series of sessions facilitated by the Academic Mentor, supported by e-learning resources.

Students must gain a mark of 50% or above in every module for the PG certificate to be awarded.

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<td>20</td>
<td>September to June</td>
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<td>20</td>
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18 Work-Based Learning
Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

Where relevant to the programme of study, provide details of any work-related learning element, inclusive of employer details, delivery, assessment and support for students:

- The work-based learning element of this programme is underpinned by the Code Of Practice For The Assurance Of Academic Quality And Standards In Higher Education, September 2007 Section 9.
- Work-based learning is integral to the programme and emphasises widening learning opportunities, as well as integrating work related interest into postgraduate scholarship. Work-based learning provides the context for the critical appraisal and on-going development of professional practice, thus practitioners are able to engage creatively with the concerns of their organisations in a conversant and research-minded way. There are two discrete elements, the first of which is learning in one’s own workplace (internal experience), the second is learning from the work experience of others (external). In order to support the work-based learning aspect, students will be encouraged to identify a work-based mentor.
- All students on this part-time programme will be working in ‘practice’. The work-related learning (WRL) element is an integral part of each of the compulsory modules. The theoretical taught elements of the programme are delivered over a series of facilitated learning set sessions based in a locality. The remainder of the allocated learning hours is to be completed through WRL and self-directed academic study.
- All assignments are based on how learning from the programme is applied within individual
students own work place setting in order to demonstrate acquisition of the module learning outcomes.

19 Support for Students and their Learning

- Programme/module handbooks
- HEE KSS Academic Mentors
- HEE KSS Patch Associate GP Deans
- Postgraduate student representation at HEE KSS Academic Mentor Committee (equivalent to Board of Studies)
- Library services, available through local Postgraduate Centres of NHS Trusts
- Kent Union www.kentunion.co.uk/
- Graduate Student Association (GSA) www.kent.ac.uk/graduateschool/community/woolf.html
- Graduate School (Provision of (i) skills training (workshops and online courses) (ii) institutional level induction and (iii) student-led initiatives such as social events, conferences and workshops) www.kent.ac.uk/graduateschool/index.html

20. Entry Profile
The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1. Entry Route
For fuller information, please refer to the University prospectus and HEE KSS website. HEE KSS will administer the initial application process in terms of the potential applicant’s suitability for the programme:

Primary Entry Requirement

- Applicants must have Membership of their relevant Royal College or professional organisational equivalent and usually have 3 years post qualification as a healthcare professional, have a substantive post in practice and have worked for a minimum of one year in their current practice.
- The applicant should be working in a clinical setting where good clinical standards have been demonstrated:
  - For general practitioners this would include for example a satisfactory CQC report and a minimum of 90% for markers of clinical care
- Students who have achieved a nationally recognised qualification, plus evidence of recent study and acquisition of academic threshold concepts from a relevant discipline or experiential equivalent.
- Students will be selected using prior agreed HEE KSS selection to assess suitability for undertaking the programme.
- All applicants should be located in a workplace setting and able to carry out the requirements of the modules.
- Entry will be dependent on at least one supporting reference from their current employing organisation or a professional or academic advocate, indicating academic and personal suitability for the programme of study.
- Access and ability to use computer and broadband: word processor, spreadsheet,
presentation packages (e.g. PowerPoint), Internet and email is essential.

- **Excluded combinations:** For general practitioners those on the Retainer Scheme, or/and locums are not eligible for this programme.

### 20.2. What does this programme have to offer?

- An accessible, flexible and student-centred approach based on geographically based learning sets.
- The opportunity to develop knowledge and understanding of the complexities of multi-professional working and workforce development.
- A module structure, providing the opportunity to gain credits for individual modules.
- A fresh, innovative, flexible and work related structured master’s programme specifically for healthcare professionals that is consistent with the needs of healthcare profession in terms of academic development yet recognises their duties and roles within the NHS.
- A programme content that promotes knowledge and competency acquisition.
- A high standard of teaching and blended learning delivered and managed by experienced academic and specialist staff.
- The opportunity to develop high level reflection on experience gained through practice and experiential learning.
- The opportunity to develop both personal and professional skills enabling the effective engagement in meeting the challenges within a changing multi-professional context.
- Access to educational networks and personnel within primary and secondary care
- A programme that is recognised by national regulatory body.

### 20.3. Personal Profile

**Essential:**

- Employed within a workplace setting providing NHS services.
- An enquiring approach to professional practice and an established commitment to continued professional development.
- A willingness to acquire the skills necessary to develop theoretically-informed competent practice.
- Membership of relevant professional body.
- To be up to date with the requirement of the relevant revalidation process for their profession.
- Of professional good standing; where an issue arises and is proven, additional measure will be brought in on an individual basis.

### 21. Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

#### 21.1. Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Periodic Programme Review [http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html)
- External Examiners system [http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html)
- Annual programme and module monitoring reports [http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html)
- QAA Higher Education Review, see [http://www.qaa.ac.uk/InstitutionReports/types-of-](http://www.qaa.ac.uk/InstitutionReports/types-of-).
- Student module evaluations.
- Regular reports from academic mentors and meetings with HEE KSS.
- Calibration and feedback on marking assignments.
- Continuous monitoring of student/practitioner progress and attendance.
- Double marking or moderation of a sample of all assessed work carrying more than 20% of marks.
- Use of an External Examiner who will conduct regular scrutiny and will provide an annual report.

### 21.2. Committees with responsibility for monitoring and evaluating quality and standards

- Board of Examiners.
- HEE KSS Academic Mentor Committee x 3 per year (Board of Studies).
- CPP School Joint Learning and Teaching Committee & Graduate Studies Committee.
- Faculty Graduate Studies Committee.
- Faculty Board.
- HEE KSS Staff/Student Liaison Committee x 3 per year.

### 21.3. Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff-Student Liaison Committee.
- Annual University of Kent Student Postgraduate Evaluation Survey.
- Discussions with academic mentors.
- Student module evaluations.
- Student Representation System (School, Faculty and Institutional level).

### 21.4. Staff Development priorities include:

- Programme team meetings.
- Attendance at subject update conferences/seminars.
- Dissemination of good practice on learning and teaching methods.
- Membership of relevant professional / academic bodies.
- Academic Practice Provision: opportunities to acquire further academic qualifications.
- Understand the support needs of part-time postgraduate students/practitioners.

### 22. Indicators of Quality and Standards

- Annual External Examiner reports.
- Results of CPP periodic programme review (2012).
- Annual programme and module monitoring reports.
- University of Kent Postgraduate Taught Experience Survey for Validated Students results.
- QAA Institutional Audit 2015.

#### 22.1. The following reference points were used in creating these specifications:

- Staff research activities.
- QAA UK Quality Code for Higher Education. [http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/Pages/default.aspx](http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/Pages/default.aspx)
- The University of Kent Learning and Teaching Strategy.
- The University of Kent Credit Framework.
- The University of Kent QA Policy and Procedures.
- General Medical Council (GMC) in The Guide to Specialty Training in the UK (Gold Guide), the standards for GP Specialty Training set out by COGPED and the RCGP and the standards set out by the National midwifery and Nursing Council.

Appendix A – Module Mapping

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SECTION 3 PG CERT MODULES

Programme Title: Postgraduate Certificate in Strategic Leadership and Multi-professional Education in Healthcare

Medical Education Credit Value: 60 M Level Credits
Study Hours: 600 Hours

The PG Certificate consists of 3 modules each of 20 M level credits each entailing 200 hours of study:

- Module WL909 Supervision in the Workplace
- Module WL908 Collaborative and Multiprofessional Working
- Module WL907 Evidence Informed Practice

The academic content relevant to the three modules will be delivered through facilitated learning sets led by an Academic Mentor.

Students will be expected to undertake written pieces of academic work to support their progression through the programme which will be peer reviewed. Personal study and reflective practice are required to support the formal academic programme.

Module WL909 Supervision in the Workplace (20 credits)

Module Content:
This module will draw on the rich history of supervision across the professions. Students will be expected to evaluate how the process of professional support impacts on the nature of the supervision relationship and how it fosters the development of professional practice.

