

Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION

1. Programme Title:	MSc Advanced Practice
2. Final Award:	MSc Advanced Practice
3. Exit Awards:	MSc Advanced Practice (Musculoskeletal Health)
	PgD Advanced Practice
	PgC Advanced Practice
	PgD Advanced Practice (Musculoskeletal Health)
	PgC Advanced Practice (Musculoskeletal Health)
4. Awarding Body:	Glasgow Caledonian University
5. Period of Approval:	September 2021 to August 2026
6. School:	Health & Life Sciences
7. Host Department:	Physiotherapy & Paramedicine
8. UCAS Code:	N/A
9. PSB Involvement:	N/A
10. Place of Delivery:	Glasgow City Campus and online
11. Subject Benchmark Statement:	N/A
12. Dates of PSP Preparation/Revision:	June 2021

2. EDUCATIONAL AIMS OF THE PROGRAMME

The overall aim of MSc Advanced Practice is to provide educational experiences, which promote reflective, analytical and critical thinking, enabling students to meet political, workplace and practice demands. It is anticipated that a flexible approach to practice experience coupled with advanced knowledge and skills can facilitate positive change within workplaces and communities. The programme focuses on four pillars of advanced practice namely Clinical Practice, Facilitation of Learning, Leadership, and Evidence/Research & Development (NES 2021a).

Specific aims of MSc Advanced Practice are:

- (i) to provide innovative and relevant learning and teaching opportunities based on applied research and scholarship
- (ii) to meet the diverse needs of a range of learners and employing organisations, within a knowledge economy, taking account of the value of social enterprise
- (iii) to promote an understanding of service users' and carers' perspectives, and to enable students to integrate these within the development of policy, practice and educational initiatives
- (iv) to facilitate and engender independent lifelong learning, in line with University, Government and Professional Body objectives
- (v) to expose students to worldwide perspectives on health and social care, thus enabling them to participate as global citizens influencing local, national and international health and social care agendas
- (vi) to equip students with the knowledge and skills to embrace and promote professional leadership, allowing them to contribute meaningfully to the development and modernisation of integrated health and social care delivery

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

3A Knowledge and understanding;

- A1. A knowledge that covers and integrates the key areas of a particular speciality, including boundaries, terminology and conventions
- A2. An ability to critically appraise a range of specialised theories, principles and concepts related to professional practice
- A3. A systematic understanding of knowledge, and a critical awareness of current issues including new insights at the forefront of the academic discipline, field of study, or area of professional practice
- A4. An ability to critically appraise current issues in a subject /discipline, and one or more specialisms
- A5. A comprehensive knowledge and critical understanding of applicable techniques for research and advanced academic enquiry in their chosen area.

3B Practice: Applied knowledge, skills and understanding;

- B1. Practise in a manner which draws on critical reflection of their own and others roles and responsibilities
- B2. Take responsibility for their own work, fully utilising the wide range of resources and information sources available
- B3. Use a range of specialised practice skills and techniques, which are at the forefront, or informed by the forefront of knowledge in a particular discipline
- B4. Deal with complex ethical and professional issues and make informed judgements
- B5. Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level
- B6. Practice in a wide and often unpredictable variety of professional level contexts.

3C Generic cognitive skills;

- C1. Apply critical analysis, evaluation and synthesis to issues which are at the forefront or are informed by the forefront of a subject / discipline
- C2. Identify, conceptualise and define new and abstract problems and issues
- C3. Develop original and creative responses to problems and issues
- C4. Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject / discipline
- C5. Deal with complex issues, both systematically and creatively and make informed judgements in the absence of complete or consistent information/ data

3D Communication, numeracy and ICT skills

- D1. Use a range of specialised skills to communicate with a range of audiences with differing levels of knowledge and expertise
- D2. Communicate effectively with peers, more senior colleagues, discipline specialists and professionals from other disciplines in health and social care
- D3. Use a range of numerical and graphical data handling and presentation methodologies

3E Autonomy, accountability and working with others.

- E1. Exercise substantial autonomy and initiative in professional and equivalent activities.
- E2. Take responsibility for own work and/or significant responsibility for the work of others.
- E3. Take responsibility for a significant range of resources.
- E4. Demonstrate leadership and/or initiative and make an identifiable contribution to change and development.
- E5. Practise in ways, which draw on critical reflection on own and others' roles and responsibilities.
- E6. Deal with complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices

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 Physiotherapy 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 physiotherapy practice to meet the intended outcomes of modules.

MSc Advanced 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.

