Postgraduate Programme Specification

Session	2026/2027	**Last Modified**	September 2024
Named Award Title	Master's in Professional Practice		
Award Title for Each Award	Masters/Postgraduate Diploma/Postgraduate Certificate in Professional Practice Masters/Postgraduate Diploma/Postgraduate Certificate in Professional Practice - Creative Leadership and Management Masters/Postgraduate Diploma/Postgraduate Certificate in Professional Practice - Healthcare Education Masters/Postgraduate Diploma/Postgraduate Certificate in Professional Practice - Learning and Teaching Masters / Postgraduate Diploma/Postgraduate Certificate in Professional Practice - Social Justice Masters/Postgraduate Diploma/Postgraduate Certificate in Professional Practice - Sustainable Development		
Date of Approval	29 May 2026		
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	3 years	**Part-time**	6 years
Placement (compulsory)	N/A		
Mode of Study	☒ Full-time ☒ Part-time		
Campus	☒ Ayr ☒ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)

School	**Education & Social Sciences**
Divisional Programme Board	**Education**
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:

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).

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.

For applicants whose first language is not English, Regulation 2.12 sets out the English Language Requirements in terms of IELTS. See details at - English Language Requirements | UWS | University of the West of Scotland

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).

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 and would be supported to consider RPL options if so desired.

Further desirable skills pre-application

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 programme provides 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. 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, reflective 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 subsequently carry out a focused master's 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. 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
- employer and 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.

Typical Delivery Method

Online.

Any additional costs

N/A

Graduate Attributes, Employability & Personal Development Planning

UWS Graduate Attributes aim to prepare graduates who are Universal, Work-ready and Successful. Through studying the MProf Professional Practice at UWS, learners will develop attributes across the three dimensions of the UWS Graduate Attributes Framework: Academic, Personal and Professional.

The MProf Professional Practice is designed around the principle that postgraduate learning should be personally meaningful, professionally relevant and capable of supporting learners to make a positive contribution within their own contexts. The programme therefore promotes the UWS Graduate Attributes through a flexible and personalised curriculum, supported by core modules, Personal Academic Advisor guidance, reflective practice, applied enquiry and work-related assessment.

The promotion of the 'I AM UWS' graduate attributes is central to the ethos of the programme. Learners are supported to become graduates who are globally and socially aware, able to apply knowledge across complex professional contexts, and confident in continuing to develop their practice beyond the award.

UWS graduates are:

- Universal - globally relevant, with comprehensively applicable abilities, skills and behaviours.
- Work-ready - dynamic and prepared for employment in complex, changing environments that require lifelong learning, resilience and adaptability.
- Successful –- equipped with a strong foundation on which to continue succeeding and realising their potential across a range of personal, professional and academic contexts.

The MProf Professional Practice recognises that many learners enter the programme with substantial professional experience, prior learning and established practice identities. The programme builds on this by enabling learners to reflect critically on their current and future professional development, design a coherent learning journey, and apply new knowledge to real-world challenges. In this way, the programme supports learners to become more confident, critically reflective and evidence-informed professionals.

The programme develops Academic attributes through engagement with postgraduate-level enquiry, critical reflection, research-informed practice and the synthesis of learning across disciplines and professional contexts. Learners are supported to evaluate complex ideas, engage with evidence, and develop informed responses to issues within their own professional field.

It develops Personal attributes through reflective practice, personal development planning, self-awareness and the ability to take ownership of learning. The core modules encourage learners to identify their own strengths, development needs, aspirations and future directions.

It develops Professional attributes through work-related learning, authentic assessment and applied enquiry. Learners are encouraged to connect their studies directly to their workplace, sector or wider professional context, and many use the programme to support role development, promotion, career change or professional repositioning.

Employability

One of the goals of the UWS Corporate Strategy is that graduates will be work-ready and able to contribute both locally and globally. This is a key ethos of the MProf Professional Practice. The programme values the workplace and professional practice as important sites of learning, enquiry and development.

Rather than treating employability as a separate strand, the MProf embeds employability throughout the learning experience. Learners are encouraged to bring live professional questions, challenges and ambitions into their studies. Assessment is often shaped around their own practice, enabling them to develop and evidence higher-level skills in critical thinking, communication, project planning, leadership, ethical judgement and evidence-informed decision-making.

