

Programme Specification: Post Graduate Taught

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	Postgraduate Diploma in Enhanced Clinical Practice Pathways: Child and Adolescent Mental Health Services; Critical Care; Generic; Heart Failure; Mental Health Practice; Neonatal Intensive Care, Critical Care Outreach
Award type	Postgraduate Diploma
Mode of study	Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	18 months Entry points: September
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Hospital - Nursing & Midwifery Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS); Institute for Apprenticeships and Technical Education (IfATE)
Tuition Fees	<p>Fees: The employer pays all course fees and no fees are charged to apprentice students.</p> <p>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</p> <p>A full breakdown of costs is set out in the training plan.</p>

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

2. Overview of the Programme

This Postgraduate Diploma apprenticeship recognises the dynamic and diverse nature of healthcare and the health and social care practitioners who work at an enhanced level of practice with specific knowledge and skills in

a field of expertise. This includes managing a discrete aspect of a patient's care within their current level of practice, which will be particular to a specific context, be it a client group, skill set or organisational context. This is in contrast to Advanced Clinical Practitioners who have developed their knowledge and skills to an advanced level and will exercise autonomy and decision making in a context of complexity, uncertainty and varying levels of risk, holding accountability for decisions made (Health Education England, NHS England, NHS Improvement (2017) Multi-professional framework for 1 advanced clinical practice in England).

The concept of enhanced level practice emerged in 2019, acknowledging how multiprofessional, experienced, registered health and social care workforce should be recognised and valued (Leary, (HEE funded, (2022) Enhanced Level Practice <https://www.hee.nhs.uk/our-work/enhanced-practice-0>. Enhanced Clinical Practitioners work as part of a multi-disciplinary clinical team across a range of settings, including hospitals, community clinics, individual's homes and in dental and general practices. Specific examples of settings in which Enhanced Clinical Practitioners work include critical care units providing complex interventions to critically ill patients, GP premises providing specialist services for patients in the community and Children and Families Services units within a local council providing therapeutic interventions to children, young people and their families.

The Enhanced Clinical Practice (ECP) PG Diploma develops knowledge, skills and behaviours of an apprentice associated to the Enhanced Clinical Practitioner apprenticeship standard (<https://www.instituteforapprenticeships.org/apprenticeship-standards/enhanced-clinical-practitioner-v1-1>), enabling the provision of a high standard of complex, enhanced care for patients, using enhanced levels of clinical judgement. Providing an opportunity to develop a systematic understanding of knowledge, skills and behaviours and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the academic discipline, field of study or area of professional practice. Originality will be demonstrated 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. All enhanced level practitioners demonstrate capabilities listed under the four pillars of practice: Clinical Leadership, Research and Education (RCN, 2024, [RCN Professional Development Framework Enhanced Level Nursing | Publications | Royal College of Nursing](#)).

The eighteen month programme includes theory and practice components to support learning. This will be monitored by at least four progress review /tripartite meetings per year where an academic, organisation representative and apprentice meets to ensure that progression is taking place and support is in place to make continued progress. APTEM, the apprenticeship management platform records progress and adherence to compliance requirements.

Following completion of the programme, there is an apprenticeship requirement to complete a non-integrated End Point Assessment (EPA). The Institute for Apprenticeships and Technical Education determine the associated [End Point Assessment](#) (EPA, ST0895, AP01) related to the Occupational Standard. The EPA has two assessments:

- Quality improvement proposal report with a question and answer session
- Professional discussion underpinned by a portfolio of evidence.

3. Aims of the programme

The purpose of the programme is to recognise practitioners who are registered with an appropriate professional body and functioning at a higher level of practice and service delivery to complete 120 credits at Master's level in Enhanced Practice. The ECP programme empowers the apprentice to engage in role specific CPD, providing a sense of legitimacy, recognition and value for the work place activity. The ECP apprenticeship can form part of a career framework and trajectory that leads to Advanced Practice or remain a legitimate endpoint.

