



Postgraduate Programme Specification

Session	2024/25	Last Modified	27/08/2024
Named Award Title	MSc Advanced Practitioner		
Award Title for Each Award	MSc Advanced Practitioner (Acute) MSc Advanced Practitioner (Mental Health) MSc Advanced Practitioner (Specialist) MSc Advanced Practitioner (Urgent & Primary Care) PG Diploma Advanced Practitioner (Acute) PG Diploma Advanced Practitioner (Mental Health) PG Diploma Advanced Practitioner (Specialist) PG Diploma Advanced Practitioner (Urgent & Primary Care) PG Certificate Advanced Practice		
Date of Approval	21 st May 2024		
Details of Cohort Applies to	September 2024		
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	N/A		
Duration of Study			
Full-time	N/A	Part-time	3 Years
Placement (compulsory)	Wok based learning within the student's own clinical area required over the first 2 years of the programme.		
Mode of Study	<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time		
Campus	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)

School	Health and Life Sciences
Divisional Programme Board	Adult Nursing Community Health
Programme Leader	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).

Other Required Qualifications/Experience

Applicants must have a current NMC, HCPC or GPhC registration and be employed in a recognised advanced practice role or traineeship with appropriate governance and supervisory arrangements in place to support development and demonstration of competencies within their own practice area. This must be confirmed through completion and submission of the UWS Advanced Practitioner Statement of Support document, as part of the admissions process.

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

Further desirable skills pre-application

A level of skill and experience in Information Communication Technology sufficient to engage positively with online material, both in teaching and assessment. 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.

Students will be required to refresh their knowledge of anatomy, physiology and pathophysiology, studied at the preregistration level, as a key part of preparation for learning within the modules. Academic staff can signpost students to additional resources to support this activity.

General Overview

Advanced Practice is a level of practice for Nurses, Midwives and Allied Health Professionals, incorporating the four pillars of practice: Clinical Practice, Facilitation of Learning, Leadership and Evidence, Research and Development (NHS Education for Scotland, 2023). Advanced Practitioners are highly skilled autonomous professionals, who practice across all four pillars; they have the ability to make high level decisions independently, analysing complex problems in a range of contexts and settings. The MSc Advanced Practitioner Programme is designed to prepare registered healthcare professionals for the role of advanced practitioner. The programme is contemporary and multi-professional; developed

and delivered by academic experts. Four distinct pathways are available, Acute, Mental Health, Specialist and Urgent & Primary Care based on nationally agreed Competency Frameworks (Scottish Government, 2021) and applicants select their preferred pathway at the point of application based on their current clinical role.

A learner-centred approach is promoted throughout the curriculum, not only in terms of teaching, learning and assessment but also in the variety of support and administrative systems which underpin programme admission and management. The programme is values-driven; with care, compassion, kindness, integrity, respect, dignity, fairness, and empathy central to the teaching and learning processes. Students will develop as responsible, ethical and resilient practitioners, equipped with the knowledge, skills and attributes to practice as autonomous and professional practitioners. Through authentic learning experiences, they shall develop their scope of professional practice through the development of advanced competency in the facilitation of learning, clinical practice, leadership and research; as advocates, empowered to influence and enhance care delivery.

The programme utilises a modular structure and is delivered using a hybrid approach, where in-person campus-based learning at our award-winning Lanarkshire campus, is combined with quality synchronous and asynchronous online learning via our Virtual Learning Environment as well as work-based learning within the student's own clinical environment. Modern social learning spaces within the physical campus combined with state-of-the-art digital environments support and encourage social interaction and active learning within a multidisciplinary student population through the use of group discussions, debate and simulation. Students are supported to contextualise their learning to their own practice through authentic learning methods, such as simulated clinical scenarios, case-based discussions and work-based learning activities which encourage theory/practice links. This contextualisation allows co-design of a learning journey that meets the programme learning outcomes and aligns with the student's individual learning needs and goals.

