



Postgraduate Programme Specification

Session	2024/25	Last Modified	September 2024
Named Award Title	Masters in Professional Practice		
Award Title for Each Award	Masters in Professional Practice Masters in Professional Practice - Creative Leadership and Management Masters in Professional Practice - Healthcare Education Masters in Professional Practice - Learning and Teaching Masters in Professional Practice - Social Justice Masters in Professional Practice - Sustainable Development		
Date of Approval	28 th April 2023		
Details of Cohort Applies to	All new and existing 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	N/A		
Maximum Period of Registration	6 years part time		
Duration of Study			
Full-time	X	Part-time	X
Placement (compulsory)	N/A		
Mode of Study	<input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time		
Campus	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)
School	Cross-School		
Divisional Programme Board	Cross-School		
Programme Leader	R Flynn		

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).

The University's general entry requirement for admission to a taught postgraduate programme is an undergraduate degree or equivalent.

There shall be a reasonable expectation that any person admitted to a programme of study will be able to fulfil the educational aims and learning outcomes of the programme and achieve the standard required for the award.

To support the admission of students from wide and diverse backgrounds, UWS considers a range of additional contextual indicators as a means of assessing candidates' suitability for entry to programmes. For example, applicants who have care experience; applicants that live in priority postcode such as SIMD 20/40; applicants that are progressing from Schools for Higher Education or similar; and applicants that have successfully completed access and participation programmes.

Academic Admissions Officers, Admissions team, the Programme Leader and/or Education Guidance Advisors will assess potential entry qualifications and their suitability for individual programmes of study.

An applicant whose qualifications do not conform to the general entrance requirements but who presents other evidence which indicates an interest in personal educational advancement and an aptitude for academic study at the level concerned may be admitted at the discretion of the University, with reference and support of internal Recognition of Prior Learning processes. (See Chapter 2.13 of the Regulatory Handbook for further details).

For all programmes of the University, except for International Foundation, research, and doctoral programmes a minimum IELTS comparable score of 6.0 or above (with a minimum of 5.5 in each component) is acceptable as evidence of proficiency in English.

Admission based on Recognition of Prior Learning (RPL) will comply with the University's Regulatory Framework (Section 6), as well as University regulations on postgraduate study and guidance on RPL. Credit transferred into the programme through Accreditation of Prior Learning (APL) must have been subject to reliable and valid methods of assessment at a recognised HEI. Accredited Prior Experiential Learning (APEL) entry is also permitted. The amount of credit transferred through RPL (APL and APEL) will comply with the maxima set out in the Regulatory Framework. Candidates should note that transferred credit does not carry a grade, therefore, award with distinction cannot be granted for awards where credit is transferred in at level 11.

Other Required Qualifications/Experience

Initially, to be eligible to study through the framework, it is proposed that individuals should normally have been employed in the past 18 months, be self-employed or engaged in voluntary activity, and work to an appropriate level. Learners will be considered for entry to

the framework to pursue the most appropriate level of study based on qualifications and/or their personal, professional, or educational experience, following guidelines with UWS' entry requirements and admissions policy. For example, someone with no previous academic qualifications working in a senior role in an organisation may well consider studying a Masters level qualification.

Further desirable skills pre-application

Initially, in order to be eligible to study through the framework, it is proposed that individuals should normally have been employed in the past 18 months, be self-employed or engaged in voluntary activity and have been working to an appropriate level. Learners will be considered for entry to the framework to pursue the most appropriate level of study based on qualifications and/or their personal, professional or educational experience following guidance provided in line with UWS' entry requirements and admissions policy. For example, someone with no previous academic qualifications, who is working in a senior role in an organisation, may well consider studying a Masters level qualification and would be supported to consider RPL options if so desire.

General Overview

UWS recognises that graduates and professionals need to continually update their knowledge and skills to ensure currency of expertise and competence of practice, and this has been increasingly prominent in today's rapidly changing professional landscape. This new programme in Professional Practice has been introduced by UWS to provide a flexible approach to meet the lifelong learning needs of graduates and professionals who are looking for exciting opportunities to engage in personalised, accelerated and impactful professional development that can be managed alongside their existing commitments.

