

Programme Specification: Post Graduate Taught

For Academic Year 2026/27

1. Course Summary

Names of programme and award title(s)	PgC Specialist Neonatal Care
Award type	Postgraduate Certificate
Mode of study	Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	2 years
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	See section 10
Regulator	Office for Students (OfS)
Tuition Fees	Part-time fee for 2026/27 is £2,975 per year*

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

The Postgraduate Certificate in Neonatal Care has been designed to support registered nurses and midwives working within neonatal services to develop from foundational neonatal care practitioners to clinicians capable of delivering and critically evaluating care for infants requiring intensive and complex neonatal intervention.

The programme provides a balance of academic study, simulation-based learning, and workplace-based clinical development, enabling learners to integrate contemporary evidence with clinical expertise and person-centred care. A blended learning approach is adopted, incorporating face-to-face teaching, online delivery, independent study, clinical skills workshops, and supervised clinical practice within neonatal settings.

Initially, learners develop a comprehensive understanding of the fundamental principles underpinning neonatal care, including the physiological adaptation of the newborn, normal and altered neonatal development, family-centred care, communication, professional accountability, and the organisation of neonatal services. Building on this foundation, learners progress to advanced study of neonatal intensive care, exploring the assessment and management of critically ill and preterm infants, advanced neonatal physiology, clinical deterioration, respiratory support, cardiovascular management, nutrition, thermoregulation, pharmacology, interpretation of investigations, neonatal transport, and developmental care.

Throughout the programme, learners critically evaluate the evidence base underpinning neonatal practice and develop advanced clinical reasoning, problem-solving, and decision-making skills. Consideration is given to contemporary legal, ethical, cultural, and professional issues, including end-of-life care, bereavement support, safeguarding, quality improvement, and learning from clinical incidents. The programme also promotes an

understanding of the wider policy and organisational context influencing neonatal care delivery, including neonatal networks, national standards, and service developments.

A defining feature of the programme is its emphasis on practice competence and the development of confident neonatal practitioners. Learners are supported by experienced clinical supervisors and assessors and are required to demonstrate achievement of clinical competencies within their neonatal practice environment. Simulation activities, including neonatal emergency scenarios and Neonatal Life Support (NLS), provide opportunities to develop both technical and non-technical skills essential for safe and effective practice.

On successful completion of the programme, graduates will be equipped with the knowledge, skills, and professional values required to deliver high-quality, evidence-based neonatal care across a range of neonatal settings. They will be able to critically analyse complex clinical situations, utilise neonatal technologies safely and effectively, advocate for infants and families, and contribute to the ongoing development of neonatal services through leadership, quality improvement, and evidence-informed practice.

3. Aims of the programme

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

- Develop comprehensive knowledge and understanding of neonatal care across the continuum from special care and high dependency care to neonatal intensive care.
- Critically analyse, synthesise and apply contemporary evidence, research and policy to support safe, effective and high-quality neonatal practice.
- Foster advanced clinical reasoning, problem-solving and decision-making skills required to assess, plan, deliver and evaluate care for neonates with complex and critical healthcare needs.
- Develop clinical competence and confidence in the use of neonatal technologies and interventions required to maintain and optimise the physiological wellbeing of preterm and critically ill infants.
- Promote the delivery of holistic, compassionate and family-centred care that recognises the physical, developmental, psychological, social and emotional needs of infants and their families
- Enhance learners' understanding of the legal, ethical, professional and cultural factors that influence contemporary neonatal practice and support safe, accountable care delivery.
- Develop the ability to effectively collaborate within multidisciplinary teams, communicate sensitively with families, and contribute positively to the neonatal care environment.
- Support the achievement and demonstration of neonatal clinical competencies through supervised practice, reflective learning and simulation-based education.
- Prepare to contribute to service improvement, quality assurance, leadership and the ongoing advancement of neonatal care through evidence-informed practice.

4. What you will learn

The following elements are fundamental to Qualified in Speciality education. There are 10 domains, each setting out the knowledge and skills that must be included in QIS programmes in England as per NHS England (NHSE) Standards (2025). Each domain is divided into a 'foundation' and 'specialist' level. [Link](#) to the national NHSE framework that depicts the required segregation of both knowledge and skills across the two modules. Both modules have been clearly mapped to these endorsed standards.

