

Programme Specification: Post Graduate Taught

For students starting in Academic Year 2022/23

1. Course Summary

Names of programme and award title(s)	MSc Health Sciences [Generic; Clinical Education; Leadership and Management; Neonatal Practice; Heart Failure Practice; Critical Care Practice; Ethics and Law; Ethics and Palliative Care; Safeguarding; Child Care Law; General Practice; Clinical Practice - Online; Headache Disorders; Mental Health] PGDip Health Sciences [Generic; Clinical Education; Leadership and Management; Neonatal Practice; Heart Failure Practice; Critical Care Practice; Ethics and Law; Ethics and Palliative Care; Safeguarding; Child Care Law; General Practice; Clinical Practice - Online; Headache Disorders; Mental Health] PGCert Health Sciences [no route]
Award type	Taught Masters
Mode of study	Modular Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	Available on a part-time basis, normally completed over 3 years Available on a modular basis, normally completed within 5 years
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	UK students: Fee for part-time study in 2022/23 is £4,600*

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.

* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

2. Overview of the Programme

Rapid changes in health and social care practice require practitioners who can cope with the numerous and diverse demands placed upon them in their professional lives. The NHS in the 21st century faces many challenges: rising expectations, demand driven by demographics; the continuing development of our

'information society'; advances in treatments; the changing nature of disease and changing expectations of the health workplace (DH, 2008a; DH 2019a). Health and social care services are going through a period of profound change, with radical changes in roles and responsibilities for health and social care professionals. People's expectations of care provision are also changing. This exciting, contemporary, and new Faculty-based educational programme focuses on higher academic study underpinning a higher level of professional practice in health and social care.

The pathway options offered are responsive to the dynamic health and social care agenda and specific named awards are:

- MSc Health Sciences
- MSc Health Sciences (Clinical Education)
- MSc Health Sciences (Leadership and Management)
- MSc Health Sciences (Neonatal Practice)
- MSc Health Sciences (Heart Failure Practice)
- MSc Health Sciences (Critical Care Practice)
- MSc Health Sciences (Ethics and Law)
- MSc Health Sciences (Ethics and Palliative Care)
- MSc Health Sciences (Safeguarding)
- MSc Health Sciences (Child Care Law)
- MSc Health Sciences (General Practice)
- MSc Health Sciences (Headache Disorders)
- MSc Health Sciences (Mental Health)
- MSc Health Sciences (Clinical Practice - Online)

Each pathway is designed to develop and enhance the practitioner's application of specialist theory to their named practice area and new pathways will be developed as demand requires.

3. Aims of the programme

The programme aims to enable you to:

1. Demonstrate the capacity for critical enquiry, analysis, and application of knowledge to your area of practice and to support innovations in health and social care.
2. Demonstrate effective self-management and leadership skills to effect change in health and social care.
3. Engage with work-based learning activities, consolidating and extending theoretical knowledge and practice skills relevant to your own discipline, facilitating academic and professional development to enhance the delivery of quality care.
4. Promote and enhance your skills in critical reflection, evaluation, professional decision making and leadership to inform best practice.
5. Promote effective collaborative, interdisciplinary and interagency working practices.
6. Engage with work-based learning to support the development and implementation of evidence-based practice; aid in evaluation of projects and establish and lead projects in their practice setting.

The programme aims to meet the generic statement of outcomes set out in the qualification descriptor within The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) (QAA, 2021)

<https://www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks>

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 specific attributes
- Generic attributes

Subject specific attributes

- An in-depth knowledge and understanding of your profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and the profession;
- The ability to apply research to professional situations, both practical and theoretical;
- The ability to use a range of techniques and research methods applicable your professional activities.

Generic attributes

A range of generic abilities and skills that include the ability to:

- Use initiative and take responsibility;
- Solve problems in creative and innovative ways;
- Make decisions in challenging situations;
- Continue to learn independently and develop professionally;
- Communicate effectively, with colleagues and a wider audience, in a variety of media.

The main themes of the programme, which are embedded within specific modules, will focus upon: education, a work-based focus, leadership and clinical management, evidence-based practice, research and professional role development.

