

## Programme Specification: Post Graduate Taught For students starting in Academic Year 2022/23

### 1. Course Summary

|  |   |
|--|---|
| <b>Names of programme and award title(s)</b>                                   | MSc Global Healthcare Leadership  |
| <b>Award type</b>  | Taught Masters  |
| <b>Mode of study</b>   | Part-time   |
| <b>Framework of Higher Education Qualification (FHEQ) level of final award</b> | Level 7   |
| <b>Normal length of the programme</b>  | 2 years   |
| <b>Maximum period of registration</b>  | The normal length as specified above plus 3 years                         |
| <b>Location of study</b>   | Keele Campus  |
| <b>Accreditation (if applicable)</b>   | Not applicable  |
| <b>Regulator</b>   | Office for Students (OfS)   |
| <b>Tuition Fees</b>  | Programme fees for 2022-23 will be paid by Health Education England (HEE) |

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

### 2. Overview of the Programme

#### 'In Search of a Perfect Health and Healthcare System'

"Health workers need to have a global perspective- and by working and learning together with colleagues from other countries they can improve health in the UK, strengthen the UK's position as a global health leader and help create global public goods. This strategy is good for the UK and good for the world" Lord Nigel Crisp, Co-chair All party Parliamentary Group on Global health (2018).

This is a prestigious course funded by Health Education England (HEE), which was developed together with Prof Ian Cumming (OBE), Professor of Global Healthcare at Keele University and former CEO of HEE and is delivered in partnership with subject experts from organisations e.g. Health Education England (HEE), the Tropical Health Education Trust (THET), the University of Pavia (Italy) as well as other specialists from around the globe.

This exciting course provides an opportunity for students to engage and experience a variety of worldwide healthcare systems, to learn from and transpose their leadership and management skills in enhancing effective health care delivery within their own organisations and share good practice. Students are typically expected to be:

- Leaders/Managers in Health Service Provision/UK Health Security Agency/ Office of Health Improvement (formally PHE)
- Doctors
- GPs
- Practice Managers
- Nurses-Specialist Community Public Health Nurses (General Practice Nurses, District Nurses, Health Visitors, School Nurses)
- Pharmacists
- Allied Health Professionals
- Physician Associates
- Other Health Professionals, Civil Servants or Charity/NGO's with a Public Health Focus
- International medical/nursing/pharmacy graduates coming to the UK on a Tier 2 visa

Participants are likely to be drawn from NHS services (key workers) and students will need to ensure their employers are supportive to secure maximum engagement in the programme (particularly the study abroad field visits). The intention is to be able to build on these experiences, as the programme develops to create further partnerships and engage international students.

The MSc in Global Healthcare Leadership will support the development of competencies such as being people-centred, having an adaptive, collaborative and rigorous approach to decision making, proactively managing interactions with others, utilising evidence informed practice and personal conduct relating to ethical conduct, working within competence and scope of practice, and engaging in lifelong and reflective practice.

### 3. Aims of the programme

The broad aims of the programme are to enable you to:

- engage and experience a variety of worldwide healthcare systems, to learn from and transpose your leadership and management skills in enhancing effective health care delivery within your own organisations and share good practice;
- develop and learn with other students in an online community of practice within the MSc in Global Healthcare Leadership.

### 4. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

### **Subject knowledge and understanding**

Successful students will be able to:

- Demonstrate a critical awareness of the complex nature of global healthcare leadership
- Critically explore worldwide global drivers for change in healthcare systems
- Develop a systematic understanding of health economics, value for money and sustainability in global health leadership
- Critically explore humanitarian response, disaster preparedness and refugee health, adapting to unexpected or changing situations.
- Gain a comprehensive understanding of healthcare including appraisal of measurement, assessment, and improvement methodologies that contributes to a culture of safety and continuous quality improvement
- Critically appraise concepts of health care system strengthening, in low- and middle-income countries
- Demonstrate a conceptual understanding of global public and population health improvement organisations and digital technologies

### **Subject specific skills**

Successful students will be able to:

- Demonstrate reflexive skills and apply concepts required for contemporary leadership, working within one's own professional boundaries and learning with, from and about others
- Reflect on healthcare systems in different countries, comparing and contrasting, and critically evaluating their effectiveness in diverse contexts and incorporate the perspectives of participants and beneficiaries of healthcare provision
- Develop skills in the synthesis of literature and appraise differing research methodologies required to develop a creative and innovative independent literature review project to enhance future healthcare delivery.

