

**Programme Specification Pro-forma (PSP)**

**1. GENERAL INFORMATION**

1. <b>Programme Title:</b>	MSc Advanced Paramedic Practice
2. <b>Final Award:</b>	Master of Science (MSc)
3. <b>Exit Awards:</b>	MSc Advanced Paramedic Practice PgD Advanced Paramedic Practice PgC Specialist Paramedic Practice
4. <b>Awarding Body:</b>	Glasgow Caledonian University
5. <b>Period of Approval:</b>	September 2021 – August 2026
6. <b>School:</b>	Health and Life Sciences
7. <b>Host Department:</b>	Physiotherapy & Paramedicine
8. <b>UCAS Code:</b>	NA
9. <b>PSB Involvement:</b>	NA
10. <b>Place of Delivery:</b>	Glasgow Caledonian University
11. <b>Subject Benchmark Statement:</b>	QAA Subject Benchmark Statement Paramedics
12. <b>Dates of PSP Preparation/Revision:</b>	February 2021

**2. EDUCATIONAL AIMS OF THE PROGRAMME**

**The educational aims of the MSc Advanced Paramedic Practice programme are:**

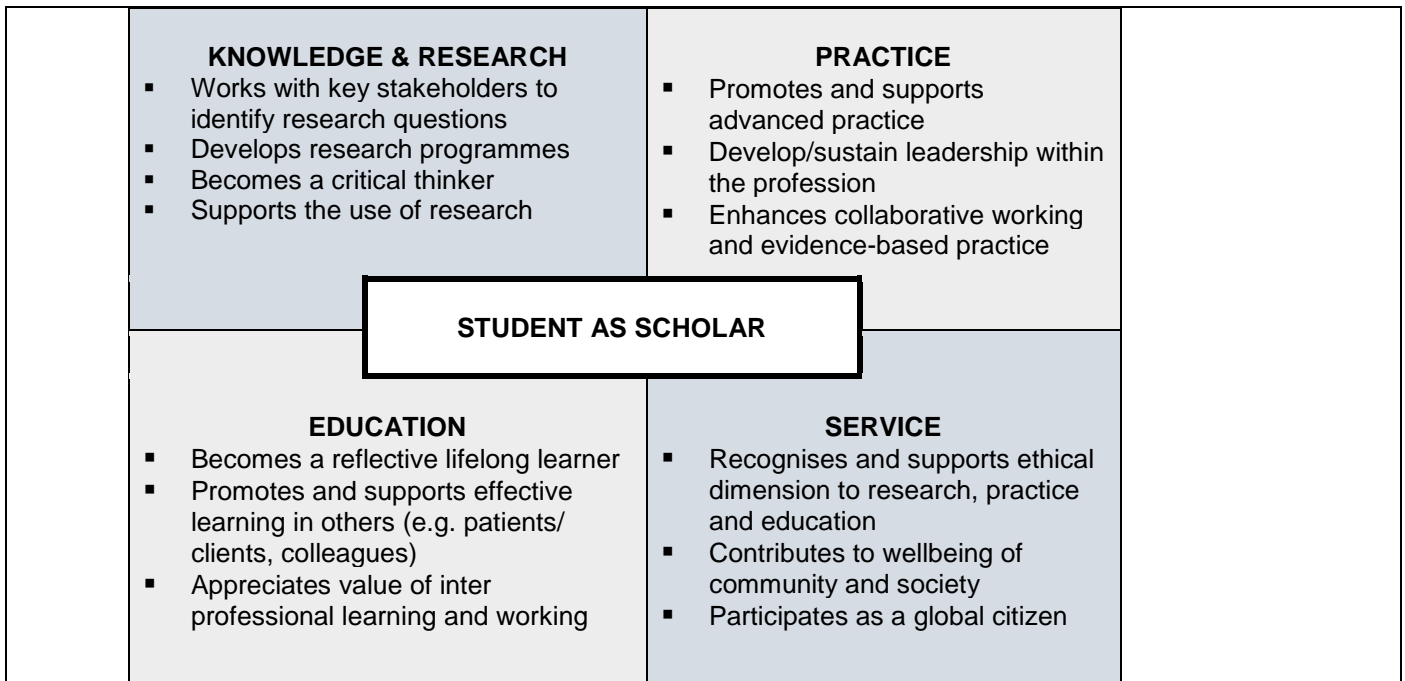
- i. To provide a Masters level study route for registered paramedics which meets their professional and personal needs.
- ii. To facilitate the development of clinical knowledge and advanced assessment skills to inform and enable paramedic practitioners to work within primary and acute care settings and have direct responsibility for decision-making for patients.
- iii. Prepare practitioners to contribute to the work of the wider health and social care workforce to meet the contemporary and future demands associated with quality-based healthcare delivery.
- iv. To expose students to the complexities of health and social care, thus enabling them to lead, participate, work in partnership and/or influence local and national health agendas.
- v. To provide the opportunity for continued personal and professional development in a clinically focused health career associated with self-directed life-long learning, in line with University and Government requirements.

