Programme Specification: Post Graduate Taught

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	MSc Advanced Clinical Practice MSc Advanced Clinical Practice (Advanced Clinical Practitioner Apprenticeship
Award type	Taught Masters
Mode of study	Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	Available part-time, normally completed over 3 years Available on a modular basis, normally completed within 5 years Available as an apprenticeship route over 3 years Entry points: September and March
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Hospital - Nursing & Midwifery Keele Campus
Accreditation (if applicable)	NHS England Centre for Advancing Practice
Regulator	Office for Students (OfS); Institute for Apprenticeships and Technical Education (IfATE)
Tuition Fees	**UK students:** Part-time fee for 2025/26 is £4,000 per year* **Apprenticeship route:** Programme price is set at the maximum funding band for this apprenticeship standard set by the Institute for Apprenticeships and Technical Education (IfATE) which is a government non-departmental body sponsored by the Department for Education (DFE). We reserve the right to increase price in future. Fees will be paid by the employer on behalf of the apprentice using Levy or co-funding arrangements. For further information please visit: https://www.gov.uk/government/publications/apprenticeship-funding-from-may-2017 A full breakdown of costs is set out in the commitment statement.

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 advances in treatments, the changing nature of disease and changing expectations of the health workplace (DH, 2008). Health and social care services are going through a period of profound transformation, with radical changes in roles and responsibilities for health and social care professionals. People's expectations of care provision are also changing. This exciting and contemporary educational programme focuses on higher academic study underpinning a higher level of clinical practice in health and social care. The MSc Advanced Clinical Practice award has been been accredited by NHS England (NHSE), NHSE accredited Advanced Practice programmes are one of the benchmarked routes to recognition for practitioners and aim to ensure a consistent level of quality in advanced level practice education across England - as outlined in on the NHSE Centre for Advancing Practice website. National workforce intelligence has highlighted a national supply and skills shortage in the medical and non-medical workforce however there is consensus that the Advanced Clinical Practice workforce can be used effectively to enhance capacity and to ensure a quality service for patients, now and in the future, supporting the values of the NHS Constitution.. "How to ensure the right people, with the right skills, are in the right place at the right time' is a key priority to enable delivery of sustainable health and care services. This framework is relevant for any service looking to transform its workforce to meet the needs of the population through the employment of advanced clinical practice roles. How these are integrated into service delivery and team structures for a sustainable, consistent approach to the advanced clinical practice workforce development are presented as broad principles. This is so as to embrace the multiple settings and roles at this level and local context. In this section, both planning and governance of this workforce are addressed" (HEE 2017).

Advanced Clinical Practice roles are essential to the delivery of healthcare services, HEE Multiprofessional Framework for Advanced Clinical Practice in England provides the foundation on which all future Advanced Clinical Practice roles within England should be developed and existing roles can be reviewed and subsequently supported. The framework has been developed for all Healthcare Professionals, Workforce Managers, Employers and Education Providers. Both local organisations and national bodies state that there is a need for all Healthcare Professionals to advance their skills and knowledge to provide safe, effective and timely care for those accessing services (HEE 2017). This programme within the School of Nursing and Midwifery at Keele University is distinctive in that it offers an advanced clinical focus upon which to acquire a postgraduate award, and will therefore appeal to a multidisciplinary market including qualified nurses; Allied Health Professionals and pharmacists. The pathway offers a broad range of contemporary options for prospective post-graduate students and reflects the University mission statement in learning and teaching to deliver high quality education with an emphasis on interprofessional and multi-professional learning opportunities.

Professional training programmes such as this provide specialist knowledge and skills for independent practice (e.g. advanced health assessment, non-medical prescribing) along with additional generic components (e.g. leadership and management, critical appraisal, reflective practice) to equip professionals for the challenges of modern health care. This programme seeks to provide such knowledge and skills, within the challenge of a Masters level course. This is a part-time programme, designed to meet the needs of full-time health professionals, who can take study leave in short blocks with study augmented by on-line learning within the Keele Virtual Learning Environment (KLE). The modules are offered on a regular basis throughout the year, usually repeated annually. Each module has a designated leader, who may be assisted by course tutors. Keele University is recognised for the quality of its programme delivery, especially within the health assessment and prescribing components of the programme and also offers the availability of 15 elective credits, enabling a student to tailor the programme to their area of clinical expertise. In addition, Keele has excellent relationships with our clinical partners to ensure that the programme is meeting specific clinical needs in our rapidly changing healthcare economy.

On completion of this Award the student will be a recognised Advanced Clinical Practitioner and eligible to apply for their digital badge (HEE 2017) with an expert knowledge base, complex decision-making skills and clinical competencies for expanded autonomous scope of practice, the characteristics of which are shaped by the context in which the individual practices.