### **Key or transferable skills (including employability skills)**

Successful students will be able to:

- Demonstrate competencies such as being people-centred, having an adaptive, collaborative and rigorous approach to decision making, proactively managing interactions with others, utilising evidence informed practice and personal conduct relating to ethical conduct, working within competence and scope of practice and, engaging in lifelong and reflective practice.

### **Keele Graduate attributes**

Engagement with this programme will enable you to further develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Whilst you will undoubtedly have already developed these skills and abilities to varying degrees, such existing capabilities can always be deepened and enriched. Our educational programme and learning environment is designed to help you to develop further as a well-rounded postgraduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in during and after your studies at Keele.

Please refer to the programme webpages for a statement of how you can achieve the Keele Graduate Attributes through full engagement in the programme and other educational opportunities at Keele. Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

## **5. How is the programme taught?**

The Programme adopts a blended learning approach. The first module in each year (the introduction module in year 1 and Applied Research Methods, in year 2) is taught in a 1-week block on campus followed by seven weeks online learning, supported by the presence of a tutor. Other modules are taught over 8 weeks asynchronously online, again supported by the presence of a tutor (with the exception of the field visits weeks which are taught in-situ and any assessment that are in-situ as described in the module guide).

Four of the modules including a week-long overseas field visit (Field visit 1 -Pavia, University Italy, Field visit 2- UK based visit (organisations supporting refugee and migrant populations) Field Visit 3- Brandeis University, Boston USA and Field visit 4- Makerere University, Kampala). Travel and accommodation for these visits are supported through the course fees. Students wishing to upgrade may do so at their own cost. By studying relevant topics and visiting four countries on different continents, students will have an immersive learning experience. The field visits with exposure to healthcare delivery models in our partner countries. Students will need to be committed and will be provided with a detailed course plan at the recruitment phase so that they are aware of when those weeks might be. There also needs to be consideration of any preparation for visits in terms of risk assessments and any vaccinations etc. that may be required for each country (the international office at Keele will provide guidance). Each of the field study modules focuses on a particular identified course theme. Transport and accommodation costs will be met within the programme fees. Students wishing to upgrade would have a chance to do so at their own costs. Further information regarding financial support and bursaries can be obtained via student services: <https://www.keele.ac.uk/students/student-services/>

A steering group will convene with our overseas partners to explore how any students who are not able to attend would be able to undertake a virtual visit, with the provision of online materials, videos etc. and access to the subject specialists within the partner countries. Any students facing difficulties would have the opportunity to apply for permission to not attend the placement via the exceptional circumstances route. For students in this situation, we would ensure that there is provision for a virtual visit etc.

The programme design has a range of 15 credit (8 week) modules with exit awards at PG Certificate (60 credits at level 7) and PG Diploma (120 credits at Level 7). The Independent Project will be 30 credits over a 16-week period. Similar to other postgraduate Master's courses at Keele (e.g., the senior Leader MBA), modules will be studied sequentially, with an assessment preparation week prior to the submission. The final award of MSc in Global Healthcare Leadership will be attained through the completion of an independent literature review project over the final 4 months of the programme.

## 6. Teaching Staff

The programme will be overseen by a course director who has the requisite experience, plus module leaders and subject specialists.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 7. What is the structure of the programme?

| <b>Year 1 (2022/23)</b>  |  |   |  |  |   |
|--|--|---|--|--|---|
| <b>Sept-Nov 2022</b>   | <b>Nov-Jan 2023</b>  | <b>Jan-March 2023</b>   | <b>March-May 2023</b>  | <b>May-July 2023</b>   | <b>July-Sept 2023</b>                                   |
| Introduction to Global Public health & Healthcare<br>CLM-40152 | Value for Money healthcare economics and sustainability<br>(Field Visit 1-Pavia, Italy)<br>CLM-40158 | Leading & complexity (Global Healthcare)<br>MAN-40279                         | Healthcare system Strengthening (LMIC's)<br>Field Visit 2 - TBC/UK based experience<br>CLM-40172 | Resource Management in Healthcare<br>CLM-40160                             | Quality Improvement in Healthcare Settings<br>CLM-40164 |
| <b>Year 2 (2023/24)</b>  |  |   |  |  |   |
| <b>Sept-Nov 2023</b>   | <b>Nov- Jan 2024</b>   | <b>Jan-March 2024</b>   | <b>March-May 2024</b>  | <b>May-September 2024</b>  |   |
| Applied Research Methods for Healthcare<br>NUR-40118           | The Global Healthcare Workforce (Field Visit 3)<br>CLM-40168   | Innovation in Public Health and the role of Digital Technologies<br>CLM-40170 | Global Governance, Humanitarian Response & Refugee health (Field visit 4)<br>CLM-40162           | Independent Project Global Healthcare Leadership (30 credits)<br>CLM-40174 |   |