The Professional Project provides a particularly important opportunity for learners to undertake a substantial Masters-level enquiry or applied change project connected to their own professional setting or field of practice. Through this, learners are able to demonstrate not only academic achievement, but also the capacity to influence, develop or reframe practice in meaningful ways.

The interprofessional nature of the programme also supports employability. Learners engage with peers from a range of professional backgrounds, allowing them to encounter different perspectives, sectors, organisational cultures and forms of professional knowledge. This supports adaptability, confidence and the ability to work across complex and changing environments.

Personal Development Planning

Students enrolled at UWS engage with Personal Development Planning as a structured and supported process through which they reflect on their knowledge, skills, experiences and future development needs. This is particularly central to the MProf Professional Practice.

Personal Development Planning is embedded through the programme's core modules and through the Personal Academic Advisor relationship. Learners are supported to reflect on where they are in their professional journey, what they bring from prior experience, what they wish to develop, and how their module choices and assessments can support their future ambitions.

This process recognises that many MProf learners are already established professionals and may already engage in professional development as part of their roles. The programme builds on this by helping learners translate professional experience into critically informed postgraduate learning.

Following completion of the MProf Professional Practice, learners may progress to further study, including doctoral or professional doctorate routes, or use the award to support career progression, role development, leadership opportunities, consultancy, professional change projects or movement into new areas of practice.

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:

Regular engagement with the asynchronous online learning activities in the VLE including participating in discussions with peers. If participants have difficulties engaging with any of the online activities in a timely manner, they are expected to contact the module co-ordinator to discuss this as soon as possible. Participants are expected to engage in formative assessments and to submit summative assessments on time. Attendance at online synchronous sessions is optional but strongly encouraged.

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.

Underpinned by UWS's commitment to equality, diversity and inclusion, the MProf aims to provide a welcoming and supportive environment for all participants. This includes accessible learning materials and flexibility in the learning experience. The programme is designed around inclusive approaches to learning, teaching and assessment. The MProf promotes respect and knowledge of diversity, needs, rights and responsibilities.

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 each particular pathway".
A2	N/A
A3	N/A
A4	N/A
A5	N/A
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 each particular pathway".
B2	N/A
B3	N/A
B4	N/A
B5	N/A
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	N/A
C3	N/A
C4	N/A
C5	N/A
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	N/A
D3	N/A
D4	N/A
D5	N/A
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	N/A
E3	N/A
E4	N/A
E5	N/A

Postgraduate Certificate (PgCert) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	PMPP11001	Your Professional Learning Environment	10	☒	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Postgraduate Certificate (PgCert) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	QUAL11013	Project Management Fundamentals	20	☒	☒	☒	Creative Management& Leadership Sector-Focused award
11	HURM11003	Leading and Managing People	20	☒	☐	☐	Creative Management& Leadership Sector-Focused award
11	HURM11001	HRM in Context	20	☒	☐	☐	Creative Management& Leadership Sector-Focused award
11	NURS11017	Leadership For Effectiveness	20	☐	☐	☒	Healthcare Education Sector-Focused award

11	NURS11049	Quality Improvement in Healthcare	20	☒	☐	☐	Healthcare Education Sector-Focused award
11	NURS11147	Value for People, Professionals, Organisations	20	☒	☐	☐	Healthcare Education Sector-Focused award
11	BIOL11007	Research Design	20	☐	☒	☐	Healthcare Education Sector-Focused award
11	MIDW11003	Research for Health & Social Care	20	☐	☒	☐	Healthcare Education Sector-focused award
11	ACPR11001	Developing Effective Practice in Learning & Teaching	10	☒	☒	☒	Healthcare Education Sector-Focused award.
11	ACPR11003	Designing Learning	10	☒	☒	☒	Healthcare Education Sector-focused award and Teaching & Learning Sector focused award
11	ACPR11002	Developing Effective Practice in Assessment and Feedback	10	☒	☒	☒	Healthcare Education Sector-focused award and Teaching & Learning Sector-Focused award
11	ACPR11006	Evidencing Effective Practice	10	☒	☒	☒	Healthcare Education Sector-focused award and Teaching & Learning Sector-Focused award
11	ACPR11005	Enhancement and Evaluation	10	☒	☒	☒	Healthcare Education Sector-focused award and Teaching & Learning Sector-Focused award
11	CDAS11005	Understanding Substance Use	20	☒	☐	☐	Social Justice Sector-focused award
11	SSPG11001	Contemporary Social Issues	20	☐	☒	☐	Social Justice Sector-focused award
11	SSPG11003	Policy Analysis & Practice	20	☐	☒	☒	Social Justice Sector-focused award