Across the globe, health and social care professionals working within public, private and voluntary sectors are increasingly required to work within challenging environments of constant change. We aim to provide educational experiences which promote reflective, analytical and critical thinking, enabling students to meet political, workplace and practice demands, where a flexible approach coupled with advanced knowledge and skills can facilitate positive change within workplaces and communities.

The underpinning philosophy of the Masters Framework recognises the requirement for scholarship in four key domains: knowledge and applied research; professional practice; education; and service.

The model below (Figure 1) articulates this philosophy, and identifies some key outcomes within each of the four domains which students participating in our Masters Programmes will be supported to achieve.

Figure 1: Model Highlighting the Four Domains of Learning



This programme recognises that Advanced Paramedic Practice Practitioners require to demonstrate high level decision-making and problem-solving skills in challenging complex clinical situations as part of caring for the population. Consequently, delivery of the MSc Advanced Paramedic Practice programme requires advanced scholarship to underpin safe and effective practice.

The MSc Advanced Paramedic Practice Programme aims to build on students' existing knowledge and skills and enable students to extend their capabilities using a range of dynamic and stimulating uni- and inter-professional learning opportunities.

### 3. INTENDED LEARNING OUTCOMES

On completion of a MSc Advanced Paramedic Practice degree the student should be able to:

#### 3A Knowledge and understanding;

- A1. Demonstrate a critical understanding of relevant theoretical perspectives and their application in advancing paramedic practice.
- A2. Identify and critically analyse issues, which underpin the effective development and delivery of advancing paramedic practice within healthcare services.
- A3. Demonstrate a critical awareness of current issues in a paramedic and advancing practice
- A4. Develop systematic, critical knowledge and awareness of current social and political issues at the forefront of advancing paramedic practice, which support and optimising care outcomes.
- A5. Evaluate theoretical knowledge of bio-psychosocial concepts and their application to promoting health and well-being to inform advancing paramedic practice
- A6. Use advanced knowledge, practice skills and techniques, which holistically assess and promote the care needs of individuals within the population.

#### 3B Practice: Applied knowledge, skills and understanding;

- B1. Demonstrate originality or creativity in the application of knowledge, understanding and/ or practices to advancing paramedic practice.
- B2. Plan and execute a significant project of research, investigation or development.
- B3. Explore and evaluate strategies which are responsive to addressing the health needs of individuals and that seek to empower and enable individuals to optimise opportunities to retain their independence.
- B4. Reflect on, and critically appraise in the context of advancing paramedic practice, the actions of self and others in relation to the provision of safe and effective healthcare delivery
- B5. Demonstrate evaluation of a wide range of specialised theories, principles and concepts that influence the provision of clinical care and management and consider their application for advancing paramedic practice.
- B6. Evaluate the provision of care and its delivery by synthesising information and data from a wide range of health and social care source using a range of standard and specialised research or equivalent instruments and techniques of enquiry.

### **3C Generic cognitive skills;**

- C1. Demonstrate the ability to critically analyse, evaluate and synthesise issues related to paramedic practice and other specialist knowledge associated with research and advancing paramedic practice
- C2. Critically appraise and synthesis information to develop a broad and integrated understanding of the scope, main areas and boundaries associated with concepts linked to advancing paramedic practice.
- C3. Critically review, reflect and consolidate paramedic knowledge to extend thinking to maintain currency of the evidence base by searching for and reviewing research-based literature, which has relevance for advancing paramedic practice.
- C4. Engage in problem solving to identify, critique, clarify, explain and offer resolution to problems associated with complex care delivery within the context of advancing paramedic practice.
- C5. Identify, conceptualise and define new and abstract problems and issues in advancing paramedic practice
- C6. Develop original and creative responses to problems and issues in advancing paramedic practice.