Policy developments have emphasised the importance of developing programmes appropriate to the needs of the future health care workforce in terms of determining employability skills and progression through career gateways (DH, 2004). The policy document NHS Next Stage Review: A High Quality Workforce (DH 2008b), the report by the Prime Minister's Commission: Front Line Care (2010) and the NHS Long Term Plan (DH, 2019a, 2019b) emphasise that professionals must be positioned for success in leadership, management, research and educational roles. Critical to this, is that education curricula and training programmes be integrally linked into current and emerging models of care and scientific and technological advances. In this way, practitioners will be able to acquire the new capabilities and skills to respond to the patients' expectations in a variety of care settings. The programme will also empower health and social care professionals to keep their skills and knowledge up to date, and to lead change that improves quality of care to individuals (Lord Darzi, DH, 2008b: DH, 2019b).

Keele Graduate attributes

Engagement with this programme will enable you to 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. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

5. How is the programme taught?

A range of learning and teaching methods will be used in the programme. To promote and realise an element of work-based learning, a range of strategies will be drawn upon in different combinations. The Programme Lead, Personal Tutor, Module Leaders and Work-based Facilitators, where appropriate, will take into consideration your prior experience in determining which strategies to implement.

Lead lectures and specific workshops during the modules, will enable you to review your learning needs, share ideas and identify the support required. A range of key small group learning and teaching methods will be used to support work-based learning activities and develop your Portfolio (use of the ePortfolio will be encouraged), for example the use of the Keele Learning Environment (KLE) and Microsoft Teams. The University's virtual learning environment will be used to facilitate online discussions, 'blogs', e-learning, conditional release tasks and access to a wide range of web-based learning resources and research tools.

An optional initial module [NUR-40072 Advancing Professional Practice Core], if selected, requires the submission of a portfolio of evidence that demonstrates your advancing professional practice. The selection of evidence in the portfolio and the accompanying reflective commentary will demonstrate how work-based learning has facilitated changes in your understanding of professional knowledge and your advancing professional practice.

The General Practice route will be delivered using online/distance learning approaches as it is envisaged that the majority of students will be based internationally. The use of distance learning is not listed as part of the award title as we have been informed that this would not translate well for the targeted student population. For example: in India, distance learning refers to types of study/programmes that are considered very low quality.

The Programme Agreement Plan features of Personal Development Planning [PDP], which has been described (QAA, 2009b) as:

- a structured process that is integral to learning at all levels;
- concerned with learning in a holistic sense (in academic, personal and professional contexts);
- an inclusive process, open to all learners;
- something that an individual does with guidance and support which decreases as personal capability is

- developed so that it becomes self-sustaining;
- a process that involves self-reflection, the creation of personal records, and planning and monitoring progress towards the achievement of personal objectives
- intended to improve the capacity of individuals to communicate their learning to others (for example, academic staff and employers).

Gibbs (1992) contends that the quality of learning outcomes is crucially affected by the way in which individuals approach their learning. Approaches to learning involve your understanding underlying principles, ideas and concepts and interpreting them in personally meaningful ways. Learning and teaching strategies are aimed at promoting a deep approach to learning and therefore improving the quality of learning for example encouraging independent learning involves greater control over subject matter choice, learning methods, the pace of study and the assessment of learning outcomes. This will support your personal development and will encourage your motivation; recognising that individuals learn through feelings as well as through intellect. In addition, presenting case scenarios, with the learning being focussed upon the tackling of relevant 'real world' problems leading to appropriate action and involving the synthesis of relevant knowledge from different subject sources; encouraging methods to promote reflection on learning include: learning diaries; reflective journals; participant observation and use of videos.

