



Postgraduate Programme Specification

Session	2024/25	Last Modified	22/23
Named Award Title	MSc Health Studies (Community Health)		
Award Title for Each Award	MSc Health Studies (Community Health) PgDip with Specialist Qualification PgCert Health Studies		
Date of Approval	May 2014		
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			
Maximum Period of Registration			
Duration of Study			
Full-time	1 Year	Part-time	2 Years
Placement (compulsory)	No		
Mode of Study	<input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time		
Campus	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)
School	Health and Life Sciences		
Divisional Programme Board	Adult Nursing Community Health		
Programme Leader	F Stuart		

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).

In addition, applicants should possess a Postgraduate Diploma Specialist Community Public Health Nursing (Health Visiting / School Nursing / Occupational Health Nursing) or a Postgraduate Diploma Specialist Practitioner District Nurse.

Other Required Qualifications/Experience

Candidates will be registered with the Nursing and Midwifery Council as a Specialist Community Public Health Nurse (Health Visiting/ School Nursing/ Occupational Health) or as a Specialist Practitioner: District Nurse. Candidates will also be a Registered Nurse or Midwife on Parts 1 or 2 of the Nursing and Midwifery Council professional register.

Further desirable skills pre-application

Applicants must have the language and literacy skills to understand and use the written materials utilised in the learning and teaching of the programme and be able to communicate clearly and accurately in spoken and written English as per University Regulatory Framework or Nursing and Midwifery guidelines.

Skills and experience in Information Communication Technology.

General Overview

MSc Health Studies (Community Health) is linked to the MSc Health Studies programme as it adheres to the same design principles and has the same aim of developing highly knowledgeable and skilled postgraduate practitioners with the skills and capacity to function at an advanced level. The unique difference of the MSc Health Studies (Community Health) programme is its focus on preparing nurses professionally for registration with the professional nursing body, the Nursing and Midwifery Council (NMC), as well as the attainment of the academic qualification. As such, the programme design observes both academic programme development standards such as the Quality Assurance Agency, Scottish subject benchmark statement for Specialist Community Public Health Nursing (QAA, 2009), and the benchmark statement for MSc degree characteristics (QAA, 2010), as well as the mandatory professional Standards of Proficiency for Specialist Community Public Health Nursing (NMC, 2004).

Entry to this programme is at an advanced stage following completion of one of the associated PgDip programme pathways (see below). This is for the purpose of completion of the MSc dissertation module only. This Programme Specification should be read in conjunction with the Postgraduate Diploma Programme Specification documentation for each programme within the MSc Health Studies (Community Health programme: i.e.:

- Postgraduate Diploma Specialist Practitioner District Nurse
- Postgraduate Diploma Specialist Community Public Health Nurse (Health Visitor)
- Postgraduate Diploma Specialist Community Public Health Nurse (School Nurse)

In line with the approach of the MSc Health Studies programmes, the MSc Health Studies (Community Health) consists of core modules which are set within a framework of interrelated health themes, such as contemporary issues, role enhancement, evidence based practice and reflective practice. The postgraduate's development in terms of research,

theory and professional practice will vary according to the academic exit award achieved and professional option undertaken. Three of the Postgraduate modules are core to the MSc Health Studies programme, supporting inter-professional and inter-disciplinary learning opportunities, with other modules being pathway specific.

Academically, the programme offers 3 exit awards i.e. Post-graduate Certificate (PgC), Post-graduate Diploma (PgD), Masters of Science (MSc).

For the PgC award in Health Studies (Community Health) students are required to complete a minimum of 3 out of the 7 core modules (60 credits). This certificate is awarded to students who have commenced postgraduate study but are unable for any reason to continue with their studies that would lead to professional registration with the NMC. This programme is not recruited to directly.

The PgD award will require the successful completion of 6 core modules (120 credits) that are dictated by the professional option selected. The modules are taught via on campus and online learning with the aligned 50% practise based learning hours undertaken on NHS premises and supervised by a registered supervisor/ assessor in accordance with NMC learning and assessment standards (NMC, 2018).

The programme has been developed using a constructivist, 'spiral' model whereby initial learning is reinforced and consolidated, building progressively towards complex analysis. All teaching, learning and assessments undertaken by students are underpinned by current and developing research. Students undertaking the programme are prepared for the pivotal role they will take in leading and delivering quality based healthcare services. To ensure this, graduates will be expected to demonstrate that they have the fundamental knowledge and competency to work collaboratively with health and social care colleagues to address health inequalities and the motivation to add to the body of knowledge in this area. On completion of MSc Health Studies (Community Health), students are able to enter one of the University's Doctoral studies programmes, for example, Doctor of Philosophy or Professional Doctorate.

