



Queen Margaret University

EDINBURGH

# Programme Specification

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

<b>1</b>	<b>Awarding Institution</b>	Queen Margaret University
<b>2</b>	<b>Teaching Institution</b>	Queen Margaret University
<b>3</b>	<b>Professional body accreditation</b>	N/A
<b>4</b>	<b>Final Award</b>	MSc Person-Centred Practice (Public Health and Wellbeing)
	<b>Subsidiary exit awards</b>	PgDip Person-Centred Practice (Public Health and Wellbeing) PgCert Public Health and Wellbeing
<b>5</b>	<b>Programme Title</b>	MSc Person-Centred Framework
	<b>UCAS code</b> (or other coding system if relevant)	N/A
<b>7</b>	<b>SCQF Level</b>	11
<b>8</b>	<b>Mode of delivery and duration</b>	Full and Part-time
<b>9</b>	<b>Date of validation/review</b>	26 <sup>th</sup> May 2016

## 10. Educational Aims of the programme

The MSc Person-Centred Practice (Public Health and Wellbeing) aims:

To enable students working in a variety public health and wellbeing contexts to develop deep and critical understandings of different sources of knowledge and of research evidence that contribute to the health and well-being of persons, groups and populations across the lifespan, in a way that is consistent with the values of person-centredness.

To influence and enable the transformative processes of personal and professional development through engagement, facilitation and evaluation of person-centred teaching and learning approaches.

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

UK Public Health Skills and Knowledge Framework Levels 5-7  
The CompHP Professional Standards for Health Promotion

## 12. Learning Outcomes of the Programme

The learning outcomes have be linked to the following categories

- Knowledge and Understanding (KU)
- Intellectual (thinking) skills (IS)

- Practical skills (PS)
- Transferable skills (TS)

On successful completion of the Masters degree, learners will be able to:

1. Develop a critical understanding of the connection between theories, concepts and principles underpinning person-centredness and application to practice in a variety of public health and wellbeing contexts. (KU, IS, PS, TS)
2. Critically analyse, evaluate and synthesise different sources of evidence and knowledge contributing to the advancement of safe and effective person-centred practice in relation to public health and wellbeing. (KU, IS, PS, TS)
3. Demonstrate leadership in making an identifiable contribution to change and the development of person-centred cultures providing quality of care for people, groups and communities in a variety of health and social care contexts. (KU, IS, PS, TS)
4. Critically explore value judgments underpinning complex decisions within the current health and social care landscape in conjunction with professional, ethical and legal frameworks underpinning autonomous and collaborative practice. (KU, IS, PS, TS)
5. Create and enable communities of practice through collaborative and inter-professional working from the perspective of life-long learning. (KU, IS, PS, TS)
6. Develop responses to complex health and social care challenges experienced by people, groups and communities across the lifespan by integrating creative approaches to promoting public health and well-being. (KU, IS, PS, TS)
7. Engage and facilitate personal and professional development of self and others through critical thinking, reflective practice and transformative communicative spaces. (KU, IS, PS, TS)
8. Plan and undertake a significant project of investigation, work-based learning or research contributing to advancing public health practice. (KU, IS, PS, TS)

### **Postgraduate Certificate in Public Health and Wellbeing**

#### **Learning Outcomes**

On successful completion of the Certificate, learners will be able to demonstrate the following learning outcomes:

- Outcomes 1-5

### **Postgraduate Diploma Person-Centred Practice (Public Health and Wellbeing)**

#### **Learning Outcomes**

On successful completion of the Diploma, learners will be able to demonstrate the following learning outcomes:

- Outcomes 1-7

## **10. Teaching and learning methods and strategies**

The learning, teaching and assessment strategy is framed by our core philosophical concepts of personhood, person-centredness, human valuing, healthful relations, human potential and

development, supportive and enabling environments. Critical to our approach are broad humanistic and transformative theories of adult learning that are synthesised in our approach through shared values about learning.

Learning is a lifelong process experienced through cognitive and creative connections that are embodied through diverse learning situations and through which cognitive, practical or emotional (or by a combination of these) transformation occurs resulting in a continually changing/more experienced person (Illeris 2014, Jarvis 2009). Central to this strategy is the need for learners to engage in learning experiences, a readiness to listen and explore; preparedness to be open to experiences and a resolve to keep going. This requires an effective student-centred learning environment for learners and teachers based on intellectual space to learn, with an open andragogical relationship of shared values of honesty, trust, authenticity, respect and reciprocity. The environment will generate an ethos of engagement and criticality where students can explore and challenge theories, practices and different sources of knowledge creatively in an atmosphere of high challenge and high support. We will achieve this learning environment through a focus on 3 pillars of learning activity; student-centred experiential and collaborative learning, reflexivity and critical discourse and sustainable and ethical evidence-based teaching.

Embedded in these pillars are methods of co-creation and production, philosophical enquiry, transformative conversations and deep critical reflective practice. Students will be supported to challenge their thinking, values and beliefs; through the posing of complex activities and questions, and develop resilient and sustainable approaches to their learning and practice in response to these. Critical to this process is the use of diverse knowledge, scholarly inquiry processes and evidence-informed materials to engage and enliven the processes of learning. The engagement in life-long learning and co-creation of communities of learners and practice is integral to this process. Further study will increase breadth and depth of advancing and specialist practice nurturing both praxis and interaction with research and enquiry-based approaches to professional practice.

