

Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION

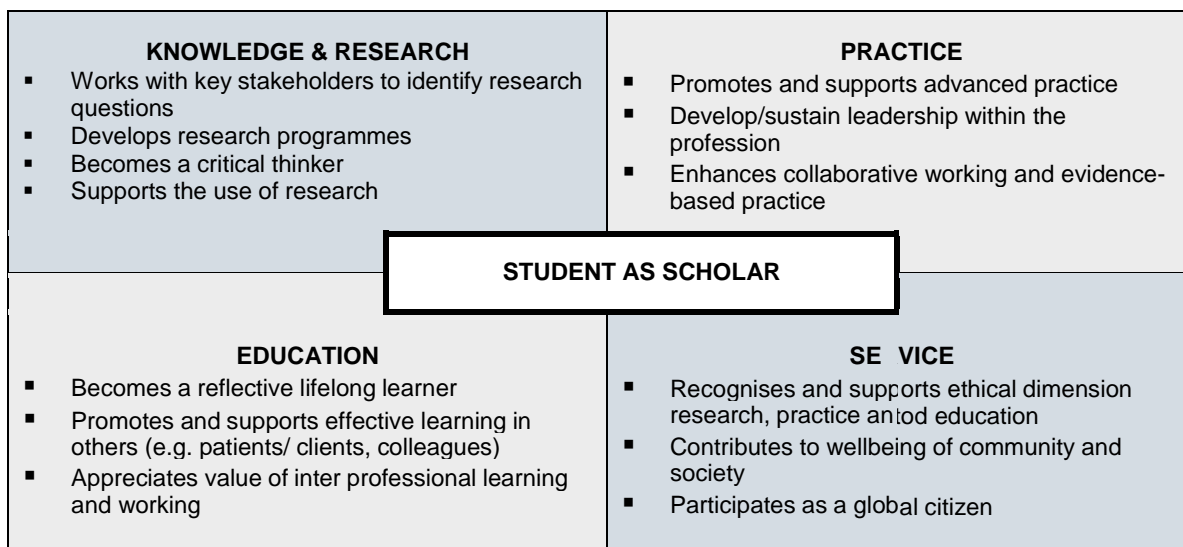
1. Programme Title:	MSc Advanced Physiotherapy Practice
2. Final Award:	Master of Science (MSc)
3. Exit Awards:	PgC Advanced Physiotherapy Practice PgD Advanced Physiotherapy Practice MSc Advanced Physiotherapy Practice
4. Awarding Body:	Glasgow Caledonian University
5. Period of Approval:	September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

2. EDUCATIONAL AIMS OF THE PROGRAMME

The underpinning philosophy of the Masters Suite of Postgraduate Programmes recognises the requirement for scholars to engage in 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 that our Postgraduate Programmes will be supported to achieve.

Figure 1: Model Highlighting the Four Domains of Learning



organisational and clinical practice demands of advanced practice. This includes developing critical, evaluative, creative and skilled physiotherapy practitioners who respond positively to professional, political and social change and can work as effective members of the health and social care teams in the National Health Service (NHS), private practice, or within evolving and innovative areas of practice.

To achieve these aims, the programme is designed to ensure that students achieve a level of Mastersness. The Quality Assurance Agency (QAA) have proposed a framework identifying constructs that contribute to masterly achievement (QAA, 2013). The QAA define these constructs as facets of 'mastersness'. These facets are: Complexity, abstraction, depth, research, autonomy, unpredictability, and professionalism.

This programme recognises that Advanced Physiotherapy 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 Physiotherapy Practice programme requires advanced scholarship to underpin safe and effective practice.

The MSc Advanced Physiotherapy 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.

To achieve the programme aim, a series of educational aims have been developed:

1. Develop advanced skills, such as critical thinking, evidence-based practice and research to enable students to effect change based on best and current practice.
2. Provide innovative and relevant learning and teaching opportunities based on applied research and scholarship.
3. 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.
4. Facilitate and engender independent lifelong learning, in line with University, Government and Professional Body objectives.
5. 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.
6. Equip students with the knowledge and skills to embrace and promote professional leadership, allowing them to contribute meaningfully to the development and modernisation of health and social care delivery.
7. Provide advanced theoretical knowledge, linked to defined areas of practice.