6. Teaching Staff

All current teaching staff hold active NMC registration as either a nurse or midwife and have extensive experience as clinicians in practice. Academics from other Schools who contribute to the programme are registered with the appropriate professional bodies (e.g. GMC, HCPC, GPC). Most staff have recordable teaching qualifications or are working towards achievement of this. Our academics have extensive experience of teaching at undergraduate and postgraduate level, and many are external examiners at other universities. Some staff have dual qualifications. Staff are actively encouraged to hold honorary contracts with health care provider organisations and to utilise this to ensure they remain updated with contemporary issues within their own field. Several staff have additional roles or memberships with external organisations for example, NMC Reviewers, External Advisors to other HEI's, members of the Higher Education Academy, members of RCN forums, Journal reviewers, members of Ethics Committees, local provider committees and charitable organisations.

The School has a significant number of staff that hold PhDs and Professional Doctorates with several staff currently studying at doctorate level. The School has a robust professional development strategy, which includes an annual research and scholarship programme, alongside annual appraisal, and personal development planning. Several staff have Fellowship of the Higher Education Academy (HEA). Staff are actively involved in research across the School and belong to one of the School's four research groups.

Honorary lecturers, visiting lecturers and leading clinicians are integral to the delivery of modules within the programme and are utilised where appropriate.

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?

A modular structure will be followed. This programme will be delivered on a modular basis, normally completed within 5 years or on a part-time basis, normally completed over 3 years.

It is offered in the context of an integrated strategy of teaching, learning and assessment that will enable you to demonstrate the intended learning outcomes appropriate to the overall aims of the programme.

To be eligible for the MSc Health Sciences Award, you must have satisfied the requirements of the Award in relation to optional compulsory (mandatory) and elective modules (subject to any approved RPL or RPEL exemptions). An outline of curriculum content and organisation for each pathway is presented below.

Postgraduate Certificate, Postgraduate Diploma, MSc Health Sciences

MSc HEALTH SCIENCES with bracketed routes

PGCert Health Sciences [generic] [60 credits]

COMPULSORY MODULE 1	NUR-40042 Clinical Leadership OR CLM-40104 Leadership and Management in Healthcare	15 credits
COMPULSORY MODULE 2	NUR-40120 Research Application in Clinical Practice OR HLT-40001 Research Methods in Health	15 credits
OPTIONAL MODULE	NUR-40072 Advancing Professional Practice Core OR an alternate programme specific module if more appropriate	30 credits
PGDip with bracketed route [120 credits]		
Generic	60-90 credits of electives from Faculty of Medicine and Health Sciences or relevant University Modules	60-90 credits
Clinical Education	60 credits educationally focused elective modules from Faculty of Medicine and Health Sciences or University modules	60 credits
Leadership and Management	60 credits of leadership and management focused elective modules from Faculty of Medicine and Health Sciences or University modules.	60 credits
Neonatal Practice	NUR-40074 Foundations in Neonatal Care (15 credits) and/or NUR-40075 Practice-focused Neonatal Intensive Care (45 credits) [plus appropriate elective modules]	60 credits
Heart Failure Practice	NUR-40083 Heart Failure Management in Clinical Practice (replaces core module year 1) and NUR-40047 Independent and Supplementary Prescribing for Nurses and Midwives AND NUR-40014 Health Assessment in Clinical Practice	90 credits
Critical Care Practice	NUR-40045 Critical Care Practice, NUR-30163 Clinical Practice and 15 elective credits.	90 credits
Ethics and law	Moral theory and medical ethics and one of: (i) Principles of Medical Law [30 credits], (ii) Life, death and the human body [30 credits] OR (iii) Healthcare, Justice and Society [30 credits]	60 credits
Ethics and Palliative Care	Policy, resources and research ethics in palliative care [30 credits] and Ethical issues in the care of the dying [30 credits]	60 credits
Safeguarding	Emergence of safeguarding [30 credits] and one of: (i) Safeguarding Adults: interventions [30 credits] (ii) Mental capacity [30 credits] OR (iii) Safeguarding and carers [30 credits]	60 credits