11	HLTH11001	Introduction to Neurodiversity	20	☐	☒	☐	Social Justice Sector-focused award
11	HLTH11002	Neuro-Inclusive Communication	20	☐	☐	☒	Social Justice Sector-focused award
11	HLTH11003	Neurodiversity, Culture and Families	20	☒	☐	☐	Social Justice Sector-focused award
11	HLTH11004	Neurodiversity & Technology	20	☐	☐	☒	Social Justice Sector-focused award
11	HLTH11005	Neurodiversity & Lifelong Learning	20	☒	☐	☐	Social Justice Sector-focused award
11	HLTH11006	Neurodiversity & Health	20	☒	☐	☐	Social Justice Sector-focused award
11	QUAL11025	Risk Management	10	☒	☒	☒	Sustainable Development Sector-focused award
11	CEWM11001	Environmental Systems	20	☒	☐	☐	Sustainable Development Sector-focused award
11	QUAL11020	Managing Quality	20	☒	☒	☒	Sustainable Development Sector-focused award
11	QUAL11001	Operations Management for Sustainability	20	☐	☒	☒	Sustainable Development Sector -focused award
11	ENGG11057	Stakeholder Management	20	☒	☐	☐	Sustainable Development Sector -focused award
11	CEWM11010	Principles of Sustainability	10	☐	☒	☐	Sustainable Development Sector -focused award
11	ENGG11053	Sustainable Energy: Sources & Storage	20	☒	☐	☐	Sustainable Development Sector -focused award

Footnotes for Option Modules

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.

Learners choosing to complete a specialist programme of study with a named sector-focused bracket, must select 30 credits worth of modules mapped to the sector-focused award noted above.

Learners who wish to complete an open, non- bracketed award can choose more broadly from across the UWS PGT catalogue, including those options listed above.

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

Learners who successfully complete 60 credits at SCQF level 11 including the core module listed above and an additional 50 credits of optional modules available at SCQF Level 11 may exit with an PgCert Professional Practice.

Learners seeking to exit with a PgCert Professional Practice (Sector-focused Pathway), must complete 60 credits at SCQF level 11 including the core module, and
30 credits from appropriate sector-focused 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 each particular 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 each particular pathway"
A3	Demonstrate critical insight into your professional field.
A4	N/A
A5	N/A
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 each particular 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 each particular pathway"
B3	N/A
B4	N/A
B5	N/A
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	N/A
C4	N/A
C5	N/A
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	N/A
D5	N/A
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	N/A
E5	N/A

Postgraduate Diploma (PgDip) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	PMPP11001	Your Professional Learning Environment	10	☒	☒	☒	
11	PMPP11002	Advancing Your Professional Practice	10	☒	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Postgraduate Diploma (PgDip) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	QUAL11013	Project Management Fundamentals	20	☒	☒	☒	Creative Management& Leadership Sector-focused award
11	HURM11003	Leading and Managing People	20	☒	☐	☐	Creative Management& Leadership Sector-focused award
11	HURM11001	HRM in Context	20	☒	☐	☐	Creative Management&

							Leadership Sector-Focused award
11	NURS11017	Leadership for Effectiveness	20	☐	☐	☒	Healthcare Education Sector-Focused award
11	NURS11049	Quality Improvement in Healthcare	20	☒	☐	☐	Healthcare Education Sector-Focused award.
11	NURS11147	Value for People, Professionals, Organisations	20	☒	☐	☐	Healthcare Education Sector-focused award
11	BIOL1107	Research Design	20	☐	☒	☐	Healthcare Education Sector-Focused award
11	MIDW11003	Research for Health & Social Care	20	☐	☒	☐	Healthcare Education Sector-Focused award
11	ACPR11001	Developing Effective Practice in Learning & Teaching	10	☒	☒	☒	Healthcare Education Sector-focused award and Teaching & Learning Sector-Focused award
11	ACPR11003	Designing Learning	10	☒	☒	☒	Healthcare Education Sector-Focused award and Teaching & Learning Sector-Focused award
11	ACPR11002	Developing Effective Practice in Assessment and Feedback	10	☒	☒	☒	Healthcare Education Sector-Focused award and Teaching & Learning Sector-Focused award
11	ACPR11006	Evidencing Effective Practice	10	☒	☒	☒	Healthcare Education