Although available with a full-time option, this new framework is designed to help those who wish to gain a postgraduate degree but may not be able to commit to the velocity of a full-time programme of study due other existing or emergent personal and professional commitments. We expect that most of our applicants will be more attracted to part time modes of study. By providing scope to respond and integrate professional and applied opportunities as part of a personal learning trajectory, the Professional Practice programme allows those with busy lives and significant commitments to still be able to pursue a postgraduate qualification.

A key feature of this programme is the opportunity to work with a Personal Academic Advisor in order to identify an area of focus that will support the individual learner in developing their own professional practice, cognisant of the rapid developments and changes which may emerge in their field. The programme offers a flexible start date, enabling learners to register and begin their studies at various points throughout the year, and upon enrolment learners work with a Personal Academic Advisor to identify an area of focus that will support the development of their own professional practice structured around a personalised curriculum.

To support meaningful personal development the programme of study is designed to promote critical self-awareness through a challenging and engaging curriculum. Through this, learners will be encouraged to explore approaches to creative thinking, enhanced problem-solving and decision making techniques through the context of their own professional area.

Through the core modules, learners will focus on a range of skills to support their own professional development, including but not limited to goal setting, communication, selective thinking competencies, negotiating, networking and working with others, and a range of

practical approaches which will support own future development. They will also identify future opportunities for change and impact in a chosen area, develop a proposal for execution, and the subsequently carry out a focused Masters level project. For their remaining credit, and to provide opportunities for a personalised curriculum throughout their studies, learners will select from a range of modules in the wider postgraduate catalogue at UWS, providing a unique opportunity to refresh, upskill or reskill across a variety of disciplines.

A key feature of the programme is the opportunity to become part of a dynamic and supportive interprofessional network through the cohort. With learners joining throughout the year from diverse backgrounds and professional area, this peer community offers an exciting chance to engage, collaborate and build professional relationships with individuals who bring unique expertise and experiences to the table.

Through active participation in group projects, peer review sessions and online forums, learners will have ample opportunities to learn from their classmates, share insights and gain valuable feedback. This community-based approach not only enhances the learning experience but also creates a supportive and inclusive environment where learners can thrive and develop lasting professional connections.

Upon successful completion of the programme, graduates will have developed a sophisticated and nuanced approach to professional development that enables them to respond effectively to sectorial changes and wider social developments. Armed with this valuable knowledge and expertise, programme graduates will be poised to make a significant impact in their chosen field, and to achieve success with confidence and conviction.

Overall, this programme is an exciting opportunity for individuals requiring flexible means to advance their careers through innovative and impactful professional development, and for professionals seeking a flexible means of lifelong learning.

This programme aims to enable learners to:

Enhance their knowledge, skills and abilities to become more effective and productive in their current or future roles by building on their existing knowledge and experience.

Develop intellectual, analytical and problem-solving skills to foster mature and independent judgement.

Develop approaches to learning that are relevant to the workplace, and to apply their learning in practical and innovative ways.

Cultivate a passion for enquiry and lifelong learning that will empower them to pursue ongoing personal and professional development.

Engage in work-based learning that is grounded in real-world experience and designed to meet their specific learning needs and goals.

In addition, the Professional Practice Programme Framework will:

Provide a flexible and tailored approach to learning that meets the needs of both employers and the individual learners.

Recognise and reward prior learning and experience through the award of credit.

Foster wider access to higher education, particularly for learners who may face barriers to traditional academic study.

Encourage learners to take ownership of their learning, become independent and reflective learners, and take responsibility for their personal and professional development.

The Professional Practice programme is currently offered with exit points at Postgraduate Certificate, Postgraduate Diploma and Masters (Professional Masters) for awards from one of the six titles below:

Professional Practice

Professional Practice (Creative Management & Leadership)

Professional Practice (Healthcare Education)

Professional Practice (Learning & Teaching)

Professional Practice (Social Justice)

Professional Practice (Sustainable Development)

Typical Delivery Method

Online

Any additional costs

N/A

Graduate Attributes, Employability & Personal Development Planning

The Professional Practice programme at UWS offers a unique opportunity for graduates and professionals to develop a sophisticated and nuanced approach to professional development, enabling them to respond effectively to sectoral changes and wider social developments. As part of this programme learners will have the opportunity to engage in personal development planning, reflecting on their own learning and development needs and setting goals to support their ongoing growth and progression.