### **3D Communication, numeracy and ICT skills**

- D1. Use a range of specialised skills to communicate with a range of stakeholders and audiences with differing levels of knowledge and expertise.
- D2. Appraise the range of approaches to effectively communicate with service users, carers, peers, senior colleagues, discipline specialists and professionals from other disciplines within the health and social care arena.
- D3. Use a wide range of software to support and enhance work at this level and specify new software or refinements/improvements to existing software to increase effectiveness.
- D4. Develop advanced study, numeracy, ICT and information literacy skills to underpin effective advanced paramedic practice
- D5. Develop skills of critical reflection, self-assessment and peer review to enhance communication with other professionals
- D6. Develop self-marketing/presentation skills that demonstrate initiative and creativity in advanced paramedic practice

### **3E Autonomy, accountability and working with others.**

- E1. Reflect on professional accountably, autonomous practice and high-level decision making to underpin advancing paramedic practice
- E2. Demonstrate independence, initiative and personal responsibility for own work in managing time and prioritising workload.
- E3. Explore and evaluate ways in which professionalism and participation in leadership activities contribute to care delivery, critically reflecting on own and others' roles and responsibilities.
- E4. Explore the complexity of care delivery in which the legal, ethical and professional dimensions emerge and, in accordance with codes of practice and make informed judgements, seeking guidance where appropriate.
- E5. Explore professional engagement in order to work effectively with others as part of collaborative cross-boundary, interdisciplinary, multi-disciplinary and multi-agency partnerships.
- E6. Demonstrate self-direction in problem solving, dealing with complex and unpredictable situations, abstract issues and acting autonomously in planning and implementing holistic care at a professional level.

### ***Learning, teaching and assessment methods used to enable outcomes to be achieved and demonstrated:***

A variety of flexible and accessible learning methods are associated with modules within the programme, which include lectures, seminars, on-line activities, presentations, and directed learning. The University's virtual learning platform, GCU Learn provides a further learning and teaching resource to support and develop the knowledge base of students undertaking the MSc Advanced Paramedic Practice in providing guidance for directed learning and acting a repository for all course materials (handbooks/workbooks/study guides). As active learners, students undertaking this programme are also expected to engage with the relevant literature as part of self-directed learning to consolidate and expand their knowledge base. Assessment of knowledge occurs via formative and summative coursework submissions and examinations and presentations.

The provision of flexible and accessible disciplinary and multidisciplinary learning environments aims to promote the development of professional, ethical, legal and non-discriminatory holistic assessment and care. Activities within elective modules create the opportunity for students to develop knowledge and skills associated with advancing paramedic practice to meet the intended outcomes of modules. Various methods of assessment will promote the integration of theory to professional practice.

Seminars, group discussions, presentation, practice-based learning scenarios and presentations (on-line and/or face-to-face) provide the forum for creative and constructive dialogue and interactions, which explore the complex reality and challenges, associated with contemporary paramedic practice. A variety of assessment methods, including opportunities for formative assessment to support the development of intellectual skills, are adopted to evidence these outcomes. Learning assessed via coursework and examinations includes appraisal of the extent to which intellectual skills are demonstrated, transferred and applied to practice. Students undertaking the MSc Advanced Paramedic Practice are encouraged to demonstrate initiative and initial inquiry to promote the active, self-directed autonomous learner.

Advanced Paramedic Practice students will critically reflect, appraise and evaluate their learning and performance. Programme modules provide the educational framework for professional development. Integrated assessment in practice and academic settings provide the evidence for development of key transferable skills.