Child Care Law	Foundations and principles of childcare law and practice and one of: (i) Contemporary issues in childcare law and practice [30 credits] (ii) Looked after children [30 credits] OR (iii) Children and medicine [30 credits]		60 credits
General Practice	NUR 40022 Independent Professional Practice Development (replaces core module year 1) plus 60 credits from the following options Cardiovascular 1, Cardiovascular 2, Central Nervous System, Endocrine Disease, Gastrointestinal, Hepatic Disease, Joint and Bone Disease, Malignant Disease, Mental Health, Renal Therapy, Respiratory Disease, Monitoring Therapy, NUR 40132 Advanced Clinical Decision Making (Distance Learning), NUR 40062 Frailty in Adults, NUR 40083 Heart failure Management		60 credits
Headache Disorders	NUR-40130 Headache Disorders (30 credits replaces core module year 1 NUR 40072), AND NUR 40014 Health Assessment in Clinical Practice AND 30 clinically relevant elective credits		60 credits
Mental Health	NUR-40124 Assessment and Treatment of Children and Adolescents with Mental Health Problems (30 credits) AND/OR NUR-40126 Mental Health Assessment (30 credits) (one can replace core module year one NUR 40072) plus appropriate elective modules		60 credits
Clinical Practice - Online	NUR-40022 Independent Professional Practice Development (replaces core module year 1) plus 60 credits of online electives from the Faculty of Medicine and Health Sciences		60 credits
MSc HEALTH SCIENCES with bracketed routes [180 credits]			
Module 7 (Dissertation)	NUR-40037 - Advanced Work-based Practice Project	OR	NUR-40019 - Research Dissertation (if completed HLT-40001 Research Methods in Health)
			60 Credits

Elective Modules:

There is an extensive range of possible elective module choices; examples available to you within the Faculty of Medicine and Health Sciences and the wider University can be located here: <https://www.keele.ac.uk/health/postgraduate/individualmodules/>

You can select appropriate elective modules from the University or external Institutions and will have to be agreed by the Programme Lead / RPL Co-ordinator.

8. Final and intermediate awards

Programme Step off / Formal Progression Points Intermediate awards available:

Year 1:

- Postgraduate Certificate: Health Sciences (NO NAMED PATHWAY)
 - 60 level 7 credits; may include up to 20 credits at level 6 to include a core research and a core leadership module

Students who exit with a Postgraduate Certificate [PGCert] in Health Sciences will have undertaken core modules in personal, professional development, evidence-based research and leadership and management.

As a result, you will develop your skill set in relation to personal development priorities, the application of leadership skills and sourcing and appraisal of evidence.

Year 2:

- Postgraduate Diploma: Health Sciences (NAMED PATHWAY where appropriate)
 - 120 level 7 credits; may include up to 30 credits at level 6 to include a core research and a core leadership module

Students who exit with a Postgraduate Diploma [PGDip] in Health Sciences, will, alongside the core modules of the PGCert, have undertaken specific modules that relate to their clinical, leadership or educational area of interest. As a result of the combination of generic and elective content undertaken, you will have developed the ability to align your new skills and enhanced knowledge to critically appraise and apply evidence to your area of practice and to apply the leadership skills that are pertinent to your practice.

Year 3 (in addition to those modules required at end of year 2):

The award of an MSc Health Sciences follows successful completion of the taught modules which make up the Postgraduate Diploma in Health Sciences and submission of a further 60 credits worth of learning. The latter will be the successful completion of either [NUR-40037 - Advanced Work-based Practice Project](#) OR NUR-40019 - Research Dissertation (NUR-40019 only if HLT-40001 Research Methods in Health has been completed)

The master's year has been structured to consider several factors affecting education and professional role development for health-care professionals to embody an emphasis on the researching professional as a reflective practitioner. The MSc is grounded in professional practice and will offer the opportunity to create and interpret new knowledge through research and advanced scholarship, which will enable you to achieve the standards determined by the FHEQ for a master's degree (QAA, 2021).

The specific focus will be negotiated with you according to your particular professional interests as demonstrated within your professional portfolio, in conjunction with your employer or work-based mentor and the module leader. The dissertation is expected to be a significant piece of work and we encourage you to consider aiming for publication of your findings.

In addition, to progress from the postgraduate diploma stage to the Master's stage you must have completed and normally achieved modular marks of 50% in all modules.