Through ongoing exchanges with staff and peers, learners will be encouraged to reflect on aspects of their learning that have both positive and negative impacts on their own wellbeing, as well as the wellbeing of others. This reflective approach helps to build skills in critical thinking, problem-solving and decision-making, and prepares graduates to succeed in a rapidly changing professional landscape.

The programme is designed to promote the development of a range of graduate attributes that are highly valued by employer, including effective communication, reflective practice, teamwork, creative thinking and problem-solving. Through a personalised curriculum learners will have the opportunity to explore their own interests and passions, and to develop a unique set of skills and knowledge that sets them apart in their field.

As the learners enrolling on this programme are typically already in meaningful employment or volunteering positions, the success of their graduate-level outcome is demonstrated through the core module outputs that are specifically designed to showcase the practical applications of their learning in their professional contexts.

All exit levels of this award ensure learners develop and deepen existing graduate attributes in line with the institutional guidelines laid out in "I am UWS" which can be found within the UWS website.

Work Based Learning/Placement Details

The Professional Practice programme offers several opportunities for learners to engage with work-based learning. As the programme is designed for working professionals, it recognises the importance of integrating real-world experiences and practical skills into the learning process.

One of the key opportunities for work-based learning is through the personalised curriculum options. Learners can select modules from the wider postgraduate catalogue at UWS that are directly relevant to their professional practice and work environment. This may include choosing a module specifically designed to 'house' work-based learning. This allows learners to apply the theoretical concepts learned in the classroom to their workplace, and vice versa.

In addition, the programme also offers a focused Masters level project where learners can work on a specific problem or project in their workplace. This project will allow learners to apply their learning to a practical problem or challenge, and also contribute to the development and improvement of their workplace.

Another opportunity for work-based learning is through the peer community. As learners come from diverse backgrounds and professional areas, they can share their experiences and insights on how they apply their learning to their workplace. Through group projects, peer review sessions, and online forums, learners can gain valuable feedback and learn from their class cohorts' experiences.

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:

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](#).

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 critical knowledge and understanding in professionally relevant areas *. *For those seeking a sector-focused bracket, this would extend to include "with particular focus on x pathway".
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Demonstrate professional expertise when applying knowledge in practical contexts *. *For those seeking a sector-focused bracket, this would extend to include "with particular focus on x pathway".
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Demonstrate 21st century communication skills when articulating, negotiating and agreeing a course of study shaped around your professional priorities.
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrate creativity and insight when co-designing your learning journey and identifying professional development priorities (this may be in the context of Recognition of Prior Learning).
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	

E1	Demonstrate reflexivity and make use of appropriate professional development planning strategies when designing your own course of study (this may be in the context of Recognition of Prior Learning).
E2	
E3	
E4	
E5	

Postgraduate Certificate (PgCert) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	PMPP11001	Your Professional Learning Environment	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Postgraduate Certificate (PgCert) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							
<p>All of the UWS PGT catalogue is available to be studied in negotiation with Learner, Personal Academic Advisor, Programme Leader and the relevant Module Coordinator.</p> <p>As participants can choose to complete a specialist programme of study (with a named sector-focused bracket, as listed above), those seeking this award route must select 30 credits worth of modules mapped to the sector-focused award noted above.</p>							

For participants who wish to complete an open, non- bracketed award can choose more broadly from across the UWS PGT catalogue, with all of the modules above also being included as part of this PGT catalogue.

Level 11- Postgraduate Certificate (PgCert)

Criteria for Award

Please refer to [UWS Regulatory Framework](#) for related regulations

Learners who successfully complete the core module listed above and complete any optional modules available at PGT level (in line with required exit credit requirements for PgCert level) may exit with an PgCert Professional Practice.