> *In your programme you may sometimes be expected to role play and engage in simulated clinical scenarios with other students, such as the practice and observation of practical skills in physical contact with other students. For some specific practices, this may necessitate modification of dress - e.g., to shorts and t-shirt. These activities will be conducted in a professional, safe, respectful and culturally sensitive way, under the supervision of academic staff, according to a defined protocol.*

3. Aims of the programme

The aim of the programme is to develop practitioners into the role summarised in the definition of Advanced Clinical Practice (HEE 2017);

> *"Advanced clinical practice is delivered by experienced, registered health and care practitioners. It is a level of practice characterised by a high degree of autonomy and complex decision making. This is underpinned by a master's level award or equivalent that encompasses the four pillars of clinical practice, leadership and management, education and research, with demonstration of core capabilities and area*

> *specific clinical competence. Advanced clinical practice embodies the ability to manage clinical care in partnership with individuals, families and carers. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance people's experience and improve outcomes.*"

4. What you will learn

Advanced Clinical Practitioner Learning Characteristics

Students undertaking the MSc Advanced Clinical Practice will develop the skills and knowledge of all four pillars of advanced practice as identified within the multiprofessional framework (HEE 2017).

1. Clinical Practice Health and care professionals working at the level of advanced clinical practice should be able to:

- 1.1 Practise in compliance with their respective code of professional conduct and within their scope of practice, being responsible and accountable for their decisions, actions and omissions at this level of practice.
- 1.2 Demonstrate a critical understanding of their broadened level of responsibility and autonomy and the limits of own competence and professional scope of practice, including when working with complexity, risk, uncertainty and incomplete information.
- 1.3 Act on professional judgement about when to seek help, demonstrating critical reflection on own practice, self-awareness, emotional intelligence, and openness to change.
- 1.4 Work in partnership with individuals, families and carers, using a range of assessment methods as appropriate (e.g. of history-taking; holistic assessment; identifying risk factors; mental health assessments; requesting, undertaking and/or interpreting diagnostic tests; and conducting health needs assessments).
- 1.5 Demonstrate effective communication skills, supporting people in making decisions, planning care or seeking to make positive changes, using Health Education England's framework to promote person-centred approaches in health and care.
- 1.6 Use expertise and decision-making skills to inform clinical reasoning approaches when dealing with differentiated and undifferentiated individual presentations and complex situations, synthesising information from multiple sources to make appropriate, evidence-based judgements and/or diagnoses.
- 1.7 Initiate, evaluate and modify a range of interventions which may include prescribing medicines, therapies, life style advice and care.
  1.8 Exercise professional judgement to manage risk appropriately, especially where there may be complex and unpredictable events and supporting teams to do likewise to ensure safety of individuals, families and carers.
- 1.9 Work collaboratively with an appropriate range of multi-agency and inter-professional resources, developing, maintaining and evaluating links to manage risk and issues across organisations and settings.
- 1.10 Act as a clinical role model/advocate for developing and delivering care that is responsive to changing requirements, informed by an understanding of local population health needs, agencies and networks.
- 1.11 Evidence the underpinning subject-specific competencies i.e. knowledge, skills and behaviours relevant to the role setting and scope, and demonstrate application of the capabilities to these, in an approach that is appropriate to the individual role, setting and scope

2. Leadership and Management Health and care professionals working at the level of advanced clinical practice should be able to:

- 2.1 Pro-actively initiate and develop effective relationships, fostering clarity of roles within teams, to encourage productive working.
- 2.2 Role model the values of their organisation/place of work, demonstrating a person-centred approach to service delivery and development.
- 2.3 Evaluate own practice, and participate in multi-disciplinary service and team evaluation, demonstrating the impact of advanced clinical practice on service function and effectiveness, and quality (i.e. outcomes of care, experience and safety).
- 2.4 Actively engage in peer review to inform own and other's practice, formulating and implementing strategies to act on learning and make improvements.
- 2.5 Lead new practice and service redesign solutions in response to feedback, evaluation and need, working across boundaries and broadening sphere of influence.
- 2.6 Actively seek feedback and involvement from individuals, families, carers, communities and colleagues in the co-production of service improvements.
- 2.7 Critically apply advanced clinical expertise in appropriate facilitatory ways to provide consultancy across professional and service boundaries, influencing clinical practice to enhance quality, reduce unwarranted variation and promote the sharing and adoption of best practice.
- 2.8 Demonstrate team leadership, resilience and determination, managing situations that are unfamiliar, complex or unpredictable and seeking to build confidence in others.
- 2.9 Continually develop practice in response to changing population health need, engaging in horizon scanning for future developments (e.g. impacts of genomics, new treatments and changing social challenges).
- 2.10 Demonstrate receptiveness to challenge and preparedness to constructively challenge others, escalating concerns that affect individuals', families', carers', communities' and colleagues' safety and well-being when necessary.
- 2.11 Negotiate an individual scope of practice within legal, ethical, professional and organisational policies, governance and procedures, with a focus on managing risk and upholding safety.