During the module students will gain knowledge, skills and the necessary competencies to carry out the role of supervisor including: the need to maintain the safety of patients and the learner, how the learning environment supports the supervision process and the link between clinical governance processes, clinical supervision and improvements in patient care. Participants will also develop skills in tailoring educational programmes based on the needs assessment of the learner, undertake workplace based learning with the theory that underpins this and develop teaching skills with the aim of developing flexible teachers who are learner centred in approach. This will allow participants to achieve both generic and professional specific supervisory skills and will also facilitate the meeting of the competencies described by HEE KSS for supervisors and meet their regulatory standards.

Throughout the module students will be encouraged to reflect on their own professional development both as a healthcare practitioner and educator.

Intended subject specific learning outcomes:
On successful completion of the course students will be able to:

- Critically reflect on how supervision can be accommodated within the context of one’s individual practice environment including evidence to show how a range of learning opportunities have been provided that maximise workplace learning.
- Demonstrate an ability to critically assess the competence of learners so as to maintain the safety of patients and the learner and evaluate the learning that has taken place.
• Critically evaluate how involvement in supervision supports the maintenance and improvement of quality of care delivered to patients
• Critically appraise models of reflective practice and how they can be used in the professional development of learners.

Transferable Skills:
• Demonstrate communication skills evidenced by ability to express opinions and engage in critical thinking both in written format and verbally.
• Use of Information Technology — through the presentation of work (Including using word processing and internet searches).
• Ability to plan and manage learning through completing the extra self-directed study necessary to successfully complete the requirements for this module, problem solving and time management.
• Interpersonal skills evidenced through working with others.
• Team building when working with peers and learners throughout the module

Assessment Strategy:
Students will be required to demonstrate structured and systematic reflection on the relationship between professional practice and theory; to demonstrate competence and advanced level critical thinking in the light of the subject material relating to workplace supervision

This single assessment accounts for 100% of the available marks.

A pass must be obtained for this module for consideration of the award of PG certificate.

The academic assessment should comprise of:

• An academic reflective short answer questionnaire ( word count 3,000 words) to address the following:
  
  o Critically reflect on how you assess your learner’s level of competence and professionalism and provide appropriate supervision? Please give examples from your recent experience. (2000 words)
  o Critically reflect on the experience of undertaking an educational needs assessment including how this has supported the learner’s professional development (500 words)
  o Critically reflect on how feedback from trainees or other learners has helped you to improve their experience of training. (500 words)

Whilst not contributing to the academic award GP Educators need to be aware they need to meet the standards for trainer approval by HEE KSS and submit their portfolio with appropriate documentation and evidence.

Reading List:
This module will focus on promoting the skills of health and social care professionals to become more effective users of research findings with a view to the enhancement of quality patient care and how to audit their clinical practice.

Content will focus on the role of evidence informed practice and clinical governance initiatives in informing professional practice. Sessions will concentrate on developing skills to evaluate the quality and integrity of data and assess the appropriateness, and thus the generalisability and validity of data, the process of discussing risk with individuals in relation to their clinical management in light of evidence of best practice and how evidence is incorporated into clinical activity with consideration of the barriers to implementation and adoption of evidence.

This module aims to provide the practitioner with a comprehensive understanding of theory and practice within evidence based practice including the knowledge and skills to undertake critical appraisal.

**Intended subject specific learning outcomes:**
On successful completion of the course students will be able to:

- Critically analyse the role of evidence based practice in the wider organisational context and the constraints to professional practice.
- Critically evaluate the literature using recognised appraisal tools to assess validity and relevance of data
- Critically reflect on the process of effective integration of individual professional expertise and the use of evidence within professional practice.
- Critically reflect on the process of discussing risk with individuals in healthcare settings.

**Transferrable Skills:**
- Interpersonal skills - Show evidence of critical self-reflection and the ability to enhance professional competence on the basis of feedback from self and others.
- Communication skills - Communicate with clarity in both the academic and professional setting to a range of audiences and using a variety of approaches.
• Ability to plan and manage learning - Show a capacity for autonomous learning and the ability to access academic and professional resources as appropriate
• Information Technology - Show ability to effectively manage and present complex information using a comprehensive range of learning resources and demonstrate competence in the use of a range of information technologies.

Assessment Strategy:
Students will be required to demonstrate structured and systematic reflection on the relationship between professional practice and theory; to demonstrate competence and advanced level critical thinking in the light of the subject material relating to workplace supervision.

This single assessment accounts for 100% of the available marks.

A pass must be obtained for this module for consideration of the award of PG certificate.

Specifically the academic submission should comprise of:

• An academic reflective short answer questionnaire (word count 3,000 words) to address the following:
  o Critically reflect on how you use evidence-based medicine in your consultations with patients – how has this impacted on patient outcomes? (2000 words)
  o Critically appraise the processes, including governance processes your organisation uses to ensure the quality of patient care. (500 words)
  o Critically reflect on how you have helped learners to meet learning outcomes relevant to the practice of evidence based medicine in their curriculum. Please give specific examples (500 words)

• The submission MUST include either:
  o An 8 point written clinical audit cycle
  o A Quality Improvement project (QIP)

Both audit/QIP will be reviewed by assessors with expertise in the fields who will provide feedback on which to base academic reflection.

The audit/QIP itself does not contribute to the academic submission and therefore not meeting all the audit marking criteria does not negatively impact.

Whilst not contributing to the academic award GP Educators need to be aware they need to meet the standards for trainer approval by HEE KSS and submit their portfolio with appropriate documentation and evidence.

Reading List:
Evans, D. & Haines, A., 2000. Implementing Evidence Based Changes in Healthcare. Radcliffe Medical Press,


Module WL 908 Collaborative and Multi-professional Practice (20 credits)

This module raises awareness of policy, theory, concepts and practice which underpin multi-disciplinary and collaborative working through the critical examination of literature and practice.

The module explores the role and impact of research in and on multi-disciplinary and collaborative working. The overall module theme stresses the importance of building on experiential learning when working together with others from different disciplines whilst developing critical perspectives on project management and leadership.

Specific Learning Outcomes:
On successful completion of the course students will be able to:

- Critically reflect on different leadership styles and approaches and their impact on collaborative and multidisciplinary working.
- Critically reflect on the competences and capabilities across professions needed to deliver quality patient care.
- Demonstrate analytical understanding and application of the processes underpinning collaborative working within the professional environment.
- Critically reflect on impact of education and training in the context of team based learning.

Transferrable Skills:

- Ability to plan and manage learning - Demonstrate the capacity for autonomous learning through the acquisition of skills of evaluation and enquiry that support the practitioner in making a genuine contribution to professional knowledge in their subject.
- Team working - Critically reflect on the dynamics that help or hinder collaborative working in a multi-disciplinary context.
- Communication and interpersonal skills - Communicate with clarity in both the academic and professional setting to a range of audiences and using a variety of approaches
• Information Technology - Show ability to effectively manage and present complex information using a comprehensive range of learning resources and demonstrate competence in the use of a range of information technologies.

• Project Management - Demonstrate the use of project management skills to inform and enhance learning approaches in the workplace.

**Assessment Strategy:**

Students will be required to demonstrate structured and systematic reflection on the relationship between professional practice and theory; to demonstrate competence and advanced level critical thinking in the light of the subject material relating to workplace supervision.

This single assessment accounts for 100% of the available marks.

A pass must be obtained for this module for consideration of the award of PG certificate.

Specifically the portfolio should comprise of:

• An academic reflective short answer questionnaire (word count 3,000 words) to address the following:
  
  o Critically appraise the effectiveness of collaborative working both within your organisation and between your organisation and other teams in primary or secondary care. Give specific examples of how has this has impacted on patient care. Reflect on how you model collaborative working and learning to your learners. (2000 words)
  
  o Critically appraise how you have you prepared members of your organisation to understand and support the role of the learner? (500 words)
  
  o Critically reflect on the process of doing an audit / Quality Improvement Project (QIP) with specific reference to the effectiveness of your role and team working (500 words)

Whilst not contributing to the academic award GP Educators need to be aware they need to meet the standards for trainer approval by HEE KSS and submit their portfolio with appropriate documentation and evidence.

**Reading List:**

Barr, H. & Low, H., 2013. *Introducing Interprofessional Education.* Fareham: CAIPE.


SECTION 4 PROGRAMME INFORMATION

The PG certificate programme has been developed for NHS professionals from a variety of backgrounds who are involved in the education of learners and who have or wish to develop a leadership role.

