



## Postgraduate Programme Specification

|  |  |  |   |
|--|--|--|---|
| <b>Session</b>                                   | 2024/25  | <b>Last Modified</b>   | 27/08/24  |
| <b>Named Award Title</b>                         | MSc Advanced Clinical Practitioner   |  |   |
| <b>Award Title for Each Award</b>                | MSc Advanced Clinical Practitioner (Adult)<br>MSc Advanced Clinical Practitioner (Mental Health)<br>PG Dip Advanced Clinical Practitioner (Adult)<br>PG Dip Advanced Clinical Practitioner (Mental Health)<br>PG Cert Advanced Clinical Practice (Adult)<br>PG Cert Advanced Clinical Practice (Mental Health) |  |   |
| <b>Date of Approval</b>                          |  |  |   |
| <b>Details of Cohort Applies to</b>              | September 24   |  |   |
| <b>Awarding Institution</b>                      | University of the West of Scotland   | <b>Teaching Institution(s)</b>   | University of the West of Scotland  |
| <b>Language of Instruction &amp; Examination</b> | English  |  |   |
| <b>Award Accredited by</b>                       | N/A  |  |   |
| <b>Maximum Period of Registration</b>            | N/A  |  |   |
| <b>Duration of Study</b>                         |  |  |   |
| <b>Full-time</b>                                 | 2 Years  | <b>Part-time</b>   | 3 Years   |
| <b>Placement (compulsory)</b>                    | Work based learning within student's own clinical area required for NURS11141 Advanced Clinical Practice and NURS11153 Independent and Supplementary Prescribing   |  |   |
| <b>Mode of Study</b>                             | <input checked="" type="checkbox"/> Full-time<br><input checked="" type="checkbox"/> Part-time   |  |   |
| <b>Campus</b>                                    | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries  | <input checked="" type="checkbox"/> Lanarkshire<br><input type="checkbox"/> London<br><input type="checkbox"/> Paisley | <input type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |
| <b>School</b>                                    | Health and Life Sciences   |  |   |
| <b>Divisional Programme Board</b>                | Adult Nursing Community Health   |  |   |
| <b>Programme Leader</b>                          | G. McTaggart   |  |   |

**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).

Recruitment of students who do not possess a degree may require an entrance interview if deemed necessary by the programme leader, in order that the applicant can demonstrate that they have sufficient professional and practice-based experience, to undertake their chosen field of study. Prior Learning may be accepted for the purpose of gaining credit towards the academic award, as per the requirements of the UWS Regulatory Framework. Such applications shall be reviewed and decided by the Programme Leader.

**Other Required Qualifications/Experience**

Applicants must possess a relevant Nursing, or Allied Health Professional qualification and have current registration with the NMC or HCPC. They will normally have a minimum of three years' experience within their field of practice and must be working within a clinical environment where they can develop the skills and knowledge required for this programme. Applicants will normally be employed as Trainee Advanced Clinical Practitioners.

Applicants undertaking NMC or HCPC approved modules (e.g. Independent & Supplementary Prescribing L11 Module), must satisfy NMC/HCPC entry requirements for the specific module, alongside the overall Programme requirements.

All applicants must complete and submit the Advanced Clinical Practitioner Health Board Statement of Support, as part of the admission process.

**Further desirable skills pre-application**

IT Skills:

Students must be able to access regular broadband communication and computer hardware. Software is available to students, via licensing agreements held by UWS, once they are fully enrolled as a student of the University.

A level of skills and experience in Information Communication Technology sufficient to engage positively with online material, both in teaching and assessment. For example, students will be expected to complete the online module 'Head Start', an introductory module for Masters level study.

**General Overview**

The MSc Advanced Clinical Practitioner programme curriculum has been designed using a constructivist, spiral model which allows for the most complex material, properly structured and presented, to be understood (Johnstone 2012; Bruner 1960).