Students who exit with an MSc in Health Sciences, will, alongside core and elective module learning, have evidenced their ability to visualise a relevant service improvement need, to have interrogated and appraised the evidence base, have developed an appropriate service improvement intervention that has been implemented, evaluated and, as a result, have made recommendations future practice. This service improvement opportunity brings together the learning and skills development across the whole of the programme, consolidating learning into a tangible output with benefits to personal development, team working and ultimately, to patient care.

MSc Health Sciences

Programme Aims	Advancing Professional Practice Module (30 Credits) Optional <i>Or</i> Nursing / AHP specific module	Leadership & Management module (15 credits) Compulsory	Research module (15 credits) Compulsory	Dissertation (route 1 or 2) (60 or 60 Credits) Compulsory	
1. Demonstrate the capacity for critical enquiry, analysis, and application of knowledge in their practice and to support innovations in health and social care.		Yes	Yes	Yes	In addition to electives selected.
2. Demonstrate effective self-management and leadership skills to effect change in health and social care.		Yes		Yes	In addition to electives selected.
3. Engage within work-based learning consolidating and extending theoretical knowledge and practice skills relevant to their own discipline, facilitating academic and professional development to enhance the delivery of quality care.	Y	Y		Y	In addition to electives selected.
4. Promote and enhance their skills in critical reflection, evaluation, professional decision making and leadership to inform best practice.	Y	Y		Y	In addition to electives selected.
5. Promote effective collaborative, interdisciplinary and interagency working practices.		Y			In addition to electives selected.
6. Engage with work- based learning to support the development and implementation of evidence-based practice; aid in evaluation of projects and also establish and lead projects in their practice setting.		Y	Y	Y	In addition to electives selected.

MSc Health Sciences

The framework for higher education qualifications in England, Wales and Northern Ireland (August 2008) (FHEQ)	Learning Outcomes
<p>Master's degrees are awarded to students who have demonstrated:</p> <ul style="list-style-type: none"> • a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice; • a comprehensive understanding of techniques applicable to their own research or advanced scholarship; • originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; • conceptual understanding that enables the student: <ul style="list-style-type: none"> • to evaluate critically current research and advanced scholarship in the discipline; • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. <p>Typically, holders of the qualification will be able to:</p> <ul style="list-style-type: none"> • deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non- specialist audiences; • demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; • continue to advance their knowledge and understanding, and to develop new skills to a high level. <p>And holders will have:</p> <ul style="list-style-type: none"> • the qualities and transferable skills necessary for employment requiring: • the exercise of initiative and personal responsibility; • decision-making in complex and unpredictable situations; • the independent learning ability required for continuing professional development 	<ol style="list-style-type: none"> 1. Identify and critically analyse, through a justified model of reflective practice, the skills, knowledge and abilities that they have acquired in relation to their own role and responsibilities and those required for improving current and predicted role development. 2. Analyse practical application of knowledge and skills through action or problem-based projects in the work area. 3. Evaluate current and relevant research and present a critical understanding of current and new insights in the work area. 4. Design, plan, implement and critically evaluate key practice-based initiatives taking place in the work area, that support the quality and improvement of care delivered to patients in a variety of work areas. 5. Develop specific learning outcomes that are achieved through their Programme Agreement Plan, and through activities that are based on, or derived from, the context of work or the workplace.

9. How is the Programme Assessed?

The methods of assessment used throughout the programme will be suitable to assess the intended learning outcomes and qualification descriptors and will ensure their synthesis throughout the programme. Each module on the programme is formally assessed. A range of assessments [summative and formative] will be used in the programme, through written assignments, learning logs, reflective accounts, Programme Agreement Plans, practice reports, problem-solving exercises and oral/poster/video presentations. Regular 'compiling' of evidence of experiences and reflecting on what has actually been achieved, will be part of the learning process to diagnose strengths and weaknesses and identify areas for 'new learning.' A combination of assessment methods is employed in order to ensure validity and reliability of assessment and to motivate learning.