							Sector-focused award and Teaching & Learning Sector-Focused award
11	ACPR11005	Enhancement and Evaluation	10	☒	☒	☒	Healthcare Education Sector-focused award and Teaching & Learning Sector-Focused award
11	CDAS11005	Understanding Substance Use	20	☒	☐	☐	Social Justice Sector-focused award
11	SSPG11001	Contemporary Social Issues	20	☐	☒	☐	Social Justice Sector-focused award
11	SSPG11003	Policy Analysis & Practice	20	☐	☒	☒	Social Justice Sector-focused award
11	HLTH11001	Introduction to Neurodiversity	20	☐	☒	☐	Social Justice Sector-Focused
11	HLTH11002	Neuro-Inclusive Communication	20	☐	☐	☒	Social Justice Sector-Focused
11	HLTH11003	Neurodiversity, Culture and Families	20	☒	☐	☐	Social Justice Sector-Focused
11	HLTH11004	Neurodiversity & Technology	20	☐	☐	☒	Social Justice Sector-Focused
11	HLTH11005	Neurodiversity & Lifelong Learning	20	☒	☐	☐	Social Justice Sector-Focused
11	HLTH11006	Neurodiversity & Health	20	☒	☐	☐	Social Justice Sector-Focused
11	QUAL11025	Risk Management	10	☒	☒	☒	Sustainable Development Sector-focused award
11	CEWM11001	Environmental Systems	20	☒	☐	☐	Sustainable Development

							Sector-focused award
11	QUAL11020	Managing Quality	20	☒	☒	☒	Sustainable Development Sector-focused award
11	QUAL11001	Operations Management for Sustainability	20	☐	☒	☒	Sustainable Development Sector-focused award
11	ENGG11057	Stakeholder Management and Governance	20	☒	☐	☐	Sustainable Development Sector-focused award
11	CEWM11010	Principles of Sustainability	10	☐	☒	☐	Sustainable Development Sector-focused award
11	ENGG11053	Sustainable Energy: Sources & Storage	20	☒	☐	☐	Sustainable Development Sector-focused award

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.

Learners, choosing to complete a specialist programme of study with a named sector-focused bracket, must select 50 credits worth of modules mapped to the sector-focused award noted above.

Learners who wish to complete an open, non-bracketed award can choose more broadly from across the UWS PGT catalogue, including those options listed above.

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

Learners who successfully complete 120 credits at SCQF Level 11 including the core modules listed above, may exit with a PgDip Professional Practice.

Learners seeking to exit with a PgDip Professional Practice (Sector-Focused Pathway), must complete 120 credits at SCQF Level 11 including the core modules and 50 credits from appropriate sector-focused optional modules named 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	N/A
A4	N/A
A5	N/A
Practice - Applied Knowledge and Understanding	
B1	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	N/A
B4	N/A
B5	N/A
Communication, ICT and Numeracy Skills	
C1	Maximise the impact of an applied professional research project through you adept consideration of audience and communication
C2	N/A
C3	N/A
C4	N/A
C5	N/A
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	N/A
D3	N/A
D4	N/A
D5	N/A
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 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	N/A
E4	N/A
E5	N/A

Masters Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	PMPP11001	Your Professional Learning Environment	10	☒	☒	☒	
11	PMPP11002	Advancing Your Professional Practice	10	☒	☒	☒	
11	PMPP11004	Professional Project	60	☒	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Masters Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	QUAL11013	Project Management Fundamentals	20	☒	☒	☒	Creative Management& Leadership Sector-focused award
11	HURM11003	Leading and Managing People	20	☒	☐	☐	Creative Management& Leadership Sector-focused award
11	HURM11001	HRM in Context	20	☒	☐	☐	Creative Management& Leadership Sector-focused award
11	NURS11017	Leadership For Effectiveness	20	☐	☐	☒	Healthcare Education Sector -focused award
11	NURS11049	Quality Improvement in Healthcare	20	☒	☐	☐	Healthcare Education Sector - focused award

