

1 Appendices

1. Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION

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| 1. | Programme Title: | MSc Advanced Practice |
| 2. | Final Award: | MSc Advanced Practice
MSc Advanced Practice (Education in Academic and Practice Settings)
MSc Advanced Practice (Musculoskeletal Health) |
| 3. | Exit Awards: | PgC Advanced Practice
PgC Advanced Practice (Musculoskeletal Health)
PgD Advanced Practice
PgD Advanced Practice (Musculoskeletal Health) |
| 4. | Awarding Body: | Glasgow Caledonian University |
| 5. | Approval Date: | November 2017 |
| 6. | School: | School of Health and Life Sciences |
| 7. | Host Department: | Department of Psychology, Social Work and Allied Health Sciences
Department of Nursing & Community Health |
| 8. | UCAS Code: | n/a |
| 9. | PSB Involvement: | n/a |
| 10. | Place of Delivery: | Glasgow Caledonian University (Glasgow Campus) |
| 11. | Subject Benchmark Statement: | n/a |
| 12. | Dates of PSP Preparation/Revision: | January 2018 |

2. EDUCATIONAL AIMS OF THE PROGRAMME

MSc/PgD/PgC Advanced Practice aims to develop the capability of health and social care staff to meet the political, practice and organisational challenges associated with delivering safe and effective care. Expansion of Health and Social Care professionals role within practice is required as alternative approaches for the assessment, treatment and management of service users in the community are developed including initiatives such as Hospital at Home (Maximising Recovery, Promoting Independence: An Intermediate Care Framework for Scotland, 2012).

This more collaborative approach has continued to develop and extend with the Integration of Health and Social Care in Scotland. This agenda ensures users receive a coherent package of care from both health and social work services. For this to be effective, health and social care professionals require to acknowledge, respect and value the contributions of others. Inter-professional learning initiatives can facilitate this and students in the School of Health and Life Sciences at Glasgow Caledonian University are in a unique position to make an impact in this key area.

Building on pre-existing scholarship, the intention is to provide high quality educational experiences to enable students to acquire the requisite knowledge, skills and professional attributes associated with advanced practice. This programme aims to equip practitioners with advanced knowledge and skills in practice based competencies, leadership, education and research to enable complex decision-making with a high level of autonomy. We aim to produce lifelong learners who will embrace inquiry-based learning and engage critically with their studies both in university and in practice. MSc Advanced Practice students should leave the programme with the ability to lead inter-professionally and enhance practice development, becoming change agents within organisations.

The curriculum aims to:

- Develop graduates who will be proficient in their discipline, enterprising, responsible and capable of fulfilling leadership roles in different organisational and cultural contexts (GCU Strategy for Learning, 2015-2020).
- Encourage students to use their existing transferable skills to adapt quickly to the educational experience through sharing pre-existing knowledge and skills to complement their emerging knowledge

- Produce original insights of health and social care
- Develop a critical understanding of knowledge, skills and processes within health and social care
- Enable students to contribute to and initiate evidence based health and social care
- Develop versatile reasoning and decision making skills to manage in unpredictable contexts
- Deal with complex ethical, values based practice
- Enable students to demonstrate the value and nature of critical reflective learning and practice.

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

GCU Strategy for Learning 2015 - 2020

Glasgow Caledonian University's Strategy for Learning is centred on the single goal of enabling students to be proficient in their discipline, entrepreneurial, confident, responsible and capable of fulfilling leadership roles in different organisational, cultural and global contexts. All curriculums should be designed to be flexible, accessible and inclusive, engaging, internationalized and have inspirational approaches to learning, teaching and assessment. To achieve this eight design principles are followed (Figure 1), which are mapped to the programme (Appendix 2).

In addition 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, responsible leadership and confidence, which are mapped to the programme (Appendix 5). In addition students are able to access extracurricular common good activities, examples at <http://www.gcu.ac.uk/theuniversity/commongood/commongoodopportunities/>



Figure 1: Strategy for Learning Design Principles

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

The structure of the MSc Advanced Practice programme aligns with the GCU exit requirements for a Master's programme. The modular structure of these programmes reflects the Scottish Credit and Qualifications Framework (SCQF 2010) and follows the standard Glasgow Caledonian University structure for taught postgraduate programmes (GCU Qualifications Framework 2017). This normally comprises of 180 credits, of which a minimum of 150 credits require to be at SCQF level 11. Programmes are offered on a full-time (normally one year), part-time (normally three years) or distance learning basis (normally two to three years).

