Postgraduate Programme Specification

Session	2025/26	**Last Modified**	28/04/2022
Named Award Title	MSc Nursing		
Award Title for Each Award	MSc Nursing Post Graduate Diploma in Nursing Post Graduate Certificate in Nursing		
Date of Approval			
Details of Cohort Applies to	All cohorts		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		The Univeristy of the West of Scotland	
Maximum Period of Registration		5 years	
Duration of Study			
Full-time	16 months	**Part-time**	3 years
Placement (compulsory)	No		
Mode of Study	☒ Full-time ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)
School	**Health and Life Sciences**		
Divisional Programme Board	**Adult Nursing Community Health**		
Programme Leader	Jen Pender		

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

Appropriate Undergraduate Qualifications:
Applicants will typically possess a degree or equivalent. In the absence of a degree, where entry requirements do not conform to the general entry requirements, other evidence can be considered on an individual basis in line with Regulations 2.13 – 2.36 (Recognition of Prior Learning – RPL / Recognition of Credit).

Other Required Qualifications/Experience
Consideration will be given to applicants who have gained their degree over 5 years ago, where continued further development in knowledge through postgraduate studies would demonstrate currency in certified learning.

Applicants with relevant professional experience only will also be considered for entry to the programme on an individual basis.
An applicant must possess a relevant nursing qualification
Required

Copy of original academic transcript.

Satisfactory academic and personal references.

English language proficiency with candidates expected to achieve IELTs standard of 6.5 where English is a second language.

Further desirable skills pre-application
Skills and Experience in Information Communication Technology, especially online learning

General Overview
In recent years a key focus within the UK NHS has been on patient safety and improving care and practice outcomes. Furthermore, the impact of an ageing population and delivering services closer to the patient's home has transformed how care is delivered and experienced by staff and patients. Understanding these contemporary issues and equipping nurses with the skills to advance their careers in this ever changing arena is a key focus of this MSc in Nursing.

This MSc follows a modular design and is a 180 credit course, with all modules carrying 20 credits and the dissertation module attracting 60, all at level 11 of the Scottish Credit and Qualifications Framework. The programme will be offered on a part time basis with one module generally undertaken within each academic term or on a full time basis to International students only. The full time approach will be offered over a 16 month period. The programme sets out a clear pathway for students to follow to enable them to plan and build learning around their clinical work. Overall the programme aims to facilitate students to achieve a qualification that is contemporary, relevant to practice and equips them with the knowledge and skills to transform practice.

The programme content will be delivered online and students will undertake four core modules;
1) Quality Improvement in Healthcare, 2) Role development in Nursing, 3) Leadership for effectiveness and 4) Research for health and Social care and two optional modules to achieve 120 credits at postgraduate Diploma level. To achieve an MSc in Nursing a further 60 credits must be achieved upon completion of a dissertation which should focus student

learning and development of skills to make a significant contribution to improving practice and providing quality care.

The aim of the programme is also to provide a qualification focused on developing and equipping nurses with the skills to critically think and work at SCQF level 11. This tailoring emerges from the fact that along with the two core modules, students can choose from a range of optional modules that are relevant to their practice and support their learning needs.

To continue the flexibility and further tailor the programme there is also a choice of dissertation of either research or an improvement project. In order to enhance the flexibility of the programme even further, e-Learning is a main feature, with online delivery via the University's VLE platform. Online delivery allows the student to study at their convenience, using their own style of learning. The VLE platform has been supporting blended learning and some online modules and programmes for several years, with students becoming familiar with the technology involved. Although some students may still feel challenged by online learning there is induction to the technology and support for its use, while becoming competent in this is adding another transferrable skill to the student's personal development.

On completion of the programme, graduates will be equipped for further study in a variety of academic pathways. The University of the West of Scotland, School of Health and Life Sciences offers academic and professional courses which include the following examples of further study/progression routes: Master of Philosophy (MPhil); Doctor of Philosophy (PhD); Master of Science by Research (MRes). The School's approach to the programme is directed by the University Strategy 2025 and associated underpinning plans and is focused on optimising student engagement in learning and the development of personal growth and professional autonomy.