For those general practice medical educators those wishing to become a GP trainer (Educational Supervisor) successful completion of the PG Certificate programme in Strategic Leadership and Multi-professional Education in Healthcare is a requirement. However, the approval of GP trainers is subject to a different regulatory framework which includes approval of both the doctor and their working environment. It is thus possible that a doctor successfully completes the PG Certificate but does not meet the standards required for accreditation as a GP trainer.

A potential GP trainer needs to meet the GMCs Competency Framework and the trainer learning environment must meet the GMC standards for training. There is more guidance on the Trainer approval process in the GP educator Handbook.

Teaching and Learning Strategy

The programme will be delivered through geographically based learning sets supported by a HEE KSS appointed Academic Mentor. The role of the Academic Mentor is to support and guide the student as they undertake preparation of their portfolio which will be submitted for assessment purposes.

Students will also be required to undertake personal study and reflection on experience of working as an educator to supplement the formal programme.

The academic content relevant to the three academic modules will be delivered in an integrated fashion throughout the learning sets.

Participants are encouraged to buddy with an experienced educator either within their organisation or in the case of medical educators to engage in the activity of a Local Faculty Group and other relevant educational activities.

Participants will be expected to undertake written pieces of academic work to support their progression through the programme.
Once enrolled onto the PG Certificate programme it is anticipated that it will take between 6-9 months and no longer than 12 months to progress through to the PG Cert award in Strategic Leadership and Multi-professional Education in Healthcare.

**Assessment Strategies:**

Students will be required to:

- Submit written assignments in short essay format for each module
- To develop and maintain an academic portfolio of evidence to support their development as an educator
- For GP Educators they will also need to submit the trainer approval documentation and associated portfolio.

**Attendance/absence policy**

Attendance at the facilitated learning set is officially recorded. Participants must discuss with the Academic Mentor of the learning set the reason for non-attendance so this can be authorised and agreed. A record of reasons for absence will be kept. Details of attendance are collated centrally at HEE KSS.

Students are expected to attend a minimum of 70% of the learning sets.

Where a student is unable to attend group activities relating to the PG Certificate this should be discussed with the Academic Mentor supporting the group locally to explore what arrangements can be made to allow the participant to cover the missed work.

**Performance Issues**

Detailed guidance is given later in this handbook on the marking criteria for the PG Certificate award and participants should refer to this.

For GP educator students need to be aware that they also need to demonstrate they have achieved the required competences of a GP Educator in HEE KSS through participation in the GP Specialty Specific Training Programme.

**Resources for Learning**

**Library**

HEE KSS has agreed in partnership with University of Kent that access to library services will be through Postgraduate Medical Education Centres in the Local Education Provider Trusts. The libraries provide a wide range of publications and work together to support the provision of texts and journals. On occasions where a publication is particularly difficult to acquire a small charge may be required: the cost of this being bourne by the student.

**E-Learning**

HEE KSS has a number of e-learning modules to support the PG Certificate. These are available through the HEE KSS GP Educator Pathway Manager:

Modules include: Critical reading, Academic Writing, Assessment of Learners and Audit
Submission Process for the PG Certificate

The reflective assignments for each module together with the mandatory requirements for each module needs to be submitted electronically via the HEE KSS PG Cert Sharepoint Portal.

The 8 point audit or Quality Improvement Project needs to be completed within the specified time lines and uploaded in order to be marked, in preparation for the reflective assignment required for the Module on Collaborative and Multi-professional Working.

The completed submission with all attendant paperwork must be submitted in its entirety. Later documents will not be accepted for consideration of the award.

Students need to complete the submission cover sheet and itemise the documents being submitted.

Students can expect a receipt confirming their submission has been received.

Preparing a submission for the award of PG Certificate

The following sections give guidance on the submission of assignments and the process of academic writing and the referencing format required.

The assessment strategy consists of completion of an academically written and referenced short answer questionnare and the portfolio of evidence to support this document.

Students are advised to begin preparing their submission well ahead of the intended date for submission.

Keeping a reflective educational diary / log of supervision and teaching activity is an essential part of the preparation and will form the basis of several assignments.

Keeping a reflective log relating to personal development of skills, reflection on attendance at the learning set and feedback received from peers / Mentors will also be required.

The production of written assignments is part of academic development below are some handy tips:

- Make note of useful references – ideally using reference manager software (e.g. Zotero)
- Get ideas on paper and start writing sooner rather than later
- Make sure work addresses the learning outcomes of the modules
- Try to develop the narrative and argument in a logical and sequential manner
- Answers should demonstrate your knowledge and understanding of key concepts
- The questions are reflective in nature this should include appraisal of evidence from varying perspectives related to personal experience, actions and thoughts
- Include insights on how newly acquired insight will be used in future development as an educator
- Re-visit written work to check grammar and spelling
- Try to avoid jargon, acronyms and discriminatory language
- Ideally ask someone else to proof read the work – does it make sense?
Each of the three modules is equally weighted and worth 20 M level credits. They are marked independently and students need to pass each module. What this means in practice is that efforts should be spread out evenly across the modules and should aim to demonstrate a similar standard of work in each.

For each of the three modules read the module guides and learning outcomes. These describe what a student is expected to demonstrate an understanding of in their answers.

It is advised not to leave submission to the last minute and to check ahead that all links to the SharePoint portal are fully operational.

The submission must be accompanied by a PG Cert Assessment Cover Sheet (see Appendix 1) which should be completed with your student ID number and submitted on the SharePoint portal.

Each module assignment should be submitted as a single document on SharePoint with the title of each of the three short essay questions written in full at the start of each short section answer.

For each of the three short essay questions the word count for each section must be included.

The word count includes everything in the body of the text, such as quotations, citations, footnotes and headings. It does not include bibliography, references, appendices or other supplementary material.

Up to 10% above the prescribed word count is acceptable beyond this student will be penalised (see marking section).

If the submission is significantly under the count have all the learning outcomes been sufficiently addressed?

Assignments should be submitted using Arial Font 12 and be single line spaced.

Assignments should be written as a reflective piece, in the first person but with an academic presentation: accounts based entirely on description will not fulfil the academic requirements.

As an M Level programme the reproduction of standard diagrams and constructs seldom augments academic writing. The Harvard system of referencing should be used.

Guidance on submission of a Quality Improvement Project (QIP)
A quality improvement project (as described in the Royal College of General Practitioners pilot QIP) should usually show:

- Identification of an area of clinical care where outcomes could be improved.
- An analysis of the processes and pathways relevant to patient care
- Evaluation of evidence and literature to determine need and support the recommended change implementation
- Engagement and continuing involvement of a team
- Understanding and applying validated tools for improvement
- Collection and analysis of data / information
• Making effective changes with the benefit of data and experience, and monitoring the impact of those changes
• Planning further work and project sustainability

Submission of QIP
Students should use the template from the PG cert Handbook for the submission and upload through SharePoint. (Appendix 3)

Writing style should adhere to the PG certificate conventions in terms of font, size and referencing format as described earlier.

Suggested QIP project length of between 2000-3000 words in total (excluding tables, diagrams and references and appendices if used).

Plagiarism
Plagiarism is passing off the work of others as your own. This constitutes academic theft and is a serious matter which is penalised in assignment marking.
Examples of plagiarism are:
• the verbatim copying of another person’s work without acknowledgement;
• the close paraphrasing of another person's work by simply changing a few words or altering the order of presentation without acknowledgement;
• the unacknowledged quotation of phrases from another person’s work and/or the presentation of another person’s idea(s) as one’s own.

For more details visit [http://www.kent.ac.uk/uelt/ai/students/whatisplagiarism.html](http://www.kent.ac.uk/uelt/ai/students/whatisplagiarism.html)

Harvard Referencing
Referencing of academic writing is necessary to clearly identify the work of the GP from the work of others and allows the reader the possibility of finding the original material for themselves.

Why do students need to reference? There are several reasons:

1. References are used to demonstrate the depth and breadth of reading and references support analysis and argument. Using referencing in work is therefore a way in which students can enhance their performance in the assessment.
2. Referencing is the way that you acknowledge other people's work within a student’s coursework. If not used or used incorrectly it could potentially be viewed as plagiarism (copying someone’s work without acknowledgement). There can also be copyright issues associated with using other people’s work without acknowledgement.
3. Allows other people to identify the source of the information that have been used.

