

Royal Holloway, University of London

Course specification for a postgraduate award

MSc Advanced Practice (2494)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found [here](#). Further information on the University's Admissions Policy can be found [here](#).

The focus of the Masters programme is on advanced practice in social care and health services. The programme is targeted at social workers and other health and social care professionals who seek to develop their professional and inter-professional work.

The approach is critical and reflexive and uses adult learning models. Students are encouraged throughout to make use of learning opportunities in their workplace and demonstrate their integration of learning in their current practice as practitioners or managers.

The Masters programme is designed for students in part or full-time work and is therefore only offered on a part-time basis. Students have up to five years (260 weeks) to complete the Masters programme but would normally undertake the programme over three years. Students will have the option to exit the programme with a Postgraduate Certificate or Diploma, if they achieve 60 or 120 credits respectively.

The courses will be taught in varying patterns of full and half day sessions (dependent on the module). University e-learning resources will be used throughout to support the learning of students in full-time employment. In addition, students may enrol for single modules and gain academic credits in order to support their continuing professional development.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – Also referred to as 'programme', this term refers to the qualification you will be awarded upon successful completion of your studies. 'Courses' were formerly known as 'programmes' at Royal Holloway.

Module – This refers to the credits you will study each year to complete your degree course. Postgraduate taught degrees at Royal Holloway comprise 180 credits. On some degree courses a certain number of optional modules must be passed for a particular degree title. 'Modules' were formerly known as 'course units' at Royal Holloway.

Section 2 – Course details			
Date of specification update	May 2024	Location of study	Egham
Course award and title	MSc Advanced Practice	Level of study	Postgraduate
Course code	2494	Year of entry	2025/26
Awarding body	Royal Holloway, University of London		
Department or school	Department of Law and Criminology (including Social Work) School of Law and Social Sciences	Other departments or schools involved in teaching the course	None
Mode(s) of attendance	Full time and part time	Duration of the course	Three to five years (156 - 260 weeks) part-time
Accrediting Professional, Statutory or Regulatory Body requirement(s)			
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	For queries on admissions:	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure

3.1 Mandatory module information

The following table summarises the mandatory modules which students must take in each year of study

Module code	Module title	Credits	FHEQ level	Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)
HC5904	Research/Writing for Publication	60	7	MNC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example, where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

3.2 Optional modules

In addition to mandatory modules, there may be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered, or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

Stage 1
Students take optional modules to the value of 60 credits.

Stage 2
Students take optional modules to the value of 60 credits.

Stage 3

Hc5904 Research/Writing for Publication (60 credits)

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All postgraduate taught students are required to take and pass the non-credit bearing Moodle-based Academic Integrity module SS1001 in order to be awarded. The pass mark for the module assessment is stated in the on-line Academic Integrity Moodle module. Students may attempt the assessment as often as they wish with no penalties or capping. Students who otherwise meet the requirements for award as stipulated in the [Academic Taught Regulations](#) but fail to pass the Moodle-based Academic Integrity module will not be awarded.

You are initially registered under the general title of MA Advanced Practice. Depending on your choice of option modules, you will exit with a specific degree subtitle listed below.

Master of Science Programme in Advanced Practice (University of London award)

MSc in Advanced Practice (Leadership and Management)

MSc in Advanced Practice (Children and Families)

MSc in Advanced Practice (Adults)

MSc in Advanced Practice (Professional Education)

Postgraduate Diploma in Advanced Practice (Royal Holloway and Bedford New College award)

PgDip in Advanced Practice (Leadership and Management)

PgDip in Advanced Practice (Children and Families)

PgDip in Advanced Practice (Adults)

PgDip in Advanced Practice (Professional Education)

Postgraduate Certificate in Advanced Practice (Royal Holloway and Bedford New College award)

PgCert in Advanced Practice

Section 5 – Educational aims of the course

The aims of this course are:

- to provide professionally and academically rigorous post-graduate training for experienced practitioners working in social care and health services, which leads to academic and professional qualifications at Masters level.
- to provide high quality training that enables students to critically evaluate theory and utilise research findings in relation to advanced practice and leadership.
- to enhance students’ skills and ability to provide ethically-sound and effective practice and leadership within an anti-oppressive practice framework.
- to provide the opportunity for students to undertake independent, critical analysis and thinking, and enhance professional development through reflective learning and practitioner-led research.

Section 6 - Course learning outcomes

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*))

1. Ability to critically analyse, evaluate and interpret the evidence underpinning relevant policy and practice in the student’s own specialist field of work.
2. Ability to synthesise and critically apply knowledge of key theoretical perspectives, debates and frameworks for the purposes of safeguarding and promoting the welfare of service users from diverse backgrounds in specialist and complex contexts.
3. Develop and apply advanced skills in inter-professional practice, working proactively to develop and deliver evidence-informed services in complex and dynamic social care and health settings, aiming to improve outcomes for people with care and support needs.
4. Demonstrate the ability to deliver effective leadership in practice, education and/or management in and across organisations and specialist contexts.
5. Demonstrate advanced skills of critical reflection and reflexivity.
6. Independently and with others evidence critical awareness and application of ethical and professional values and codes of conduct in a range of practice situations and contexts.
7. Ability to select and apply appropriate methods and techniques to research a complex aspect of professional practice, evidencing a comprehensive knowledge base and ability to draw coherent conclusions relevant to policy, research and/or practice.

Section 7 - Teaching, learning and assessment

Teaching and learning take place in both academic and practice settings. A range of teaching methods are employed including lectures, seminars, workshops, individual and group tutorials, virtual/e-learning materials, guided independent research, guided independent study, observations, case discussions and practice presentations. Teaching approaches are based on the principles of adult learning, so that students will be encouraged to make use of University as well as work-based opportunities for learning. Key course components will be taught at the Central London campus with some teaching and seminars taking place online (dependent on the module).

Each of the courses will be assessed separately and different methods used. The methods used to assess knowledge, values and skills will include essays, case study analysis, oral presentations, direct observation and use of video material, reflective commentaries, practice evidence and the dissertation. Course co-ordinators will be responsible for the assessment of each course and another member of the staff team will moderate the process. Service users and carers will be involved in development and delivery of the programme.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be project supervision with a member of staff, or discussion through an online or virtual learning environment (VLE).

The way in which each module on your degree course is assessed will also vary. Assessments designated as 'summative' will receive a mark which will count towards your overall mark for the module. On successful completion of the module, you will gain the credits listed.

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the University, and may also be checked routinely by external agencies.

Section 8 – Additional costs

There are no single associated costs greater than £50 per item on this degree course.

These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	7
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	Criteria	Awarding body
PG Diploma	Passes in at least 120 credits, with fails of between 40% to 49% for up to 40 credits condonable (with the exception of any course specific requirements).	Royal Holloway and Bedford New College
PG Certificate	Passes in at least 60 credits with no condonable fails	Royal Holloway and Bedford New College