The Programme Lead, Module Leaders and work-based mentors, where appropriate, have experience in working with students from a wide range of backgrounds and personal circumstances, and will support you to become independent learners throughout the programme. You will be supported in your assessments; Opportunities will be structured to share ideas with fellow students in a supportive network and atmosphere. Discussion, debate and active learning will be encouraged. The Programme Lead and Module Leaders and will have a number of supportive roles: guiding and advising; appraising; role modelling, challenging, educating and coaching according to the needs and stages of development of individual students. Further support will also be available through learning materials and discussion fora on the Keele Learning Environment (KLE).

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?

The programme is designed for experienced health and social care professionals, involved in leading and developing contemporary professional practice. All students who have applied and meet the entry requirements will be invited to an interview with the Programme Lead. The interview will focus upon the planned programme modules and future research projects.

Potential/prospective students will normally:

Hold current first level Professional Registration with a relevant regulatory body e.g., Nursing and Midwifery Council (NMC), Health Care Professions Council (HCPC), General Medical Council (GMC).

Ordinarily be working in clinical practice. Some potential/prospective students may be managers, researchers or educators within a healthcare setting.

Hold an undergraduate degree or higher in a related subject. Practitioners with extensive practice experience and no formal undergraduate degree will be considered for entry based on evidence presented within their professional portfolio and discussion at interview.

Required to provide as part of the application process two references.

- A professional reference from your current employer
- A recent academic reference (if no access to a recent academic reference two professional references will be adequate).

Also required to provide an up-to-date CV.

ADDITIONAL ENTRY REQUIREMENTS FOR INTERNATIONAL STUDENTS

Hold current or pending first level Professional Registration with a relevant regulatory body.

Hold an undergraduate second-class honours degree or higher in a related subject.

IELTS 6.5. The University also accepts a range of [internationally recognised English tests](#).

If they do not meet the English language requirements, the University offers a range of [English language preparation programmes](#)

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

Recognition of prior certificated learning (RPCL) and accreditation of prior experiential learning (RPEL) will be permitted along the following lines. RPL will be allowed where a module has been completed prior to registering on the MSc, whose content and learning objectives are equivalent to those of a module within the MSc. These credits must have been earned sufficiently recently that they are deemed to be 'current' (which will be judged in relation to the subject matter and disciplinary context but will normally be no more than 5 years). The module offered for RPL must have a credit rating at least as large as that of the Keele module against which it is offered, and the maximum credit value that can be contributed by an individual module offered for RPL is the credit rating of the Keele module against which it is offered.

Through a similar process, and subject to the Director of Postgraduate Programmes approval, you may apply for accreditation in respect of modules that they may wish to undertake at other HEIs during their registration on the MSc; such accreditation cannot normally be given in respect of compulsory modules within the MSc.

RPEL will be determined through the submission of a portfolio of experiential work, which will be assessed, and must similarly be offered against one or more specific modules in the MSc. The credit rating of the portfolio, which will be confirmed during the process of assessment, must be at least as large as that of the Keele module against which it is offered. Where a single portfolio of work is offered against more than one module, it must explicitly address the learning objectives of the modules concerned.

Whilst RPL/RPEL is normally granted against a specific module in the Keele framework, if no such module exists within the framework RPL/RPEL may still be permitted if the module or portfolio submitted meets level 7 learning objectives and the philosophy of this programme.

A fee may be charged for both RPL and RPEL to reflect the administrative and assessment work required.

Extent of RPL Permissible

Within this programme the maximum permissible RPL credits are:

Postgraduate Certificate: 30 Credits,

Postgraduate Diploma or Master's Degree: 60 Credits

RPL and RPEL are not possible within the MSc dissertation stage.

If, prior to registering on a programme, you have taken one or more Keele modules that are specified modules on the programme, accreditation of these modules will not normally count towards the maximum permissible RPL.

Normally, no more than 25% of the credits with which a student wishes to gain an award can be contributed through accreditation of modules undertaken at other HEIs during registration on the Keele framework. Credits that have formed part of a previous award outside this MSc programme (either through RPL or through the modules offered within that award) cannot normally be used again in respect of an award in this framework.

Exceptionally, with the approval of the Course Director and the External Examiner, a student who had previously completed a PGDip equivalent to the Keele PGDip may be permitted direct entry to the MSc dissertation stage

In this case, you will be referred to the School RPL process.