Referencing is not difficult as it is all about following the instructions. The most important things to remember are to be organised and be consistent.

Referencing should be used within any piece of your work where the student is using sources of information that are not their own. This includes essays, case studies, presentations, leaflets and written exams. All sources of information that used should be included within your work in two places:
1. In the text - this is called a citation.
2. At the end in the references list.

The Harvard system is the most straightforward referencing convention and below is the guidance on how to apply it.

**Citations:**

There are two main ways to use citations in your work: either within e.g. a sentence e.g. (this is called author prominent) or at the end of the sentence (this is called information prominent). Here are some examples:

**Author prominent**

A study by Smith (2007) found that goalkeepers sustain more head injuries than strikers.

**Information prominent**

Goalkeepers have been found to sustain more head injuries than strikers (Smith, 2007).

There are a few rules regarding the number of authors of a reference source as follows:

1 or 2 authors - you always write in full Smith (1985) or (Brown & Green, 1996).

3 to 5 authors – the first time you use the reference in your work you should give ALL the authors. Then when you cite that source again you give the first author followed by et al. (White et al., 2009).

6 or more authors – you can use the first author only followed by et al. straight away.

**Compiling a Reference List**

The reference list enables the reader to trace and source the references. In the case of the formal assignments the list should be placed at the end of the assignment and does not contribute to the word count.

For formal assignments references should be listed in alphabetical order in the reference list at the end of the assignment.

When referencing work in the assignment these should appear in alphabetical order at the end of the written statements in the respective boxed section to which they relate.

The Harvard convention lays down rules for how a reference list should be completed.

**Book References:**

**Single Author**


*Extras to note*

*Author: Surname with capital first letter and followed by a comma.*
Initials: In capitals with full-stop after each and comma after full-stop of last initial.
Year: Publication year (not printing or impression) followed by full-stop.
Title: Full title of book/thesis/dissertation in italics with capitalization of first word and proper nouns only. Followed by full-stop unless there is a sub-title.
Sub-title: Follows a colon at end of full title, no capitalization unless proper nouns. Follow by full-stop.
Edition: Only include this if not first edition use number followed by abbreviation ed. Include full-stop.
Place of publication: Town or city and country if there may be confusion with UK place names. Follow by colon.
Publisher: Company name followed by full-stop.

Multiple authors:
For books with two, three or four authors of equal status the names should all be included in the order they appear in the document. Use an ampersand, not ‘and’ to link the last two multiple authors.
The required elements for a reference are: Authors, Initials., Year. Title of book. Edition. (only include this if not the first edition) Place: Publisher.

For books where there are more than four authors, use the first author only with surname and initials followed by “et al”.
The required elements for a reference are: Author, Initials., Year. Title of book. Edition. (only include this if not the first edition) Place: Publisher.

Books which are edited:
For books which are edited and but give editor(s) surname(s) and initials, followed by ed. or eds. Please note that ed. is the abbreviation for both editor and edition.
The required elements for a reference are: Author, Initials., Year. Title of book. Edition. (only include this if not the first edition) Place: Publisher.

Chapters of edited books:
For chapters of edited books the required elements for a reference are:
Chapter author(s) surname(s) and initials. Year. Title of chapter followed by ‘In’ Book editor(s) initials and surnames with ed. or eds. after the last name. Title of book. Place of publication: Publisher. Chapter number or first and last page numbers followed by full-stop.

Journal articles:
For journal articles the required elements for references are:
Author, Initials., Year. Title of article. Full Title of Journal, Volume number (Issue/Part number), Page numbers.

Extras to note:
Author: Surname with capital first letter and followed by comma.
Initials: In capitals with full-stop after each and comma after full-stop of last initial.
Year: Publication year followed by full-stop.
Title: Full title of article NOT in italics with capitalization of first word and proper nouns only. Followed by full-stop unless there is a sub-title.
Sub-title: Follows a colon at end of full title, no capitalization unless proper nouns. Followed by full-stop.

Journal title: Full title of journal, in italics, with capitalization of key words. Followed by comma.

Volume number:

Issue/Part number: In brackets, followed by comma.

Page numbers: Preceded by p and full-stop then first and last page numbers, linked by a hyphen. Followed by full-stop.

Journal articles from an electronic source:
For journal articles from an electronic source the required elements for a reference are:
Author, Initials., Year. Title of article. Full Title of Journal, [type of medium] Volume number (Issue/Part number), Page numbers if available. Available at: include web site address/URL(Uniform Resource Locator) and additional details of access, such as the routing from the home page of the source. N.B. the URL should be underlined [Accessed date].

Internet:
For websites found on the internet the required elements for a reference are:
Author, Initials., Year. Title of document or page, [type of medium]. Available at: include web site address/URL(Uniform Resource Locator) and additional details of access, such as the routing from the home page of the source. N.B. the URL should be underlined [Accessed date].

Acts of Parliament:
The required elements are:
Short title with Key words capitalized, which includes the year followed by the chapter number in brackets. Key words of titles are capitalized. Place of publication: Publisher.

Other official publications:
The required elements for a reference are:
Authorship, which may be part of the title. Year. Title, in italics if a separate element, Command number as it is on the document, within brackets, Place of publication: Publisher.

Informal or in-house publications:
For leaflets hand-outs provide what details you can citing the title of the hand-out the date you received it, the title, type of publication and the institution.

Acknowledgements:
More detailed guidance on referencing can be found through University guides to referencing:
Also visit for Academic Integrity - http://www.kent.ac.uk/luet/ai/students/index.html
Assignment Survival Kit - http://www.kent.ac.uk/uet/ai/ask/index.php

Assessment Criteria for Assignments

Marking
To succeed, each module must achieve a pass grade of 50%.
Distinction standard = marking range 100-70%
   Shows originality or exceptional thoroughness in critical analysis which shows how
   the topic is located in a broad theoretical framework. Excellent communication skills.

Merit standard = marking range 69-60%
   Evidence of critical analysis which draws on a range of perspectives and theoretical
   work. Student communicates effectively

Pass standard = marking range 59-50%
   Shows familiarity with the theoretical frameworks with some evidence of critical
   reflection

Fail = < 50%
   Work shows no critical analysis or failure to understand central ideas or no use of
   any theoretical framework or poor standard of communication.

1. Reading and Knowledge
   80 – 100 An exceptional level of reading and comprehensive knowledge
   70 – 79 A wide range of reading and good knowledge
   60 – 69 A good range of reading with adequate knowledge
   50 – 59 An adequate range of reading and reasonable knowledge
   40 – 49 A limited reading and incomplete knowledge
   30 – 39 A minimal range of reading and very limited knowledge
   0 – 29 Poor reading and knowledge

2. Understanding
   80 – 100 Original and critical work indicating exceptional synthesis and application of
   ideas / theoretical frameworks
   Considerable evidence of developing own ideas based on theory
   70 – 79 Original and critical work indicating excellent synthesis and application of
   ideas
   Good evidence of developing own ideas
   60 – 69 Original and critical work indicating good synthesis and application of ideas
   Some evidence of developing own ideas
   50 – 59 A clear grasp of the main issues with adequate application of ideas
   Limited evidence of developing own ideas
   40 – 49 A limited understanding of the main issues with fair application of ideas but no
   new idea generation
   30 – 39 Insufficient understanding of the main issues with poor application of idea
   0 – 29 Very limited understanding of the issues and theoretical frameworks

3. Critical Reflection
   80 - 100 Excellent level of reflection:
   Standing back from events with an academic critical viewpoint,
   Evidence of detailed internal dialogue with in-depth self questioning and Evidence of
   new learning
   In depth recognition that own previous experiences may have impacted on behaviour/
   management
   Evidence of reflection on the reflective process - metacognition
   70 - 70 Very good level of reflection
   Standing back from events with some academic critical perspectives
Evidence of internal dialogue leading to self-questioning leading to new learning
Recognition that own previous experiences may have impacted on behaviour/
management of situation

60 - 69  Good level of reflection
Standing back from events with limited academic critical perspectives
Evidence of internal dialogue leading to self-questioning and learning

50 - 59  Adequate level of reflection
Some internal dialogue but limited self-questioning and some evidence that new
learning has resulted

40 - 49  Limited reflection
Limited questioning of self with little evidence of how this has resulted in new learning

30 - 39  Little evidence of reflection
Little evidence of internal dialogue / questioning or evidence of learning gained

0 - 29  No evidence of Reflection
No evidence of incorporating ideas of others, internal dialogue or new learning

4. Argument

80 – 100  Exceptionally clear evidence of independent critical and independent thought
with the ability to defend a position logically and convincingly

70 – 79  Very clear evidence of independent critical and independent thought with the
ability to defend a position logically and convincingly

60 – 69  Clear evidence of critical thought with a well-developed argument

50 – 59  Limited evidence of critical thought with an attempt at an argument

40 – 49  Little evidence of critical thought, with limited attempt at an argument

30 – 39  Poor evidence of critical thought, meagre argument

0 – 29  No evidence of critical thought

5. Organisation, Presentation and Referencing

80 – 100  Exceptional thought has been given to the outstanding arrangement
and development of material and argument. Excellent English, spelling,
structure and grammar
Exceptionally comprehensive range of literature fully referenced including
consistently conforming to Harvard format

70 – 79  Very good arrangement and development of material and argument. Excellent
English, spelling, structure and grammar
Comprehensive range of literature fully referenced consistently conforming to
Harvard format.