Students are introduced to new concepts of advanced clinical practice and build their knowledge as they progress through PG Certificate, PG Diploma and full Masters' stages. Further, the programme assessment strategy reflects this curricular model, building on knowledge developed from previous modules.

The benefits of a spiral curriculum include the reinforcement and consolidation of learning, progressing from simplistic to complex analysis. The student will progress logically through the curriculum, revisiting topics, themes, and subjects to reinforce and consolidate their learning. The programme learning outcomes reflect this progression, ensuring that students develop a greater depth of complex information analysis, contextualised to their own field of practice.

The MSc Advanced Clinical Practitioner programme provides students with the opportunity to add one of two named titles to the exit award depending upon which field of professional practice they work within:

- MSc Advanced Clinical Practitioner (Adult)
- MSc Advanced Clinical Practitioner (Mental Health)

A key feature of this programme is the multi-professional nature of shared learning to advanced practice education. This is advocated as a way of breaking down professional boundaries and aids in developing a more cohesive approach to practice. In addition, it allows students the opportunity to enhance previous knowledge through reflection, discussion and sharing of experiences from different professional perspectives.

The programme is delivered using a hybrid mode of delivery and supports the achievement of UWS Education Enabling Plan (2014-20) by offering a variety of teaching and learning approaches to facilitate the development of cognitive skills that enhance professional practice and development.

Advanced practitioner roles play a key part in developing and sustaining the capacity and capability of the health and social care workforce of the future (Scottish Government 2016; ICN, 2014). An advanced practitioner is an experienced and highly educated registered nurse or allied health professional who manages complete clinical care for their patient, and not solely on specific conditions. Advanced practice is considered to be a level of practice, rather than having a focus on specific role titles. It takes several years of both academic and clinical preparation to develop an advanced practitioner, with a far greater focus now on clinical care more than ever.

The aims of the MSc Advanced Clinical Practitioner programme are to:

1. Create a graduate who has the ability to adapt and respond to the evolving advanced practice role within a variety of clinical settings within a given speciality;
2. Develop students' knowledge and ability to create robust and credible advanced practice skills which impact on health outcomes across the clinical setting;
3. Encourage and support students to become advanced practitioners who can practice safely within the four domains of advanced practice within the UK, but will be aware of developments as they occur on a global basis.

ICN (2001) and the Scottish Government (2016) recognize that the key to advanced practitioner status is education at Masters level. The core educational focus is on the development of competence within the four pillars of advanced practice (NES 2012) and this is developed within the programme modules:

### **Typical Delivery Method**

The programme is delivered using a hybrid approach, where in-person campus-based learning, is combined with synchronous and asynchronous online learning via digital technologies as well as work-based learning within the student's own clinical environment. Students will typically be given weekly online reading to prepare for live online or on-campus sessions and signposted to relevant practice based activities to further contextualise the learning to their own clinical practice.

Students will receive a timetable for each module that clearly outlines online and on-campus attendance and engagement requirements.

**Any additional costs**

N/A

**Graduate Attributes, Employability & Personal Development Planning**

Programme graduates reflect the UWS “I am UWS” graduate attributes making them Universal (possessing skills, abilities, and behaviours relevant to the local, national and global arena), Work ready (dynamic and prepared for employment in complex, ever-changing environments), and Successful (building on existing strengths to realise potential).

This programme provides students with opportunities to develop academically, professionally, and personally; it embraces the concept of Mastersness described in the QAA Scotland (2013) 'Facets of Mastersness' toolkit. Students are encouraged to reflect on learning achievements, experiences, and the implications these have for their future development. The authentic teaching, learning and assessment strategies support students to become research articulate, and to develop critical thinking and analytical skills that enable knowledge and understanding to be creatively applied within complex health and social care environments.

