

Programme Specification: Post Graduate Taught

For Academic Year 2026/27

1. Course Summary

Names of programme and award title(s)	MSc Enhanced Clinical Practice (Top-up)
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	1 year Entry points: September and January
Maximum period of registration	Available part-time, completed over 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	The MSc (60 credit) top-up fee for 2026/27 is £4,400.

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 first two years of the Enhanced Clinical Practice programme are typically completed as an apprenticeship ([Enhanced clinical practitioner / Skills England](#)). The learner can complete at this point with a Postgraduate Diploma.

To continue, and complete with a full Master's, a final module needs to be completed. This final module is not part of the Enhanced Clinical Practitioner apprenticeship and therefore not funded through apprenticeship provision.

The final year of the Master's programme consolidates enhanced practice expertise, critical enquiry, leadership and quality improvement skills, by undertaking a Quality Improvement project.

This Master's programme initially aligns to the developing knowledge, skills and behaviours of an apprentice associated to the Enhanced Clinical Practitioner apprenticeship standard ([Enhanced clinical practitioner / Skills England](#)) 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, Clinical Practice, Research and Education (RCN, 2024).

This programme aligns to the Allied Health Professions Enhanced Level of Practice Schemas ([NHSE, 2024](#)). The aim of the Enhanced Level Practice curricula framework:

- will support autonomous allied health professionals (AHPs) who are established and confident in their

profession-specific knowledge, skills, and behaviours but at ease in working in complex multi-professional teams across health and social care sectors.

- outlines the expected learning, teaching and assessment and work-based learning principles.

The programme builds on the knowledge, skills and attitudes gained through the Postgraduate Diploma, the final year, further focuses on research skills, critical evaluation with the completion of a service improvement to drive improvements in clinical practice.

Skills England (2025). Enhanced clinical practitioner.

<https://skillsengland.education.gov.uk/apprenticeships/st0895-v1-2>

NHS England (2025). The Centre for Advancing Practice. Multi-professional framework for advanced practice in England. [Downloads - Advanced Practice](#)

NHS Health Education England (2022). The Principles of Enhanced Level Practice. [The Principles of Enhanced Level Practice](#) Enhanced Level Practice <https://www.hee.nhs.uk/our-work/enhanced-practice-0>

Royal College of Nursing (2024). Skills England (2025). [RCN Professional Development Framework Enhanced Level Nursing | Publications | Royal College of Nursing](#)

3. Aims of the programme

The purpose of the programme is to recognise and support practitioners who are registered with an appropriate professional body and functioning at a higher level of practice and service delivery to complete a Master's in Enhanced Clinical Practice.

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.

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

Successful students will be able to demonstrate:

- 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

Successful students will be able to demonstrate:

- 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)

Successful students will be able to demonstrate:

- 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.

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, environmental 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?

A core module is undertaken which has emphasis on research as a reflective practitioner. This module is grounded in professional practice and contributes to service enhancement. The specific focus will be negotiated based on your particular interests, in conjunction with a work-based facilitator and a academic supervisor. This work-based project provides an opportunity to negotiate, design, implement and evaluate the effectiveness of a service improvement project, whilst demonstrating critical and creative thinking through practice based initiatives.

6. Teaching Staff

The teaching staff involved with the Enhanced Clinical Practice Master's programme consists of lecturers with specialist expertise relating to the programme and module content. It is led by an experienced academic.

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. Subject specific sessions are also facilitated by our clinical partners, who are experts from our local Trusts.

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, typically repeated 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.

To continue to the full Master's, the final module can be commenced in Trimester 1 (September) or Trimester 2 (January).

Module Lists

Level 7

September start:

Compulsory modules	Module Code	Credits	Period
Advanced Work-based Practice Project (60)	NUR-40037	60	Trimester 1

January start:

Compulsory modules	Module code	Credits	Period
Advanced Work-based Practice Project (60)	NUR-40037	60	Trimester 2

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	Advanced Work-based Practice Project (60) - NUR-40037
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.	Advanced Work-based Practice Project (60) - NUR-40037
demonstrate effective self- management and leadership skills to effect change, lead and manage unpredictable, unplanned clinical situations to promote health and wellbeing.	Advanced Work-based Practice Project (60) - NUR-40037
demonstrate a systematic understanding of leadership to monitor, develop and appraise staff and learners within the student's scope of practice.	Advanced Work-based Practice Project (60) - NUR-40037

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.	Advanced Work-based Practice Project (60) - NUR-40037
demonstrate and promote originality and innovative clinical practice to lead/ support a culture of excellence within the wider health and care team.	Advanced Work-based Practice Project (60) - NUR-40037
promote and encourage effective collaboration with the interdisciplinary team, patients, their families/ carers during working practice, and in challenging environments and situations.	Advanced Work-based Practice Project (60) - NUR-40037

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.	Advanced Work-based Practice Project (60) - NUR-40037
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	Advanced Work-based Practice Project (60) - NUR-40037
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.	Advanced Work-based Practice Project (60) - NUR-40037
conceptual understanding and the ability to lead in strategic service development, resource management, planning and service improvement.	Advanced Work-based Practice Project (60) - NUR-40037

8. Final and intermediate awards

MSc Enhanced Clinical Practice (Top-up)	60 credits
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9. How is the Programme Assessed?

Assessment methods used on the programme reflect the broad range of knowledge and skills that are developed during progression through the PGDip or 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 assessment methods used on the programme:

- Practice based report.

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. Formative assessment includes self-assessment, draft work, mock assessments such as OSCEs and examinations.

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.

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 requirement for the programme would normally be:

- current registration with the appropriate professional body;
- 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.

Applicants without a first degree can be considered using University guidance dependent on relevant clinical or prior study experience.

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Lead. The University's guidelines on this can be found here: <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

13. How are students supported on the programme?

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 and specific module leads will undertake the role of your Academic Mentor. 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 including: Keele Student Support Services, Library Staff and Professional Services Staff. [Student Services Hub - Keele University](#). It is essential that the Programme Lead and apprenticeship team are informed of any changes to employment during the programme.

Clinical Supervisors may also be required for specific modules such as Health Assessment and Independent and Supplementary Prescribing. In addition, Employer Partners may also sign post you to Trust Educational Leads, Clinical Practice Facilitators and services within the workplace to support you during your learning journey.

Clinical and student peers will also be a valuable support resource.

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. Further information and support can be located here [Library - Keele University](#)

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

There are no additional costs for this course. However, students may incur general expenses related to university study, such as printing, textbooks, and other materials.

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. Skills England All Routes: [Enhanced clinical practitioner / Skills England](#)

Version History

This document

Date Approved: 28 August 2026

Previous documents

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