60 – 69  Good arrangement and development of material and argument. Good spelling,
structure and grammar
Good range of literature well referenced consistently conforming to Harvard
format
Some minor error

50 – 59  Adequate effort to organise the material and argument. Adequate spelling,
structure and grammar
Adequate range of literature reference
Fair attempt has to reference using Harvard format occasional errors

40 – 49  Some effort to organise the material and argument. Weaknesses in spelling,
structure and grammar
Limited range of literature has been used from few sources. Limited use of
Harvard alphabetical format with several errors
Very limited effort to organise the material and argument. Weaknesses in spelling, structure and grammar. Limited range of literature used. Limited use of Harvard format.

Little effort to organise the material and argument. Weaknesses in spelling, structure and grammar. Little or no referencing.

Marking will be undertaken using the categorical marking schedule as described by Kent University.

In summary marks within a 10% band are awarded only at point 2 point 5 or point 8 so for example: 62, 65 or 68.

Exceeding the word count for each individual short essay question will result in penalties:
- 10-20% in excess the mark will be adjusted down by one categorical point
- 20-30% in excess the mark will be adjusted down by two categorical points
- 30-40% in excess the mark will be adjusted down by three categorical points
- 40-50% in excess the mark will be adjusted down by four categorical points

Marking is subject to internal moderation and a proportion of submitted assignments are shown to the External Examiner. The task of the external examiner is to ensure fairness and consistency of marking between tutors. External examiners do not generally alter marks, although they may suggest to the Exam Board that some marks are moderated.

The External Examiner is Dr Martin Wilkinson, Director Postgraduate GP Education, Health Education England working across the West Midlands. Students should not make contact with the External Examiner under any circumstances.

Students are normally allowed to resubmit a failed assignment on one further occasion only subject to Exam Board approval, although the Exam Board is not obliged to allow a resubmission of a failed assignment and students have no right to demand this. Resubmissions of failed assignments can only carry a minimum pass mark of 50%.

All marks are subject to confirmation at the Exam Board by University of Kent School Centre for Professional Practice.

**Evaluation**
Throughout the PG Certificate programme we aim to seek the views of students. The purpose of such evaluation is threefold:
- It informs the annual monitoring of courses
- Provides developmental feedback to assist the course tutors on the design of the course
- Encourages students to reflect on their own learning

Evaluation processes include:
- Regular opportunities to reflect as to how the PG Cert is progressing through discussion with the Academic Mentor
- Written evaluations
- Staff / Student Liaison Committee
Staff-Student Liaison Committee
As part of the Quality Assurance Programme and to enhance progression through the PG Certificate regular meetings are held with students. These meetings are an opportunity to reflect on learning experiences and discuss the development of the course.

Students meet with tutors three times during each year at staff-student liaison meetings. Representatives from the different groups will be asked to canvas opinion from their current cohort and provide feedback to the rest of the group.

Feedback from students will also be presented to the Board of Studies. An elected student representative will become a member of and be invited to the Boards of Studies.

In keeping with best practice any questionnaire will afford anonymity and will ask students to reflect on the course expressing their views and ask a series of closed questions regarding the course infrastructure and delivery.

The collated feedback will also be shared with students at staff-student liaison committee meetings.

SECTION 5- Guidance for students on Validated Partner Programmes

Validated Programmes

HEE KSS is a collaborative partner with the University of Kent: linked through a formal validation agreement. Through this mechanism we are able to offer you KSS developed modules which are credited by the University and leading to awards bestowed by the University.

As a student on a validated partner programme it is important to recognize that you are a student with KSS but not a student formally registered with Kent University. There is a detailed description pertaining to the validated partner programme and its attendant regulations at:


Below are a few key areas you should be aware of but we would recommend you visit the site.

The University of Kent Credit Framework

Introduction
The University of Kent uses a ‘credit framework’ for taught programmes of study, similar to the credit systems adopted by many other universities in the UK. This is intended to make it easier for students to obtain exemption from part of a University of Kent programme on the basis of study elsewhere and similarly for students to transfer credit obtained at this University to another university or college. This section of the Handbook aims to explain those aspects of the credit framework that will be of interest to postgraduate students taking taught programmes within the Centre for Professional Practice. However, it should be
regarded as an informal guide only. The full Credit Framework Regulations may be found on the University web site at [http://www.kent.ac.uk/teaching/qa/credit-framework/index.html](http://www.kent.ac.uk/teaching/qa/credit-framework/index.html)

Outline of Credit Framework

In order to be eligible for the award of a Certificate, Diploma or Degree by the University, a student must take an approved programme of study, obtain a specified number of credits, the number required depending on the award in question, and meet such other requirements as may be specified for the programme of study in question.

Each programme of study comprises a number of modules, usually at different levels and each worth a specified number of credits. In order to be awarded the credits for a module, a student must normally demonstrate, via assessment, that you have achieved the learning outcomes specified for the module.

Limited credit may also be awarded where assessment has been affected by illness (Condonement) or where you have demonstrated in other modules that all programme learning outcomes have been achieved (Compensation). This consists of a number of taught modules amounting to Masters 180 credits, Diploma 120 credits, and a 60-credit Certificate. Postgraduate Diplomas and Masters degrees may be awarded with Merit or with Distinction.

Programmes of Study

Each programme of study comprises an approved set or sets of modules. Each module is at a specified level and successful completion of the module results in the award of a specified number of credits at that level. The University defines these terms as follows:

Credits: one credit corresponds to approximately ten hours of ‘learning time’ (ie including all taught or supervised classes and all private study and research).

Module: a module is a self-contained component of a programme or programmes of study with defined learning outcomes, teaching and learning methods and assessment requirements. [Each module corresponds to a multiple of 20 credits. 20 Credits = 200 hours. Dissertation = 60 Credits]

Level: All modules contributing to the Centre’s postgraduate programmes are level M (Masters). The level descriptor adopted by the University for this level may be found in Annex 2 of the Credit Framework Regulations.

Awards: In order to be eligible for the award of a Certificate, Diploma or Degree by the University, a student must obtain at least the minimum number of credits specified for that award at the specified levels. Individual programmes or groups of programmes will normally specify additional requirements which must be met for the award of the qualification in the subject concerned, for example by requiring specified modules to be taken and passed. The minimum requirements for the Postgraduate Diplomas and for the degree of MSc are as follows Postgraduate Diploma: 120 credits MSc: 180 credits

Award of Credits

If a student successfully demonstrates via assessment that they have achieved the specified learning outcomes for a module they will be awarded the number and level of credits prescribed for the module. Assessment methods vary between modules and assessment is designed so that achievement of the pass mark or above will demonstrate achievement of learning outcomes. Module specifications will state whether the pass mark has to be achieved overall and/or in prescribed elements of assessment. In certain modules, assessment will be on a Pass/Fail basis and numerical marks will not be awarded. In all other cases, the pass mark will be 50%.
Classification of Awards

Students who successfully complete some programmes of study leading to the award of a Postgraduate Certificate, Diploma or a Masters degree may be awarded the diploma or degree with Merit or with Distinction. The requirements for such awards are set out below:

Marks obtained for all modules taken as part of the programme of study will contribute to the classification of the award.