The assessment strategy recognises the range of learning and communication styles and skills learners possess and develop, and provides opportunities for learners to engage in a variety of forms of assessment. As part of this strategy, learners will undertake a range of formative activities, explicitly linking assessment practice to the learning experience and encouraging a cycle of self-evaluation and self-assessment. Assessments are designed to support learners' development of key UWS graduate and citizenship attributes and employability competencies.

The assessment strategy ensures there are multiple points to access formative and summative feedback to enable students to learn from this and improve their academic skills as the module and programme progresses. The distance learning programme is delivered fully online via the University VLE and employs a variety of digital resources to enhance the learning, teaching and assessment experience within the modules, such as, interactive video presentations and podcasts. The full time approach is predominatly face to face with blended learning. In addition, guest lecturers will deliver on-line presentations.

The Programme has robust tutor engagement using tools such as Microsoft Teams, Zoom and WebEx, synchronous tutorials and asynchronous discussion boards. Web-based content allows students to schedule learning at a time and place to suit them, enabling unrestricted access to materials with the ability to revisit these as required. This provides a student centred approach to learning and can assist in making learning effective, and students are able to personalise and individualise the way they engage. This approach fosters creativity, acknowledging that students have a range of learning styles and so learn in different ways. The learning associated with the use of these tools/technologies is viewed as generating a wider employability skill set, beneficial to the world of work. However, the programme team recognise that although students entering this programme are graduate adult learners, each

having a unique blend of knowledge and experiences, it is acknowledged that online and face to face programme delivery is both challenging and daunting for some students. In acknowledgement of this, an online induction programme and subsequent associated activities introduces the student to online learning and navigation through the VLE module web site. Access to the induction module is available from student enrolment to the programme, before module commencement and throughout. In order to further support students who are challenged by online learning, lecturers will facilitate activities at the beginning of the modules to introduce the students to the technology and become comfortable with its use.

Lecturers also will support students throughout the module with any technology by utilising real time chat / webcam sessions. This is designed to help support students in the development of the technical confidence and competence required for successful programme completion. Additional Student Support is available online and at each campus location in Scotland and London via the careers and skills team. This includes skills on academic writing, disability support, finance, counselling and mental health support. All students are provided with a personal tutor to support their academic journey.

Typical Delivery Method

Distance Learning Cohort - Delivery of this programme is fully online
International Cohort - Delivery of this programme is face to face.

Any additional costs

None

Graduate Attributes, Employability & Personal Development Planning

In the current financial climate, the employability aspect of academic modules is a vital component of the learning experience for both employers and students. While providing a postgraduate qualification, which can support the individual student's career progression, this programme will facilitate students to develop numerous higher level transferrable skills to enable them to make a significant contribution to improving practice and providing quality care. The aims of the programme are to:

Facilitate postgraduates to utilise higher level critical, analytical and reflective skills within academic and practice environments;

Develop originality and sound judgement in leadership and facilitation skills, which will enable postgraduates to implement best practice in service delivery.

In accordance with the University Personal Development Planning (PDP) Policy and Framework, PDP is embedded within each module in the programme to enable students to become aware of their knowledge, skills and abilities and how these have been developed within each module. Students are encouraged to reflect on learning achievements and experiences and the implications these have for their future development. Those students who are involved with the NHS Knowledge and Skills Framework's personal development and review process will be encouraged to map their learning accordingly. UWS Graduate Attributes are central to the students learning experience and PDP. These attributes aim to prepare graduates who will be universal, work ready and successful. Undertaking the MSc Nursing, students will develop the skills of critical thinking, decision making and team working (Universal). These skills also ensure that students are work ready and confident to think at work at SCQF level 11. A range of innovative learning and teaching strategies enable the student to develop skills in collaboration, leadership as well skills in ICT and academic

writing (Work Ready and Successful). It is anticipated that the student will be able to reflect on how these UWS attributes influence their academic, personal and professional life. No professional accreditation of standards are involved in this programme.

Work Based Learning/Placement Details

This programme relates to a participant's existing professional context and fits within the University's definition of Work-related Learning (WRL).