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 physiotherapy 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 Physiotherapy Practice are encouraged to demonstrate initiative and initial inquiry to promote the active, self-directed autonomous learner.

These learning environments and strategies align with GCU Strategy for Learning and Common Good Attributes. The learning experience at GCU aims to prepare students to develop and implement new strategies and ideas that address societal challenges and needs, whether on a local, national or global scale. The Common Good Curriculum supports the development of four 'Common Good attributes': active and global citizenship, an entrepreneurial mind-set. Students are also able to access extracurricular common good activities examples at

<https://www.gcu.ac.uk/student/getinvolved/commongoodaward/commongoodopportunities/>

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

SCQF Level 11		
Module Code	Module Title	Credit
Core Modules (90 credits)		
MMB724491	Advanced Research Methods	30
MMB726664	Dissertation	60
Optional Modules* (90 credits to be taken)		
MMB726826	Advanced Leadership for Health and Social Care Practitioners	30
MMB824475	Principles of Practice in Medical Ultrasound	30
MMB723192 / MMB723194	Work-Based Advanced Skills & Innovative Practices	15 / 30
MMB726669	Developing Advanced Practice	30
MMB126657	Advanced Assessment and Management of Illness and Injury	30
MMB726148	Prescribing for Healthcare Professionals	30
MMB725021	Social Action Approaches in Public Health	15
MMB725785	Applied Pathophysiology for Advancing Professional Practice	15
MMB826391	Foundations of Radiographic Image Interpretation	30

MMB723443	Challenges in Contemporary Global Healthcare	15
MMB725030	Infection Prevention and Control in a Global Context	15
MMB726807	Advancing Musculoskeletal Practice	30
MMB726813	Psychologically Informed Practice	30
MMB125973	Neurorehabilitation	30
MMB726815	Advancing Professional Practice	30
MMB824473	General Medical Ultrasound	30
MMB726315	Recognition and Management of the Acutely Unwell Adult	30
MMB726314	Advanced Clinical Assessment and Decision Making in Acute and Primary Care	15
MMB826611	Clinical Investigations	30
MMB826610	Surgical Management of the Foot	15
MMB126817	Human Movement and Musculoskeletal Rehabilitation	30
MMB722903	Supporting Anticipatory Care for Long Term Conditions Management	15
Exit Award – Master of Science in Advanced Practice		180

**optional modules are subject to availability*

Possible Exit Awards:*

MSc Advanced Practice – 180 credits

180 credits gained from agreed modules within the masters' suite of postgraduate programmes, MUST include Advanced Research Methods (30 credits), and Dissertation (60 credits)

PgD Advanced Practice – 120 credits

120 credits gained from agreed modules within the masters' suite of postgraduate programmes, MUST include Advanced Research Methods (30 credits)

PgC Advanced Practice – 60 credits

60 credits from agreed modules within the masters' suite of postgraduate programmes,

**Normally, opportunity will also be available for students to study individual or selected postgraduate modules on a Continuing Professional Development basis.*

Pillar/ Theme (NES, 2021a)	Module title	SCQF credits
Clinical Practice	Advancing Professional Practice	30
	Advanced Research Methods (physiotherapy focus)	30
	Advanced Leadership for Health and Social Care Practitioners	30
	Advancing Musculoskeletal Practice	30
	Work-Based Advanced Skills & Innovative Practices (clinical practice focus)	30
	Psychologically Informed Practice	30
	Neurorehabilitation	30
	Surgical Management of the Foot	30
	Clinical Investigations	15
	Developing Advanced Practice	30
	Advanced Assessment & Management of Illness and Injury	30
	Recognition and Management of the Acutely Unwell Adult	30
	Dissertation (physiotherapy focus)	60
Facilitation of Learning	Advancing Professional Practice	30
	Advanced Research Methods	30
	Advanced Leadership for Health and Social Care Practitioners	30
	Work-Based Advanced Skills & Innovative Practices (learning and teaching focus)	30

	Dissertation (physiotherapy focus)	60
	Developing Advanced Practice	30
Leadership	Advancing Professional Practice	30
	Advanced Research Methods	30
	Advanced Leadership for Health and Social Care Practitioners	30
	Supporting Anticipatory Care for Long Term Conditions Management	15
	Work-Based Advanced Skills & Innovative Practices (leadership focus)	15
	Advanced Assessment & Management of Illness & Injury	30
	Developing Advanced Practice	30
	General Medical Ultrasound	30
	Applied Pathophysiology for Advancing Professional Practice	15
	Social Action Approaches in Public Health	15
	Foundations of Radiographic Image Interpretation	30
	Prescribing for Healthcare Practitioners	30
	Advancing Practices in Imaging	30
	Recognition and Management of the Acutely Unwell Adult	30
Dissertation	60	
Evidence, research and development	Advancing Professional Practice	30
	Advanced Research Methods	30
	Work-Based Advanced Skills & Innovative Practices (service development/research focus)	30
	Applied Pathophysiology for Advancing Professional Practice	15
	Supporting Anticipatory Care for Long Term Conditions Management	15
	Human Movement & MSK Rehabilitation	30
	Developing Advanced Practice	30
	Dissertation	60