The purpose of classification and where such classification is determined only by the average mark obtained, modules may have different weightings as approved by Faculty Board.

Where a student is exempted from part of the programme of study on the basis of credit transfer, marks obtained for such prior learning will not be used for classification purposes except where it agreed as part of an inter-institutional agreement that they should be so used.

Where a student is awarded credit through condonement or compensation, the mark to be used for classification will be the mark awarded for the module which will not be adjusted to take account of the circumstances leading to such condonement or compensation.

Where a student fails a module at the first attempt and subsequently passes the module, or takes and passes an alternative module in place of a module which has been failed, the minimum pass mark will be used for classification.

Boards of Examiners may recommend the award of a higher classification than that indicated by the marks obtained provided that the student would have qualified for a higher classification if he/she had obtained two more marks for each module and provided that the Board of Examiners is satisfied that there is substantial evidence that the marks obtained do not fully reflect the candidate’s overall achievement. Such evidence will normally take one or more of the forms stated below. The marks obtained will not be changed.

- Documented evidence of significant medical or personal problems or of unexpected hardship.
- Evidence obtained from a viva voce examination.
- The views of an external examiner on the quality of work of the candidate.
- Significant improvement in the final stage performance. Note: This factor should not be taken into account where final stage marks are weighted more heavily than marks obtained in earlier stages.
- Performance in one module substantially below that on other modules.
- Evidence of achievement commensurate with the higher classification. Such evidence might include a significant number of answers to individual questions which are of appropriate quality or, in appropriate subjects, evidence of problem solving ability.

Board of Examiners have discretion to make recommendations notwithstanding the Conventions in exceptional cases provided that such recommendations do not lower the classification arising on the application of the Conventions.

Merit and Distinction will be awarded on the basis of both the ‘average’ and the ‘preponderance’ methods.
‘Average’ Method of Classification
‘with Merit’: an average mark of 60 or above but less than 70.
‘with Distinction’: an average mark of 70 or above.

‘Preponderance’ Method of Classification
‘with Merit’: an average mark over all contributing modules of 57 or above and a mark of 60 or above for 55% or more of the credits obtained.
‘with Distinction’: an average mark over all contributing modules of 65 or above and a mark of 70 or above for 50% or more of the credits obtained.

‘Average’ and ‘Preponderance’ Methods of Classification
In the event of a difference in the classification derived for a particular student, the higher of the two classifications will be awarded.

Issuing Awards
The University is responsible for producing your certificate. Following the verification of student marks at Boards of Examiners meetings they are signed off by the Chair of the Board of the Examiners and sent to Kent for processing. The Student Records and Examination Office (SRE) produces certificates. It is important that the information requested at time of registration is correct to ensure that you receive an accurate certificate detailing your achievement. Certificates will include a record of the name and location of the Validated Institution the student studied at.

Condonement
Where a student fails a module or modules but claims that this was due to illness or other mitigating circumstances, the Board of Examiners may condone such failure and award credits for the module(s), up to a limit of 25% of each stage of a programme of study (Annex J of the Code of Practice for Taught Programmes section 5.2 https://www.kent.ac.uk/teaching/qa/codes/taught/annexj.html[17]) and with the possible application of additional measures (Annex J of the Code of Practice for Taught Programmes section 5.3 ), provided that there is evidence to show that the student has achieved the programme learning outcomes and provided that the student has submitted written medical or other evidence to substantiate any claim of illness or other mitigating circumstances. The marks achieved for such modules will not be adjusted to take account of the mitigating circumstances but transcripts issued to the student will indicate modules for which credits have been awarded via condonement. In order to ensure that the application of condonement does not disadvantage a student when an award is classified, where credit for a module is awarded by condonement, the mark awarded for that module should be excluded from the calculation of the classification of the award. Programme specifications specify modules in which failure cannot be condoned.

Note 1: The above does not preclude a Board of Examiners from adjusting a module mark where a student has failed to complete assessment requirements for good reason as described in Annex 6, paragraph 24 of the Credit Framework http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex6.html[18]
Compensation

Where a student fails a module or modules but has marks for such modules which are within 10 percentage points of the pass mark (see note 1 below) the Board of Examiners may nevertheless award the student the credits for the module(s), up to a limit of 25% of each stage of a programme of study, provided that the student has an average mark for the stage which is at or above the pass mark and provided that there is evidence to show that programme learning outcomes have been achieved. The marks achieved for such modules will not be adjusted but transcripts issued to the student will indicate modules for which credits have been awarded via compensation. In order to ensure that the application of compensation does not disadvantage a student when an award is classified, where credit for a module is awarded by compensation, the mark used for classification should be the Pass mark for the module. The mark on the transcript will not be adjusted. Programme specifications specify modules in which failure cannot be compensated.

Failure of Modules

Referral

If a student has not acquired sufficient credits to complete a programme, the Board of Examiners may permit them to undertake further assessment in failed modules. The Board of Examiners will specify which elements of assessment the student is required to undertake. If a student is so referred in a module they may be required to, or may elect to, repeat the module, provided that it is being taught in the year in question, or may choose to take a different module provided that the requirements of the programme of study are still met. At most one such opportunity per module will be permitted, to be automatically permitted unless denied for disciplinary reasons. Any such repeated modules will attract a maximum grade of ‘pass’.

Deferral

Where a student has failed due to circumstances such as illness, and where there is written evidence to support this, the Board of Examiners may permit the student to undertake some or all of the assessment for some or all of the failed modules comprising the stage at a later date and as for the first time. Where the student has met requirements for progression to the next stage of the programme, he/she may be permitted to ‘trail’ the deferred assessment i.e. to proceed to the next stage and simultaneously undertake the deferred assessment as for the first time.

A link to detailed guidance on the application of other concessionary measures available to Boards is provided in the Conduct of Meetings section of the on line guide.

Concessions

The term concession is used to describe action taken by Schools and Boards of Examiners in recognition of events which cause exceptional interference with academic performance and which are beyond the normal difficulties experienced in life. This includes circumstances such as sudden, severe illness (confirmed by medical certificate) adversely affecting performance or preventing work from being submitted by the deadline set.

Concessions do not include where the student was directly responsible for the circumstances or where a student could reasonably have avoided the situation or acted to
limit the impact of the circumstances. The following are examples of circumstances which would not be considered relevant for concessionary treatment (the list is not exhaustive):

- Completing work too late and missing deadlines because of computer difficulties
- Losing work not backed up on computer disk
- Normal employment commitments
- Failure to manage learning appropriately
- Students have been affected by long-standing, controlled conditions for which they may be expected to have sought and received appropriate support
- Students have been directly responsible for the circumstances put forward in mitigation.

**Extensions to the deadline for PG certificate**

Coursework submitted after the applicable deadline is not accepted except in concessionary circumstances.

Students requesting an extension in the deadline for submission must be submitted in writing using the relevant Concessions Application Form to the GP Educator Pathway Manager at HEE KSS for consideration. Any approval will be communicated in writing with a new submission date.

**Failure to submit assignments/Impaired Performance during preparing for the assignment**

Concessions applications to the Board of Examiners will be considered only if submitted:

- by means of the Concessions Application Form designed for the purpose
- with a clear and concise account of the concessionary circumstances and the impact on studies;
- with all necessary documentary evidence.
- within the applicable deadline, i.e. within **five working days** of the event to which the concessions application pertains, where the circumstances were not anticipated.

In the case of students who are aware, they are unable to submit their module assignments and portfolio; they are required to notify the HEE KSS GP Educator Pathway Manager of their difficulties **prior to the relevant deadline**. You must request permission for the absence or non-submission by means of submitting the Concessions Application Form immediately if possible, or by immediately notifying HEE KSS of your difficulties and then submitting this Form and supporting evidence as soon as possible thereafter. **Failure to do this may result in students being awarded no further opportunity to pass the module.**

NB. Legitimate concessionary reasons include incapacitating medical problems or exceptional misfortune and do not include holiday plans. Any medical documentation submitted to support concessions applications must be specific, relate to the dates and duration of illness be presented in English.
Considerations of Concessions

Concessions applications relating to non-submission of coursework, absence from examination/s, and to impaired performance in coursework or examination are normally considered by Concessions Panels on behalf of Boards of Examiners. The Panels make recommendations to the relevant Board of Examiners.