### Module list

Introduction to Global Public Health and Healthcare (CLM40152) 15 credits

Value for Money, Healthcare Economics and Sustainability (CLM-40158) 15 credits

Resource Management in Healthcare (CLM-40160) 15 credits

Healthcare system strengthening (Low and Middle Income Countries) (CLM-40172) 15 credits

Leading and Complexity (Global Healthcare) (MAN-40279) 15 credits

Quality Improvement in Healthcare Settings (CLM-40164) 15 credits

Applied Research Methods for Healthcare (NUR-40118) 15 credits

The Global Healthcare Workforce (CLM-40168) 15 credits

Innovation in Public Health and the role of Digital Technologies (CLM-40170) 15 credits

Global Governance, Humanitarian Response and Refugee Health (CLM-40162) 15 credits

Independent Project Global Healthcare Leadership - 'In search of a perfect healthcare system' (CLM-40174) 30 credits

### Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

### Level 7

| <b>Subject Knowledge and Understanding</b>  |   |
|---|---|
| <b>Learning Outcome</b>   | <b>Module in which this is delivered</b>  |
| Develop critical awareness of the complex nature of global health leadership  | Introduction to Global Public Health and Healthcare   |
| Critically explore worldwide global drivers for change in health care systems   | Leading & Complexity (Global Healthcare)<br>Independent Project   |
| Develop a systematic understanding of health economics, value for money and sustainability in global health leadership  | Value for Money, Healthcare Economics and Sustainability<br>Resource Management in Healthcare   |
| Critically explore humanitarian response, disaster preparedness and refugee health, adapting to unexpected or changing situations.  | Global Governance, Humanitarian response and Refugee Health   |
| Gain a comprehensive understanding of healthcare including appraisal of measurement, assessment, and improvement methodologies that contributes to a culture of safety and continuous quality improvement | Resource Management in Healthcare<br>Quality Improvement in Healthcare Settings<br>Innovation in Public Health and the role of Digital Technologies |
| Develop a conceptual understanding of global public and population health improvement organisations and digital technologies  | The Global Healthcare Workforce   |
| Critically appraise concepts of health care system strengthening, in low- and middle-income countries   | Healthcare system strengthening (LMIC's)  |

| <b>Subject Specific Skills</b>  |  |
|---|--|
| <b>Learning Outcome</b>   | <b>Module in which this is delivered</b>   |
| Reflect on healthcare systems in different countries, comparing and contrasting, and critically evaluating their effectiveness in diverse contexts and incorporate the perspectives of participants and beneficiaries of healthcare provision | Value for Money, Healthcare Economics and Sustainability<br>Global Governance, Humanitarian response and Refugee Health<br>The Global healthcare workforce<br>Healthcare system strengthening (LMIC's) |
| Demonstrate reflexive skills and apply concepts required for contemporary leadership, working within one's own professional boundaries and learning with, from and about others   | Introduction to Global Public Health & Healthcare<br>Leading & Complexity (Global Healthcare)  |
| Develop skills in the synthesis of literature and appraise differing research methodologies required to develop a creative and innovative independent project to enhance future healthcare delivery.  | Applied Research Methods for Healthcare<br>Independent Project   |

| <b>Key or Transferable Skills (graduate attributes)</b>  |  |
|--|--|
| <b>Learning Outcome</b>  | <b>Module in which this is delivered</b> |
| Demonstrate competencies such as being people-centred, having an adaptive, collaborative and rigorous approach to decision making, proactively managing interactions with others, utilising evidence informed practice and personal conduct relating to ethical conduct, working within competence and scope of practice and, engaging in lifelong and reflective practice | All modules                              |

## 8. Final and intermediate awards

|  |                        |
|--|------------------------|
| MSc Global Healthcare Leadership                         | 180 credits at Level 7 |
| Postgraduate Diploma in Global Healthcare Leadership     | 120 credits at Level 7 |
| Postgraduate Certificate in Global Healthcare Leadership | 60 credits at Level 7  |