Work-related learning is addressed in the programme through the provision of opportunities to tailor the learning to meet workplace related needs, and to actively explore links between professional experiences, theoretical perspectives and research findings. A focus on the implications and applicability of the knowledge and skills acquired during the programme will encourage students to consider ways to use their learning to enhance practice in their workplace.

Attendance and Engagement

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

Within this programme, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 11 - Postgraduate Certificate (PgCert) Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a critical knowledge and understanding of a specific practice related aspect.
A2	Critically evaluate own knowledge and understanding of a specific practice related aspect.
A3	Demonstrate a critical understanding of theories, principles and concepts related to health and social care.
A4	Demonstrate sound critical knowledge of evidence-based practice.
A5	
Practice - Applied Knowledge and Understanding	
B1	Competently apply a wide range of evidence based skills, techniques and practices.
B2	Apply specialised knowledge and decision making skills for a specific practice related aspect.
B3	Develop learning activities to enhance knowledge and understanding of a specific practice related aspect.
B4	Demonstrate originality and creativity in the application of knowledge, understanding and practice.
B5	Relate key leadership and effectiveness principles to one's own care setting.
Communication, ICT and Numeracy Skills	
C1	Communicate effectively with services users, carers and their families.
C2	Communicate effectively with a range of professionals, peers, junior and senior colleagues as well as professionals from other disciplines and teams.
C3	Demonstrate a range of communication skills with people in complex situations
C4	Critically reflect on own interpersonal and interprofessional communication skills.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critical analysis, evaluation and synthesis of issues which are at the forefront of evidence based practice.
D2	Develop creative and original responses to presenting problems and issues in relation to ethical principles and research governance.
D3	Critically reflect on practice and experience in order to develop professionally.
D4	
D5	
Autonomy, Accountability and Working with Others	

E1	Practice in ways, which draw on critical reflection on own and others roles and responsibilities and enhance effective practice.
E2	Critically reflect on identifying and addressing one's own learning needs and the needs of others in the workplace.
E3	Demonstrate the ability to make autonomous decisions and be able to function confidently as a member of a wider multidisciplinary team.
E4	Appraise and apply relevant frameworks, policies and legislation.
E5	

Postgraduate Certificate (PgCert) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	NURS11049	Quality Improvement in Healthcare	20	☒	☐	☐	
11	NURS11103	Role Development in Nursing	20	☐	☒	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules One option module is also required to achieve PG Certificate							

Postgraduate Certificate (PgCert) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	MIDW11010	Clinical Teaching	20	☐	☒	☐	
11	NURS11064	Delivering Compassionate Care	20	☐	☐	☒	
11	NURS11012	Independent Study	20	☒	☐	☐	
11	NURS11129	Introduction to eHealth	20	☒	☐	☐	
11	NURS11036	Psychosocial Concerns in Serious Illness		☐	☐	☒	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Postgraduate Certificate (PgCert)
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

On successful completion of the 2 programme core modules plus 1 optional module (60 credits SCQF Level 11) students may exit with the award of Postgraduate Certificate Nursing.

SCQF LEVEL 11 - Postgraduate Diploma (PgDip) Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a critical understanding of contemporary, theory, principles and concepts in relation to research design and methods. OR Demonstrate a critical understanding of contemporary, theory, principles and concepts in relation to improvement methodology.
A2	Integrate an extensive detailed knowledge of a specific clinical aspect with related clinical experience to develop in depth understanding.
A3	Critical awareness of contemporary quality evidence that can be utilised to inform practice.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Use originality and creativity in the application of knowledge, understanding and practices in relation to gathering, generating and disseminating knowledge.
B2	Practice in a wide and often unpredictable variety of professional level contexts in relation to ever changing clinical situations.
B3	Utilise a range of specialist skills and knowledge to develop practice and improve patient care.
B4	Apply knowledge and skills of research and improvement methodology to formulate an improvement or research proposal to develop, implement and evaluate a project of benefit to health and social care practice.
B5	
Communication, ICT and Numeracy Skills	
C1	Communicate effectively using appropriate methods to a range of audiences with different levels of knowledge, expertise and understanding.
C2	Employ a range of information and communication technology applications in order to support and enhance practice and explore specific related aspects.
C3	Evaluate and appraise a variety of evidence including audit and statistics to identify deficits in practice and inform best practice
C4	Identify relevant information and categorise in order of significance, communicating important information effectively and timeously.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Develop original and creative responses to complex situations.
D2	Synthesise information from the perspective of research and / or improvement science in order to respond to complex problems and issues.
D3	Utilise knowledge, skills and critical thinking within the clinical area in order to make informed judgements and decisions where information is incomplete.
D4	