Where a student's concessionary submission indicates that s/he will be unable to submit the assignments and portfolio by the published deadline, the Concessionary panel, where it sees appropriate, will advise the Examination Board.

Guidance on actions that may result from the presentation of a concession request may include can be seen in full on line at: https://www.kent.ac.uk/teaching/qa/guidance/guidance-concessions-ug-students.html

 Appeals - Application

Students may not appeal against the academic judgement of the examiners. The submission of an appeal is no guarantee of its successful outcome. Appeals from students taking taught programmes of study against recommendations of Boards of Examiners will be considered in the following circumstances only:

- where there is reasonable ground supported by objective evidence to believe that there has been administrative, procedural or clerical error.
- where there is evidence of illness or other misfortune such as to cause exceptional interference with academic performance and which the student was, for good reason, unable to submit by the published deadline; or where evidence relating to illness or other misfortune submitted under concessions procedures within the prescribed time limit was not properly considered by the Board of Examiners.
- Appeals that are based on concessionary circumstances which, without good reason, were not brought to the attention of the Board of Examiners through concessions procedures at the appropriate time will not be considered.

The submission of an appeal is no guarantee of its successful outcome.

Appeals will be considered only if submitted:

- by means of the Appeals Form designed for this purpose, available from the HEE KSS GP Educator Pathway Manager or the Centre for Professional Practice Office at University of Kent;
- accompanied by a letter explaining in full the grounds for the appeal and the remedial action sought from the Board of Examiners
- providing all necessary documentary evidence substantiating the grounds of the appeal
- within the applicable deadline, i.e. 21 days of the publication of the result

In all cases, appeals applications should be submitted to the Social Sciences Faculty. If the appeal meets the technical conditions as detailed above, it will be considered by the Dean who will determine whether a prima facie case exists. If he does not consider that there is a prima facie case, the student will be so informed. If he considers that there is a prima facie case, the appeal will be referred to the Chair of the Board of Examiners.
Appeals Procedures
- Appeals procedures can be found as an annex to the credit framework assessment conventions at: https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex9.html

Correspondence
It is a student’s responsibility to ensure that the Student Records Office and HEE KSS have current contact details. If it has not, all correspondence will be sent to a student’s home address, which may result in a delay in the processing of an appeal.

The appeals process can involve detailed scrutiny of the case by a number of people. We will inform students of the outcome as soon as we are able. Students should refrain from contacting the Faculty Office for a progress report on an appeal sooner than three weeks after an appeal has been submitted.

Under the Data Protection Act 1998, the University is not permitted to discuss any student matters with third parties unless agreed with the student.

Appeals – Process
On receipt of an appeal a decision shall be made as to whether it meets the criteria. If it does not, the student shall be so informed. If it does, the appeal shall be submitted for consideration by the Dean.

In the case of a possible administrative error: the Faculty Officer will investigate whether there has been such error and, where this is the case, arrange for such error to be rectified where this is possible. The Faculty Officer will inform the student of the outcome of these enquiries.

In the case of illness / misfortune where the student was unable to submit by the published deadline or that there is evidence relating to illness or other misfortune submitted under the concessions procedures within the prescribed time limit which was not properly considered by the Board of Examiners, the Dean shall determine whether a prima facie cases exists.

Where the Dean determines that there is a prima facie case: The Faculty Officer will forward the evidence to the Chair of the Board of Examiners to ask whether, in the light of the evidence, the Board would wish to reconsider its original recommendation. In considering such a request, the Chair of the Board will consult such other members of the Board of Examiners as deemed necessary in the circumstances. Where the Dean does not consider that there is a prima facie case, the student shall be so informed.

Students may be required to attend a Faculty Review Panel. A student may be accompanied. A student who not take up the opportunity of a Review Panel hearing will foregoes his/her right to such a hearing and will have no further right of redress within the appeals procedures. Where non-attendance is thought to be for reasons beyond the student’s control, the Chair of the Review Panel will have discretion to proceed with the hearing in the student’s absence or to reconvene the Review Panel at a later date.
Review Panel will meet privately to reach a decision. A written record of the hearing will be prepared and this will be approved by the Chair of the Faculty Review Panel. The Review Panel shall be authorised to confirm or to vary the original recommendation of the Board of Examiners and will vary the recommendation only if it is satisfied:

- that one or more of the grounds for appeal has been demonstrated; and
- where appropriate, that the Board of Examiners (or the Chair of the Board of Examiners acting on behalf of the Board of Examiners) did not act reasonably in exercising its discretionary powers in its consideration of evidence relating to illness or other misfortune submitted within the concessions and/or appeals proceedings.

**Further Right of Appeal**

Where an appeal against a recommendation of a Board of Examiners is considered by a Faculty Officer not to meet the technical conditions outlined or where it is rejected by a Dean, a Chair of a Board of Examiners or a Review Panel, the student shall have a further right of appeal to the Senate Academic Review Committee, which will consider only whether the original appeal was considered properly and fairly.

The schedule outlined below is to act as a guide only and does not constitute a definite time-frame by which an appeal will be processed.

**Day 1-2:** On receipt of an appeal the student to be given/sent an appeal receipt with an official date stamp on it.

**Day 3:** The appeal should then be sent to the Faculty Officer/Administrative Assistant in order that a summary of the appeal can be compiled for the Dean.

**Day 5:** The appeal should be submitted to the Dean for him to determine whether or not a prima fascia case exists.

**Day 7:** If no, letter to student on day 7. If yes, memo to Chief Examiner, cc School Administrator, by day 7. Deadline for receipt of response within five working days.

**Day 12:** If BoE recommendation meets the remedial action sought by the student, letter to be sent within three days. SDS to be updated and closed.

**Day 15:** If BoE recommendation does not meet the remedial action sought by the student, the Faculty Officer/Administrative Assistant to compile a revised summary for the Dean and the appeal, together with the BoE recommendation, to be passed to the Dean within two days for him to determine whether or not to uphold the decision of the BoE or to set-up a Review Panel Hearing to consider the case.

**Day 18:** Student to be notified within two days of Dean’s decision being received by the Faculty Office.

These guidelines supplement the University’s procedures for concessions and appeals, available from Annexes 9 and 10 of the credit framework; [https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex9.html](https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex9.html) and
How to make an academic appeal?

As the awarding body of your study the University of Kent will consider all student appeals. Appeals against the recommendations of Boards of Examiners will not be considered if they are received more than 21 days from the date of the publication of assessment results.

You can pick up copy of the appeals form from your institution (ask at the administration office) or online at http://www.kent.ac.uk/fso/documents/procedures/appeals/appeal-form-boe.pdf

Your appeal should be accompanied by a letter explaining in full the grounds for the appeal and include all related documentary evidence. Your appeal form should indicate the remedial action that you are seeking. Once completed, you should send it to:

Faculties Support Office
Room 27, Marlowe Building
University of Kent
Canterbury
Kent
CT2 7NR

Intermission

Intermissions is the term applied to taking time out of your academic programme.

HEE KSS does not encourage students on the PG certificate programme to take time out. When you registered the importance of completing the programme within the programme deadlines was made clear. Moreover, there are financial implications and additional costs incurred when this occurs which you will need to be aware of.

However, the GP School does recognise significant events you do feel you need to take time out, whilst you may wish to discuss problems and concerns with your academic mentor and the GP Educator Pathway tutors, decision making rests with the Head of Primary and Community Care Education for HEE KSS.

There is only one submission for the PG Certificate award annually so intermission is normally for the remainder of the academic year to re-enter a subsequent cohort.

Possible reasons for leave to intermit are:
• Personal Grounds: Family or personal reasons (other than illness) prevent you from continuing your studies
• Significant changes in employment (e.g moving GP practice)
• Medical Grounds including statutory leave

If you subsequently want to change the period for which you have been permitted to intermit, you must seek approval from HEE KSS

Requests for an Intermission need to be made on the appropriate form and submitted to the GP Educator Pathway Manager.
Academic Integrity and Honesty at University

What is academic integrity?

As a student on the Validated partner programme, you are expected and required to act honestly regarding the work you submit for assessment in your courses. General Regulation V.3: Academic Discipline states that:

Students are required to act with honesty and integrity in fulfilling requirements in relation to assessment of their academic progress.

