Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>MSc in Advanced Practice</th>
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<tbody>
<tr>
<td>SCQF Level:</td>
<td>11</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>180 credits</td>
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Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The intent of this programme is to provide Health and Social Care providers, AHP's and Voluntary workers an opportunity to gain skills, confidence and knowledge to work effectively at an advanced level. This will be achieved by engaging in a programme which reflects the changing frame of health and social care and provides the student with opportunities to learn and work both collaboratively and innovatively. This shared ethos of working is intended to improve the experience and outcome of those who engage in health and social care systems and provide the student with confidence and ability to fulfil the criteria of an advanced practitioner.
- The inclusion of specialist themed modules integrates the needs of those who require health and social care and enable the student to graduate with a named specialist award in Advanced Practice.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
- The student will be able to:
  - Critically apply new knowledge, skills and collaborative working into a practice based context
  - Develop a range of transferable academic skills: critical reflection, critique, critical thinking, presentation skills; which can be applied to their professional practice

Subject-specific skills and other attributes
- The student will be able to:
  - Engage in core, specialist and optional modules of their choice which will enable them to tailor their learning to identified personal learning needs and enhance their employability within specific specialist environments
  - Engage in learning and working collaboratively with a range of health, social and voluntary care providers
  - Demonstrate through academic and practice based activities their increased ability to self manage, manage others, team lead, facilitate change and integrate an awareness of economics and politics within their area of practice

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes
- The student will be able to:
  - Demonstrate advanced communication and facilitation skills within their practice
  - Incorporate critical thinking and reflection within their practice
  - Demonstrate advanced ability for decision making and problem solving within their cognitive thinking and through their practice

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features
• Blended learning approaches which integrate Web based (WebCT) with additional distance learning resources and face to face teaching on campus. The assessment strategies are intended to maximise the potential for all students from a range of multi-professional contexts to gain new learning and meaningful outcomes for their new learning. As such, many of the modules utilise an portfolio as the assessment, thereby allowing a flexibility of topics / evidence contained (in relation to module learning outcomes)
• Other non-portfolio assessments will ensure the module learning outcomes are achieved, however there is intended flexibility for the students always to base their focus on an aspect of their professional practice eg Critical incident analysis as the assessment task, focus is derived from students own practice area.

### Further details:

**Professional/statutory body accreditation or recognition:** N/A

**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/assuring-standards-and-quality](http://www.qaa.ac.uk/assuring-standards-and-quality)

**Scottish Credit and Qualifications Framework:** [http://scqf.org.uk/the-framework/](http://scqf.org.uk/the-framework/)