D5	
Autonomy, Accountability and Working with Others	
E1	Exercise substantial autonomy, responsibility and innovation in all professional activities.
E2	Exercise substantial autonomy, responsibility and innovation in all professional activities.
E3	Demonstrate leadership and/or initiative and make an identifiable contribution to change and development by identifying a care or practice issue and introducing a improvement strategy.
E4	
E5	

Postgraduate Diploma (PgDip) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	MIDW11010	Research for Health and Social Care	20	☐	☒	☐	
11	NURS11017	Leadership for Effectiveness	20	☒	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules One option module is also required to achieve PG Diploma							

Postgraduate Diploma (PgDip) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	MIDW11010	Clinical Teaching	20	☐	☒	☐	
11	NURS11025	Contemporary Cancer & Palliative Care	20	☒	☐	☐	
11	NURS11064	Delivering Compassionate Care	20	☐	☐	☒	
11	NURS11012	Independent Study	20	☒	☐	☐	
11	NURS11129	Introduction to eHealth	20	☒	☐	☐	
11	NURS11036	Psychosocial Concerns in Serious Illness	20	☐	☐	☒	
Footnotes for Option Modules							

Level 11- Postgraduate Diploma (PgDip) **Criteria for Award** *Please refer to UWS Regulatory Framework for related regulations*
Students who successfully complete 120 credits including all core module as detailed at PG Certificate and PG Diploma level may be eligible to exit with the award of Postgraduate Diploma Nursing.

SCQF LEVEL 11 – Masters Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a detailed critical knowledge that covers and integrates most, if not all, of the main aspects of research methodology utilised within health and social care. OR Demonstrate a detailed critical knowledge that covers and integrates most, If not all, of the main aspects of improvement science utilised within health and social care.
A2	Critical awareness of the current issues within the specific area of health and social care concerned, requiring supporting research or improvement project to be carried out.
A3	Extensive detailed and critical knowledge of the area of health and social care concerned in order to plan a safe and effective project.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Demonstrate originality and creativity in the choice of topic and/or methodology and/or solution when planning and implementing a research or improvement project.
B2	Utilise knowledge and a range of techniques and instruments of enquiry to plan and implement a research or improvement project.
B3	Apply knowledge and understanding of contemporary research and / or improvement methods to contribute to the body of knowledge at the forefront of the student's area of professional practice.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Utilise a range of advanced and specialised communication and numeracy skills to support and enhance research and professional practice.
C2	Design the presentation of information for dissemination across appropriate levels and areas of the professional audience and organisational contexts.
C3	Evidence advanced IT skills in extensive online database searching and utilisation of a range of software to support dissertation writing,
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically review a range of research theories and / or improvement methodologies, which will support an impact on practice.
D2	Identify conceptualise and define new and abstract problems and issues, which require improvement through research evidence or and improvement project.
D3	Critically appraise and evaluate research and other forms of evidence to ensure only valid quality evidence is used to support practice.
D4	
D5	

Autonomy, Accountability and Working with Others	
E1	Exercise substantial autonomy and initiative in professional and research activities.
E2	Demonstrate effective leadership to make significant contributions to organisational policies and strategies.
E3	Effectively manage complex ethical and professional issues.
E4	
E5	

Masters Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11NURS11010		MSc Dissertation (HLS)	60	☒	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Masters Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Masters **Criteria for Award** ***Please refer to UWS Regulatory Framework for related regulations***
Students who successfully complete 180 credits SCQF Level 11 including all core modules as detailed in this programme specification are eligible for the award of MSc Nursing.

Regulations of Assessment
Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework. An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework. To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61). For students studying at Level 11, they will normally be eligible for an exit award of PgCert / PgDip / Masters in Combined Studies.

Version no: 1

Change/Version Control

What	When	Who