The time frame in which the student chooses to complete their award will reflect; workload commitments, personal work life balance, initial confidence in studying at Masters level, and for self-funding students the impact of module fees. For these reasons the programme has been designed to be flexible so that it will meet the needs and aspirations of a wide range of students. However, students on a full-time programme should normally complete the programme within a one-year period (over three trimesters) with the option of extending this by a maximum of one year. Students on a part time programme should normally complete the programme within three years with the option of extending this by a maximum of two years.

Below are examples of both full time and part time study patterns:

Example A: 1yr Full Time Route:

Year	Trimester A	Trimester B	Trimester C
One	120 credits delivered across Trimester A & B		60 credits Dissertation

Example B: 3yr Part-time Route:

Year	Trimester A	Trimester B	Trimester C
One	60 credits delivered across Trimester A & B		
Two	60 credits delivered across Trimester A & B		
Three	60 credits Dissertation		

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 now aligns with the University's Learner Support and Guidance Policy (GCU 2010), which 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 an 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. The ADTs adopt 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. This is facilitated through embedded tutorials, lectures and seminars alongside a weekly workshop programme and drop-in sessions. The ADTs have also developed blended learning materials and web resources to support students in their development of graduate attributes. A mix of delivery methods ensures sufficient accommodation for students who have competing demands on their time and differing preferences in terms of mode of engagement and learning.

All activities follow an enhancement model to equip students with academic skills tailored to their programme. The ADTs adopt an academic literacies approach, making explicit to students the expectations that staff have of their work and providing progressive support as students develop the skills necessary to meet those expectations. The ADTs work closely with colleagues in academic roles throughout the School to develop a programme of activities which are both incremental in complexity and delivered at a time when students need particular input. 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. The sessions also have 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. Therefore, there are aspiration and confidence raising elements to all activities.

The teaching team for the MSc Advanced 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 written 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 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 and Advice (VISA) Team
- 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. CRITERIA FOR ADMISSION

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

Programme Admission Requirements:

- All students should normally have a minimum of two years post qualifying experience working in their professional role and have gained knowledge, skills and experience associated with practice.
- Applicants will normally be expected to have an Honours degree related to a health and social care profession. However, Honours awards, for health and social care professionals are not universally evident in Scotland and consequently a number of applicants may hold unclassified degrees. Those applicants who hold an unclassified degree will require to demonstrate Honours level equivalency, which may involve submitting an enhanced CV and supporting statement that articulates their learning and development since completing their undergraduate degree.
- Applicants will be expected to demonstrate recent study and/or development prior to the commencement of the programme, in order to support the skills required for Master's level learning.
- Applicants will be encouraged and supported to submit a Recognition of Prior Learning Application as per the [GCU Recognition of Prior Learning Policy](#) (GCU, 2020).
- In addition, there are opportunities to study postgraduate modules on a Continuing Professional Development basis.
- All students practising in health and social care within the UK and for International students undertaking teaching practice within GCU will require Protecting Vulnerable Groups (PVG) disclosure (Scottish Government 2007). In addition, students out with Scotland are required to submit a local police report confirming good character.

Applications from International Students

The MSc Advanced Practice programme is suitable for international students, who are health and social care professionals, wishing to attend GCU under the requirements of UKVI and General student Visa <https://www.gov.uk/student-visa>

Applications from International students must evidence and meet the specified entry criteria. International students wishing to study on campus in order to access this programme are required to adhere to the University's policy concerning International Students terms and conditions.

In line with University requirements, an applicant whose first language is not English or who has 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 University provides guidance on the minimum International English Language Test (IELTS) of 6.0, with no element below 5.5 for entry to non- professionally regulated programmes.