General Regulation V.3 specifies that any attempts to:
- cheat,
- plagiarise,
- improperly influence your lecturer's view of your grades,
- copy other assignments (your own or somebody else's) or
- falsify research data
will be viewed as a breach of this regulation.

The full details of this regulation including disciplinary procedures and penalties are available at:

http://www.kent.ac.uk/registry/quality/credit/creditinfoannex10.html

SECTION 6 APPENDICES
APPENDIX 1 PG Cert submission: Assessment  Cover Sheet

Student Family Name:  
Student First Name:  
Student ID number:  
Module Title:  
Module Code(s)  
New Trainer or Existing Trainer  
Date submitted:  

I am submitting my work for consideration of the award PG certificate in Strategic Leadership and Multiprofessional Education in Healthcare

Please ensure you include the mandatory evidence in your submission (see below). You may elect to submit a range of other evidence to support your academic submission and need to clearly indicate which pieces of work you wish to contribute to your application for the PG cert on the form below.

For GPs seeking to become a GP Trainer you will need to also submit your GP Trainer approval application and portfolio of evidence

I confirm that the work presented is my own work.

Check list:

<table>
<thead>
<tr>
<th>Modules:</th>
<th>Mandatory Evidence</th>
<th>Please tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Supervision in the Workplace WL909</td>
<td>Reflective Short Answer Essays (responses to all questions to be submitted as a single document)</td>
<td></td>
</tr>
<tr>
<td>Module 2 Evidence Informed Practice WL907</td>
<td>Reflective Short Answer Essays (responses to all questions to be submitted as a single document)</td>
<td></td>
</tr>
<tr>
<td>Module 3 Collaborative and Multiprofessional Working WL908</td>
<td>Reflective Short Answer Essays (responses to all questions to be submitted as a single document)</td>
<td></td>
</tr>
<tr>
<td>Module 2 Evidence Informed Practice</td>
<td>8 point audit QIP</td>
<td></td>
</tr>
<tr>
<td>Module 2 Evidence Informed Practice</td>
<td>8 point audit mark sheet QIP Feedback Sheet</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2 Audit Marking Schedule

PG certificate in Strategic Leadership and Multiprofessional Education in Healthcare

ADMINISTRATOR TO COMPLETE:

<table>
<thead>
<tr>
<th>Assessor’s Name:</th>
<th>Date Sent for marking:</th>
<th>Date to be returned by assessor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>PG Certificate Student's Number:</th>
<th>Submission Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

ASSESSOR TO COMPLETE:

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>CRITERION PRESENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason for choice of audit</th>
<th>Potential for change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relevant to the practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion/Criteria Chosen</th>
<th>Relevant to audit subject and justifiable, e.g. Current literature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards set</th>
<th>Targets towards a standard with a suitable timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation and Planning</th>
<th>Evidence of teamwork and adequate discussion where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Collection (1)</th>
<th>Results compared against standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change(s) to be evaluated</th>
<th>Actual example described</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Collection (2)</th>
<th>Comparison with Data collection (1) and standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusions</th>
<th>Summary of main issues learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

A satisfactory audit should include all 8 criteria to be assessed as “Does meet criteria”

This audit has been assessed as: □ Does meet criteria* □ Does not meet criteria* *Please tick one box

Assessor Comments that will be used for feedback:

<table>
<thead>
<tr>
<th>Assessor's Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3

Quality Improvement Project Submission Template

<table>
<thead>
<tr>
<th>Student ID No</th>
<th>Project Title</th>
<th>Word Count</th>
</tr>
</thead>
</table>

**Project details**
b) Aim(s) of the project
c) Reasons for choice of project (Include literature search and critical appraisal of evidence)
d) Describe how you developed a workable plan following SMART criteria.

**Method**
What did you do? Who did you involve?

**Measures**
Describe how you evaluated impact/outcomes of the project

**Results**
What were the results of work on the project? You may include attached material.

**Effect on patient care**
What was the potential of this project to improve patient care? Did this improvement actually happen?
b) What will be changed as a result of doing your project? How will this change be implemented?
c) How might any changes be sustained?
d) Were there any unintended consequences of your project on patient care?

**Challenges, Constraints, and Lessons Learned**
a) What did you learn from undertaking your project? For example, skills in QI techniques, problem solving, leadership, teamwork, managing change.
b) What went well?
c) Describe any challenges you encountered
d) Is there anything you would do differently?

**Conclusions**
A brief resume of the conclusions you have drawn from your project

**Dissemination**
How have the findings and learning from your project been disseminated? Or what are your plans regarding this?

**References**
*Based on RCGP pilot QIP*
## Appendix 4

### Quality Improvement Project Feedback Sheet

<table>
<thead>
<tr>
<th>Student ID No</th>
<th>Project Title:</th>
<th>Date marked:</th>
</tr>
</thead>
</table>

Mark each domain out of 6 maximum marks

<table>
<thead>
<tr>
<th>Domain</th>
<th>Unsatisfactory (1-2) (Criterion not met)</th>
<th>Satisfactory (3-4) (Criterion met)</th>
<th>Excellent (5-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding and evidence-based critical appraisal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMART Action Plan. Use of change and/or quality management processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork; stakeholder involvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of project impact and safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation and presentation; Conclusions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total marks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments for feedback to student

*Based on RCGP pilot QIP*
## Appendix 5

### ASSIGNMENT MARKING SHEET ALL MODULES

PG Certificate in Strategic Leadership and Multiprofessional Education in Healthcare

<table>
<thead>
<tr>
<th>NAME</th>
<th>Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment:</td>
<td>Marker:</td>
</tr>
<tr>
<td>Submission date:</td>
<td>Date received:</td>
</tr>
</tbody>
</table>

| 1. Reading and Knowledge | 100-80% 79-70% 69-60% 59-50% 49-40% 39-30% 29-0% |
| Comment |

| 2. Understanding | 100-80% 79-70% 69-60% 59-50% 49-40% 39-30% 29-0% |
| Comment |

| 3. Critical Reflection | 100-80% 79-70% 69-60% 59-50% 49-40% 39-30% 29-0% |
| Comment |

| 4. Argument | 100-80% 79-70% 69-60% 59-50% 49-40% 39-30% 29-0% |
| Comment |

| 5. Organisation, presentation & Referencing | 100-80% 79-70% 69-60% 59-50% 49-40% 39-30% 29-0% |
| Comment |

**Summary:**

Strengths demonstrated in the work  
Areas that would benefit from development for future submissions

MARK: 

Signed………………………………………………… Date……………

49
Concessions Form for consideration by the Exam Board

This form should be used when:
- requesting an extension to the deadline for submission of assignments

The completed form should be submitted with:
- A letter detailing a clear account of the circumstances impacting
- All necessary documentary evidence

The form should be completed within 5 working days of the submission date to which the concessions application pertains, where the circumstances were not anticipated.

For full details concerning concessions, please refer to: http://www.kent.ac.uk/registry/quality/credit/creditinfoannex9.htm

FIRST NAMES: 
SURNAME: 

EMAIL: 
PHONE NO: 

INTENDED DATE OF SUBMISSION

DATE OF CONCESSION REQUEST

SUMMARY OF REASONS FOR CONCESSION REQUEST


LIST OF ATTACHED EVIDENCE

I hereby certify the information presented as correct

This completed form must be returned by email to the GP Educator Pathway Manager at GPEducatorpathway@kss.hee.nhs.uk
Appendix 7

Intermission Request Form

This form should be used when:
  • requesting to step off the PG certificate programme

The completed form should be submitted with:
  • A letter detailing a clear account of the circumstances impacting
  • All necessary documentary evidence

FIRST NAMES: SURNAME:

EMAIL: PHONE NO:

INTENDED DATE OF SUBMISSION for PG certificate

DATE OF INTERMISSION REQUEST

SUMMARY OF REASONS FOR INTERMISSION REQUEST

LIST OF ATTACHED EVIDENCE

I hereby certify the information presented as correct

This completed form must be returned by email to the GP Educator Pathway Manager at GPEducatorpathway@kss.hee.nhs.uk

Further guidance is available at

https://www.kent.ac.uk/teaching/qa/guidance/index.html?tab=procedures