The time frame in which the student chooses to complete their award will reflect; work load 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.

MSc Full Time Route

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

MSc Part Time Route (Example of a three-year 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		

The MSc Advanced Practice programme provides a flexible pathway based on the accumulation of credit at SCQF level 11. However QAA Guidelines and the Scottish Credit and

Qualifications Framework (SCQF), allow for a proportion of the accumulated credit to be one or two levels below that of the named award. To exit with a named award from this programme, students will normally be expected to gain SCQF level 11/10 credits from successful completion of modules validated or approved within the suite of postgraduate programmes.

To exit with a post-graduate award, students will undertake a series of modules, which satisfy their personal, professional and academic aspirations and needs. Such personal study pathways will normally be agreed with the appropriate Programme Lead before commencement of the programme of study. Personal study pathways may be altered subsequent to enrolling on a course of study provided the altered pathway is consistent with the programme philosophy and with GCU Assessment Regulations for taught Post-graduate Programmes.

Awards - Exit Credits for Post-Graduate Awards

Award Title	Credit points and minimum level
Post-graduate Certificate	60 credits with a minimum of 40 at SCQF 11
Post-graduate Diploma	120 credits with a minimum of 90 at SCQF 11
Master of Science	180 credits with a minimum of 150 at SCQF 11

Programme Structure:

Students wishing to exit with the award MSc Advanced Practice require to complete 180 credits (with a minimum of 150 at SCQF 11). Students are required to take 90 SCQF level 11 core credits: Advanced Research Methods; the Dissertation and 90 SCQF Level 11 credits of modules from across the School of Health and Life Sciences Postgraduate module catalogue (excluding combinations that form a named award). Not all modules will be suitable for all students and may require discussion with the programme lead.

MSc Advanced Practice

60M Credits from the following options:

MMB722746 Advanced Leadership for Health and Social Care Practitioners (30M)

MMB724480 Curriculum development and quality in educational practice (30M)

MMB724482 The theory of teaching, learning and assessment (30M)

MMB723192/ MMB723194 Work-Based Advanced Skills & Innovative Practices (15/30M)

MMB824475 Principles of Practice in Medical Ultrasound (30M)

MMB722849 Non-Medical Prescribing (30M)
MMB807755 Principles of Diagnostic Investigations (15M)
MMB723442 Applied Pathophysiology for Advancing Professional Practice (15M)
MMB722903 Supporting Anticipatory Care for Long Term Conditions (15M)
MMB724201 Advanced Assessment and Management of Minor Injuries (15M)
MMB824235 Magnetic Resonance Imaging Principles and Practice (30M)
MMB824488 Computed Tomography Principles and Practice (30M)
MMB823459 Diagnostic Imaging for Podiatrists (Interpretive) (15M)
MMB823587 Advancing Practices in Imaging (30M)
MMB722058 Public Health Theory to Social Action (30 M)
MMB124971 Human Movement and MSK Rehabilitation (30 M)
MMB124969 Advanced Assessment and Management of Illness and Injury (30 M)
MMB724486 Advancing Physiotherapy Practice (30 M)

30M Credits of Research

MMB724491 Advanced Research Methods (30M)

60M Dissertation

MMB724468 Dissertation (60M)

Some of the modules will be hosted by MSc Advanced Practice including Advanced Leadership for Health and Social Care Practitioners, Advanced Assessment and Management of Illness and Injury and Human Movement and MSK Rehabilitation.

Students from the suite of postgraduate programmes may articulate onto MSc Advanced Practice to continue their postgraduate study and exit with a Masters award. For example a student who had completed a PgD Specialist Community Public Health Nursing (Health Visiting) could articulate onto MSc Advanced Practice programme to complete their dissertation and exit with MSc Advanced Practice.

The MSc Advanced Practice programme also enables the facility for students to exit with a bracketed named award e.g. MSc Advanced Practice (Musculoskeletal Health) and for these students the module choice will be restricted to a predefined list appropriate to the subject area; in some instances the full 90 SCQF Level 11 credits may be specified.

