



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Scottish Mammography Education Centre
3	Professional body accreditation	College of Radiographers
4	Final Award	MSc Mammography
	Subsidiary exit awards	PgDip Mammography PgCert Mammography MSc Mammography
5	Programme Title	MSc Mammography
6	UCAS code (or other coding system if relevant)	
7	SCQF Level	11
8	Mode of delivery and duration	Part Time 3-7 years
9	Date of validation/review	25th April 2016

10. Educational Aims of the programme

The aims of the programme are to enable learners to:

- Develop a deeper understanding of the relevant body of knowledge and their personal and professional skills in order to contribute to development of a subject area, field or profession;
- Engage in critical reflection on practice and independent study for lifelong learning.

11. Benchmark statements/professional and statutory body requirements covered by the programme

The Society and College of Radiographers. 2008. *Learning and Development Framework for Clinical Imaging and Oncology*. London: College of Radiographers

Skills for Health Occupational Standards

12. Learning Outcomes of the Programme

Upon successful completion of a programme, graduates will be able to:

- Demonstrate, through practice, knowledge of how strategies for research and enquiry are used to create and interpret knowledge in the subject area, field or profession;
- Systematically and critically evaluate the practices, research and scholarship in a particular subject area, field or profession;
- Critically evaluate, interrelate and apply knowledge and processes relevant to a subject area, field or profession, much of which may be at, or informed by, the forefront of developments;
- Exercise responsibility, initiative and self-direction to support and further independent study and professional development;

- Contribute to a development of a given subject area, field or profession;
- Critically reflect on practice to develop skills of self-appraisal and insight;
- Identify, critically analyse and respond creatively to complex problems;
- Communicate effectively to diverse audiences through media appropriate for the subject area, field or professional practice;
- Take an inter-disciplinary approach to study;
- Demonstrate originality in the application of knowledge and/or practice.

13. Teaching and learning methods and strategies

A number of different approaches facilitate student learning. The programme modules identify a variety of teaching and learning methods that will encourage students to participate in their own learning. The teaching and learning strategies are designed to enable independent progress within a supportive framework. The student is placed at the centre of the learning process and is expected to take overall responsibility for her/his learning. Independent study is an essential component and comprises a major element of the programme. These strategies will emphasise the development of critical, innovative and creative ways of thinking. Students will be encouraged to be interactive and to acquire investigative learning skills. A holistic approach to problem-solving will be adopted by encouraging interchange between students. This will acknowledge, and seek to focus and extend, the experience and understanding brought by mature experienced learners to postgraduate education.

14. Assessment strategies

Assessment at postgraduate level is concerned with advanced-level skills which combine both theoretical and empirical knowledge and the application of that knowledge in the analysis and evaluation of current practice. Students are expected to be active participants in the learning process. This requires assessment strategies which are closely integrated within the learning process as a whole and which reflect the learning outcomes of the programme.

Formative assessment throughout the programme will provide comprehensive feedback to the student on personal and professional development. This will include self-assessment and peer group assessment, which will facilitate reflective and critical thinking.

Clinical assessment will provide a flexible and contractual assessment of student achievement, which will encourage personal responsibility for learning progress (Appendix 2). Clinical assessment will assess the student's operational ability, clinical reasoning, interactive analysis of image data and the ability to communicate findings to clinical staff and where appropriate to the patient.

Summative assessment will be academically challenging and will require critical evaluation, rational judgement, problem solving, decision making and strategic thinking. These will be demonstrated orally as well as in written form.

The student should be able to demonstrate, by the presentation of a clinical portfolio, that experience gained in work-based learning is of a level and quality equivalent to that expected of a proficient and independent practitioner.

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

Postgraduate Certificate

The programme consists of four modules: two academic and two work-based learning components. Although approached from two perspectives, each module reflects the link between theory and practice to form an integrated whole. The programme is delivered over one year on a part-time basis.

The programme is intended for radiographers in the breast imaging service to enable them to contribute to the provision of a uniformly high quality of care to all patients. This will ensure maximum possible survival rates and best quality of life for all patients wherever they may live.

The programme has been designed to provide a coherent course of education for radiographers to extend their professionalism and enhance their professional practice. The theoretical and work based elements of the programme will focus on the evaluation of health care provision enabling both skills and theory to be integrated within clinical practice while strengthening the ability to contribute effectively as a member of a multidisciplinary team. Issues at the cutting edge of theory and research in mammography will be critically examined to enable the student to focus, extend, develop and strengthen skills in mammography to a level of advanced professional competence.

Work-based learning is the focus for theoretical as well as practical elements of the programme and provides the essential mechanism by which theoretical concepts are integrated within clinical practice. This element of the programme is structured to promote the development of advanced-level operational skills and critical and reflective thinking in clinical practice. It will focus on the ability to undertake independent learning and to become a critically reflective practitioner. These high order intellectual skills will enable the practitioner to make a more informed professional judgement.

Postgraduate Diploma

Students extending their level of achievement, from Postgraduate Certificate to Postgraduate Diploma, are required to undertake further study equivalent to four modules (60 Scotcat points).

A requirement of the PgDip programme is that a student must have undertaken a 30 credit M-level research module.

The structure of the Postgraduate Diploma has been designed to enable a radiographer to progress through the award in different pathways e.g. in the development of advanced clinical skills or within clinical education.

MSc

For the award of MSc Mammography, the requirement of the Masters Programme is that a student must have undertaken a 60 M-level credit research project.

16. Criteria for admission

Candidates must:

- be either a Diagnostic Radiographer or a Therapeutic Radiographer with Health Professions Council Registration or equivalent;
- be employed in a clinical environment offering mammography experience at a level appropriate for postgraduate studies;

- negotiate a contract with the manager of the clinical department to ensure that the required amount of time and patient load to complete the work-based element of the programme will be made available (Appendix 1);
- show evidence of continuing professional development.

English language requirements:

Applicants must be able to communicate in English to the standard equivalent to level 6.5 of the International English Language Testing System (IELTS), with no element below 6.5.

Each candidate will be considered individually with regard to their ability to meet the demands of the programme. Students are selected for their suitability by the Programme Co-ordinator.

17. Support for students and their learning

QMU programmes normally provide the following student support:

- a. Personal Academic Tutors
- b. Student handbooks
- c. Access to Web-based Student Learning Services, Library and IT support, NHS Knowledge Network
- d. Representation through Student-Staff Committees

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>