A range of innovative and authentic assessment strategies are utilised throughout the programme including objective structured clinical examinations (OSCEs), case studies, essays, oral presentations, digital presentations and discussion forums. In addition to the module assessments, the UWS Advanced Practice Portfolio spans the first two years of the programme, allowing students to apply their learning from within modules, along with their evolving clinical experience, to demonstrate development and achievement of nationally agreed advanced practice competencies through work-based feedback and assessments. Students are supported to complete this portfolio by a clinical supervisor identified from their own clinical area and by an educational supervisor from the academic programme team. Successful completion of the UWS Advanced Practice portfolio is required to obtain the award of Postgraduate Diploma Advanced Practitioner or MSc Advanced Practitioner.

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 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 and the UWS Advanced Practice Portfolio is the foundation for a career-long portfolio, where continued competence and development is evidenced to aid career progression to senior advanced practitioner, consultant level, senior leadership and management, research and education roles. There is also potential to progress with further study e.g., PhD, DProf, MPhil, MRes.

Work Based Learning/Placement Details

This programme aims to prepare students for specific advanced practice roles within a healthcare environment and as such work-based learning (WBL) is an essential component and is embedded throughout the programme. WBL takes place within the student's own practice area with the support of an identified clinical supervisor, students are encouraged to contextualise learning to their own practice through signposted WBL activities within each module. These activities are designed to facilitate the achievement of nationally agreed Advanced Practice competencies and development and evidence of achievement of these competencies is demonstrated through the UWS Advanced Practitioner portfolio, which is hosted on Turas and spans the first two years of the programme. Successful completion of the UWS Advanced Practice portfolio is required to obtain the award of Postgraduate Diploma Advanced Practitioner or MSc Advanced Practitioner.

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 throughout the programme with regular contact with your 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](#))

Learning Outcomes

SCQF LEVEL 11 - Postgraduate Certificate (PgCert)	
Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a critical knowledge and understanding of the fundamental theories, concepts and principles relating to the 'four pillars' of advanced practice.
A2	Demonstrate a critical knowledge of advanced holistic assessment and high-level decision-making strategies and understand how they contribute to effective patient centred care in advanced practice.
A3	Demonstrate a critical knowledge and understanding of the evidence base that underpins advanced practice including the relationships between theory, policy development and professional practice
A4	Demonstrate a critical knowledge and understanding of leadership roles and the associated theoretical underpinnings related to advanced practice.
A5	N/A
Practice - Applied Knowledge and Understanding	
B1	Apply critical diagnostic and advanced decision-making skills, demonstrating originality and creativity in approach, underpinned by contemporary evidence base.
B2	Critically apply the use of a wide variety of advanced clinical and cognitive skills to select, retrieve and evaluate information relevant to highly complex problems in advanced practice in relation to scope of practice.
B3	Critically apply advanced leadership and facilitation skills to enhance own and others' development and underpin the wider profile of advanced practice.
B4	N/A
B5	N/A
Communication, ICT and Numeracy Skills	
C1	Use advanced communication skills to communicate effectively with patients/service users including groups from diverse backgrounds and different levels of knowledge/expertise
C2	Communicate effectively within a multidisciplinary team context including junior colleagues, peers, senior colleagues, and specialists to enhance patient care.
C3	Apply a wide range of ICT and numeracy skills to enhance advanced practice and support patient care.
C4	Critically evaluate a range of numerical and graphical data to aid diagnosis and clinical decisions and to enhance patient outcomes.
C5	N/A
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically consolidate and extend knowledge, skills, and practices across all four pillars of advanced practice.

D2	Plan, manage and critically evaluate highly complex situations, developing dynamic, creative, innovative and/or original responses to presenting problems and issues underpinned by a robust evidence base.
D3	Critically analyse and synthesise issues relating to forefront developments in the fields of advanced practice to ensure contemporary evidence-based practice.
D4	Critically reflect on own views, values, perspectives, practice and experience, using rational argument and evidence-based principles to aid professional development.
D5	N/A
Autonomy, Accountability and Working with Others	
E1	Demonstrate the ability to make autonomous decisions and be able to function confidently as a leader, role model and member of the wider multi-disciplinary team.
E2	Demonstrate accountability for own practice recognising legal and ethical issues and critically reflect on roles and responsibilities to inform advanced practice and build professional resilience.
E3	Critically reflect on the practice of self and others and work collaboratively to identify and meet the learning and development needs of the wider team as well as patients and their families.
E4	Critically analyse how the professional role of the advanced practitioner enhances service development and wider strategic planning.
E5	Demonstrate leadership and make an identifiable contribution to change and development in the application and transformation of evidence-based practice.