The award has several pathways to enable the practitioner to focus on their area of clinical expertise and across the four levels of practice:

- Child and Adolescent Mental Health Services
- Heart Failure
- Critical Care
- Generic
- Mental Health Practice
- Neonatal Intensive Care
- Critical Care Outreach

The aim of the programme is to support practitioner development in providing a high standard of complex care for patients using enhanced levels of clinical judgement, skills and knowledge. ECP's will consult with patients, family and carer members and the multi-professional team to undertake assessments of patients needs, devise and evaluate complex care plans related to their field of practice. This includes the synthesis, evaluation and analysis of clinical problems using expertise and clinical knowledge, seeking out and applying the relevant evidence base, clinical assessment, diagnostics, interventions and equipment to make clinical decisions.

The programme will also prepare you for the non-integrated End Point Assessment (EPA) to complete the Apprenticeship Standard. See section eight for further information.

4. What you will learn

The intended learning outcomes of the programme (what you should know, understand and be able to do at the end of the programme), can be described under the following headings and relate to the four pillars of practice and apprenticeship standard (RCN, 2024):

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

On successful completion of the Enhanced Clinical Practitioner programme you will have been successful in the following learning outcomes.

Subject knowledge and understanding

Master's degrees are awarded to apprentices who have demonstrated:

- 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
- 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 to inform clinical judgement to independently undertake complex, holistic assessments.
- effective self- management and leadership skills to effect change, lead and manage unpredictable, unplanned clinical situations to promote health and wellbeing.
- a systematic understanding of leadership to monitor, develop and appraise staff and learners within the apprentice's scope of practice.

Subject specific skills

Master's degrees are awarded to apprentices who have demonstrated:

- enhanced skills in clinical reasoning, to be able to act independently when problem solving, planning, delivering, monitoring and evaluating complex care using enhanced clinical assessment, diagnostics, and interventions.
- promote and encourage originality and innovative clinical practice to lead/ support a culture of excellence within the wider health and care team.
- promote and encourage effective collaboration with the interdisciplinary team, patients, their families/ carers during working practice, and in challenging environments and situations.

Key or transferable skills (including employability skills)

Master's degrees are awarded to apprentices who have demonstrated:

- being an accountable professional; acting in the best interest of people and providing complex clinical care that is evidence based, person centred, whilst acting in a manner which is safe and compassionate.
- conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline, to evaluate methodologies and develop critiques of them
- a comprehensive understanding of education techniques to develop, deliver and evaluate education and training opportunities for within scope of practice and in response to changes in practice.
- conceptual understanding and the ability to lead in strategic service development, resource management, planning and service improvement.

Enhanced Clinical Practitioner Apprenticeship Standard Knowledge, Skills and Behaviours (KSB's)
(ST0895/ AP01)

Knowledge

K1: Tools and techniques used to systematically search, select and present evidence

K2: Techniques to critically appraise evidence such as local and national quality standards and frameworks and ways to relate this to own practice

K3: Requirements of their on-going professional registration and code of conduct in relation to their scope of practice such as when and how to escalate or refer, in line with defined scope of practice

K4: How to appraise the relevance of available tools and techniques to the clinical situation and own scope of practice