The MSc Advanced Clinical Practitioner programme fulfils the academic requirements for a wide range of generalist and specialist advanced practice roles including Advanced Nurse Practitioner, Advanced Practice Paramedic, Advanced Practice Physiotherapist, Advanced Nurse Specialist and Advanced Clinical Practitioner. Personal development planning is embedded within the programme. There is also potential to progress with further study e.g., PhD, DProf, MPhil, MRes

**Work Based Learning/Placement Details**

Within the programme, the focus of each module is for the student to develop appropriate knowledge (and skills) which they then apply to the context of the clinical environment within which they practice within their given speciality.

Students who undertake modules where there are work-based learning requirements must comply with any regulatory body and university requirements. There are selected modules on this programme, which require specific work-based learning (i.e., Assessment & Decision Making in Advanced Practice, Advanced Clinical Practice and Independent & Supplementary Prescribing L11 modules) which are congruent with the university policy for work-based learning (Chapter 1, UWS Regulatory Framework). These modules contain standards or competency frameworks to be met as set by either the NMC, HCPC or NES Clinical Skills/National competencies which will require to be achieved within the workplace.

Students will be supported by a named Clinical Supervisor/Designated Prescribing Practitioner who is an expert practitioner within their field of practice, who will have the appropriate experience and qualifications to support the student on this programme of study. Clinical Supervisor/Designated Prescribing Practitioner will be supported by the programme team within a tripartite arrangement which includes a Practice Educator. The Clinical Supervisor/Designated Prescribing Practitioner is someone who is able to facilitate learning, supervise and assess the student in practice. Students will have agreed on a suitable expert practitioner from their clinical area of practice in conjunction with their Advanced Clinical Practice Lead, prior to the commencement of appropriate modules (i.e., Assessment & Decision Making in Advanced Practice, Advanced Clinical Practice and Independent & Supplementary Prescribing L11 modules).

**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.

In addition it is essential that you are regularly participating in work based learning activities and assessments where required including regular contact with the clinical supervisor.

**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](#))**

|                          |
|--------------------------|
| <b>Learning Outcomes</b> |
|--------------------------|

| <b>SCQF LEVEL 11 - Postgraduate Certificate (PgCert)</b>                |  |
|---|--|
| Learning Outcomes   |  |
| <b>Knowledge and Understanding</b>                                      |  |
| <b>A1</b>   | Demonstrate a critical knowledge of the anatomy, physiology and pathophysiology of the adult.  |
| <b>A2</b>   | Demonstrate a critical knowledge and understanding of the principle theories, concepts and principles relating to the 'four pillars' of advanced practice.                       |
| <b>A3</b>   | Critically review the relationship between theory, policy development and professional practice in relation to holistic patient-centred care.                                    |
| <b>A4</b>   | Critically examine and synthesise a wide range of theoretical explanations in relation to decision-making strategies and evaluate the resulting impact on professional practice. |
| <b>A5</b>   | Develop a critical knowledge and understanding of developments in advanced practice on a global basis.   |
| <b>Practice - Applied Knowledge and Understanding</b>                   |  |
| <b>B1</b>   | Critically appraise the integration of body systems of the neonate or child or adult in the management of health and illness.  |
| <b>B2</b>   | Apply specialised knowledge and decision-making skills for practice related issues at an advanced level of practice.   |
| <b>B3</b>   | Critically apply the use of a wide variety of clinical and cognitive skills to select and retrieve information relevant to complex problems in advanced practice.                |
| <b>B4</b>   | Demonstrate originality and creativity in the application of knowledge, understanding and practice.  |
| <b>B5</b>   | Critically reflect on the practice of others to enhance professional self-judgement and the development of advanced decision-making skills.                                      |
| <b>Communication, ICT and Numeracy Skills</b>                           |  |
| <b>C1</b>   | Communicate, using appropriate methods, to a range of audiences with different levels of knowledge and expertise.  |
| <b>C2</b>   | Use a wide variety of ICT skills to support and enhance patient care.  |
| <b>C3</b>   | Work constructively with others to progress one's own learning within the team and critically reflect on these.  |
| <b>C4</b>   | N/A  |
| <b>C5</b>   | N/A  |
| <b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b> |  |
| <b>D1</b>   | Plan, manage and critically evaluate specific projects which contribute to effective and efficient patient care.   |
| <b>D2</b>   | Develop creative, innovative and/or original responses to presenting problems and issues in relation to the ethical principles to professional practice.                         |