#### **14 Assessment strategies**

Assessment strategies will encourage application to practice. In line with the Framework's philosophy, a wide range of sustainable strategies are used to ensure assessment diversity. This will be achieved through the use of varied strategies which draw on the student's own areas of practice such as portfolio development, practice proposals, annotated bibliographies, simulation events, games, seminar presentations and self-determined contextual assignment topics. Tutor, peer and self-assessment, including within virtual environments (e.g. HUB@QMU, Values Exchange), will be an important component of approaches to formative and summative assessment. The assessment practices are designed to recognise the process of learning as well as the product of learning and are informed by the six tenets for transforming assessment in Higher Education (Ball et al 2012) and aim to meet professional requirements.

Undertaking this framework of study will provide students with an experience which is supportive, yet challenging and enables development of their practice (QELTA vision QMU 2012). These approaches are designed to enable individuals to attain the qualities within the QMU graduate attributes available at <http://www.qmu.ac.uk/quality/qm/AZindex.htm#g>

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

The programme outline below gives details of the modules available and their delivery pattern. Each module has credit points (15 or 30 credits for SCQF Level 11).

The credit and module requirements for each exit qualification are as follows:

- To achieve the PG Certificate the student needs 60 credits at SCQF level 11
- To achieve the PG Diploma the student needs 120 credits at SCQF level 11
- To achieve the Masters award the student needs 180 credits at SCQF level 11

The Postgraduate Certificate in Public Health and Wellbeing will only be awarded when the 60 credit core specialist public health and wellbeing modules have been successfully completed. Students wishing to exit with a Postgraduate Diploma in Person-Centred Practice (Public Health and Wellbeing) will study the additional core modules from the MSc Person-Centred Practice Framework giving a total of 120 credits. Once the 60 credit dissertation module is completed, students will have accumulated 180 credits and will exit with an MSc in Person-Centred Practice (Public Health and Wellbeing). The essential requirement when choosing the Public Health and Wellbeing route is that all assessment work must have a public health and wellbeing focus.

## **16. Criteria for admission**

- Candidates will normally be graduates with evidence of recent academic study.

All applicants for admission to a taught postgraduate programme offered by the University must demonstrate competence in English. The requirements for this postgraduate study is set at a standard equivalent to British Council English Language Testing Service (IELTS) test at an aggregated grade of 6.5 (or equivalent) with no element of performance lower than IELTS grade 6.0. This is set higher than the standard post-graduate regulations in light of the focus on professional communication and critical analysis of the complex interactions centred on care provision and delivery.

### **Standard entry MSc Person-Centred Practice (Public Health and Wellbeing)**

Applicants must have a relevant undergraduate degree.

### **Non-Standard Entry**

In line with the university policy of seeking to offer opportunities to candidates regardless of their personal background and level of educational attainment, the programme team will promote entry to the programme for all students. Practically this means that the programme team will consider:

- Candidates who have no formal degree level qualification but can demonstrate substantive professional experience and suitable CPD outcomes.

Applications for non standard entry will be assessed by the Programme Team and will be based on the following criteria:

- Evidence of appropriate work experience and supporting CPD activity which maps against the SCQF level descriptors for level 10;
- A statement of what the applicant has learnt from the above activity, showing how the learning has been at the equivalent of SCQF level 10;
- Evidence of motivation to study at Masters level;
- Supporting references.

It may be appropriate for applicants without academic qualifications to be admitted initially as an associate student. Should they be successful in their first module as an associate student, they may then transfer to the full programme.

## **17. Support for students and their learning**

QMU is committed to meeting the needs of learners with disabilities. All applicants are asked to declare any illness or disability during the application process. If they are offered a place then they are invited to an appointment with the Disability Advisor as early as possible to discuss their requirements.

Applicants will not be discriminated against and reasonable adjustment will be made in accordance with the QMU policy and anti-discriminatory laws.

The University will take appropriate steps to ensure that its responsibilities under the Disability Discrimination Act 1995 (DDA) as amended by the Special Educational Needs and Disability Act (2001), and extended by the Disability Discrimination Act 2005 (DDA 2005), are enacted in a way that promotes the independence of disabled students and staff and which tackles and eliminates discrimination against such individuals. The University will also be guided by the Quality Assurance Agency Code of Practice: Student with Disabilities (1999) to embed inclusivity and equality of provision for all students and staff, and with due consideration to the University's duties (including general and specific duties) under the Equality Act 2010.

Opportunities are offered to students to become student representatives on the programme student/staff consultative committee and also the programme committee. As is usual with part time mature learners who have commitments external to postgraduate degree study, uptake of these opportunities is negligible and other strategies are offered to enable the student voice to be heard. One way in which this has been addressed is by providing an electronic medium for student comments (anonymous) throughout the duration of each semester.

### **Personal Academic Tutors**

All students are allocated a personal academic tutor (PAT) who offers support and academic advice on the module choices, academic work and other support services. Personal Academic Tutors with due regard will be allocated for student undertaking the programme with a professional outcome. Students are encouraged to meet with their PAT once a semester and an agreed record is maintained of all meetings. Students may also consult their module co-ordinators on an individual basis for information about specific modules. PATs are allocated by the programme leaders and school office who takes cognisance of the relevant discipline, experience and knowledge of the PAT team in making decisions particularly for issues of culture, equality and diversity. Nurses are usually offered a PAT who is also a nurse to meet NMC requirements.

QMU programmes normally provide the following student support:

- a. Personal Academic Tutors
- b. Personal Development Portfolios
- c. Student handbooks
- d. Access to Student Learning Services, Library and IT support
- e. Access to Student Services: careers, counselling, disability advice
- f. 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/>