3. Education Health and care professionals working at the level of advanced clinical practice should be able to:

- 3.1 Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of advanced clinical practice.
- 3.2 Engage in self-directed learning, critically reflecting to maximise clinical skills and knowledge, as well as own potential to lead and develop both care and services.
- 3.3 Engage with, appraise and respond to individuals' motivation, development stage and capacity, working collaboratively to support health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being.
- 3.4 Advocate for and contribute to a culture of organisational learning to inspire future and existing staff.
- 3.5 Facilitate collaboration of the wider team and support peer review processes to identify individual and team learning.
- 3.6 Identify further developmental needs for the individual and the wider team and supporting them to address these.
- 3.7 Supporting the wider team to build capacity and capability through work-based and interprofessional learning, and the application of learning to practice.
- 3.8 Act as a role model, educator, supervisor, coach and mentor, seeking to instil and develop the confidence of others.

4. Research Health and care professionals working at the level of advanced clinical practice should be able to:

- 4.1 Critically engage in research activity, adhering to good research practice guidance, so that evidence based strategies are developed and applied to enhance quality, safety, productivity and value for money.
- 4.2 Evaluate and audit own and others' clinical practice, selecting and applying valid, reliable methods, then acting on the findings.
- 4.3 Critically appraise and synthesise the outcome of relevant research, evaluation and audit, using the results to underpin own practice and to inform that of others.
- 4.4 Take a critical approach to identify gaps in the evidence base and its application to practice, alerting appropriate individuals and organisations to these and how they might be addressed in a safe and pragmatic way.
- 4.5 Actively identify potential need for further research to strengthen evidence for best practice. This may involve acting as an educator, leader, innovator and contributor to research activity and/or seeking out and applying for research funding.
- 4.6 Develop and implement robust governance systems and systematic documentation processes, keeping the need for modifications under critical review.
- 4.7 Disseminate best practice research findings and quality improvement projects through appropriate media and fora (e.g. presentations and peer review research publications).
- 4.8 Facilitate collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers.

Keele Graduate attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

5. How is the programme taught?

The MSc Advanced Clinical Practice Award is a programme of 180 credits aimed at multi-professional groups which aims to meet the contemporary challenges of advanced clinical practice. Approximately 80% of the curriculum for the MSc Advanced Clinical Practice is recognised as 'core' curriculum applicable to an Advanced Clinical Practitioner working in any health discipline and setting. The other 20% of the curriculum will be negotiated between Keele and the student to consider education/training/modules required to support their advanced clinical role. Students can select an additional module from within the School of Nursing and Midwifery and the wider Faculty of Medicine and Health Sciences and other, indeed, relevant modules within the University if feasible through negotiation with the Award Lead.

Apprenticeship route:

The MSc Advanced Clinical Practice Apprenticeship is a programme of 180 credits. 160 credits will be achieved through on-programme learning and assessment, with the End Point Assessment contributing the final 20 credits. This apprenticeship is aimed at multi-professional groups to meet the contemporary challenges of advanced clinical practice, using a wide variety of clinical and academic based learning and assessment of competence.

During the programme you will undertake the equivalent of one day per week of study, and the rest of the week will

be spent in your role in clinical practice. You will undertake both theory and practice modules to support your learning, and this will be monitored by at least three tri-partite meetings per year where you will meet with a representative of both the University and your employing organisation to ensure that you are progressing well and are receiving the support you need to continue to make progress.

The learning methods below are selected and used to support students to meet the stated learning outcomes by providing a balance of independent, supported study with choice in relation to topics of relevance and importance to individuals' teaching contexts, the provision of dialogic development of skills and knowledge through peer and expert support.

The principal learning and teaching methods used in the programme are:

- Seminars and Workshops: The core of each module delivery mode is a series of tutor-led or group-led seminars or workshops.
- Observations and Supervised Practice: Clinically focused modules such as health assessment and non-medical prescribing have a practice requirement to the module that involves supervision support and assessment from supervisors in clinical practice.
- Web-based learning using the Keele Learning Environment (KLE), Blackboard. All modules on the programme maintain an active web presence where module details and learning materials can be accessed on campus and remotely. A variety of methods are utilized to support teaching on the modules including synchronous, asynchronous sessions delivered both on campus and virtually.
- Group work and peer support. All modules use focused group work and class discussions within allocated tutor time.
- Project supervision. Participants on the MSc working on their Advanced Work-Based Practice project are supported by group and one to one meetings with an experienced supervisor. The clinical practice supervisor will also be required to offer additional support and guidance from a clinical background.
- Directed independent study. Most of the study hours for each module comprise independent learning by expecting participants to add depth and breadth to their knowledge of topics, to practice skills and to reflect on critical incidents and their practice.

Throughout the period of study on the programme or on an associated award, participants are assigned a named Academic Mentor. The Academic Mentor will offer a regular infrastructure of meetings throughout the participant's study period. They can discuss progression, achievement and offer pastoral support and guidance.

6. Teaching Staff

The course is led by an experienced lecturer and Advanced Clinical Practitioner who have additional educational qualifications. Within the programme team many members of staff have MSc and PhDs in disciplines relating to the core modules within the programme pathway and many members of staff are involved in clinical practice. The majority of staff members are active researchers and several of those have published extensively in national and international journals. All members of staff are registered with the appropriate Professional Body. The majority of staff have recognised and teaching qualifications and have extensive experience of teaching at undergraduate and postgraduate level. Many are External Examiners to undergraduate and postgraduate programmes in other Higher Education Institutes. Honorary lecturers, visiting lecturers and leading clinicians are integral to the delivery of modules within the programme. Subject specific sessions are often led by senior clinicians from our local Trusts and beyond.