11	NURS11147	Value for People, Professionals, Organisations	20	☒	☐	☐	Healthcare Education Sector -focused award
11	BIOL1107	Research Design	20	☐	☒	☐	Healthcare Education Sector-focused award
11	MIDW11003	Research for Health & Social Care	20	☐	☒	☐	Healthcare Education Sector-focused award
11	ACPR11001	Developing Effective Practice in Learning & Teaching	10	☒	☒	☒	Healthcare Education Sector-focused award a nd Teaching & Learning Sector-focused award
11	ACPR11003	Designing Learning	10	☒	☒	☒	Healthcare Education Sector-focused award a nd Teaching & Learning Sector-focused award
11	ACPR11002	Developing Effective Practice in Assessment and Feedback	10	☒	☒	☒	Healthcare Education Sector - focused award a nd Teaching & Learning Sector-focused award
11	ACPR11006	Evidencing Effective Practice	10	☒	☒	☒	Healthcare Education Sector-focused award and Teaching & Learning Sector-focused award
11	ACPR11005	Enhancement and Evaluation	10	☒	☒	☒	Healthcare Education Sector-focused award and Teaching &

							Learning Sector-focused award
11	CDAS11005	Understanding Substance Use	20	☒	☐	☐	Social Justice Sector-focused award
11	SSPG11001	Contemporary Social Issues	20	☐	☒	☐	Social Justice Sector-focused award
11	SSPG11003	Policy Analysis & Practice	20	☐	☒	☒	Social Justice Sector-focused award
11	HLTH11001	Introduction to Neurodiversity	20	☐	☒	☐	Social Justice Sector-focused award
11	HLTH11002	Neuro-Inclusive Communication	20	☐	☐	☒	Social Justice Sector-focused award
11	HLTH11003	Neurodiversity, Culture and Families	20	☒	☐	☐	Social Justice Sector-focused award
11	HLTH11004	Neurodiversity & Technology	20	☐	☐	☒	Social Justice Sector-focused award
11	HLTH11005	Neurodiversity & Lifelong Learning	20	☒	☐	☐	Social Justice Sector-focused award
11	HLTH11006	Neurodiversity & Health	20	☒	☐	☐	Social Justice Sector-focused award
11	QUAL11025	Risk Management	10	☒	☒	☒	Sustainable Development Sector-Focused Award.
11	CEWM11001	Environmental Systems	20	☒	☐	☐	Sustainable Development Sector-focused award
11	QUAL11020	Managing Quality	20	☒	☒	☒	Sustainable Development Sector-focused award
11	QUAL11001	Operations Management for Sustainability	20	☐	☒	☒	Sustainable Development Sector-focused award
11	ENGG11057	Stakeholder Management and Governance	20	☒	☐	☐	Sustainable Development

							Sector-focused award
11	CEWM11010	Principles of Sustainability	10	☐	☒	☐	Sustainable Development Sector-focused award
11	ENGG11053	Sustainable Energy: Sources & Storage	20	☒	☐	☐	Sustainable Development Sector-focused award

Footnotes for Option Modules

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

Learners, choosing to complete a specialist programme of study with a named sector-focused bracket, must select 50 credits worth of modules mapped to the sector-focused award noted above.

Learners who wish to complete an open, non-bracketed award can choose more broadly from across the UWS PGT catalogue, including those options listed above.

Level 11- Masters
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

Learners who successfully complete 180 credits at SCQF Level 11 including the core modules listed above, may exit with an Master's in Professional Practice.

Learners seeking to exit with a Masters in Professional Practice (Sector-focused Pathway), must complete 180 credits at SCQF Level 11 including the core modules and 50 credits from appropriate sector-focused optional modules named within the UWS module catalogue. Also, for those who are exiting with a sector-focused pathway, the learner will need to demonstrate that their final research project (Professional Project) will also be focused on their pathway specialism.

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