|   |   |
|---|---|
| <b>D3</b>   | Critically analyse, evaluate and synthesise issues relating to the neonate or child or adult which are at the forefront of evidence based practice.   |
| <b>D4</b>   | Critically reflect on one's own views, values, perspectives, practice and experience using rational argument and evidence based principles in order to develop professionally.                    |
| <b>D5</b>   | N/A   |
| <b>Autonomy, Accountability and Working with Others</b> |   |
| <b>E1</b>   | Critically review one's own knowledge of professional autonomy, accountability, regulation, legal and ethical issues and in relation to working collaboratively with patients and their families. |
| <b>E2</b>   | Demonstrate the ability to make autonomous decisions and be able to function confidently as a member of the wider healthcare team.  |
| <b>E3</b>   | Critically analyse the appropriate utilisation of the NMC/HCPC/NES Advanced Practice Frameworks and the full spectrum other appropriate practice standards within advanced practice roles.        |
| <b>E4</b>   |   |
| <b>E5</b>   |   |

### Postgraduate Certificate (PgCert) Modules

#### CORE

| SCQF Level                 | Module Code | Module Title   | Credit | Term                                |                                     |                                     | Footnotes                      |
|----------------------------|-------------|--|--------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------------|
|                            |             |  |        | 1                                   | 2                                   | 3                                   |                                |
| 11                         | NURS11142   | Anatomy, Physiology and Pathophysiology in Advanced Practice | 20     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                                |
| 11                         | NURS11133   | Assessment and Decision Making in Advanced Practice          | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Long, thin module over T2 & T3 |
| 11                         | NURS11141   | Advanced Clinical Practice                                   | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Long, thin module over T2 & T3 |
|                            |             |  |        | <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"/> |  |
| Footnotes for Option Modules |  |  |  |                          |                          |                          |  |

**Level 11- Postgraduate Certificate (PgCert)**

**Criteria for Award**

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

Students who successfully complete the three core modules (60 credit points of which a minimum of 40 are at SCQF 11 and none less than SCQF level 10), will be eligible to exit with the PG Certificate in Advanced Clinical Practice (Adult or Mental Health).



| <b>SCQF LEVEL 11 - Postgraduate Diploma (PgDip)</b><br>Learning Outcomes |   |
|--|---|
| <b>Knowledge and Understanding</b>                                       |   |
| <b>A1</b>  | Demonstrate a critical understanding of contemporary theory, principles and concepts in relation to research design and methods.  |
| <b>A2</b>  | Integrate an extensive detailed knowledge of a specific clinical aspect with related clinical experience (neonate or child or adult or mental health) to demonstrate in-depth knowledge and understanding.                  |
| <b>A3</b>  | Demonstrate an in-depth knowledge of both national and international advanced practice policy / practice.   |
| <b>A4</b>  | Demonstrate competence in prescribing, supplying, administering and evaluating effects of medicines, applying legislative aspects and agreed policy/procedure within own practice domain.                                   |
| <b>A5</b>  | N/A   |
| <b>Practice - Applied Knowledge and Understanding</b>                    |   |
| <b>B1</b>  | Critically evaluate one's own values and beliefs and their impact on practice.  |
| <b>B2</b>  | Use innovation and creativity in application of knowledge, understanding and practices in relation to gathering, generating and disseminating knowledge.  |
| <b>B3</b>  | Application and synthesis of knowledge of research through the development of a literature review which demonstrates an understanding of evidence based practice related to the neonate or child or adult or mental health. |
| <b>B4</b>  | Critically evaluate complex issues in practice demonstrated through rational argument which then delivers best practice impacting on clinical outcomes of care.   |
| <b>B5</b>  | N/A   |
| <b>Communication, ICT and Numeracy Skills</b>                            |   |
| <b>C1</b>  | Demonstrate critical thinking, writing and communication skills with peers, senior colleagues and others.   |
| <b>C2</b>  | Demonstrate appropriate use and evaluation of ICT and numeracy skills as considered appropriate to advanced practice roles.   |
| <b>C3</b>  | Identify relevant information and categorise in order of significance, communicating important information effectively and timeously.   |
| <b>C4</b>  | N/A   |
| <b>C5</b>  | N/A   |
| <b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>  |   |
| <b>D1</b>  | Develop original and creative responses to complex situations.  |
| <b>D2</b>  | Synthesise information from the evidence base/research to respond to complex problems and issues.   |
| <b>D3</b>  | Justify the individual's role in clinical practice/leadership, consultancy and the development of multi-professional policy and strategy within advanced practice.  |
| <b>D4</b>  | Rationalise alternative views and perspectives within a wide range of topical and controversial issues relating to advanced practice.   |
| <b>D5</b>  | N/A   |