Postgraduate Certificate (PgCert) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	NURS11173	Advanced Clinical Assessment and Decision Making	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	NURS11017	Leadership for Effectiveness	20	<input type="checkbox"/>	<input 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 Certificate (PgCert) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	NURS11175	Advanced Treatment and Management in Acute Care	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See footnote below

11	NURS11176	Advanced Treatment and Management in Mental Health	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See footnote below
11	NURS11177	Advanced Treatment and Management in Specialist Practice	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See footnote below
11	NURS11178	Advanced Treatment and Management in Urgent and Primary Care	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See footnote below
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Footnotes for Option Modules

Students choose module associated with award pathway (Acute, Urgent and Primary, Mental Health or Specialist)

Level 11- Postgraduate Certificate (PgCert)

Criteria for Award

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

In line with the UWS Regulatory Framework, to be eligible for the award of Postgraduate Certificate Advanced Practice, students must successfully complete the two core modules and one option module (60 credit points of which a minimum of 40 are at SCQF Level 11 and none less than SCQF Level 10)

SCQF LEVEL 11 - Postgraduate Diploma (PgDip) Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a critical knowledge and understanding of the fundamental theories, concepts and principles relating to the 'four pillars' of advanced practice.
A2	Demonstrate a critical knowledge of advanced holistic assessment and high-level decision-making strategies and understand how they contribute to effective patient centred care in advanced practice.
A3	Demonstrate a critical knowledge and understanding of the evidence base that underpins advanced practice including the relationships between theory, policy development and professional practice.
A4	Demonstrate a critical knowledge and understanding of leadership roles and the associated theoretical underpinnings related to advanced practice.
A5	Demonstrate a critical knowledge and understanding of educational theories and how they underpin facilitation of learning within advanced practice.
Practice - Applied Knowledge and Understanding	
B1	Apply critical diagnostic and advanced decision-making skills, demonstrating originality and creativity in approach, underpinned by contemporary evidence base.
B2	Critically apply the use of a wide variety of advanced clinical and cognitive skills to select, retrieve and evaluate information relevant to highly complex problems in advanced practice in relation to scope of practice.
B3	Critically apply advanced leadership and facilitation skills to enhance own and others' development and underpin the wider profile of advanced practice.
B4	N/A
B5	N/A
Communication, ICT and Numeracy Skills	
C1	Use advanced communication skills to communicate effectively with patients/service users including groups from diverse backgrounds and different levels of knowledge/expertise
C2	Communicate effectively within a multidisciplinary team context including junior colleagues, peers, senior colleagues, and specialists to enhance patient care.
C3	Apply a wide range of ICT and numeracy skills to enhance advanced practice and support patient care.
C4	Critically evaluate a range of numerical and graphical data to aid diagnosis and clinical decisions and to enhance patient outcomes.
C5	N/A
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically consolidate and extend knowledge, skills, and practices across all four pillars of advanced practice.
D2	Plan, manage and critically evaluate highly complex situations, developing dynamic, creative, innovative and/or original responses to presenting problems and issues underpinned by a robust evidence base.

D3	Critically analyse and synthesise issues relating to forefront developments in the fields of advanced practice to ensure contemporary evidence-based practice.
D4	Critically reflect on own views, values, perspectives, practice and experience, using rational argument and evidence-based principles to aid professional development.
D5	Critically analyse and synthesise a range of research theories and apply to the student's field of advanced practice.
Autonomy, Accountability and Working with Others	
E1	Demonstrate the ability to make autonomous decisions and be able to function confidently as a leader, role model and member of the wider multi-disciplinary team.
E2	Demonstrate accountability for own practice recognising legal and ethical issues and critically reflect on roles and responsibilities to inform advanced practice and build professional resilience.
E3	Critically reflect on the practice of self and others and work collaboratively to identify and meet the learning and development needs of the wider team as well as patients and their families.
E4	Critically analyse how the professional role of the advanced practitioner enhances service development and wider strategic planning.
E5	Demonstrate leadership and make an identifiable contribution to change and development in the application and transformation of evidence-based practice.