For learners seeking to exit with a PgCert Professional Practice (Sector-focused Pathway), they must complete 30 credits from optional modules named within the UWS module catalogue.

SCQF LEVEL 11 - Postgraduate Diploma (PgDip) Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate critical knowledge and understanding in professionally relevant areas *. *For those seeking a sector-focused bracket, this would extend to include “with particular focus on x pathway”
A2	Demonstrate sophisticated knowledge and critical understanding across a range of subject areas relevant to your professional practice *. *For those seeking a sector-focused bracket, this would extend to include “with particular focus on x pathway”
A3	Demonstrate critical insight into your professional field.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Demonstrate professional expertise when applying knowledge in practical contexts *. *For those seeking a sector-focused bracket, this would extend to include “with particular focus on x pathway”
B2	Exhibit proficiency in a range of specialist skills and techniques in professionally relevant subject areas *. *For those seeking a sector-focused bracket, this would extend to include “with particular focus on x pathway”
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Demonstrate 21st century communication skills when articulating, negotiating and agreeing a course of study shaped around your professional priorities.
C2	Communicate the outcomes of scholarship in suitable registers, tailoring your message professionally and appropriately to the priorities of different audience
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrate creativity and insight when co-designing your learning journey and identifying professional development priorities (this may be in the context of Recognition of Prior Learning).
D2	Make sophisticated judgments and decisions across a range of professionally relevant subject areas, which may include problem-solving skills, critical evaluation skills, or similar.

D3	Apply sophisticated analysis and evaluation skills to your professional context.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Demonstrate reflexivity and make use of appropriate professional development planning strategies when designing your own course of study (this may be in the context of Recognition of Prior Learning).
E2	Embody the values of an ethically informed 21st century practitioner when working with peers, educators, and other professional contacts.
E3	Participate responsibly in professional communities of practice.
E4	
E5	

Postgraduate Diploma (PgDip) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	PMPP11002	Advancing Your Professional Practice	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Postgraduate Diploma (PgDip) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							

All of the UWS PGT catalogue is available to be studied in negotiation with the Learner, Personal Academic Advisor, Programme Leader and the relevant Module Coordinator.

As participants can choose to complete a specialist programme of study (with a named sector-focused bracket, as listed above), those seeking this award route must select 20 credits worth of modules mapped to the sector-focused award noted above.

For participants who wish to complete an open, non- bracketed award can choose more broadly from across the UWS PGT catalogue.

Level 11- Postgraduate Diploma (PgDip)

Criteria for Award

Please refer to [UWS Regulatory Framework](#) for related regulations

Learners who successfully complete the core module listed above and complete any optional modules available at PGT level (in line with required exit credit requirements for PgDip level) may exit with an PgDip Professional Practice.

For learners seeking to exit with a PgDip Professional Practice (Sector-focused Pathway), they must complete 20 credits from optional modules detailed within the UWS module catalogue.

SCQF LEVEL 11 – Masters	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate critical and integrated knowledge and understanding of wider trends and dynamics in your professional field.
A2	Demonstrate integrated and professional understanding of a range of applied research techniques.
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	MProf Apply specialist skills drawn from across the breadth of your course of study (including applied research techniques) in a real-world professional context.
B2	Demonstrate specialist expertise in the context of your professional field.
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Maximise the impact of an applied professional research project through your adept consideration of audience and communication.
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Synthesise and adapt knowledge drawn from across your course of study* to generate critical insights for practice in a real-world professional context
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Demonstrate specialist professional attributes* when planning and executing an applied research project in a real-world practice context. These may include (e.g.) advanced interpersonal skills, leadership capacities, project management techniques, the ability to catalyse transformative change, or similar.
E2	Underpin your professional practice with sophisticated regard for appropriate ethical considerations.
E3	
E4	
E5	

Masters Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	PMPP11004	Professional Project	60	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Masters Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							

Level 11- Masters

Criteria for Award

Please refer to [UWS Regulatory Framework](#) for related regulations

Learners who successfully complete the core module listed above module may exit with an MProf Professional Practice/Professional Practice (Sector-focused).

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