#### 4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

##### SCQF Level 11

Module Code	Module Title	Credit
<b>Core Modules</b>		
MMB724491	Advanced Research Methods (Specific to Clinical Role)	30
MMB726664	Masters Dissertation (Specific to Clinical Role)	60
		<b>(90)</b>
<b>Clinical Role Specific Modules – Urgent &amp; Primary Care</b>		
MMB126657	Advanced Assessment and Management of Illness and Injury	30
MMB726669	Developing Advanced Practice	30
		<b>(60)</b>
<b>Clinical Role Specific Modules – Critical Care</b>		
MMB723192	Work-Based Advanced Skills & Innovative Practices (1) (Clinical Role Specific Outcomes)	30
MMB723194	Work-Based Advanced Skills & Innovative Practices (2) (Clinical Role Specific Outcomes)	30
		<b>(60)</b>
<b>Suggested Optional Modules (30 credits chosen from)</b>		
MMB726826	Advanced Leadership for Health and Social Care Practitioners	30
MMB723192	Work-Based Advanced Skills & Innovative Practices (1)	30
MMB723194	Work-Based Advanced Skills & Innovative Practices (2)	15
MMB721798	Prescribing for Healthcare Practitioners	30
<b>Exit Award – Master of Science in Advance Paramedic Practice</b>		<b>180</b>

##### Programme Structure

The structure of the MSc Advanced Paramedic Practice programme complies with the University policy on modularisation within a trimester system. Students accrue the equivalent of 1 credit for every 10 hours of notional effort and the programme includes modules which range in credit rating from 15-60 SCQF points, with variation in weight signifying the level of student effort required. Full-time students accrue 180 credits in one year and part time students accruing between 30-60 credits per year.

The programme pathway for all students wishing to exit with the award MSc Advanced Paramedic Practice is outlined in above and comprises of 90 core / programme specific credits, and a further 60 pathway credits and 30 of optional modules.

Optional modules are chosen from the SHLS postgraduate programmes' suite module catalogue with suggested optional modules also noted in the above structure.

##### Awards

To be eligible for the award of MSc Advanced Paramedic Practice

- The student must achieve a total of 180 credits which must include all 90 credits of core modules identified above.
- 60 credits of pathway specific modules

- Whilst the GCU Assessment Regulations require a minimum of 150 of 180 credits at SCQF 11 for the award of a Masters degree, awards with Merit and Distinction can only be made where all 180 credits are at SCQF11.

To be eligible for the award of a Postgraduate Diploma in Advanced Paramedic Practice

- The student must achieve 120 credits from the modules identified as core above

To be eligible for the award of a Postgraduate Certificate in Specialist Paramedic Practice

- The student must achieve a total of 60 credits from the modules identified as core above

## **5. SUPPORT FOR STUDENTS AND THEIR LEARNING**

The School of Health and Life Sciences has a long-standing commitment to equipping students with the skills they require to become both successful students and competent practitioners. In implementing the University Strategy for Learning (SfL) 2015-2020 (GCU 2015), the School acknowledges the diverse range of previous academic and practice experience and strives to enable every student to attain their highest possible level of professional and personal development. All programmes within the School attract students from a variety of educational backgrounds, including mature students and those who meet non-traditional entry requirements and students with specific needs. Each Department also has a special needs advisor.

Academic Guidance provision within the School aims to ensure that all students develop the cognitive and generic skills necessary to maximise their learning opportunities, academic, career and personal development. Students are appointed a personal tutor upon commencement of their studies in line with University policy and they provide appropriate support on a regular basis.

Additionally, within the School of Health and Life Sciences a team of Academic Development Tutors (ADT) provide confidential, tailored student learning support, with referral to appropriate services if required.

- Adoption of a flexible and shared approach that allows students to identify the skills that they would like to develop e.g. essay-planning, note-taking, interpreting coursework feedback, balancing university with work and other commitments and revising effectively for exams.
- Embedded tutorials, lectures and seminars alongside a workshops and drop-in sessions.
- Blended learning materials and web resources to support students in their development of graduate attributes.
- All activities follow an enhancement model to equip students with academic skills tailored to their programme.
- Key areas within the learning and teaching strategy of the School, such as problem-based learning and reflection, have also been incorporated as core themes.
- Maintenance of a strong focus on the applicability of developing sound academic skills for clinical practice and lifelong learning as an evidence-based practitioner.
- The team also notes the strong role of emotion in learning and the impact this can have on student confidence and participation.