Postgraduate Diploma (PgDip) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	MIDW110033	Research in Health and Social Care	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	NURS11174	Facilitation of Learning in Advanced Practice	10	<input type="checkbox"/>	<input 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	
11	NURS11153	Independent and Supplementary Prescribing	30	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Long thin over T1 and T2

							Core module unless prevented from undertaking due to professional group or previous recordable qualification (see footnote below)
11	NURS11012	Independent Study	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Only for students unable to undertake NURS11153 (see footnote below)
				<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

Where students are unable to undertake NURS11153 Independent and Supplementary Prescribing due to their professional group, they are able to transfer in relevant credit in line with UWS Regulatory Framework OR will undertake NURS11012 Independent Study and will be supported to make an Accreditation of Prior Experiential Learning (APEL) claim in line with RPL processes outlined within the UWS Regulatory Framework, to achieve a further 10 academic credits at SCQF level 11.

Where students already have a recorded NMC/HCPC/GPhC Prescribing qualification at SCQF level 9, they will be supported to make an Accreditation of Prior Experiential Learning (APEL) claim in line with RPL processes outlined within the UWS Regulatory Framework, to achieve the 30 academic credits at SCQF level 11.

Level 11- Postgraduate Diploma (PgDip)

Criteria for Award

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

In line with the UWS Regulatory Framework, to be eligible for the award of Postgraduate Diploma Advanced Practitioner, at least 120 credit points must be achieved of which a minimum of 90 are at SCQF Level 11 and none less than SCQF Level 10. In addition, students must demonstrate satisfactory completion of the UWS Advanced Practice Portfolio.

On achievement of at least of 120 credit points of which a minimum of 90 at SCQF 11 and none less than SCQF level 10, including the Advanced Treatment and Management in Acute

Care Option Module and the UWS Advanced Practice (Acute) Portfolio, the student will be eligible for the award of Post Graduate Diploma Advanced Practitioner (Acute).

On achievement of at least of 120 credit points of which a minimum of 90 at SCQF 11 and none less than SCQF level 10, including the Advanced Treatment and Management in Mental Health Option Module and the UWS Advanced Practice (Mental Health) Portfolio, the student will be eligible for the award of Post Graduate Diploma (Mental Health).

On achievement of at least of 120 credit points of which a minimum of 90 at SCQF 11 and none less than SCQF level 10, including the Advanced Treatment and Management in Specialist Practice Option Module and the UWS Advanced Practice (Specialist) Portfolio, the student will be eligible for the award of Post Graduate Diploma (Specialist).

On achievement of at least of 120 credit points of which a minimum of 90 at SCQF 11 and none less than SCQF level 10, including the Advanced Treatment and Management in Urgent and Primary Care Option Module and the UWS Advanced Practice (Urgent and Primary) Portfolio, the student will be eligible for the award of Post Graduate Diploma (Urgent & Primary Care).

Distinction will be awarded in line with the UWS Regulatory Framework.