- K5:** Legislation, clinical frameworks, contemporaneous evidence-based practice guidelines, outcomes from clinical audit and algorithms to support decision making
- K6:** Anatomy and physiology and pathophysiology to support complex holistic patient assessment including the underlying psychological, social and long-term impact of illness
- K7:** Tools and techniques to critically evaluate clinical information to inform decision making and care management planning
- K8:** Underpinning anatomy and complex applied physiology, disease, toxicities, treatments and interventions which guide the selection of specialist diagnostics
- K9:** Methods to support complex intervention decision making aligned to national and international guidelines
- K10:** Principles and theories of co-production, health coaching, peer support and self-management used to build knowledge, skills and confidence to enable patient self-management
- K11:** Diverse sources of information and evidence to underpin decision making and techniques to interpret and assimilate a diverse range of information and evidence
- K12:** Principles and theories of coaching used in supporting others in complex clinical decision making and care delivery
- K13:** Principles and theories of leadership and role modelling
- K14:** Tools and procedures for conducting a training needs analysis
- K15:** Teaching, learning and assessment theories, techniques, innovations and models relevant to the educational activity including ways to facilitate a positive learning environment
- K16:** Models, tools and frameworks for receiving and providing constructive feedback
- K17:** Principles of different communication strategies and theories, communication modes (written, digital, verbal, non-verbal) and clinical communication tools
- K18:** Models and theories for negotiating and mediating, such as de-escalation and diffusing strategies
- K19:** Communication strategies and tools used to share complex information with different audiences and individuals
- K20:** Principles of change management and co-production to support clinical innovation in the workplace
- K21:** Local and national approaches and planning processes to support quality improvement
- K22:** Service evaluation, research and audit techniques to support quality improvement processes within area of enhanced clinical practice
- K23:** The role and impact of reflection in improving clinical practice and best-practice methods for clinical supervision
- K24:** Signs and pathophysiology of deterioration or distress in mental, physical, cognitive and behavioural health in own scope of practice
- K25:** Protocols and systems used to plan, prioritise and direct resources within area of enhanced clinical practice and how to escalate to and engage others when working at the boundaries of scope of practice
- K26:** Evidence-based strategies to manage clinical risk in enhanced clinical practice
- K27:** Principles of psychological well-being, the importance of maintaining own and others well-being and counselling techniques used within own scope of practice
- K28:** Employer policy and procedures for resource management and reporting
- K29:** Strategies to plan and prioritise resources and manage immediate and longer-term service requirements
- K30:** Local, regional, and national strategic priorities for patient populations within area of specialist practice
- K31:** Principles of mentoring and preceptorship and how these differ from counselling, coaching and teaching
- K32:** Local appraisal policy and systems and own responsibility in relation to appraisal of others

Skills

- S1:** Conduct systematic literature searches to source evidence to inform enhanced clinical practice
- S2:** Critically appraise evidence and use findings to plan and provide enhanced patient-centred clinical care
- S3:** Provide enhanced clinical care in line with professional registration, code of conduct and defined scope of practice, being responsible and accountable for own decisions, actions and omissions
- S4:** Select available tools, technologies and techniques needed to perform complex and holistic assessments
- S5:** Assimilate, synthesise and apply complex information to promote and advocate best interests of others, upholding the principles of safeguarding and evidence-based practice
- S6:** Undertake holistic patient-centred assessments using available tools, technologies and techniques
- S7:** Analyse the data arising from the assessment process to inform clinical decision-making
- S8:** Identify, request and interpret specialist diagnostics within own scope of practice to inform the delivery and management of specialist care for patients and families
- S9:** Develop, implement and evaluate an enhanced care management plan which may include interventions and referral to other members of the multidisciplinary team or other agencies
- S10:** Prepare and support patients and families to manage their own health and care as independently as possible
- S11:** Interpret, assimilate and draw conclusions using diverse sources of information and evidence to inform clinical reasoning
- S12:** Direct others to sources of information and evidence, coaching and supporting them in applying information and evidence in complex clinical decision making
- S13:** Provide leadership within scope of own role and positive role-modelling for others in the multidisciplinary team
- S14:** Identify training and education needs of others in the workplace
- S15:** Plan and facilitate the delivery of practice-based education, training and assessment activities
- S16:** Evaluate the effectiveness of training and education activities
- S17:** Use communication strategies suitable for a variety of situations including sensitive and distressing topics
- S18:** Use strategies to manage conflict and challenge
- S19:** Discuss complex information with patients, their families, the multi-disciplinary team and other agencies
- S20:** Challenge ineffective systems and processes and support others to identify the need for change within their area of enhanced clinical practice
- S21:** Contribute to quality improvement plans and strategies to support a culture of continuous quality improvement within area of enhanced clinical practice
- S22:** Participate in quality improvement activities, such as audit, service evaluations and research projects within area of enhanced clinical practice
- S23:** Reflect on own and others' practice using clinical supervision processes
- S24:** Identify and act on evidence of unexpected change or patient deterioration within own scope of practice
- S25:** Manage self and others in unpredictable and complex environments, instigating clinical interventions where protocols may not be available
- S26:** Identify and manage risk to patient safety and others in an unpredictable and complex environment
- S27:** Counsel patients, family, carers and others to manage psychological well-being of self and others
- S28:** Contribute to efficient resource management within the workplace
- S29:** Plan, prioritise and deliver enhanced clinical care within a defined resource
- S30:** Contribute to the drafting of business cases or project proposals
- S31:** Provide mentorship, opportunity for peer-learning and constructive feedback to guide, support, motivate