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 rolling programme of modules, most repeated on an annual cycle, allows students to plan modules and study leave well in advance. The allocation of study time is 150 hours per 15 credit module which usually amounts to 5 days of face to face- synchronous teaching (or equivalent with online learning) - and the remainder is personal study time. The teaching is often split into smaller 1 to 3 day blocks. Pathways are planned for each student to accommodate for cohort and any prior learning.

MSc Advanced Clinical Practice; Postgraduate Diploma in Advancing Clinical Practice; Postgraduate Certificate in Advanced Health Assessment and Advanced Decision Making.

Traditional route:

EXIT AWARD:	**POSTGRADUATE CERTIFICATE IN ADVANCED HEALTH ASSESSMENT AND CLINICAL DECISION MAKING**	
Module 1	NUR-40014 Health Assessment in Clinical Practice	15 Credits
Module 2	NUR-40120 Research Application in Clinical Practice	30 Credits
Module 3	NUR-40077 Advanced Decision Making	15 Credits
Core Portfolio	NUR-40085 Clinical Competence for Advanced Clinical Practice	Pass/Fail
EXIT AWARD:	**POSTGRADUATE DIPLOMA IN ADVANCING CLINICAL PRACTICE**	
Module 4	NUR-40033 Independent and Supplementary Prescribing for Allied Health Professionals Or NUR-40047 Independent and Supplementary Prescribing for Nurses and Midwives Or PHA-40071 Independent Prescribing (Pharmacy)	30 Credits 30 credits 45 Credits
Module 5	NUR-40164 Applied Advanced Healthcare Leadership and Management	15 Credits
Module 6	Additional taught module	15 Credits
Core Portfolio	NUR-40085 Clinical Competence for Advanced Clinical Practice	Pass/Fail
EXIT AWARD:	**MSC ADVANCED CLINICAL PRACTICE**	
Module 7 (Dissertation)	NUR-40037 Advanced Work-based Practice Project	60 Credits
Core Portfolio	NUR-40085 Clinical Competence for Advanced Clinical Practice	Pass/Fail

Apprenticeship route:

EXIT AWARD:	POSTGRADUATE CERTIFICATE IN ADVANCED HEALTH ASSESSMENT AND CLINICAL DECISION MAKING	
Module 1	NUR-40120 Research Application in Clinical Practice	15 Credits
Module 2	NUR-40014 Health Assessment in Clinical Practice	30 Credits
Module 3	NUR-40077 Advanced Decision Making	15 Credits
Core Portfolio	NUR-40085 Clinical Competence for Advanced Clinical Practice	Pass/Fail
EXIT AWARD:	**POSTGRADUATE DIPLOMA IN ADVANCING CLINICAL PRACTICE**	
Module 4	NUR-40033 Independent and Supplementary Prescribing for Allied Health Professionals Or NUR-40047 Independent and Supplementary Prescribing for Nurses and Midwives Or PHA-40071 Independent Prescribing (Pharmacy)	30 Credits 30 credits 45 Credits
Module 5	NUR-40164 Applied Advanced Healthcare Leadership and Management	15 Credits
Module 6	Additional taught module	15 Credits
Core Portfolio	NUR-40085 Clinical Competence for Advanced Clinical Practice	Pass/Fail

EXIT AWARD:	MSC ADVANCED CLINICAL PRACTICE	
Module 7 (Dissertation)	NUR-40079 Advanced Work Based Practice Project Apprenticeship	40 credits
EPA	NUR-40081 MSc ACP Apprenticeship End Point Assessment	20 credits
Core Portfolio	NUR-40085 Clinical Competence for Advanced Clinical Practice	Pass/Fail

This modular/part time programme, consists of 180 credits of level 7 modules, and the students will undertake a selection of compulsory modules and select one additional taught modules up to the value of 120 credits and 60 credits at dissertation / Advanced Work-Based Practice project to give a total of 180 level 7 credits for the Award (it is permissible to have up to 30 credits at level 6 in accordance with regulation C7).

MSc Advanced Clinical Practice (apprenticeship route)

This part time programme consists of 180 credits of Level 7 modules; students will undertake a selection of compulsory modules and be able to choose from a selection of optional modules up to the value of 120 credits, plus 40 credits for the Advanced Work Based Practice Project Apprenticeship module and 20 credits from the End Point Assessment.