SCQF LEVEL 11 – Masters	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a critical knowledge and understanding of the fundamental theories, concepts and principles relating to the 'four pillars' of advanced practice.
A2	Demonstrate a critical knowledge of advanced holistic assessment and high-level decision-making strategies and understand how they contribute to effective patient centred care in advanced practice.
A3	Demonstrate a critical knowledge and understanding of the evidence base that underpins advanced practice including the relationships between theory, policy development and professional practice.
A4	Demonstrate a critical knowledge and understanding of leadership roles and the associated theoretical underpinnings related to advanced practice.
A5	Demonstrate a critical knowledge and understanding of educational theories and how they underpin facilitation of learning within advanced practice.
Practice - Applied Knowledge and Understanding	
B1	Apply critical diagnostic and advanced decision-making skills, demonstrating originality and creativity in approach, underpinned by contemporary evidence base.
B2	Critically apply the use of a wide variety of advanced clinical and cognitive skills to select, retrieve and evaluate information relevant to highly complex problems in advanced practice in relation to scope of practice.
B3	Critically apply advanced leadership and facilitation skills to enhance own and others' development and underpin the wider profile of advanced practice.
B4	Plan and/or execute a significant project of research, investigation or development related to advanced practice and within scope of competence.
B5	N/A
Communication, ICT and Numeracy Skills	
C1	Use advanced communication skills to communicate effectively with patients/service users including groups from diverse backgrounds and different levels of knowledge/expertise
C2	Communicate effectively within a multidisciplinary team context including junior colleagues, peers, senior colleagues, and specialists to enhance patient care.
C3	Apply a wide range of ICT and numeracy skills to enhance advanced practice and support patient care.
C4	Critically evaluate a range of numerical and graphical data to aid diagnosis and clinical decisions and to enhance patient outcomes.
C5	Utilise a range of advanced communication methods and numeracy skills to support and enhance research activity and complete a dissertation.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically consolidate and extend knowledge, skills, and practices across all four pillars of advanced practice.
D2	Plan, manage and critically evaluate highly complex situations, developing dynamic, creative, innovative and/or original responses to presenting problems and issues underpinned by a robust evidence base.

D3	Critically analyse and synthesise issues relating to forefront developments in the fields of advanced practice to ensure contemporary evidence-based practice.
D4	Critically reflect on own views, values, perspectives, practice and experience, using rational argument and evidence-based principles to aid professional development.
D5	Critically analyse and synthesise a range of research theories and apply to the student's field of advanced practice.
Autonomy, Accountability and Working with Others	
E1	Demonstrate the ability to make autonomous decisions and be able to function confidently as a leader, role model and member of the wider multi-disciplinary team
E2	Demonstrate accountability for own practice recognising legal and ethical issues and critically reflect on roles and responsibilities to inform advanced practice and build professional resilience.
E3	Critically reflect on the practice of self and others and work collaboratively to identify and meet the learning and development needs of the wider team as well as patients and their families.
E4	Critically analyse how the professional role of the advanced practitioner enhances service development and wider strategic planning.
E5	Demonstrate leadership and make an identifiable contribution to change and development in the application and transformation of evidence-based practice.

Masters Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	NURS00010	MSc Dissertation (HLS)	60	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Long thin module (see footnote below)
				<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							
MSc Dissertation (HLS) runs over 3 terms for students who choose to undertake a protocol and 6 terms for students who choose to undertake a project.							

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](#)

In line with the UWS Regulatory Framework, students will be eligible for the award of MSc Advanced Practitioner, on completion of at least 180 credit points of which a minimum of 150 are at SCQF Level 11 and none less than SCQF Level 10.

On successful completion of the MSc Dissertation (HLS) Module, and a total of 180 credit points of which a minimum of 150 at SCQF 11 and none less than SCQF level 10, including the Advanced Treatment and Management in Acute Care Option Module and the UWS Advanced Practice (Acute) Portfolio, the student will be eligible for the award of MSc Advanced Practitioner (Acute).

On successful completion of the MSc Dissertation (HLS) Module, and a total of 180 credit points of which a minimum of 150 at SCQF 11 and none less than SCQF level 10, including the Advanced Treatment and Management in Mental Health Option Module and the UWS Advanced Practice (Mental Health) Portfolio, the student will be eligible for the award of MSc Advanced Practitioner (Mental Health).

On successful completion of the MSc Dissertation (HLS) Module, and a total of 180 credit points of which a minimum of 150 at SCQF 11 and none less than SCQF level 10, including the Advanced Treatment and Management in Specialist Practice Option Module and the UWS Advanced Practice (Specialist) Portfolio, the student will be eligible for the award of MSc Advanced Practitioner (Specialist).

On successful completion of the MSc Dissertation (HLS) Module, and a total of 180 credit points of which a minimum of 150 at SCQF 11 and none less than SCQF level 10, including the Advanced Treatment and Management in Urgent and Primary Care Option Module and the UWS Advanced Practice (Urgent and Primary) Portfolio, the student will be eligible for the award of MSc Advanced Practitioner (Urgent and Primary).

Distinction will be awarded in line with the UWS Regulatory Framework.