## 9. How is the Programme Assessed?

Modules will largely be delivered asynchronously via MS Teams and the KLE with the social presence of the tutor to encourage the collaborative practice and competencies related to effective communication, through a community of practice and the digital skills required for a modern healthcare professional. A range of assessments will foster collegiate working and develop competencies for professionals undertaking the programme. The intention has been to create a range of authentic assessments (using verbal, presentation and written skills) which can generate publishing outputs, digital skills, team working skills and transferability to healthcare improvement in a range of settings. Each of the four field visit modules (Pavia, University Italy, UK based visit (organisations supporting refugee and migrant populations), Brandeis University, Boston USA and Makerere University, Kampala) will include a one week field visit with exposure to healthcare delivery models in our partner countries. Each of the field study modules focuses on a particular identified course theme and the assessments are anchored by having a reflective journal to build towards the final independent project.

## Formative feedback

There will be support from academic skills resources via the Keele website, Write Direction and library sessions to support students' study skills at level 7; embedded within the programme to develop formative learning opportunities. There will be a strong focus on comparing and contrasting differing healthcare systems with students working together online and building opportunities to gel as a team in a peer learning environment, with tutor presence. Formative feedback will be given through module assessment group seminars and tutorial support, and informal practice presentations with peer feedback.

## 10. Accreditation

This programme does not have accreditation from an external body.

## 11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## 12. What are the typical admission requirements for the Programme?

A first honours degree (normally 2:2 or above) in any subject working as a healthcare professional.

Any overseas qualifications should be equivalent to UK qualifications which meet our entry requirements. If you have completed your degree outside the UK, we will require a clear copy of your degree documentation to ensure NARIC comparability. Please note that all applicants will be required to present their original degree documentation.

If English is not your first language, IELTS (Academic) with an overall score of 7.0, including least 6.5 in the writing section and at least 7.0 in the reading, listening and speaking sections. The University may be able to accept alternative English Language qualifications from applicants from outside the European Economic Area (EEA)

Recognition of Prior Learning (RPL) claims may be made either from the beginning of a programme in lieu of admission requirements, or with advanced standing to undertake the MSc Global Healthcare Leadership programme. The term RPL encompasses both Recognition of Prior Certificated Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL). For further information please see: <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

## 13. How are students supported on the programme?

Students are supported in their academic studies during their programme. All work submitted by students is given robust and constructive feedback to support academic development. The School of Medicine aims to provide an outstanding experience, which is rewarded academically while being personally fulfilling for students who achieve their potential and complete their MSc Global Healthcare Leadership programme.

Support from Course Director

The MSc Global Healthcare Leadership programme will be overseen by a course director who will co-ordinate the delivery of the programme and input into the delivery of the modules on the programme.

Support from Personal Tutors

All students registered on the MSc Global Healthcare Leadership programme are allocated a Personal Tutor to provide support and advice. The Personal Tutor, normally a Lecturer from the MSc Global Healthcare Leadership programme, is available to provide academic advice to their allocated students and signpost to any pastoral support required. All Personal Tutors are accessible to students by email or MS Teams. Students are allocated an alternative tutor, should their Personal Tutor be absent from the School for a prolonged period of time. Further guidelines and Code of Practice for Personal Tutoring University's website: <https://www.keele.ac.uk/personaltutoring/>

Support from Module Lecturers

Module Lecturers will provide support to the student regarding specific aspects of learning and teaching. Module Lecturers may offer guidance on assessment work but will not suggest likely grades.

Student Experience Support Officer:

The student experience support officer based in the School of Medicine is available to give confidential pastoral support and can signpost students to the wider student support services offered by Keele University

Disability Liaison Officer

The School of Medicine has a Disability Liaison Officer whose role is to support students with disabilities and ensure reasonable adjustments are implemented. The Disability Liaison Officer can advise students on matters relating to disability, including Dyslexia/Specific Learning Difficulties.

Wider Network of Student Support

Students have access to a wide range of support within the University via Student Services. Please see the Student Services website for more information: <https://www.keele.ac.uk/students/student-services/>

The Students' Union also offers support through the Advice and Support at Keele (ASK) service. More information can be found at <https://www.keele.ac.uk/study/chat/>

The Keele Postgraduate Association (KPA) is a Students' Union based at Keele University that specialises in representing the interests of postgraduate students. More information can be found at <https://www.kpa.org.uk/>

## 14. Learning Resources

Students will be taught by dedicated academic staff with subject expertise within the field of global healthcare and leadership. In addition, students will have access to a range of expert guest lectures to support vibrancy of content e.g. Health Education England (HEE), the Tropical Health Education Trust (THET), Office of Health Improvement and UK Health Security Agency (formerly Public Health

England); along with academic colleagues from our international partner institutions.