Module sequence

September intake

Year 1

- TRI1- NUR-40014 Health Assessment in Clinical Practice (September)
- Y1A- NUR-40120 Research Application in Clinical Practice (June)
- Y1A- NUR-40077 Advanced Decision Making (July)

Year 2

- TRI1- NUR-40047 Independent and Supplementary Prescribing for Nurses and Midwives OR NUR-40033

Independent and Supplementary Prescribing for Allied Health Professionals OR PHA-40071 Independent Prescribing (Pharmacy) (September)
- TRI1- NUR-40164 Applied Advanced Healthcare Leadership and Management (February)
- Additional taught module - timing dependent upon the student's choice

Year 3

- Standard route students- Y1- NUR-40037 Advanced Work-based Practice Project (September)
- Apprentice route students- Y1- NUR-40079 Advanced Work Based Practice Project Apprenticeship (September)
- NUR-40085 Clinical Competence for Advanced Clinical Practice spans the 3 years submitted following the work-based project
- Apprentice students then complete the EPA- typically scheduled around July time (NUR-40081 MSc ACP Apprenticeship End Point Assessment)

March intake

Year 1

- Y1A- NUR-40014 Health Assessment in Clinical Practice (March)
- Y1A- NUR-40077 Advanced Decision Making (July)
- TRI1- NUR-40120 Research Application in Clinical Practice (September)

Year 2

- Y1A- NUR-40047 Independent and Supplementary Prescribing for Nurses and Midwives OR NUR-40033 Independent and Supplementary Prescribing for Allied Health Professionals OR PHA-40071 Independent Prescribing (Pharmacy) (March)
- TRI1- NUR-40164 Applied Advanced Healthcare Leadership and Management (September)
- Additional taught module - timing dependent upon the student's choice

Year 3

- Standard route students- Y1- NUR-40037 Advanced Work-based Practice Project (January)
- Apprentice route students- Y1- NUR-40079 Advanced Work Based Practice Project Apprenticeship (January)
- NUR-40085 Clinical Competence for Advanced Clinical Practice spans the 3 years submitted following the work-based project
- Apprentice students then complete the EPA- typically scheduled around November time (NUR-40081 MSc ACP Apprenticeship End Point Assessment)

Advanced Clinical Practitioner Learning Characteristic achievement across compulsory modules:

ACP Learning characteristic	NUR-40120	HLT-40001	NUR-40014	NUR-40077	NUR-40042	NUR-40033 /40043	NUR-40037	NUR-40019	NUR-40079	NUR-40085	NUR-40081
Advanced Clinical Practice	Y		y	Y		Y	Y	Y	Y	Y	Y
Clinical Leadership and Management			Y	Y	Y		Y	Y	Y	Y	Y
Education	Y		Y	Y	Y		Y	Y	Y	Y	Y
Research	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Additional modules:

There is an extensive range of potential module choices; examples available to the student within the Faculty of Medicine and Health Sciences can be located here: https://www.keele.ac.uk/health/postgraduate/individualmodules/

Students can select appropriate modules from across the University. These will have to be agreed by the Programme Lead / RPL Co-ordinator.

PROGRAMME STRUCTURE AND CONTENT

Approximately 80% of the curriculum for the MSc Advanced Clinical Practice is recognised as 'core' curriculum applicable to an Advanced Clinical Practitioner working in any health discipline and setting. Approximately 20% of the curriculum will be negotiated between the university and the student when considering the education/training /modules required to support individual advanced practice roles.

Learning required:

- Minimum study required is 600 hours for a 60-credit module.
- Taught days range from 10 to 17 for a 30-credit module.
- Clinical component for advanced health assessment is a minimum of 80 hours.
- Clinical component for non-medical prescribing is a minimum of 90 hours.
- Minimum 6 hours of clinical supervision in practice per week Clinical supervision in clinical practice that meets the HEE (2021) Workplace Supervision for Advanced Clinical Practice requirements
- Completion of Clinical Competency Handbook and Portfolio throughout the programme. For the apprenticeship route, completion of the end point assessment

The Award is comprised of a modular structure delivered part-time ordinarily over a 36-month period.

8. Final and intermediate awards

MSc Advanced Clinical Practice	180 credits	You will require at least 150 credits at Level 7
Postgraduate Diploma in Advancing Clinical Practice	120 credits	You will require at least 90 credits at Level 7
Postgraduate Certificate in Advanced Health Assessment & Clinical Decision Making	60 credits	You will require at least 40 credits at Level 7

Apprenticeship route: By committing to an apprenticeship, you are committing to work towards achieving the final award for the programme. There is an expectation that the apprentice undertakes the full programme over three years and completes the required end point assessment.

9. How is the Programme Assessed?

A variety of assessment methods is used, including essays, task-based assignments, group presentations, assessment of communication skills and a portfolio. Each method of assessment is supported by clear criteria for marking. Module pass marks are determined by university requirements for level 7 modules and any specific Professional Statutory and Regulatory Body requirements.

This range of assessments allows students to demonstrate the achievement of the different outcomes by:

1. Class tests to demonstrate knowledge and problem solving abilities
2. OSCE assessments
3. Written examinations
4. Presentations to develop communication, teaching, scientific and leadership skills
5. Group work and tasks and to develop practical skills
6. Essays to develop critical thinking, problem solving and skills of marshalling and defending an argument
7. For the apprenticeship route, an end point assessment.

In addition a portfolio to demonstrate clinical competencies is required. This is assessed on a pass/fail basis.