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. 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
- GCULearn
- Open access to members of Programme Team E.g., Module Leaders, Programme Leader, Personal Tutor, Level Coordinator
- **Staff development priorities include:**
 - Postgraduate Certificate in Academic Practice
 - 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.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry, can be found [here](#), subject to the following approved exceptions:

Exceptions Case 122 & 177

- (i) MMB724475 Principles of Practice in Medical Ultrasound
Minimum threshold pass marks for each item of assessment
- (ii) MMB726148 Prescribing for Healthcare Practitioners
Minimum threshold pass marks for each item of assessment
- (iii) MMB826610 Surgical Management of the Foot
Minimum threshold pass marks for each item of assessment
- (iv) MMB826611 Clinical Investigations
Minimum threshold pass marks for each item of assessment

<https://www.gcu.ac.uk/academicquality/regulationsandpolicies/>

9. INDICATORS OF QUALITY AND STANDARDS

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

- Module Leader responsibilities as per Quality Enhancement and Assurance Handbook.
- Module evaluation on completion of each module. This includes theory and practice components.
- Biannual review by School's Quality and Enhancement Committee of all modules
- "owned" by the School of Health and Life Sciences
- Annual Programme Analysis
- External Examiner Reports Framework (Programme) Board
- Reports from Annual Monitoring by external bodies

Committees with responsibility for monitoring and evaluating quality and standards:

- Student/Staff Consultative Group Programme Board
- Post Graduate Assessment Board School Board
- University Learning and Teaching Committee

- Academic Policy and Practice Committee

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

- Student/Staff Consultative Group Programme Board
- Post Graduate Assessment Board School Board
- University Learning and Teaching Committee
- Academic Policy and Practice Committee

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching in Higher Education Increased development of innovative teaching/learning methods
- Support for curriculum review and development
- Staff Performance Development Assessment Review
- Peer support for teaching
- Mentoring scheme for new lecturing staff
- Programme Board meetings
- Research Forum Conference presentations
- Research Excellence Framework (REF) submission
- Membership of the Institute of Learning and Teaching
- Membership of the professional body

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>
- GCULearn
- 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.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: June 2021

Curriculum Map for MSc Advanced Practice

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

DCMAD

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

Modules			Programme outcomes																												
Code	Title	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	E 1	E 2	E 3	E 4	E 5	E 6
MMB725815	Advancing Professional 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	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				x
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	x
MMB824475	Principles of Practice in Medical Ultrasound							x		x	x	x								x		x					x		x	x	x
MMB725021	Social Action Approaches in Public Health						x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x				x	x
MMB722903	Supporting Anticipatory Care for Long Term Conditions Management	x	x	x	x	x	x	x		x	x	x	x				x							x	x		x			x	
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
MMB726807	Advancing Musculoskeletal Practice	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

	MMB72666 9	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	x	x	x	x	x	x
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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)
Core Modules:									
MMB724491	Advanced Research Methods	A	30	100					
MMB726664	Masters Dissertation	AB, BC, C	60	70			30		
Optional Modules:									
MMB725815	Advancing Professional Practice	B	30	100					
MMB726826	Advanced Leadership for Health and Social Care Practitioners	B	30	100					
MMB824475	Principles of Practice in Medical Ultrasound	B	30	50			50		
MMB725021	Social Action Approaches in Public Health	A or B	15	100					
MMB722903	Supporting Anticipatory Care for Long Term Conditions Management	A or B	15	100					
MMB126657	Advanced Assessment and Management of Illness and Injury	A	30	50			50		
MMB726807	Advancing Musculoskeletal Practice	B	30	100					
MMB723192	Work-Based Advanced Skills & Innovative Practices	A, B or C	15/30	100					
MMB723194	Work-Based Advanced Skills & Innovative Practices	A, B or C	15/30	100					
MMB725785	Applied Pathophysiology for Advancing Professional practice	A or B	15				100		
MMB726148	Prescribing for Healthcare Practitioners	A or B	30	50			50		
MMB824473	General Medical Ultrasound	AB, BC, CA	30	30			40		
MMB826391	Foundations of Radiographic Image Interpretation	AB	30	50	50				
MMB725030	Infection Prevention and Control in a Global Context	A or B	15	100					
MMB723443	Challenges in Contemporary Global Healthcare	A or B	15	100					
MMB726813	Psychologically Informed Practice	B	30	80	20				
MMB726314	Advanced Clinical Assessment and Decision Making in Acute and Primary Care	A or B	15	100					

MMB726315	Recognition and Management of the Acutely Unwell Adult	A or B	30	50			25	25	
MMB125973	Neurorehabilitation	A	30	100					
MMB826611	Clinical Investigations	A	30				100		
MMB826610	Surgical Management of the Foot	B	15	100					
MMB126817	Human Movement & Musculoskeletal Rehabilitation	B	30	100					
MMB726669	Developing Advanced Practice	BC	30	100					
EXIT AWARD: Masters Degree									