Holistic requirements to be covered within the full pathway as per NHSE include:

Family integrated care - Embedding the model of family integrated care (FICare) across all aspects of neonatal care and integrating families and carers as partners within the neonatal team. All members of the neonatal team are responsible for understanding their role in empowering and enabling families and carers to become capable and confident caregivers. True integration of families and carers in the provision of care paves the way to significant benefits to all parties: better outcomes, reduction in separation anxiety and improved bonding between the family or carer and the infant.

Psychologically and trauma-informed care - Embedding psychologically and trauma-informed care to promote feelings of psychological safety, control and choice. Good psychosocial support includes the whole neonatal team and is central to every interaction staff have with an infant and their family or carers.

Inequalities - Awareness of the inequalities in outcomes for the infants of women from ethnic minority groups and those experiencing deprivation; the ability to deliver individualised and personalised care and to advocate for infants and families from marginalised backgrounds.

Equality, diversity and inclusion - Support and promotion of equality, diversity and inclusion; enabling staff to use the full range of their skills and experience to deliver the best possible patient care.

Interprofessional learning - Maximising opportunities for interprofessional experience and learning to support the adoption of a 'one-team' approach across the wider perinatal multidisciplinary team (MDT).

Culture - Creating a culture within teams that supports learning, psychological safety and the importance of

'speaking up.'

Research and evidence-based practice - Application of current research, evidence-based practice and national and regional guidance.

Resources - Ensuring all resources are used efficiently, safely and sustainably.

Clinical aspects - Awareness of the following clinical aspects across all domains:

- the impact of neonatal care on the long-term outcomes for infants and their families and carers
- variations in care based on gestational age, diagnosis and/or co-morbidities
- medicines management, pharmacology and the efficacy of all relevant medications
- monitoring, investigation, assessment, and identification of deteriorating infants

Domains for both knowledge and skills as per NHSE (2025)

The headings below provide an overview of the learning domains every neonatal QIS programme is expected cover.

1. Personal and professional development

- equality and diversity
- effective communication and documentation
- teamwork and compassionate leadership
- clinical governance
- safeguarding
- legal and ethical principles
- engagement and quality improvement
- professional development

2. Overview of neonatal services

- neonatal care pathway and levels of care
- key principles of neonatal care
- transport team
- professionals working within neonatal or wider services

3. Fluid, electrolyte, nutrition, feeding and elimination management

- embryology, anatomy and physiology
- principles of feeding
- growth
- nutritional supplementation
- role of the multidisciplinary team (MDT)
- nutritional regimens
- breastfeeding and breastmilk
- alternative feeding methods
- enteral feeding
- conditions and complications that relate to nutrition and feeding
- intravenous nutrition and care of indwelling lines
- renal
- upper glycaemic index (GI) output
- lower GI output
- glucose homeostasis
- hyperbilirubinemia
- bilirubin monitoring
- phototherapy
- fluid balance
- exchange transfusion

4. Respiratory and cardiovascular care

- respiratory care and conditions
- cardiovascular care, monitoring and assessment
- cardiac conditions
- haematology
- monitoring and assessment
- cardiovascular instability

5. Neurological and infant neurodevelopmental care

- embryology, anatomy and physiology
- role of the multidisciplinary team (MDT)
- infant neurodevelopmental care
- family integrated care
- pain, distress and discomfort
- neonatal abstinence syndrome (NAS)
- neurological conditions and management
- intra ventricular haemorrhage (IVH) and periventricular leukomalacia (PVL)
- hypoxic ischemic encephalopathy (HIE)
- cerebral function monitoring (CFM)
- seizures
- infant neurodevelopmental care in intensive care

6. Thermoregulation, skin, hygiene, infection prevention and infection

- thermoregulation
- hygiene
- skin
- infection
- strategies to minimise infection
- intravenous (IV)/central line care
- antimicrobials
- role(s) of specialist personnel

7. Admissions, stabilisation, transfers and discharges

- admissions
- admission process
- screening
- core principles of infant transfer (intra- or inter-hospital)
- inter hospital transfer
- intra hospital transfer
- documentation and communication
- neonatal outreach
- discharge

8. Surgical care

- embryology, anatomy and physiology of the surgical infant
- stoma care
- condition specific care
- post-surgical care

9. Palliative and bereavement care

- neonatal specific pathways
- communicating effectively
- working with others in and across various settings
- identifying and managing symptoms (holistic)
- sustaining self-care and supporting the wellbeing of others