Formative assessment occurs in several places in the award including:

1. Class presentations to rehearse arguments and gather feedback from tutors and fellow students
2. Self-assessment are used in the VLE to guide self-directed learning
3. Feedback on performance
4. Mock assessments such as OSCEs and examinations

ASSESSMENT OF CLINICAL COMPETENCY IN PRACTICE - NUR-40085 CLINICAL COMPETENCE FOR ADVANCED CLINICAL PRACTICE

Clinical Competency in practice is a summative assessment for the MSc Advanced Clinical Practice Award which is graded as a PASS or FAIL. (Full guidance is detailed within the handbook).

Clinical Practice Portfolio

Students are required to produce a Clinical Practice Portfolio of evidence which supports the Clinical Competency Handbook. It should illustrate and map your progress towards becoming an Advanced Clinical Practitioner and demonstrate the knowledge, skills and outcomes across all the four competency domains; Clinical Practice; Education; Research; Leadership and Management as you develop from 'Novice' to 'Competent' practitioners, to 'Proficient' practitioners to 'Expert' practitioners. The content of the Clinical Practice Portfolio should be supported by appropriate reference to legislation and literature throughout.

The competencies will enable student practitioners to demonstrate that they can:

- Deal with complex issues both systematically and relatively, making sound judgments and decisions in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences
- Demonstrate self-direction and originality in solving problems and act autonomously in planning and implementing treatment and care
- Function effectively and safely in circumstances requiring sound judgment, personal responsibility and initiative in complex and unpredictable clinical environments
- Continue to advance their knowledge and understanding and to develop new skills to a high level
- Demonstrate competence in the Multiprofessional Framework for Advanced Clinical Practice

It is a requirement that you record all clinical activity in your Clinical Practice Portfolio including, time spent with your Clinical Supervisor, visits to other clinical areas and time practising skills unsupervised. There is an expectation of regular clinical activity with at least 6 hours of clinical supervision each week throughout the programme as outlined in Workplace Supervision for Advanced Clinical Practice (HEE 2019). This clinical time can also be used as part of specific module requirements, such as Health Assessment in Clinical Practice and Non-Medical Prescribing.

NUR-40081 MSc ACP Apprenticeship End Point Assessment (EPA)

In order to progress to the EPA, the apprentice must meet the gateway criteria (have formally completed 160 credits of the Advanced Clinical Practice modules and have received confirmation form your employer that the requirements of the apprentice agreement and knowledge, skills and behaviours from the standard have been met within your workplace).

The EPA is completed within a maximum three-month period at the end of the programme including the time required to prepare for and undertake the EPA.

The EPA is comprised of two assessments. Firstly, you will sit an unseen open book examination to assess knowledge, skills and behaviours. The 'open book' examination is a two hour examination in which you will bring resources into the examination room in order to support your completion of examination questions. The resources permitted are three referenced written case studies built from your own practice. No other resources are permissible. Case studies are a maximum of 1,500 words (+/- 10%) excluding references. The case studies will be presented using a provided template. The examination comprises eight examination questions selected by the end point assessment organisation (EPAO) from the EPAO's bank of 24 questions developed in consultation with a representative organisation and an independent external examiner.

Secondly, you will complete a 40-minute (+/-10%) presentation and 20 minutes (+/-10%) for the panel to gain clarification on any aspect of the presentation. The presentation is developed in the EPA period and should outline the evidence-based background to a proposed clinical practice change related to the area of clinical practice. The presentation must be submitted electronically 5 days prior to the date of the assessment.

10. Accreditation

This programme is accredited by NHSE, students who complete the full programme are eligible to apply for their digital badge.

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?

ENTRY REQUIREMENTS FOR ADVANCED CLINICAL PRACTICE EDUCATION/TRAINING

New entrants to Advanced Clinical Practice:

To become an Advanced Clinical Practitioner, the following points should normally be met and the applicant must be in a role that has employer support for clinical placement and time to attend the course with a named supervisor within practice.

- Hold current first level Professional Registration with a relevant Regulatory Body
- Hold a first degree and minimum of 3 years relevant experience in clinical practice.
- Have a recognised post within a healthcare organisation and the post listed within workforce plan and business need.
- Confirmed defined / protected Advanced Clinical Practice role for the trainee to be moved into on successful completion of the programme.
- Appropriately named clinical supervisor to support the trainee during their training. The clinical supervisor must meet the supervisor requirements for the programme and any specific employer supervision requirements, this to ensure appropriate supervision in clinical practice, supervisors must be either a GP, consultant or Advanced

Clinical Practitioner with a MSc ACP and three years post MSc ACP experience.
- Employer commitment to providing protected learning time for the trainee Advanced Clinical Practitioner during the MSc and this is equivalent to:
- One day a week in University (or equivalent).
- One day a week (or equivalent) protected time for mentor-supported practice, reading, writing and other academic activities.
- Funding support from the employer for the programme, this can include funding such as NHSE.