| <b>Autonomy, Accountability and Working with Others</b> |  |
|---|--|
| <b>E1</b>   | Exercise substantial autonomy, responsibility and innovation in all professional activities.   |
| <b>E2</b>   | Critically evaluate advanced practice skills contextualised to own professional practice (in the neonate or child or adult or mental health) and leadership contributions to practice policy and strategy. |
| <b>E3</b>   | Critically analyse and synthesise the utilisation of NMC/HCPC/NES advanced practice frameworks and practice standards in advanced practice roles which may lead to change in practice.                     |
| <b>E4</b>   | N/A  |
| <b>E5</b>   | N/A  |

### Postgraduate Diploma (PgDip) Modules

#### CORE

| SCQF Level | Module Code | Module Title                              | Credit | Term                                |                                     |                          | Footnotes                  |
|------------|-------------|---|--------|-------------------------------------|-------------------------------------|--------------------------|----------------------------|
|            |             |   |        | 1                                   | 2                                   | 3                        |                            |
| 11         | MIDW11003   | Research in Health and Social Care        | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |                            |
| 11         | NURS11153   | Independent and Supplementary Prescribing | 30     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Long, think over T1 and T2 |
|            |             |   |        | <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

If the student already has a recorded Prescribing qualification at level 9, they will have the option to undertake further work in line with RPL processes (in line with Chapter 2 of the UWS Regulatory Framework), to achieve the 20 academic credits at SCQF level 11, or they may opt to undertake a further option module.

\*Undertaking Independent & Supplementary Prescribing L11 may not be permitted by certain professional groups (registered with HCPC - Allied Health Professions) - in this case, the Independent & Supplementary Prescribing module will be replaced by another option module.

### Postgraduate Diploma (PgDip) Modules

#### OPTION

| SCQF Level | Module Code | Module Title                      | Credit | Term                                |                          |                                     | Footnotes |
|------------|-------------|-----------------------------------|--------|-------------------------------------|--------------------------|-------------------------------------|-----------|
|            |             |                                   |        | 1                                   | 2                        | 3                                   |           |
| 11         | NURS11017   | Leadership for Effectiveness      | 20     | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |           |
| 11         | NURS11049   | Quality Improvement in Healthcare | 20     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |           |

|                              |           |                          |    |                                     |                                     |                                     |  |
|------------------------------|-----------|--------------------------|----|-------------------------------------|-------------------------------------|-------------------------------------|--|
| 11                           | MIDW11010 | Clinical Teaching        | 20 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  |
| 11                           | NURS11094 | Frailty in Later Life    | 20 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  |
| 11                           | NURS11012 | Independent Study (HSCE) | 20 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |  |
| 11                           | NURS11151 | Assessment of Capacity   | 20 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  |
| Footnotes for Option Modules |           |                          |    |                                     |                                     |                                     |  |

### **Level 11- Postgraduate Diploma (PgDip)**

#### **Criteria for Award**

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

The student will be eligible for the award of Postgraduate Diploma Advanced Clinical Practitioner (Adult or Mental Health) with 120 credit points of which a minimum of 90 are at SCQF level 11 and none less than SCQF level 10 including all core modules and one option module.