3. INTENDED LEARNING OUTCOMES

On completion of a full MSc Advanced Physiotherapy 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 physiotherapy practice.
- A2. Identify and critically analyse issues, which underpin the effective development and delivery of advancing physiotherapy practice within healthcare services.
- A3. Demonstrate a critical awareness of current issues in a physiotherapy and advancing practice
- A4. Develop systematic, critical knowledge and awareness of current social and political issues at the forefront of advancing physiotherapy 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 physiotherapy 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 physiotherapy 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 physiotherapy 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 physiotherapy 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 physiotherapy practice and other specialist knowledge associated with research and advancing physiotherapy 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 physiotherapy practice.
- C3. Critically review, reflect and consolidate physiotherapy knowledge to extend thinking to maintain currency of the evidence base by searching for and reviewing research-based literature, which has relevance for advancing physiotherapy 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 physiotherapy practice.
- C5. Identify, conceptualise and define new and abstract problems and issues in advancing physiotherapy practice
- C6. Develop original and creative responses to problems and issues in advancing physiotherapy 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 physiotherapy 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 physiotherapy practice

3E Autonomy, accountability and working with others.

- E1. Reflect on professional accountably, autonomous practice and high-level decision making to underpin advancing physiotherapy 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 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 Physiotherapy 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 (120 credits)		
MMB726815	Advancing Professional Practice	30
MMB724491	Advanced Research Methods (physiotherapy focus)	30
MMB726664	Masters Dissertation (physiotherapy focus)	60
Optional Modules* (60 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
MMB722903	Supporting Anticipatory Care for Long Term Conditions Management	15
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
MMB130312	Advancing Musculoskeletal Practice	30
MMB726813	Psychologically Informed Practice	30
MMB130323	Advancing Practice in Neurological Rehabilitation	30
MMB130320	Human Movement and MSK Analysis	30

MMB826611	Clinical Investigations	30
MMB826610	Surgical Management of the Foot	15
MMB726669	Developing Advanced Practice	30
MMB312643	The Lower Limb and Foot in Diabetes – Evaluation of Risk	15
MMC122348	Nutrition and Lifestyle Management of Diabetes	15
Exit Award – Master of Science in Advanced Physiotherapy Practice		180

**optional modules are subject to availability*

Possible Exit Awards:

MSc Advanced Physiotherapy Practice – 180 credits

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

PgD Advanced Physiotherapy Practice – 120 credits

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

PgC Advanced Physiotherapy Practice – 60 credits

60 credits from agreed modules within the masters' suite of postgraduate programmes, MUST include Advancing Professional Practice (30 credits)

Students who are unable to meet the theoretical and practice requirements of the MSc Advanced Physiotherapy Practice programme (180 Credits) will, where appropriate, have the opportunity to transfer and pursue Postgraduate Studies in other health and social care related programmes under the provision made within the School's Suite of Postgraduate Programmes.

Programme Modules aligned to the Post Registration Career Development Framework (NES, 2014)

Pillar/ Theme	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
	Advancing Practice in Neurological Rehabilitation	30
	Surgical Management of the Foot	30
	Clinical Investigations	15
	The Lower Limb and Foot in Diabetes – Evaluation of Risk	15
	Nutrition and Lifestyle Management of Diabetes	15
	Developing Advanced Practice	30
	Dissertation (physiotherapy focus)	60
Facilitation of Learning	Advancing Professional Practice	30
	Advanced Research Methods (physiotherapy focus)	30
	Advanced Leadership for Health and Social Care Practitioners	30
	Work-Based Advanced Skills & Innovative Practices (learning and teaching focus)	30
	Developing Advanced Practice	30
	Dissertation (physiotherapy focus)	60
Leadership	Advancing Professional Practice	30
	Advanced Research Methods (physiotherapy focus)	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
	Advancing Professional Practice	30
	Dissertation (physiotherapy focus)	60
	Developing Advanced Practice	30

Evidence, research and development	Advanced Research Methods (physiotherapy focus)	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 Analysis	30
	Developing Advanced Practice	30
	Dissertation (physiotherapy focus)	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 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.