For those undertaking MSc Advanced Clinical Practice (ACP) (Advanced Clinical Practitioner Apprenticeship), the Institute for Apprenticeships stipulates that the apprentice is registered with a statutory health and/or social care regulator with proof of current registration and achievement of Mathematics and English qualification of level 2 as general apprenticeship requirements, prior to the EPA. In addition, apprentices will be interviewed, and an initial needs assessment undertaken.

Applicants without a first degree:

Universities have a separate policy for applicants who do not hold a first degree at 2:2 or above but have substantial and relevant clinical or prior study experience. In such circumstances, at the discretion of the programme director, applicants may be offered a place to study a single module of the programme and, if successful, upgrade their University registration to a Postgraduate Certificate, Diploma or MSc.

Existing Practitioners:

Existing Practitioners who are currently working in an Advanced Clinical Practice role and do not have a MSc level of education have options to either complete the Masters or continue in the role and update in-line with their CPD requirements.

There are 'Top Up' arrangements for existing Practitioners who do not have a full Master's degree. They have the option to complete the degree and to do this they would need to be in a relevant Advanced Clinical Practice post and supported by their organisation.

Employers**:**

All organisations supporting staff to undertake an Advanced Clinical Practice course will need to ensure as part of their workforce plans the role of Advanced Clinical Practitioner is embedded within their organisation structures and that appropriate supervision is in place for trainees.

It is an expectation that all applications are in professional good standing on entry to the programme and remain in good standing throughout the programme. Any professional or work based concerns related to good standing must be declared.

Recognition of Prior Learning (RPL)

The University's guidelines on this can be found here:
https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

Recognition of prior certificated learning (RPCL) and Recognition of prior experiential learning (RPEL) will be permitted along the following lines. RPCL 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 RPCL 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 RPCL is the credit rating of the Keele module against which it is offered.

Through a similar process, and subject to the relevant approvals, students 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 core 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 RPCL/RPEL is normally granted against a specific module in the Keele framework, if no such module exists within the framework RPCL/RPEL may still be permitted if the module or portfolio submitted meets level 7 learning objectives and the philosophy of this programme.

Extent of RPL Permissible

Within this programme the maximum permissible RPL credits are:

Postgraduate Certificate: 30 Credits

Postgraduate Diploma or Degree: 60 Credits

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

If, prior to registering on a programme, a student has 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 RPCL.

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 RPCL 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 Programme Lead 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. The student will be referred to the school RPL process.

For those undertaking the MSc Advanced Clinical Practice (ACP) (Advanced Clinical Practitioner Apprenticeship) an initial needs assessment (INA) will be undertaken and funding will not be available to repeat current knowledge and skills. The initial needs assessment will be considered as part of the University RPL process.

Apprenticeship route:

Under UK Government rules, apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). An apprentice cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the apprenticeship student. All candidates must be employed in a role related to the subject matter of the apprenticeship and be sponsored by their employer. Applications can only be made through the sponsoring employer. The University will consider all such applications and will have the final decision whether to accept the candidate for entry to the programme.

13. How are students supported on the programme?

The Course Handbook provides key information and guidance on structure, content and assessment. The current year's handbook also includes the module dates. The course complies with University policy on student pastoral and academic support. The Course Administrator is based on Keele campus, it is advisable to contact them by email in the first instance.

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 student has an important role in liaising closely with all partners involved in the programme.

Module Leaders will provide additional support within the taught modules. Clinical mentors will provide support within the practice area. The Programme Lead and Module Leader will meet students individually 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.

Below is a diagram which indicates the full range of student support structures, showing the Academic Mentor playing a central, pivotal role.

Academic Mentor	Project Supervisor
Student Support	Multidisciplinary Team
Keele Student Services	Clinical Mentor
Library Staff	Trust Educational leads
Professional Services Staff	Clinical Practice Facilitators
Module Leaders	Peer support

Apprenticeship route: Within your workplace, apprentice students are supported by the employer. Exact arrangements and terminology are the responsibility of the employer but typically, you will have a named contact person who manages the relationship between the programme and the employer. The University and the employer are bound by contract to work together to support apprentice students. This will include a minimum of 3-4 tripartite review meetings between the University, the apprentice, and the employer.

If employment circumstances change during the programme; support can be accessed from the University's Careers and Employability Service. It is essential that the programme lead is informed of any changes to employment during the programme. This must be clearly communicated with the apprentice team for apprentice route students, for NHSE funded students it is a requirement that the student informed NHSE.

14. Learning Resources

The student will have access to the Library and IT Services on the Main Keele Campus and also at the Clinical Education Centre [CEC].

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

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 University Hospital of North Midlands 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. Students will have access to the clinical skills laboratory for simulated sessions. The Keele Learning Environment (KLE) will be used for a range of learning information and activities. Students will be given a Programme Handbook and a specific Module Handbook as relevant to their studies.

15. Other Learning Opportunities

Students 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. Please note this must be discussed and approved in order for this option to be supported.

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.

Apprenticeship route: the Tripartite process may identify additional opportunities for development which will be discussed as part of the tripartite review process.

16. Additional Costs

Apprenticeship route: Tuition fees are your paid by employer but you may incur costs not covered by the mandatory components of the apprenticeship e.g. library fines, print costs and costs associated with graduation.