13. How are students supported on the programme?

Primarily the Programme Lead will provide academic support for the student, and conjointly establish the outcomes of the programme agreement plan and guidance on the available taught modules selected during the academic year.

The Programme Lead and Module Leader, and Work-based Facilitator where appropriate, will meet you at the start of the programme and at frequent intervals during the programme. The Student Experience and

Support Officer (SESO) will also provide pastoral support for registered students. The Programme Lead and/or Module Leader will meet you individually at scheduled times (minimum of once per Module) and will be contactable by email, phone or via the Keele Learning Environment. The University has a range of support services which are detailed on the Keele Website.

Students will have access to the clinical skills laboratory for modules which require simulated sessions. The Keele Learning Environment (KLE) and Microsoft Teams are used for a range of learning information and activities. Students will be directed to the University Handbook for additional support information and specific Module Handbooks as relevant to their studies.

14. Learning Resources

The student will have access to Library and IT Services

Library information

The Library operates from two sites; the Campus Library which also houses IT Services and the Health Library in the Clinical Education Centre at the Royal Stoke site. The Health Library is available to everyone who works for or with the NHS in North Staffordshire, all students and staff of Keele University and others with a need for health information.

Keele University Library: <https://www.keele.ac.uk/library>

15. Other Learning Opportunities

You may be able to negotiate an appropriate elective module with an external institution either nationally or internationally. This will be discussed and confirmed with the Programme Lead/RPL Co-ordinator.

Learning is enhanced by the provision of an inter-professional learning environment. A blended learning approach is utilised including Keele Learning Environment (KLE) delivered by a combination of classroom and web-based activities and resources.

16. Additional Costs

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/ga/externalexaminers/currentexternalexaminers/>

18. The principles of programme design

This programme focuses upon the need for driving forward expert practice and the professional role development of the practitioner, underpinned by higher academic study. The programme has distinctive features such as inter-professional learning, tripartite collaboration and assessment. The programme offers an intellectual challenge, and importantly reflects health and social care reforms, and breaking the boundaries of inter-professional roles and organisations in professional practice. In addition to reflecting the interface of care [for example, primary and secondary, health and social, voluntary and private sector] and the challenges in sustaining a person-centred approach. Work-based learning which utilises a blended learning approach will be incorporated into this programme as offering a stimulating, exciting and challenging approach to programme delivery. For many practitioners, work-based learning is already a vital and legitimate mode for their learning.

The School of Nursing & Midwifery embraces the University's Education Strategy and further addresses specific learning needs of professional practitioners undertaking part time study. Keele Virtual Learning Environment (KLE) will be utilised to support and complement the blended learning approach of the curriculum and the importance of inter-professional learning and Faculty/University Awards.

Students who have completed their first degree in a range of health/social care subjects have expressed a need to develop their academic profile. This programme has been developed in response to stakeholder need within the regional NHS Trusts and we have received full collaborative support for the proposal from our senior partners. This MSc programme meets the needs of professionals, provides personal fulfilment for the experienced practitioner, and is unique to the individual and relevant to professional practice. The MSc programme is flexible, aligned with contemporary policy and practice in health and social care, promotes andragogy and is attractive to employers. Employers are encouraged that this MSc programme meets the needs of their future workforce as it is grounded in service development and evaluations. Senior health care personnel have been actively involved in the Steering Group responsible for developing the programme. A service user representative has also been involved in its development.

Service user and carer involvement is a concept that is valued, fully embraced and actively incorporated in to Keele University School of Nursing and Midwifery's (SNAM) education programmes at all levels of study and research activity. The Department of Health (2013), Nursing and Midwifery Council (NMC) (2019), National Institute for Health and Care Excellence (NICE) Quality Standard (QS) 14 (NICE, 2011) NICE QS 15 (NICE, 2012) and high profile public reports (Cavendish, 2013; Francis, 2013; Keogh, 2013; National Advisory Group on the Safety of Patients in England, 2013; National Voices, 2013; Willis, 2015) reinforce the significance of healthcare professionals having the ability to view care from differing perspectives to promote person-centred care.