The University Library is based on main campus <https://www.keele.ac.uk/library/> and also provided by our multidisciplinary health library, with an extensive range of books, journals and electronic resources <https://www.keele.ac.uk/healthlibrary/>. Information skills training and academic writing skills sessions are available from library staff. The Library have extended opening hours. The virtual learning environment will be utilised via Blackboard as a resource to support and complement the learning and teaching approach of the MSc Global Healthcare Leadership.

## 15. Other Learning Opportunities

It is anticipated that each of the 4 field study modules will include a one week field visit (Pavia University Italy, UK based visit (organisations supporting refugee and migrant populations) and other overseas universities with exposure to healthcare delivery models in our partner countries. The modules take a collaborative approach and by working together students will create a peer community of practice. Subject specialists will teach on the programme and students will be encouraged to embrace publishing opportunities as part of their studies.

## 16. Additional Costs

Programme fees for 22-23 will be paid by Health Education England. Transport and accommodation costs will be met within the programme fees. Students wishing to upgrade would have a chance to do so at their own costs. Further information regarding financial support and bursaries can be obtained via student services: <https://www.keele.ac.uk/students/student-services/>

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

## 17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

## 18. The principles of programme design

The programme has been designed for professionals working in a range of health or social care settings, who are likely to undertake leadership responsibilities as part of their role. The programme links to the Keele Deal Health ambitions of improving health and care of the population: Workforce development - addressing workforce deficits and rapidly-changing skills needs across regional health and care systems; Research and Innovation - encompassing health and care innovation and innovation-led business growth; Evidence-based service transformation - supporting the key agendas of Integrated Care Systems. The format is similar to MBA programmes in that modules are studied sequentially, largely in an online format with tutor presence, to maximise the learning opportunities. Recognising that healthcare is global in nature the intention is that students will form a community of practice within the programme with opportunities for peer learning and support, with a shared interest in global healthcare leadership. The field visit modules will facilitate learning with and from other countries so that recommendations for best practice can be transposed into the student's working environment.

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- c. University's Education Strategies and other relevant policies <https://www.keele.ac.uk/legalgovernancecompliance/governance/actcharterstatutesordinancesandregulations/regulationsandpoliciesindex/>

Feedback from employers and other stakeholders: The MSc Global Healthcare Leadership programme and been deigned in conjunction with representatives from Health Education England who are supporting the programme and funding the first cohort of students. Key input has been provided by the Professor of Global Healthcare at Keele University and will be delivered in partnership with subject experts from organisations including Health Education England (HEE), the Tropical Health Education Trust (THET), the University of Pavia (Italy) and other overseas universities. Other stakeholders include representatives from the Faculty of Medicine and Health Science (FMHS) with an interest in Global and Public health. Colleagues from FMHS experienced in online programme delivery methods and KIITE have also had input into the module design. Representatives from Keele Business School have had significant input into the programme design which models the MBA programme and developing the leadership aspects of the programme.

## 19. Annex - Programme-specific regulations

### Programme Regulations: MSc Global Healthcare Leadership

|                                     |   |
|-------------------------------------|---|
| <b>Final Award and Award Titles</b> | MSc Global Healthcare Leadership  |
| <b>Intermediate Award(s)</b>        | Postgraduate Diploma in Global Healthcare Leadership<br>Postgraduate Certificate in Global Healthcare Leadership    |
| <b>Last modified</b>                | March 2022  |
| <b>Programme Specification</b>      | <a href="https://www.keele.ac.uk/qa/programmespecifications">https://www.keele.ac.uk/qa/programmespecifications</a> |

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

#### A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

#### B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

##### Variation 1: Independent Project

This programme varies from Regulation C7.8.1d. There is a variation to the university regulation with regard to the wordage of the Independent project as it is less than the minimum wordage (15,000 words) stipulated in the Regulation.

##### Variation 2:

The following is a variation from Regulation C7, 5.4: the dissertation equivalent for this programme (CLM-40174 - Independent Project) is worth 30 credits.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

### Version History

#### This document

**Date Approved:** 18 March 2022

#### Previous documents

| Version No | Year | Owner | Date Approved | Summary of and rationale for changes |
|------------|------|-------|---------------|--------------------------------------|
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