and develop others in the multidisciplinary team

S32: Contribute to the appraisal of individuals in the multidisciplinary team

Behaviours

B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences

B2: Show respect and empathy for those you work with

B3: Be adaptable, reliable and consistent

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 ECP PG Diploma is 120 credits at masters level integrating theory to practice. Each route has core curriculum relating to research, clinical specialism/assessment, and leadership to contribute positively to clinical practice.

The learning and teaching methods of delivery will follow a blended learning approach, using blended learning of synchronous, asynchronous, face to face and online methods according to the subject matter and module assessments. The learning methods will support you to meet the learning outcomes by providing a balance of independent, supported learning, the provision of dialogue and development of skills and knowledge through peer and expert support. Critical thinking aligned with contemporary evidence are also essential for development of competent practice.

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

- Seminars and Workshops: The core content of each module is delivered through a series of tutor-led or group-led seminars or workshops.
- Observations and Supervised Practice: Clinically focused modules such as clinical practice, health assessment and supplementary and independent 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.
- Apprentices engage with core content relating to safeguarding, career development and PREVENT on the apprenticeship platform, APTEM. These activities are reviewed by the academic mentor and discussed during progress reviews. These contribute to the apprentices learning plan.
- Directed independent study. Time supported by the employer partner to engage in learning activities adding depth and breadth to their knowledge of topics, to practice skills and to reflect on critical incidents and their practice.

Apart from these formal activities, apprentices are provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs with a Academic Mentor or module lecturers on a one-to-one basis. This is in addition to the learning needs support system in place through the online APTEM platform.

Progress /tripartite reviews, held at regular intervals, typically four per annum enable apprentices to reflect on progress and explore requirements to provide additional experience or support that may be required. The presence of the employer partner demonstrates commitment to support the apprentice with these experiences.

In addition, employers support the learning experience with at least six hours per week (or equivalent) 'off the job learning' (min 20%). The rest of the week will be spent in a clinical role with opportunities to demonstrate

application of the developing knowledge, skills and behaviours.

Throughout the period of study an apprentice can access the Student Experience and Support team based within the faculty. These teams are part of student services, working closely with other teams such as counselling, disability and dyslexia and chaplaincy ensuring students can access the support they need (<https://www.keele.ac.uk/students/student-services/student-experience-and-support/>).

6. Teaching Staff

The teaching staff involved with the Postgraduate Diploma Enhanced Clinical Practice programme consists of lecturers with specialist expertise relating to the programme and module content.

All members of staff are registered with the appropriate Professional Body, with many members of staff have higher degrees and PhDs in disciplines relating to the core modules of the pathway. Some staff are active researchers publishing in national and international journals. The majority of staff have recognised and recordable teaching qualifications. Moreover, they have extensive experience of teaching at undergraduate and postgraduate level and many are External Examiners to undergraduate and postgraduate programmes in other Higher Education Institutes. A number of teaching staff hold fellowship or senior fellowship status with Advance HE, demonstrating expertise in engaging with a broad understanding of effective approaches to learning and teaching support as a key contribution to high quality student learning. [Fellowship | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/).

Honorary lecturers, visiting lecturers and lead clinicians are integral to the delivery of modules within the programme.

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?

The academic year runs from September to September and is divided into three trimesters. Apprentices can potentially step on the programme at any of these trimester points, depending on the selected route, options and individualised programme mapping performed during the informal interview. Our degree courses are organised into modules, repeated at least annually. The number of weeks of teaching will vary from module to module.

Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort, typically 150 hours for a 15 credit module. An outline of the structure of the programme is provided in the tables below.

There are two types of module delivered as part of your programme. They are:

- Compulsory modules - a module that you are required to study on this course;
- Option modules - these allow you some limited choice of what to study from a list of modules.

For further information on the content of modules currently offered, including the list of elective modules, please visit: [CPD and leadership - Keele University](#)

The PG Diploma Enhanced Clinical Practice programme comprises of several pathways:

- Child and Adolescent Mental Health Services
- Critical Care
- Generic
- Heart Failure
- Mental Health Practice
- Neonatal Intensive Care
- Critical Care Outreach

Each pathway comprises of specifically focused and generic modules, to be completed typically over eighteen months. Apprentices can join the pathway at any trimester point in their particular pathway. Some of the compulsory modules are shared with other programmes and pathways, this enhances the interprofessional learning with colleagues from a range of disciplines and clinical areas. You will typically undertake and study modules totalling 75 credits in year one and 45 credits year two, providing you with 120 overall.

[Link to Table](#)

Learning Outcomes

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

Level 7

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
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	Child and Adolescent Mental Health Services (CAMHS) - NUR-40124, NUR-40014, NUR-40128 Critical Care - NUR-40045, NUR-40128 Generic - NUR-40014, NUR-40047, NUR-40022 Heart Failure - NUR-40083, NUR-40047, NUR-40022 Mental Health Practice - NUR-40126, NUR-40128 Neonatal Practice - NUR-40075, NUR-40128 Critical Care Outreach - NUR 40150, NUR 40014
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 to inform clinical judgement to independently undertake complex, holistic assessments.	CAMHS- NUR 40120, NUR 40014 Critical Care - NUR 40120 Generic- NUR 40120, NUR 40014, NUR 40047 Heart Failure- NUR 40120, NUR 40083, NUR 40047 Mental Health Practice- NUR NUR 40120, NUR 40126 Neonatal Practice - NUR 40120 Critical Care Outreach NUR 40014
demonstrate effective self- management and leadership skills to effect change, lead and manage unpredictable, unplanned clinical situations to promote health and wellbeing.	CAMHS- NUR 40042 Critical Care - NUR 40042 Generic - NUR 40042 Heart Failure - NUR 40042 Mental Health Practice- NUR 40042 Neonatal Practice- NUR 40042 Critical Care Outreach - 40042,
demonstrate a systematic understanding of leadership to monitor, develop and appraise staff and learners within the student's scope of practice.	CAMHS- NUR 40042 Critical Care - 40042 Generic- NUR 40042 Heart Failure- NUR 40042 Mental Health Practice- NUR 40042 Neonatal Practice - NUR 40042 Critical Care Outreach - 40022, NUR 40042

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
demonstrate enhanced of skills in clinical reasoning, to be able to act independently when problem solving, planning, delivering, monitoring and evaluating complex care using enhanced clinical assessment, diagnostics, and interventions.	CAMHS- NUR 40124, NUR 40014, NUR 40128 Critical Care- NUR 40045, NUR 40014, NUR 40128 Generic- NUR 40014, NUR 40047, NUR 40022 Heart Failure - NUR 40083, NUR 40014, NUR 40047, NUR 40022 Mental Health Practice - NUR 40126, NUR 40014, NUR 40128 Neonatal Practice - NUR 40075, NUR 40128 Critical Care Outreach - NUR 40014, NUR 40150
demonstrate and promote originality and innovative clinical practice to lead/ support a culture of excellence within the wider health and care team.	CAMHS- NUR 40042, NUR 40124 Critical Care Practice- NUR 40042 Generic -NUR 40042 Heart Failure - NUR 40042, NUR 40083 Mental Health Practice - NUR 40042, NUR 40126 Critical Care - NUR 40042 Critical Care Outreach - NUR 40150
promote and encourage effective collaboration with the interdisciplinary team, patients, their families/ carers during working practice, and in challenging environments and situations.	CAMHS- NUR 40042, NUR 40124, NUR 40128, NUR 40122 Critical Care - NUR 40042, NUR 40045, NUR 40128, NUR 40122 Generic- NUR 40042, NUR 40047, NUR 40022, NUR 40122 Heart Failure - NUR 40042, NUR 40083, NUR 40047, NUR 40022 Mental Health Practice- NUR 40042, NUR 40126, NUR 40128, NUR 40122 Neonatal Practice- NUR 40042, NUR 40075, NUR 40128, Critical Care Outreach- NUR 40150, NUR 40042