10. Psychologically informed neonatal care

- psychologically informed neonatal care (PINC)
- infant wellbeing on the neonatal unit
- family and carer wellbeing on the neonatal unit
- staff wellbeing on the neonatal unit
- recognition of the individual needs and characteristics of families and carers
- developing compassionate and psychologically informed neonatal teams

Key or transferable skills (including employability skills)

Successful students will be able to:

- Demonstrate enhanced skills in clinical reasoning; be able to act independently when problem-solving, planning, delivering, monitoring and evaluating complex care within their scope of practice.
- Demonstrate effective collaboration with the multidisciplinary team, patients, their families/ significant others

during working practice and in challenging situations.

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 awareness**. 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 Postgraduate Certificate in Specialist Neonatal Care comprises of two core modules, enabling students to achieve 60 master's-level credits through the integration of theoretical knowledge and clinical practice. The programme adopts a blended learning approach, utilising a combination of synchronous and asynchronous learning activities delivered through both face-to-face and online formats, selected according to module content and assessment requirements.

The programme's learning and teaching methods are designed to support students in achieving the module learning outcomes by providing an appropriate balance of independent and supported learning. Opportunities for dialogue, collaboration, and reflection facilitate the development of advanced knowledge, clinical skills, and professional competencies through engagement with peers, academic staff, and clinical experts. The cultivation of critical thinking and the application of contemporary evidence to practice are central to the development of safe, effective, and competent neonatal practitioners.

Learning and teaching methods vary according to the subject matter and include:

- Seminars and workshops: Facilitated sessions that promote critical discussion, exploration of evidence, and the application of theory to clinical practice.
- Simulation and work-based clinical learning: Both modules have integrated simulated learning events, and a work-based clinical competency document supports both modules.
- Web-based learning: Both modules maintain an active virtual learning environment, providing access to module information, learning resources, and educational activities both on campus and remotely.
- Synchronous and asynchronous learning activities: A variety of teaching approaches are utilised, including live and self-directed sessions delivered through both campus-based and virtual platforms.
- Group work and peer learning: Structured group activities and tutor-facilitated discussions encourage collaboration, knowledge exchange, and professional reflection.
- Directed independent study: Students are supported by their employer partners to engage in learning activities that deepen and broaden their understanding of specialist neonatal care, develop clinical skills, and facilitate reflection on critical incidents and professional practice.

In addition to these formal learning activities, students are offered regular opportunities for individual academic support. This includes one-to-one discussions with Academic Mentors to address areas of difficulty, discuss academic progress, and support any specific learning needs. This personalised approach ensures that students receive appropriate guidance throughout their learning journey and are supported in achieving both academic and professional success.

6. Teaching Staff

The Postgraduate Certificate in Specialist Neonatal Care is led by an experienced Senior Lecturer with extensive clinical expertise in neonatal intensive care. The programme is delivered by a highly qualified academic team whose members possess substantial clinical and educational experience within neonatal critical care settings. All hold specialist neonatal critical care qualifications and other relevant professional awards that directly support the delivery of the programme.

All academic staff are registered with the appropriate professional regulatory bodies and maintain their professional credibility through ongoing engagement with clinical practice, scholarship, and continuing professional development. The programme team comprises staff who hold advanced academic qualifications, including Master's degrees, while others are engaged in further postgraduate study within disciplines that support and enhance the programme's specialist curriculum. Some staff are active researchers who contribute to the advancement of neonatal and healthcare education through publications in national and international peer-reviewed journals.

The teaching team possesses extensive experience in higher education, with the majority holding recognised and recordable teaching qualifications. Collectively, they have significant experience of teaching across undergraduate and postgraduate programmes and bring a strong understanding of curriculum design, assessment, and student support. Some members of the team have also served as External Examiners at other Higher Education Institutions, providing valuable insight into academic quality assurance and sector best practice.

Some members of staff have achieved Fellowship or Senior Fellowship of Advance HE, demonstrating their commitment to excellence in learning and teaching and their expertise in supporting high-quality student learning experiences. This recognition reflects their ability to engage effectively with a range of pedagogical approaches and to foster an inclusive and supportive learning environment.