You will be expected to conceptualise service user and carer involvement. Demonstration of understanding and determining ways in which you can work collaboratively and confidently with service users to inform person-centred healthcare provision is required; acknowledging differing levels of involvement and ways in which this can be meaningfully achieved. This is to include evidence typically but not exclusively generated by the student's own mode of study e.g., desk top research /empirical research. The aim of this being to support you in developing in-depth and complex levels of knowledge informed by service user experience to achieve master's Level attributes of generating original responses to multifaceted and unanticipated problems experienced by individuals in the situation of healthcare. This knowledge aligns to the levels indicated by the Quality Assurance Agency (QAA) (QAA, 2008; QAA, 2010).

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>

References

Cavendish, C. (2013). *The Cavendish Review - An Independent Review into Healthcare Assistants and Support Workers in the NHS and social care settings*. Available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/236212/Cavendish_Review.pdf

Department of Health, (2004). *The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process*. London; HMSO.

Department of Health, (2006). *Modernising Nursing Careers*. London, HMSO. Department of Health (2008a) *High Quality Care For All*. London; HMSO.

Department of Health, (2008b). *NHS Next Stage Review: A High Quality Workforce*. London; HMSO.

Department of Health, (2008c). *Modernising allied health professions (AHP) careers: a competence- based*

career framework. London; HMSO.

Department of Health. (2013). *The NHS Constitution for England*. London: DH.

Department of Health (2019a) *NHS Long Term Plan*. London: DH

Department of Health (2019b) *Interim NHS People Plan* London: DH

Francis, R. (2013). *The Mid Staffordshire NHS Foundation Trust Public Inquiry Final Report*. Available at <http://www.midstaffspublicinquiry.com/report>

Gibbs, G. (1992). *Improving the Quality of Student Learning*. Bristol: Technical and Educational Services Ltd.

Keogh, B. (2013). *Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report*. NHS: England. Available at <http://www.nhs.uk/NHSEngland/bruce-keogh-review/Documents/outcomes/keogh-review-final-report.pdf>

Little, B., & Nixon, N. (1995). *Assessment Strategies for Work Based Learning: QSC Briefing Papers*. London: Quality Support Centre.

National Advisory Group on the Safety of Patients in England. (2013). *A promise to learn - a commitment to act Improving the Safety of Patients in England*. London: Williams Lea. Available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226703/Berwick_Report.pdf

National Institute for Health and Care Excellence. (2011). QS14 *Quality Standard for service user experience in adult mental health*. Available at <http://publications.nice.org.uk/quality-standard-for-service-user-experience-in-adult-mental-health-qs14>

National Institute for Health and Care Excellence. (2012). QS15 *Patient experience in adult NHS services (QS15)*. Available at <http://guidance.nice.org.uk/QS15>

National Voices. (2013). *A Narrative for Person-Centred Coordinated Care*. London. Available at <http://www.england.nhs.uk/wp-content/uploads/2013/05/nv-narrative-cc.pdf>

Nursing and Midwifery Council. (2019). *Standards of proficiency for pre-registration nursing education*. London: NMC.

Report of the Prime Minister's Commission on the Future of Nursing and Midwifery in England, (2010). *Front Line Care: the future of nursing and midwifery in England*. London; HMSO.

Quality Assurance Agency (QAA), (2014). *The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)*. London; QAA. Available at: <https://www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks>

Quality Assurance Agency (QAA), (2020). *Master's degree characteristics* . London; QAA. Available at: <https://www.qaa.ac.uk/quality-code/characteristics-statements>

Quality Assurance Agency (QAA), (2009). *Personal Development Planning: Guidance for Institutional Policy and Practice in Higher Education*. London; QAA.

Willis Lord. (2015). *Raising the Bar Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants. Commissioned by Health Education England and Nursing and Midwifery Council*. Available at <http://hee.nhs.uk/wp-content/blogs.dir/321/files/2015/03/2348-Shape-of-caring-review-summary-FINAL.pdf>

Version History

This document

Date Approved: 29 June 2022

Previous documents

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