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
demonstrate being an accountable professional; acting in the best interest of people and providing complex clinical care that is evidence based, person centred, safe and compassionate.	CAMHS- NUR 40124, NUR 40014, NUR 40128 Critical Care -NUR 40045, NUR 40014, NUR 40128 Generic - NUR 40014, NUR 40047, NUR 40022 Heart Failure - NUR 40083, NUR 40014, NUR 40047, NUR 40022 Mental Health Practice - NUR 40126, NUR 40014, NUR 40128 Neonatal Practice - NUR 40075, NUR 40128 Critical Care Outreach NUR 40150, NUR 40014,
conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline, to evaluate methodologies and develop critiques of them	CAMHS- NUR 40120 Critical Care- NUR 40120 Generic - NUR 40120 Heart Failure - NUR 40120 Mental Health Practice - NUR 40120 Neonatal Practice- NUR 40120 Critical Care Outreach NUR 40120
a comprehensive understanding of education techniques to develop, deliver and evaluate education and training opportunities for within scope of practice and in response to changes in practice.	CAMHS- NUR 40128 Critical Care - NUR 40128 Generic- NUR 40042 Heart Failure - NUR 40022 Mental Health Practice- NUR 40128 Neonatal Practice- NUR 40128 Critical Care Outreach NUR 40022, NUR 40150
conceptual understanding and the ability to lead in strategic service development, resource management, planning and service improvement.	CAMHS- NUR 40042 Critical Care- NUR 40042 Generic - NUR 40042 Heart Failure - NUR 40042 Mental Health Practice - NUR 40042 Neonatal Practice- NUR 40042 Critical Care Outreach NUR 40122, NUR 40047, NUR 40022

8. Final and intermediate awards

Upon achieving 120 credits, the practitioner will be awarded: PG Diploma in Enhanced Clinical Practice (Pathway: Child and Adolescent Mental Health Services, Critical Care, Generic, Heart Failure, Mental Health Practice, Neonatal Intensive Care or Critical Care Outreach).

Postgraduate Diploma	120 credits	You will require at least 90 credits at Level 7
Postgraduate Certificate	60 credits	You will require at least 40 credits at Level 7

By committing to an apprenticeship, you are committing to work towards achieving the final award for the programme.

The award is separate from the End-Point assessment but the End-Point assessment must be passed in order to meet the requirements of the apprenticeship.

The End Point Assessment (EPA)

The EPA is non-integrated within the pathway. Full time apprentices will typically spend 18 months on programme working towards the occupation standards. All apprentices must spend a minimum of 12 months on programme.

In preparation for the EPA, an apprentice must meet the Gateway requirements. For this:

- the employer must agree that the apprentice is working at or above the occupational standard
- compilation of a portfolio of evidence demonstrating achievement of the occupational standard knowledge, skills and behaviours (KSB's)
- apprentices must have achieved level 2 English and Maths, prior to admission onto the programme
- apprentices must submit the quality improvement proposal's subject, title and scope which has been mutually agreed by the employer and the End Point Assessor Organisation (EPAO) at gateway
- successful completion of the programme, taking into account any recognition of prior learning (RPL)

The End Point Assessment Organisation confirms the gateway evidence has been provided and accepted as meeting all requirements. Once this is confirmed the EPA period starts. The EPA must be completed within three months. The EPA consists of two discreet assessment methods:

- Quality improvement proposal report with question and answer session (achieving distinction, pass, fail)
- Professional discussion underpinned by portfolio of evidence (achieving distinction, pass, fail).