A key strength of the programme is the integration of expert clinical practitioners and specialists who contribute as visiting lecturers. These individuals bring current, practice-focused expertise and facilitate the delivery of specialist subject content, ensuring that the curriculum remains contemporary, clinically relevant, and informed by developments within neonatal care and the wider healthcare landscape.

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?

Our degree courses are organised into modules. 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. An outline of the structure of the programme is provided in the tables below.

A summary of the credit requirements is as follows.

Year	Compulsory	Optional
Level 7	60	0

Module Lists

Compulsory modules	Module Code	Credits	Period
Foundation in Neonatal Care	NUR-40115	15	Y1 & TRI 2-3
Practice-Focused Neonatal Intensive Care	NUR-40075	45	Y1 & TRI 2-3

Level 7 Module Rules

To be eligible to undertake the **Practice Focused Neonatal Intensive Care** module, applicants must first have successfully completed the **Foundations in Neonatal Care** module. Successful completion of this foundation module ensures that students have acquired the underpinning knowledge and skills required to progress to advanced neonatal intensive care practice.

E.g. Foundations in Neonatal Care offered in September followed by Practice-Focused Neonatal Intensive Care in January. Alternatively, students can study Foundations in Neonatal Care offered in March followed by Practice-Focused Neonatal Intensive Care in June.

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

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. Both modules have been developed in accordance with the NHS England Neonatal National Standards and are structured around the domains outlined below. While the domains share the same overarching titles across both modules, the specific learning outcomes and knowledge requirements within each domain differ to distinguish between Foundation and Specialist level learning. A detailed breakdown of the knowledge and competencies mapped to each module can be accessed via the link below:
<https://www.england.nhs.uk/long-read/national-standards-for-neonatal-qualified-in-specialty-qis-education/>

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Personal and professional development	NUR-40115, NUR-40075
Overview of neonatal services	NUR-40115, NUR-40075
Fluid, electrolyte, nutrition, feeding and elimination management	NUR-40115, NUR-40075
Respiratory and cardiovascular care	NUR-40115, NUR-40075
Neurological and infant neurodevelopmental care	NUR-40115, NUR-40075
Thermoregulation, skin, hygiene, infection prevention and infection	NUR-40115, NUR-40075
Admissions, stabilisation, transfers and discharges	NUR-40115, NUR-40075
Surgical care	NUR-40115, NUR-40075
Palliative and bereavement care	NUR-40115, NUR-40075
Psychologically informed neonatal care	NUR-40115, NUR-40075

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Personal and professional development	NUR-40115, NUR-40075
Overview of neonatal services	NUR-40115, NUR-40075
Fluid, electrolyte, nutrition, feeding and elimination management	NUR-40115, NUR-40075
Respiratory and cardiovascular care	NUR-40115, NUR-40075
Neurological and infant neurodevelopmental care	NUR-40115, NUR-40075
Thermoregulation, skin, hygiene, infection prevention and infection	NUR-40115, NUR-40075
Admissions, stabilisation, transfers and discharges	NUR-40115, NUR-40075
Surgical care	NUR-40115, NUR-40075
Palliative and bereavement care	NUR-40115, NUR-40075
Psychologically informed neonatal care	NUR-40115, NUR-40075

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Demonstrate enhanced skills in clinical reasoning; be able to act independently when problem-solving, planning, delivering, monitoring and evaluating complex care within their scope of practice.	NUR-40115, NUR-40075
Demonstrate effective collaboration with the multidisciplinary team, patients, their families/ significant others during working practice and in challenging situations.	NUR-40115, NUR-40075

8. Final and intermediate awards

Credits required for each level of academic award are as follows:

Postgraduate Certificate in Specialist Neonatal Care	60 credits
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9. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- Exam including MCQs and short and long answers
- Clinical competency assessments
- Presentations
- Case studies

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three 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 is accredited by the Royal College of Nursing.

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?

All applicants will hold a current registration with the Nursing Midwifery Council. They must work within a Neonatal Unit environment with access to support and supervision from an appropriate clinical mentor. All applicants must demonstrate previous successful study at level 5.

