# Programme Specification

## Programme award and title:

<table>
<thead>
<tr>
<th>SCQF Level</th>
<th>Programme</th>
<th>SCQF Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctor of Nursing/Doctor of Midwifery/Doctor of Professional Health Studies</td>
<td>Doctor of Nursing/Doctor of Midwifery/Doctor of Professional Health Studies</td>
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<tr>
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<td>Master of Nursing/Master of Midwifery/Master of Professional Health Studies</td>
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<tr>
<td></td>
<td>Postgraduate Diploma 11</td>
<td>Postgraduate Diploma 120</td>
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## Educational aims of the programme:

The aim of the programme is to develop a critical mass of clinically focused senior Nurses, Midwives and Allied Health Professionals, who can apply rigour and understanding to the processes of commissioning, evaluating, administering, designing and implementing research relevant to practice, and who can evaluate the effectiveness of their own practice/practice development.

Specific objectives of the programme are to enable students to:

- have a critical overview of nursing/midwifery/allied health professional knowledge;
- have detailed and leading knowledge in the forefront of one or more areas of practice;
- have the knowledge and understanding generated through personal research related to practice;
- understand research from the proposal stage to dissemination of the findings;
- develop the skills and knowledge base required to collect, analyse and report qualitative and quantitative data, taking account of ethics, reliability and validity;
- understand the relationship between research and policy and the meanings of evaluation, its terminology, practice and use;
- critically examine some of the theoretical foundations that underpin health research and analysis;
- design and complete a research project in the form of a Thesis which deals with problems and issues in practice; and makes an original contribution;
- apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues.
Intended programme learning outcomes:

All students are in employment and a significant number achieve career advancement during their programme. Taking into account the robust nature of healthcare employers PDP requirements, students mostly engage with the research elements of University PDP. They are guided in this by SCQF level 12 descriptions, characteristics 1 -5.

Knowledge and understanding

- practical skills and knowledge required to plan and implement changes – based on research evidence – in health care organisations
- the use of a significant range of principal skills and techniques associated with expert practice in one or more areas in their field of practice
- originality in tackling practice-related problems and issues associated with patient centered care
- self critical, evidence based ways of working
- demonstrate knowledge and understanding generated through personal research which provides an unique contribution to the evidence base for practice, or the evaluation of practice intervention or service design

Subject-specific skills and other attributes

- practical skills and knowledge required to plan and implement changes – based on research evidence – in health care organisations
- the use of a significant range of principal skills and techniques associated with expert practice in one or more areas of nursing/midwifery/allied health professional practice
- originality in tackling practice-related problems and issues associated with person centered care
- self critical, evidence based ways of working
- demonstrate knowledge and understanding generated through personal research which provides an unique contribution to the evidence base for practice, or the evaluation of practice intervention or service design

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes

- advanced literacy and advanced numeracy
- critical and analytical skills
- library and database skills
- problem solving
- creativity
- advanced research skills
- apply rigour and understanding to the processes of commissioning, evaluating, administering, designing and implementing research relevant to practice
- evaluate the effectiveness of their own practice/practice development
- critical and detailed grasp of the methodological and theoretical issues arising out of the student's study of research relevant to her/his own specialism
- awareness of relevant debates in adjacent disciplines
- ability to contribute to the development of practice, management, or policy, by drawing on these ideas and debates
- ability to make connections between work in different fields, and to analyse the significance of these links
- ability to develop theoretical and epistemological arguments
- understanding of contemporary systems thinking, as applied to organisations
- understanding of research utilisation
- familiarisation with the wider literature on organisations and decision making
- ability to critically analyse the implications of evidence-based health care
- devise coherent strategies capable of improving clinical effectiveness at a local level
- data analysis and graphical presentation
- making considered and reasonable decisions on the basis of incomplete information
- applying broad critical and ethical principles to new clinical and research situations
Learning, teaching and assessment strategies:

To achieve the learning outcomes of the programme, bespoke teaching and learning strategies have been developed. The programme draws on a variety of methods of assessment to enable students to demonstrate the achievement of the learning outcomes. All the modules are supported by ‘Succeed’

Varied teaching methods appropriate to the curriculum are used to deliver a coherent programme of study, including:
- Lead lectures
- Seminars
- Computer based workshops using the University's virtual learning environment
- Workshops
- Case Studies
- Data analysis

Teaching methods are adapted to suit the aims of each module and to provide students with the range and depth of learning required by the programme as a whole. They are designed to facilitate students’ progressive development and acquisition of skills through the programme.

Students experience a range of different forms of assessment. In the taught modules these include:
- Extended essays
- Critical review essays
- Literature review
- Statistical analysis
- Research proposal development
- Viva voce examination of the knowledge base, generic and specific cognitive, clinical and communication skills underpinning expert practice by an expert panel of assessors

Assignments capture the following key elements:
- Mapping organisational factors which influence change
- Developing and analysing a change strategy
- Planning of strategies for implementing research based change in the student’s organization
- Identifying human and material costs of change

The research stage (years 3 – 6) builds on learning and experience and involves
- Preparing a research proposal suitable for Research Ethics Committee and IRAS
- Constructing a research Thesis
- External examination of Thesis involving scrutiny of Thesis and viva voce examination.

Professional/statutory body accreditation or recognition: N/A

Further details:
- Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)
- Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)
- Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)