Performance in the EPA will determine the overall apprenticeship standard grade (distinction, pass, fail).

9. How is the Programme Assessed?

The wide variety of assessment methods used on the programme reflecting the broad range of knowledge and skills that are developed during progression through the PGDip stage of the masters' programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify any misunderstanding and helps improve your performance. The following list is representative of the variety of assessment methods used on the programme:

- Essays: these vary according to the module. There may be a choice of a essay title or it may be prescribed. Essays test the ability to write coherently and analytically using relevant literature to support the discussion. Essays are utilised to enable examination and analysis of issues relating to specific fields of practice.
- Reflective analysis/ accounts: these are used to develop and test the ability to reflect critically and analytically on areas of practice, in order to learn from it.
- Portfolios: the majority of healthcare practitioners are required by their regulatory body to maintain a portfolio of professional development. This method of assessment facilitates competence and confidence in generating and maintaining a comprehensive portfolio of personal progress. Combined with skills of reflection and reflecting writing, portfolios present appropriate practice -based evidence to support continuing development.
- Presentations: presentations test a variety of skills, namely breadth and depth of knowledge, ability to interpret and use research/evidence, skills of critical analysis, oral and written communication skills, non-verbal communication skills, planning and organisation skills and the ability to think logically and act appropriately under pressure.
- Practice Assessment Documentation: clinical competence is assessed with an allocated Practice Assessor (NMC, 2019) or clinical mentor whom meets role specific requirements. Together learning opportunities and plans are developed to facilitate the achievement of the competencies. This process will be supported by the tripartite reviews with the Academic Assessor. Practice based assessment facilitates the acquisition of breadth and depth of knowledge, evidence based practice, communication skills, clinical reasoning and decision making, psychomotor skills, prioritising and problem solving, interprofessional working and organisation skills.
- Practical examinations: allow the demonstration of knowledge, skills and behaviour in a safe and professional environment. Singular or multiple stations assess a particular skill, such as physical assessment, decision making, or performance of a technical procedure. Varying approaches may use simulated patients, manikins, task trainers or computers.
- End Point Assessment: required by the [Institute for Apprenticeships and Technical Education](#) to assess knowledge, skills and behaviour relating to the apprenticeship standard and its associated KSB's. This includes a Professional Discussion based on a portfolio of evidence and the development of a Quality Improvement Plan, followed by a question and answer activity.

Marks are awarded for summative assessments designed to assess achievement of learning outcomes. Formative assessment enables the monitoring of progress and assistance in identifying and addressing any specific learning needs. Feedback, including guidance on how to improve the quality of work, is also provided on all summative assessments within five working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

10. Accreditation

This programme does not have accreditation from a professional body. However, on completion of the EPA you will be awarded an apprenticeship certification relating to the specific apprenticeship standard.

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?

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.

The programme route and level will be determined prior to application at a joint interview with the Programme Lead and the apprentice. This will then be authorised by the Trust or other Healthcare organisation during the completion of the sponsorship/ contractual agreement.

Entry requirement for the programme would normally be:

- current registration with the appropriate professional body
- Level 2 English and Maths
- Sponsorship from an authorised NHS Trust, or other appropriate healthcare organisation.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies.

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:
<https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

On application an initial assessment considers any prior learning achieved against the knowledge, skills and behaviour set out in the apprenticeship standard. Where RPL has been approved the content, duration and price will be amended accordingly. Eligibility for the programme is not supported if prior learning exceeds these criteria. The University currently do not charge a fee for making a RPL application. Any costs occurred through obtaining officially certified translations of certificates, transcripts or other relevant documentation are the applicants responsibility.

The minimum duration of an apprenticeship is twelve months with at least six hours per week (or equivalent) of the time spent in 'off the job learning'.