The teaching team for the MSc Advanced Paramedic Practice Programme consists of Programme Leaders, Module Leaders, Module Tutors and relevant external experts. The team have wide ranging knowledge, skills and expertise in learning, teaching and assessment which will support programme delivery and align with the needs of the student population. The Programme is supported by a team of administrators who provide additional expertise. Together the team offer advice and guidance to the students throughout the duration of their study:

- Advising applicants with respect to admission criteria.
- Providing information, guidance and support for Flexible Entry.
- Providing information and guidance during induction.
- Compiling a Programme Specific Handbook which is issued to students at the beginning of their programme and posted on the Composite GCU Learn site.
- Compiling a Module Guide/Handbook for each module the student is undertaking.
- Developing and maintaining module and programme GCU Learn sites.
- Providing academic guidance and supervision in relation to formative and

- summative assessments.
- Providing feedback on all submitted course work (formative or summative) in line with policy Feedback for Future Learning.
- Supporting students and clinical supervisors in relation to work related learning.
- Facilitating multiple communication channels for students.
- Offering opportunities for those students requiring additional support and Academic guidance.
- Utilising the services of the School Disability Advisor where appropriate

### **Central Services and Facilities for Students Available within the University**

Services and facilities can be accessed by students online via the Student Home Page at [www.gcu.ac.uk/student](http://www.gcu.ac.uk/student) Support for students and their learning includes:

- GCU Information Technology (IT) Services and Resources
- IT Assistance/Helpdesk
- GCU Learn
- GCU Email
- GCU Social Media
- Sir Alex Ferguson Library
- School of Health and Life Sciences Learning Development Centre /Academic Development Tutors
- Student Support Services
- VISA Immigration and Support Service
- Disability Support
- Fees and Funding Services
- Student Wellbeing
- GCU Student's Association and Advice Centre
- Campus life

Learning environments are distributed throughout the University, where students have computer, Learning Café and Library services. Study space and general assistance can be accessed via the Sir Alex Ferguson Library.

### **Student Complaints**

The University's 'Student Complaints and Grievance Procedure' explains the procedure by which students can make a complaint about any service which is part of the University's provision. Information can be accessed via the student page of the University web site: <http://www.gcu.ac.uk/gaq/appealscomplaintsstudentconduct/complaints/>

## **6 ADMISSIONS REQUIREMENTS**

**All Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University.**

**Students undertaking this programme are required to adhere to the [GCU Code of Student Conduct](#) and the [School of Health and Life Sciences Fitness to Practise Policy](#)**

### **Programme Admission Requirements:**

Applicants to the MSc Advanced Paramedic Practice programme must evidence current Registration as a Paramedic and normally have a minimum of three years post registration experience to have consolidated pre-registration outcomes and to have gained a deeper understanding in relevant professional practice. Current Registration status on the Paramedic register will be verified with the HCPC or other relevant body.

Applicants will normally be expected to have an honours' degree. However, degree level qualifications, including honours' awards, for initial paramedic registration is not universally evident in Scotland and consequently a number of applicants may hold professional diplomas/unclassified degrees. Those applicants who hold an unclassified degree or professional diploma will normally be expected to have at least three years post registration experience before being admitted to this programme. In cases where there is no history of recent educational experience or evidence of awareness of research methodologies and attainment of basic IT skills, applicants will be expected to undertake a short course/self- directed study, prior to the commencement of the programme, in order to gain the skills required for masters' level learning.

The admission process requires applicants to submit a completed application form with a supporting statement. Evidence of adequate funding for programme/module fees is also required from employers or individual candidates. Applicants seeking admission to the MSc Advanced Paramedic Practice programme will be asked to provide one professional and one academic reference in support of their application. Applicants who reveal a disability will be invited to meet with the Disability Advisor to ensure that specific needs may be assessed. The university's Code of Practice: Students with Disabilities will apply to entrants to the programme. An audit trail of all documentation relating to the admission process will be held within each student's record.

**Applications from International Students** are welcomed to the programme subject to meeting the specified entry criteria, evidence of current registration/licencing from their country of origin, and any requirements of United Kingdom Visas and Immigration Department.

**Applicants whose first language is not English** or who have not been educated wholly or mainly in the medium of English, will be expected, before commencing the programme, to demonstrate an appropriate level of competency in the English language. The MSc Advanced Paramedic Practice programme requires applicants to have a minimum IELTS score of 6.5 with no component below 6 (or equivalent).