Bracketed Awards:

MSc Advanced Practice 180 credits (*Education in Academic and Practice Settings*)

90M Credits:

MMB722746 Advanced Leadership for Health and Social Care Practitioners (30M)

MMB724480 Curriculum development and quality in educational practice (30M)

MMB724482 The theory of teaching, learning and assessment (30M)

30M Credits of Research

MMB724491 Advanced Research Methods (30M)

60M Dissertation

MMB724468 Dissertation (60M)

MSc Advanced Practice (*Musculoskeletal Health*)

30M Credits Core:

MMB124971 Human Movement and MSK Rehabilitation (30 M)

60M Credits from the following options:

MMB723192/ MMB723194 Work-Based Advanced Skills & Innovative Practices (MSK Health focus e.g. Biomechanics) (15/30M)

MMB807755 Principles of Diagnostic Investigations (15M)

MMB823459 Diagnostic Imaging for Podiatrists (Interpretive) (15M)

MMB724486 Advancing Physiotherapy Practice (30 M)

MMB722746 Advanced Leadership for Health and Social Care Practitioners (30M)

MMB722849 Non-Medical Prescribing (30M)

30M Credits of Research

MMB724491 Advanced Research Methods (30M)

60M Dissertation

MMB724468 Dissertation (60M)

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

The School of Health and Life Sciences provides new students with a programme of centralised pre-enrolment information and induction activities. Welcome packs and pre-enrolment information is sent to students following their acceptance of an unconditional offer of a place on the programme. Induction sessions are delivered in the week immediately prior to the start of trimester and all new students are invited to attend. Some of the sessions included in this week are: Welcome to the School, induction to the library and IT services. For international students, a programme of induction activities tailored to their particular needs is delivered in addition to the standard induction arrangements. In addition sessions are available from the Academic Development Tutors who are based in the Learning and Development Centre at Glasgow Caledonian University.

Ongoing support is provided to students throughout the duration of the programme via the programme and pathway leads. Students are supported to engage in academic advisory through the use of the GCU PPACT Academic Advising Standard.

Additional student support services:

- Campus Life
- Learning & Development Centre
- Library Services
- Programme Lead
- Module Tutors
- Student Wellbeing Services

6. CRITERIA FOR ADMISSION

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

Programme Admission Requirements:

Academic Requirements

The MSc Advanced Practice specifies that 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 masters level learning. Applicants will be encouraged and supported to submit a Recognition of Prior Learning Application as per the GCU policy (GCU, 2016). In addition there are opportunities to study postgraduate modules on a Continuing Professional Development basis. Additional programme admission requirements are applicable for MSc Advanced Practice (Education in Academic and Practice Settings). The PgC Education in Academic and Practice Settings specifies that all applicants will have a minimum of three years post qualifying experience working in their professional role and have gained knowledge, skills and experience associated with education and practice. In addition those nurses, midwives and SCPHN who wish to exit with a NMC recordable qualification of Teacher are required to be on the appropriate part of the register and be indexed with NHS Education Scotland (NES). 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.

Entry Requirements - 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 United Kingdom Border Agency (UKBA) Tier 4 visa arrangements. 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 6.5 for entry to non- professionally regulated programmes. Entrants who wish to exit with a NMC recordable qualification of Teacher will be required to attain an overall score of 7.0 in the International English Language Testing System (IELTS)

and achieve no less than a Band 6.5 in each module associated with IELTS.

Flexible Entry: Credit Transfer/ Recognition of Prior Learning

University Policy confirms that students may be eligible to claim up to 50% of credit points associated with the exit award. Due consideration will be given to those students who wish to have Recognition of Prior Learning (RPL) (credited/ informal) taken into account. This will be provided on an individual basis to all students in accordance with University policy outlined at

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

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

2. *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)

3. *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 Committee (APC)
- University Senate

4. *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, Academic Advisor, Year Tutor

5. *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

GCU Assessment Regulations for Taught Postgraduate Programmes will apply to this programme subject to the following exceptions: Exceptions Case 122 & 177

- MMB724480 Curriculum development and quality in educational practice and MMB724482 The theory of teaching, learning and assessment
- MMB724475 Principles of Practice in Medical Ultrasound
- MMB721798 Non Medical Prescribing
- MMB823459 Diagnostic Imaging for Podiatrists
- MMB823460 Principles of Diagnostic Investigations

<https://www.gcu.ac.uk/academicqualityanddevelopment/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>
- School Website
- 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: **January 2018**