Evidence of English and Maths Level 2 (or above) will be required on application. Supporting information can be found here: [English and maths requirements in apprenticeship standards at level 2 and above - GOV.UK](https://www.gov.uk/government/publications/english-and-maths-requirements-in-apprenticeship-standards-at-level-2-and-above)
(www.gov.uk)

13. How are students supported on the programme?

Individual assessment of prior knowledge, skills and behaviour will be made on application to the programme, any academic support needs highlighted will ensure signposting to Student Support Services or English Language unit early in the programme. Early identification of additional needs activates a process of apprentice self-assessment which requires confirmation by the Academic Mentor, completed through the apprenticeship platform, APTEM.

The programme handbook provides key information and guidance on structure and content of the programme. Module documentation provides details on module content, specific assessments, including formative feedback and dates for summative submission.

The programme complies with University policy on student pastoral and academic support.

Primarily, the Programme Lead will undertake the role of your Academic Mentor. In practice apprentices will be supported by a Practice Assessor. Tripartite meetings will be coordinated and facilitated four times per year with all parties present. The apprentice will have an important role in liaising closely with all partners in the programme.

Module Leads will provide additional support. The Programme Lead and Module Lead will meet as required and will

be contactable by email, Microsoft Teams or via the KLE.

The University has a range of support services which are detailed on the Keele website. It is essential that the Programme Lead and apprenticeship team are informed of any changes to employment during the programme.

At your workplace, you will be supported by your 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 you as an apprentice. This will include 4 progress tripartite review meetings between the University, the apprentice, and the employer.

If your employment circumstances change whilst you are on the programme; support can be accessed from the University's Careers and Employability Service.

14. Learning Resources

Access to learning material will be provided by the module team via electronic learning platforms including Blackboard (KLE) and/or Microsoft Teams.

You will have access to the library and IT services based on campus and at the Clinical Education Centre.

Library Information: the library operates on two sites. The campus site houses IT services and the Health library is based at the Clinical Education Centre at the Royal Stoke Hospital site.

15. Other Learning Opportunities

A range of learning opportunities will be available to facilitate your learning in the workplace and at Keele. Within the workplace, you will be encouraged, with the support of your employer, to seek out placement experiences which align to your chosen pathway and specialty. This will broaden understanding of the enhanced practitioner role, and develop confidence and competence within your chosen area of practice.

At Keele, simulated practice will be facilitated both within the Faculty of Medicine and Health Science (Darwin simulation centre) and at the University's Clinical Education Centre at University Hospital of North Midlands NHS Trust, Stoke on Trent. Both offer state-of-the-art facilities and simulation resources to enable you to undertake practice in clinical assessment in a safe and protected environment. Also on campus, simulation health houses allow you to undertake simulated practice in a home or community-based environment. The two simulation centres will be faculty developed and led which will support the embedding of interprofessional education into curriculum design and delivery.

16. Additional Costs

Tuition fees are arranged by your employer (apprenticeship levy) 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.

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 apprenticeship/ 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 apprentices on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

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

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

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

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

18. The principles of programme design

The programme 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. QAA Subject Benchmark Statement: <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

d. Institute for Apprenticeship & Technical Education - Enhanced Clinical Practitioner (ST0895)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/enhanced-clinical-practitioner-v1-0>

19. Annex - Programme-specific regulations

Programme Regulations: Postgraduate Diploma in Enhanced Clinical Practice

Final Award and Award Titles	Postgraduate Diploma in Enhanced Clinical Practice (Pathways: Child and Adolescent Mental Health Services; Critical Care; Generic; Heart Failure; Mental Health Practice; Neonatal Intensive Care, Critical Care Outreach).
Intermediate Award(s)	Postgraduate Certificate
Last modified	June 2023
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:

No exemptions

B) VARIATIONS

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

Variation 1:

This programme varies from Regulation D5 Section 3.1.

No compensation is permitted within the PG Diploma Enhanced Clinical Practitioner programme.

Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

No additional requirements.

[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: 16 June 2025

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2024/25	NICOLA WITTON	11 June 2024	
2	2023/24	NICOLA WITTON	23 August 2023	Addition of the Critical Care Outreach pathway
1	2023/24	NICOLA WITTON	18 April 2023	
1	2022/23	NICOLA WITTON	24 August 2022	