**Flexible Entry - Credit Transfer, RPL and Entry with Advanced Standing :**

Subject to individual consideration, and in line with the GCU [Recognition of Prior Learning \(RPL\)](#) policy, applicants may be eligible for entry to the programme and/or gain advanced standing on the programme following recognition of their prior learning.

However, it should be noted that RPL will not normally be permitted against specialist modules, which contain supervised practice elements associated with Advanced Paramedic Practice, or against part of a module.

At all levels of study, maximum limits of the award of RPL apply.

Entry with advanced standing via RPL will also impact on the student's ability to achieve an award with Merit or Distinction.

Further information can be found GCU [Recognition of Prior Learning \(RPL\)](#) policy.

Glasgow Caledonian University leads the way in widening access to higher education. As part of the University's mission to promote the common good, we work with schools, children and families in the local community to raise educational aspirations in young people and their families. The Contextualised Admissions Policy aims to build on this work and recognise the different student learner journeys. The policy aims to recognise and acknowledge that not all applicants have an equal opportunity to demonstrate their full academic potential and will take into consideration the context and circumstance in which a student has achieved his/her academic grades. For details please access the policy here: <https://www.gcu.ac.uk/aes/documentsandpolicies/>

## **7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

*Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:*

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiner(s) Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

*Committees with responsibility for monitoring and evaluating quality and standards:*

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy and Practice Committee (APPC)
- University Senate

*Mechanisms for gaining student feedback on the quality of teaching and their learning experience:*

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Personal Tutor, Year Tutor

*Staff development priorities include:*

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

## **8. ASSESSMENT REGULATIONS**

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

Subject to the Programme Specific (Exceptions) Regulations identified below, the Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: [GCU Assessment Regulations](#)

Programme Specific Regulations Referred to:

Depending on the option chosen by the student there may be module specific exceptions which apply:

- (i) Exceptions Case 74: MMB726148: Prescribing for Healthcare Practitioners  
*Minimum threshold pass marks for each assessment component*

## **9. INDICATORS OF QUALITY AND STANDARDS**

- Enhancement led internal subject review
- Module evaluation
- Annual Programme Analysis
- HCPC annual monitoring / audit
- QAA institutional reviews
- External Assessor Reports
- National Student Survey results
- NES Quality Standards for Practice Placements

## **10. INFORMATION ABOUT THE PROGRAMME**

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Module Handbook
- University Website <http://www.gcu.ac.uk>
- School Website
- GCU Learn
- University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.



## APPENDIX 1: Curriculum Map for MSc Advanced Paramedic Practice

The curriculum map links the modules to the Outcomes

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules			Programme outcomes																													
	Code	Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5	E6
Programme Specific Modules	MMB126657	Advanced Assessment and Management of Illness and Injury	x				x	x	x		x	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x	x	x
	MMB726669	Developing Advanced Practice	x	x	x	x	x	x	x		x	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	MMB724491	Advanced Research Methods							x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x		x				x	
	MMB726664	Masters Dissertation	x							x	x	x		x	x	x	x	x	x	x	x	x		x	x	x		x				x
Optional Modules	MMB726826	Advanced Leadership for Health and Social Care Practitioners	x	x	x	x			x		x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	
	MMB723192	Work-Based Advanced Skills & Innovative Practices	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x



## APPENDIX 2: ASSESSMENT LOADING MATRIX

SCQF Level 11									
Module Code	Module Title	Trimester	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
<b>Core Modules:</b>									
MMB724491	Advanced Research Methods	A	30	100					
MMB726664	Masters Dissertation	AB, BC	60	70			30		
<b>Optional Modules:</b>									
MMB126657	Advanced Assessment and Management of Illness and Injury	A	30	50			50		
MMB726669	Developing Advanced Practice	B or C	30	100					
MMB726826	Advanced Leadership for Health and Social Care Practitioners	B	30	100					
MMB723192	Work-Based Advanced Skills & Innovative Practices	AB, BC, CA	30	100					
MMB723194	Work-Based Advanced Skills & Innovative Practices	AB, BC, CA	30	100					
MMB726148	Prescribing for Healthcare Practitioners	A or B	30	50			50		
<b>EXIT AWARD: Masters Degree</b>									