Certification for non-mandatory awards may require students to pay a fee.

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 Revalidation process.
- All clinical placement areas are audited by School staff in collaboration with clinical colleagues.
- Partnership meetings take place with the School, representatives of the commissioning body and local health care provider partners.
- Service User and Carer group - on-going strategic service user involvement and action planning Committees with responsibility for monitoring and evaluation of quality and standards.

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 award
- 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

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, reflection on 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 will be integral.

The School of Nursing & Midwifery embraces the University's Education Strategies 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 advanced clinical 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. The programme has gained accreditation with NHSE Centre for Advancing Practice demonstrating that the programme meet standards set out in the Multi-professional framework for advanced clinical practice in England and Standards for Education and Training.

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) (2010), 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.

Students 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 students in developing in-depth and complex levels of knowledge informed by service user experience to achieve Masters 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

c. Advanced Clinical Practitioner apprenticeship standard: https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-integrated-degree-v1-0

References:

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Health Education England. (2021). Workplace Supervision for Advanced Clinical Practice. Health Education England. Workplace Supervision for Advanced Clinical Practice - Advanced Practice (hee.nhs.uk).

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

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.* Williams Lea: London. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226703/Berwick_Report.pdf

National Institute for Health and Care Excellence (2009). *Rheumatoid arthritis in adults: management.* London, NICE.

National Institute for Health and Care Excellence (2011) QS14 *Quality Standard for service user experience in adult mental health*. Overview | Service user experience in adult mental health services | Quality standards | NICE

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

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

Nursing and Midwifery Council (2010). *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.

Health Education England Multi-professional framework for England 2017 https://www.hee.nhs.uk/our-work/advanced-clinical-practice/multi-professional-framework

19. Annex - Programme-specific regulations

Programme Regulations: MSc Advanced Clinical Practice (ACP) (Advanced Clinical Practitioner delivered via the apprenticeship route)

Final Award and Award Titles	MSc Advanced Clinical Practice (ACP) (Advanced Clinical Practitioner delivered via the apprenticeship route)
Intermediate Award(s)	Postgraduate Diploma in Advancing Clinical Practice Postgraduate Certificate in Advanced Health Assessment & Clinical Decision Making
Last modified	March 2024
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

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: Overall research credits: For the apprenticeship route MSc ACP, the total research credits, due to the requirement for an integrated end point assessment, fall below the 'normal' 60 credits required by the University.

Variation 2: +/-10% for the word count for a Level 7 assessment:

The end point assessments (EPA) for apprenticeships are nationally agreed. The two elements of the end point assessment for the MSc Advanced Clinical Practice (ACP) (Advanced Clinical Practitioner delivered via the apprenticeship route) includes within the detail for the two assessments a requirement for +/-10%. This deviation has been accepted and only applied to the two EPA assessments.

Variation 3: Grading of end point assessment (EPA)

The nationally agreed criteria for the two assessments within the EPA include that they are capped at assessment. This is not usually an approach utilised within the University for modules under 30 credits, but this requirement has been accepted as a programme specific regulation.

In addition, there is a requirement that the assessments for the EPA are graded at fail/pass/merit/distinction. This falls outside approaches applied by the University but this requirement has been accepted as a programme specific regulation. Fail will be below 50%, Pass between 50% - 59% (50% for resubmission), Merit between 60% and 69% and Distinction over 70%.

Examples of overall apprenticeship grading:

Open book examination	**Presentation of practice**	**Apprenticeship grade**
Distinction	Distinction	**Distinction**
Distinction	Merit	**Merit**
Merit	Distinction	**Merit**
Merit	Merit	**Merit**
Merit	Pass	**Pass**
Pass	Merit	**Pass**
Pass	Pass	**Pass**
Fail	Pass	**Fail**
Pass	Fail	**Fail**
Fail	Fail	**Fail**

Please also refer to the grading criteria outlined in the End Point Assessment Plan, which can be found at https://www.instituteforapprenticeships.org/media/1696/advanced-clinical-practice-assessment-plan-for-publication-march2018.pdf

Variation 4: NHSE extension rules [NB: this variation doesn't apply to the apprenticeship programme]

Regulation C1, 1.1: the maximum period of registration for programmes commissioned by NHSE are limited by the NHSE Extension Policy to a maximum of twice the length of the original programme duration. For this programme it is 6 years. For non-funded extensions the maximum extension is 12 months.

Regulation D2: the number of credits that can be taken beyond the end of funding date, for example due to leave of absence or exceptional circumstances (ECs), is prescribed by the NHSE Extension Policy and subject to a successful application to NHSE. For this programme it is 90 credits with approved ECs and 60 credits without ECs.

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[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: 12 June 2025

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2024/25	KERRI DOUGLAS		
1	2024/25	KERRI DOUGLAS	10 June 2024	
1.1	2023/24	KERRI DOUGLAS	14 March 2024	Inclusion of NHS England extension rules
1	2023/24	KERRI DOUGLAS	18 April 2023	
1	2022/23	KERRI DOUGLAS	23 August 2022	