GCU is committed to providing academic support to learners, which aims to ensure that all students develop the cognitive and generic skills necessary to maximise their learning opportunities, academic, career and personal development. Information on 'Learner Support' can be found [here](#). 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, the award winning Learning and Development Centre (LDC) Team provide confidential, tailored student learning support, with referral to appropriate services if required. The LDC team 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 LDC team 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 LDC team 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 LDC team 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 Physiotherapy 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 via telephone, E-mail and GCU Learn.
- 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 on line 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 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:

<https://www.gcu.ac.uk/gag/complaintsstudentconduct/complaints/>

6. CRITERIA FOR ADMISSION

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 Specific Admission Requirements

Students admitted to the MSc Advanced Physiotherapy Practice programme will normally (although not exclusively) be registered physiotherapists with a recognised first qualification in Physiotherapy or its equivalent. Applicants will normally be expected to have an honours degree (Second class or above). Those applicants who hold an unclassified degree or professional diploma will normally be expected to provide evidence of at least two years' professional work experience before being admitted on to the postgraduate programme of study.

Applications from International Students

The MSc Advanced Physiotherapy Practice Programme is suitable for international students who wish to study at GCU under the requirements of United Kingdom Visas and Immigration Department.

Applications from International students must evidence and meet the specified entry criteria and relevant visa requirements. International students entering programmes of study must evidence current registration/licencing from their country of origin.

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 MSc Advanced Physiotherapy Practice programme requires applicants to have a minimum IELTS score of 6.0 with no component below 5.5 (or equivalent) and reading & listening at 6.0

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, Level Coordinator

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 167: MMB724475: Principles of Practice in Medical Ultrasound
Minimum threshold pass marks for each item of assessment
- (ii) Exceptions Case 74: MMB721798: Prescribing for Healthcare Practitioners
Minimum threshold pass marks for each item of assessment

9. INDICATORS OF QUALITY AND STANDARDS

The range and type of performance indicators used to consider quality and standards within the programme and modules within it are outlined in the University's Quality Enhancement and Assurance Handbook which can be accessed [here](#)

Section 7 of this document lists the wide variety of methods used for evaluating and improving the quality and standards of teaching and learning within the programme.

The University and School ensure that individual modules which students undertake within programmes are of a high quality and maintain high standards. Within this context, a module improvement plan is formulated following each module delivery and demonstrated within the module monitoring reports.

At a programme level continual programme analysis is undertaken (APA) with a programme enhancement plan completed. Programme board deliberations, student staff consultative group minutes and external examiners reports are all taken into consideration.

In addition, the programme team engage in biennial module review to ensure quality enhancement and currency of all modules.

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.

Appendix 1: Curriculum Map for MSc Advanced Physiotherapy Practice

PSMAP

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

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	
Core Modules	MMB726815	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				x	
	MMB726664	Dissertation	x						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	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			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	x
	MMB130312	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	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	Ex1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
Core Modules:									
MMB726815	Advancing Professional Practice	B	30	100					
MMB724491	Advanced Research Methods	A	30	100					
MMB726664	Dissertation	AB, BC, C	60	70			30		
Optional Modules:									
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		
MMB130312	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		
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				
MMB130323	Advancing Practice in Neurological Rehabilitation	A	30	100					
MMB826611	Clinical Investigations	A	30				100		
MMB826610	Surgical Management of the Foot	B	15	100					
MMB130320	Human Movement & MSK Analysis	B	30	100					

MMB726669	Developing Advanced Practice	BC	30	100					
MMB312643	The Lower Limb and Foot in Diabetes – Evaluation of Risk	B	15	100					
MMC122348	Nutrition and Lifestyle Management of Diabetes	B	15	100					
EXIT AWARD: Masters Degree									