A wide range of authentic learning, teaching and assessment methods are utilised within the MSc to enable learners to achieve the set learning outcomes for the programme. The methods employed facilitate student development, building on the existing knowledge, skills, and graduate attributes obtained during their undergraduate learning. A flexible and hybrid approach to learning equips students with transferable skills both academic and practical. The methods used range from traditional face to face lectures, tutorials, student-led seminars, group work and discussions, student presentations, problem-based learning, self-directed and guided study and personal development planning. Students will be supported and prepared during induction to engage with the Virtual Learning Environment (VLE) and for the self-management required for the online learning approach. They will be encouraged to routinely undertake course learning by participating with online modified lectures, to engage with other students via course discussion boards, and to access course materials. There are inter-professional learning opportunities in each term of the programme, with the aim that the learning environment will reflect the current health and social care working environment. This provides students the opportunity to come together from professional programmes with the aim of developing an increased understanding and respect for the work of students from other disciplines and professions which in turn is seen to increase professional confidence (Saunders et al, 2012). The format of the workshops will vary from peer-assisted, student-led learning to topic specific discussion and debate.

A personal tutoring system is in place for students during the length of the programme. Students will be encouraged to access personal tutors for support, formative assessment

and feedback regularly throughout the programme. Written documentation will be available to all students to ensure they are fully informed of the requirements of the programme i.e. programme specifications, programme handbooks, module descriptors, in addition to timetables that clearly illustrate learning milestones and submission dates for both formative and summative assessments. Curriculum delivery methods used are designed to encourage Masters' level study; essential to promote critical and creative thinking skills and to develop decision making abilities. The programme will do this by focusing on enhancing the role of research-teaching links and by providing opportunities for students to review journal articles, research reports, perform literature reviews and to discuss and debate contemporary community nursing practice. One assessment method that typifies this focus is the requirement of students to produce a poster or contemporary paper, that once academically assessed can be progressed and submitted for conference presentation.

The programme offers a full range of assessment tools designed to enable student learning and test student knowledge. Formative assessment opportunities are available in each module within the programme. Summative assessment strategies include: written essays and reports; poster presentation; unseen examination; literature reviews; critical reflections; and research proposals. Students who proceed to the final MSc module will be assessed by dissertation. An inclusive approach is taken, one which recognises the diversity of the student body. Alternative methods of assessment are available including oral assessment and transcribing service. As this is a post-graduate programme it is recognised that the learning requirements of each student will differ and is dependent on their previous nursing and learning experience. Taking a student-centred approach, students will be enabled by their personal tutor to undertake learning needs analysis and to construct their unique learning development plan. The plan will reflect the student's individual learning needs and the core requirements of the education programme.

To satisfy professional requirements of the programme, modules with a practice component have a number of co-requisites, ensuring NMC proficiencies are met in order to successfully complete the module. This professional component of the modules will be assessed by practise based educators, known as Practice Assessors. Academic credit for theory modules will be evidenced by written assignments at SCQF level 11 and assessed by academic staff. During the length of the programme, students will have access to academic skills advisors to develop and enhance academic skills. Academic skills advisors offer support where students want to improve academic skills or need advice with specific issues, such as academic writing or exam preparation. Underpinned by the principle of inclusivity, students who have a recognised disability, or a specific learning difficulty such as dyslexia, will have access to disability support. This ensures students have the required support to maximise their potential. This can include special exam arrangements, note takers, and assistive technology.

Typical Delivery Method

The delivery method varies across programme modules and ranges from weekly, online asynchronous learning, to block on-campus learning. The dissertation module is distance learning and typically involves 4-weekly online or in-person 1-hour sessions with the allocated supervisor.

Any additional costs

None

Graduate Attributes, Employability & Personal Development Planning

It is expected that students undertaking the programme will be equipped with the knowledge and skills to enable them to lead and influence others. It is anticipated that this will make

them desirable to employers due to the unique contribution to change and development they can make in the workplace. The programme is designed to ensure that students exit with a detailed and critical understanding of a range of specialised theories, principles and concepts influencing contemporary practice.

Inherent within the process of programme delivery are mechanisms which facilitate the development of transferable skills. It is part of the programme philosophy that students are enabled to learn for life, by learning how to learn; by being able to adapt and respond to change and by being change agents. Gaining an MSc can lead to a variety of career opportunities and destinations. The programme will offer enhanced employability prospects.

As a UWS graduate you will be: universal, with global relevance and insight determined by your abilities, skills and behaviours. Being a critical, analytical thinker will support your confidence and competence in professional practice; work ready, having completed a programme with both academic and practice requirements, you will be prepared for work in a complex and ever changing healthcare environment, continually building on your knowledge and problem solving skills; successful, you will continue to succeed and build on the solid foundation of learning to achieve your potential.

Students enrolled at the University of the West of Scotland shall, through engagement with personal development planning (PDP) processes, become self-aware of their level of knowledge, skill and ability and how to develop themselves as lifelong / career-long learners. This will be guided by the University of the West of Scotland's policy on the integration of PDP within programmes of study.

Work Based Learning/Placement Details

Practice based learning experiences in each of the professional options within the MSc Health Studies (Community Health) are evenly distributed throughout the programme of study, and make up 50% of the learning hours to Postgraduate Diploma level. Each practice placement is aligned to a module of theoretical learning, assisting students to link theory with practice and supporting the constructive development of the students knowledge base, competency and confidence.