Distinction shall be awarded in line with the UWS Regulatory Framework

| <b>SCQF LEVEL 11 – Masters</b>  |   |
|---|---|
| Learning Outcomes (Maximum of 5 per heading)                            |   |
| <b>Knowledge and Understanding</b>                                      |   |
| <b>A1</b>   | 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.  |
| <b>A2</b>   | Critically analyse concepts of theory, systems and practice and the influence of these concepts on a wide range of issues related to advanced practice and patient care.  |
| <b>A3</b>   | Critically appraise the contextualisation of Government strategy and policy and strategic developments in relation to advanced practice development.  |
| <b>A4</b>   | Critically debate a variety of mechanisms used in strategic development and project management, appraising relevant regulatory, legal and organisational factors involved in advanced practice.                                 |
| <b>A5</b>   | N/A   |
| <b>Practice - Applied Knowledge and Understanding</b>                   |   |
| <b>B1</b>   | Demonstrate originality and creativity in the choice of topic (related to neonate or child or adult or Mental Health)/methodology used and development of a research project or research proposal.                              |
| <b>B2</b>   | Utilise knowledge and understanding of contemporary research related to the neonate or child or adult or mental health, to contribute to the body of knowledge at the forefront of the student's area of professional practice. |
| <b>B3</b>   | N/A   |
| <b>B4</b>   | N/A   |
| <b>B5</b>   | N/A   |
| <b>Communication, ICT and Numeracy Skills</b>                           |   |
| <b>C1</b>   | Utilise a range of advanced communication methods and numeracy skills to support and enhance research and professional practice.  |
| <b>C2</b>   | Design the presentation of information for dissemination across the appropriate levels and areas of the professional audience and organisational contexts.  |
| <b>C3</b>   | Evidence of advanced ICT skills in extensive online database searching and utilisation of a range of ICT software to support writing of the dissertation.   |
| <b>C4</b>   | N/A   |
| <b>C5</b>   | N/A   |
| <b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b> |   |
| <b>D1</b>   | Critically review, analyse and synthesise a range of research theories which will support a change of practice or impact on practice.   |
| <b>D2</b>   | Demonstrate originality and creativity in defining new and abstract problems which identify gaps in care or require solutions through the research evidence base.   |
| <b>D3</b>   | Critically appraise and evaluate research and other forms of evidence to ensure only best evidence is used to support changes or developments in practice.  |
| <b>D4</b>   | N/A   |
| <b>D5</b>   | N/A   |
| <b>Autonomy, Accountability and Working with Others</b>                 |   |

|           |  |
|-----------|--|
| <b>E1</b> | Critically demonstrate substantial autonomy and initiative in professional practice and research activities.   |
| <b>E2</b> | Demonstrate synthesis and application of effective accountability and leadership to make significant contributions to policy and strategy at a local level, national level and global level where appropriate. |
| <b>E3</b> | Manage complex ethical and professional issues and makes informed judgements on issues not addressed by current professional and/or ethical codes or practices.  |
| <b>E4</b> | N/A  |
| <b>E5</b> | N/A  |

### Masters Modules

#### CORE

| SCQF Level                 | Module Code | Module Title           | Credit | Term                                |                                     |                                     | Footnotes |
|----------------------------|-------------|------------------------|--------|-------------------------------------|-------------------------------------|-------------------------------------|-----------|
|                            |             |                        |        | 1                                   | 2                                   | 3                                   |           |
| 11                         | NURS11010   | MSc Dissertation (HLS) | 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