See the relevant course page on the website for the admission requirements relevant to this programme:
<https://www.keele.ac.uk/study/>

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/>

13. How are students supported on the programme?

Support for student learning on the programme is provided in the following ways:

- The Programme Handbook provides comprehensive information regarding the structure, content, delivery, and assessment requirements of the Postgraduate Certificate in Specialist Neonatal Care. In addition, individual module handbooks provide detailed information relating to module content, learning activities, assessment requirements, and key submission dates for summative assessments.
- The programme is delivered in accordance with University policies relating to academic and pastoral support. Students are supported throughout their studies by an appropriate Academic Mentor who also provides specialist academic guidance. Academic staff are available to offer support and advice through scheduled tutorials and individual meetings arranged at mutually convenient times. Communication with the programme team is facilitated through email, Microsoft Teams, and the Keele Learning Environment
- The University provides access to a wide range of support services to enhance student wellbeing, academic success, and professional development. These include the Student Services Centre, Student Experience and Support Teams, Disability Support and Inclusion, Counselling and Mental Health Services, Library and Academic Skills support, Careers and Employability services, and IT support. Students are introduced to these services during induction and are signposted to them throughout the programme as required.
- Given the practice-focused nature of the programme, students are expected to work closely with a range of educational and clinical partners. Support within the clinical environment is provided by appropriately experienced Practice Assessors and Practice Supervisors who facilitate learning opportunities and assess the achievement of clinical competencies. Successful completion of the competency assessment of practice document forms an integral component of the programme and requires collaboration between the student, clinical assessor, and academic assessor.
- Employer partners also contribute significantly to the student learning experience. Additional support may be available through Neonatal Education Leads, Clinical Practice Facilitators, Practice Development Nurses, and other specialist educational resources within the clinical setting. These individuals help students integrate theoretical learning with clinical practice and support the development of specialist neonatal knowledge and skills.
- Peer support is recognised as an important component of the learning experience. Students benefit from sharing knowledge, experiences, and professional perspectives with colleagues from both their workplace and the wider programme cohort. This collaborative approach promotes professional networking, reflective practice, and the development of a supportive learning community.

14. Learning Resources

Students will have access to a range of learning resources and support mechanisms throughout the programme. Teaching and learning materials will be made available electronically by the module team through the University's digital learning platforms, including the Keele Learning Environment (KLE) and Microsoft Teams, enabling access to resources both on and off campus.

Students will also have access to the University's comprehensive library and information technology services, which support both academic study and professional development. Library services operate across two sites: the Campus Library at Keele University and the Health Library, located within the Clinical Education Centre at the Royal Stoke University Hospital site. These facilities provide access to extensive electronic and print resources, study spaces, specialist academic skills support, and expert librarian guidance to support evidence-based learning and scholarship. Further information can be found via the Keele Library website:
<https://www.keele.ac.uk/library>.

In addition, students can access IT support services, including assistance with Microsoft 365 applications, online learning platforms, and digital resources, ensuring they are fully supported in engaging with blended and online learning activities throughout the programme.

15. Other Learning Opportunities

A diverse range of learning opportunities is provided to support the development of knowledge, skills, and professional competence across both the clinical practice environment and the university setting. Students are encouraged to take an active role in their learning and, with the support of their Practice Assessor and Practice Supervisors, identify and engage with a variety of clinical experiences that align with their practice proficiencies and work-based learning outcomes. Exposure to different specialities, services, and clinical environments enhances understanding of the wider healthcare context while promoting confidence, clinical competence, and professional development within neonatal practice.

Simulation-based learning forms an integral component of the programme and is delivered through the Faculty of Medicine and Health Sciences' Darwin Simulation Centre. These state-of-the-art facilities provide access to contemporary simulation technologies and realistic clinical scenarios, enabling students to practise clinical assessment, decision-making, technical skills, communication, and teamwork within a safe and supportive learning environment.

Simulation activities are designed to facilitate the integration of theory and practice, promote critical thinking, and strengthen clinical reasoning skills. The use of simulated practice also supports interprofessional learning, enabling students to develop collaborative working skills while embedding key knowledge, behaviours, and competencies required for safe, effective, and evidence-informed neonatal care.

16. Additional Costs

There are no anticipated additional costs directly associated with undertaking this programme. Students are expected to meet routine personal study expenses, such as printing, photocopying, and the purchase of any optional learning materials.

Practice competency and proficiency documentation is provided electronically through NHS-supported platforms facilitated by employer organisations, and therefore does not incur any cost to the student.

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

17. Quality management and enhancement

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

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

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

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

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

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

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

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

18. The principles of programme design

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>

Version History

This document

Date Approved: 29 September 2026

Previous documents

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