In line with professional standards for learning and assessment in practice, all practice placement experience is guided and supervised both directly and indirectly by a registered Practice Assessor/ Practise Supervisor. Under this guidance and supervision, students will work towards achieving all the NMC proficiencies in order to meet the NMC professional requirements - to either gain entry to the NMC register as a Specialist Community Public Health Nurse or to record their award of Specialist Practitioner District Nurse. This is dependent on the professional option chosen. The nature of supervision, either direct or indirect, will be dependent on the student and assessor assessment of the students level of competency.

All practice placement areas are approved and monitored for use by the university every two years.

Attendance and Engagement

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

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

Equality and Diversity

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

UWS are committed to advancing and promoting equality and diversity and aim to establish an inclusive culture, free from discrimination and based upon values of fairness, dignity and respect. The programme has structures, leadership and support practices in place that reflect this commitment.

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	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Postgraduate Certificate (PgCert) Modules

CORE

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 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

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SCQF LEVEL 11 - Postgraduate Diploma (PgDip) Learning Outcomes	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Postgraduate Diploma (PgDip) Modules

CORE

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 Core Modules							

Postgraduate Diploma (PgDip) Modules

OPTION

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

Level 11- Postgraduate Diploma (PgDip)

Criteria for Award

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

SCQF LEVEL 11 – Masters	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Critically analyse the fundamental concepts, principles and theories that support specialist community nursing practice, and ascertain whether there are gaps in knowledge base
A2	Critically review the impact governmental, professional and local organisational policy and procedures has on the health and social care provision for communities
A3	Critically appraise the knowledge and research evidence that informs political, professional and organisational policy
A4	Recognise and critically examine the professional responsibilities and accountability mandatory for public protection and lifelong learning
A5	Critically appraise the associations of theory and evidence with practice and analyse the way this is interpreted and applied in the care context of community nursing
Practice - Applied Knowledge and Understanding	
B1	Competently demonstrates a range of essential skills, informed by theoretical learning, designed to address the needs of individuals, families and communities
B2	Apply principles and theories of leadership when working with or coordinating a multi-profession team to effectively address the needs of individuals, families and communities
B3	Demonstrate an understanding of research theories and principles and when there use is applicable in clinical governance processes
B4	Demonstrate the skills to sustain safe and effective reflective practice for self and others by undertaking or facilitating learning needs assessment, clinical supervision and personal development planning
B5	
Communication, ICT and Numeracy Skills	
C1	Able to organise and analyse complex information from a number of sources to synthesise a clear and accurate report both for practice and research purposes
C2	Creatively design and display numerical and written research findings to influence the knowledge exchange process with practitioners working with, or designing services for, individuals, families and communities
C3	Use a range of advanced and specialist skills to support and enhance research and professional practice
C4	Demonstrate a range of ICT skills in the use of information technology to record, inform and enhance professional activities
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Engage in ongoing critical evaluations of Specialist Community Nursing practice based on analysed evidence, values and principles central to working with individuals, families and communities
D2	Use problem solving activities to critically analyse results from needs assessment and to plan interventions involving one or multiple professional groups

D3	Demonstrate expertise and insight of current practice to critically analyse this through the use of evidence to influence policy development and lead practice improvement
D4	Demonstrate highly developed negotiation and facilitation skills which enable team members and multi-professional groups to safely debate the needs of individuals, families and communities in a defined area and to agree the best application of evidence to address these in practice
D5	
Autonomy, Accountability and Working with Others	
E1	Manage complex ethical and professional issues, demonstrating skills in decision making that support informed judgements based on research evidence and the principles and concepts of guiding ethical knowledge
E2	Exercise substantial autonomy and initiative in professional and research activities
E3	Demonstrate effective leadership to contribute to organisational policies and strategies
E4	
E5	

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"/>	

Footnotes for Core Modules

The production of a research study or research protocol as part of the MSc dissertation (HLS) module is the final component of the MSc programme. It is an opportunity for the student to demonstrate, through independent work, their ability to apply theoretical principles studied throughout the masters programme. Although the emphasis is on independent study, one to two academic staff members will act as academic supervisors with a model of joint supervision. The supervisors will ensure that there is an appropriate focus and will advise on the scope of the topic chosen as the basis for investigation.

Students are required to explore an area related to community health, to generate an appropriate title and protocol for consideration. It is expected that the chosen assessment will include either the demonstrated planning process for a study or the gathering of quantitative and/ or qualitative data. In undertaking the production of the protocol or the investigation, students are expected to demonstrate a critical understanding of scientific research in a research report/ protocol, in a standard format of a dissertation of approximately 13,000 to 15,000 words in compliance with the school and university regulations regarding length. Students and supervisors are furnished with a comprehensive MSc Dissertation (HLS) module handbook outlining the requirements for the dissertation and for the role of student/ supervisors.

The MSc dissertation (HLS) module will normally take one year to complete as students usually undertake a protocol, although the research study option may be considered which will take two years.

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

On successful completion of the MSc Dissertation (HLS) module, the student will be eligible for the award of MSc Health Studies (Community Health). Distinction will be awarded in line with Chapter 3 of the Regulatory Framework.

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

