



Queen Margaret University

EDINBURGH

Programme Specification

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

1	Awarding Institution	Queen Margaret University (QMU)																									
2	Teaching Institution	AKMI Metropolitan College (AMC), Athens																									
3	Professional body accreditation	None																									
4	Final Award	MSc in Advanced Dietetic Practice																									
	Subsidiary exit awards	Postgraduate Diploma in Health Studies [120 credits, including the Research Methods module] Postgraduate Certificate in Health Studies [60 credits]																									
5	Programme Title	Taught PG MSc in Advanced Dietetic Practice																									
6	UCAS code (or other coding system if relevant)	N/A																									
7	SCQF Level	11																									
8	Mode of delivery and duration	Both full time and part time																									
		<table border="1"> <thead> <tr> <th colspan="2"><i>Programme</i></th> <th><i>Maximum period for completion</i></th> <th><i>Minimum period for completion</i></th> </tr> </thead> <tbody> <tr> <td rowspan="2"><i>Masters</i></td> <td><i>FT</i></td> <td><i>4 calendar years</i></td> <td><i>1,5 calendar year</i></td> </tr> <tr> <td><i>PT</i></td> <td><i>7 calendar years</i></td> <td><i>2,5 calendar years</i></td> </tr> <tr> <td rowspan="2"><i>PgDip</i></td> <td><i>FT</i></td> <td><i>3 calendar years</i></td> <td><i>1 calendar year</i></td> </tr> <tr> <td><i>PT</i></td> <td><i>5 calendar years</i></td> <td><i>2 calendar years</i></td> </tr> <tr> <td rowspan="2"><i>PgCert</i></td> <td><i>FT</i></td> <td><i>2 calendar years</i></td> <td><i>1 semester</i></td> </tr> <tr> <td><i>PT</i></td> <td><i>4 calendar years</i></td> <td><i>1 calendar year</i></td> </tr> </tbody> </table>	<i>Programme</i>		<i>Maximum period for completion</i>	<i>Minimum period for completion</i>	<i>Masters</i>	<i>FT</i>	<i>4 calendar years</i>	<i>1,5 calendar year</i>	<i>PT</i>	<i>7 calendar years</i>	<i>2,5 calendar years</i>	<i>PgDip</i>	<i>FT</i>	<i>3 calendar years</i>	<i>1 calendar year</i>	<i>PT</i>	<i>5 calendar years</i>	<i>2 calendar years</i>	<i>PgCert</i>	<i>FT</i>	<i>2 calendar years</i>	<i>1 semester</i>	<i>PT</i>	<i>4 calendar years</i>	<i>1 calendar year</i>
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9	Date of validation/review	February 2014																									

10. Educational Aims of the programme

The aims of the programme will be in line with the QMU taught post graduate framework as follows:

- To develop a deeper understanding of the relevant dietetic & nutrition knowledge and of their personal and professional skills in order to contribute to development in a subject area, field or their profession;
- To engage in critical reflection on practice and independent study for lifelong learning.

The MSc in Advanced Dietetic Practice aims to offer an advanced course of studies to Dietitians. In addition, subsidiary exit awards (i.e. PgCert and PgDip in Health Sciences) target other Health Professionals, including Medical Doctors, Physiotherapists and others, as well as Physical Educators. The programme will allow graduates to utilize highly developed specialised knowledge covering a range of procedures and underpinned by relevant broad based knowledge, experience and competence in Dietetics. In addition, the programme aims for the graduate to develop new skills in response to emerging knowledge and techniques. In parallel, graduates will be able to review strategic impact/outcome of their work or team. During this programme, the students will have the opportunity to learn how to propose changes to practices or procedures, which impact beyond their own work area and become accountable for direct delivery of part of service. They will be encouraged to devise training or development programmes and initiate and develop R&D programmes. Finally, graduates will demonstrate independence in the direction of practice, responding to social scientific clinical and ethical issues that are encountered in work or study and a high level understanding of development processes.

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

The programme incorporates learning outcomes that are in line with

- European Dietetic Advanced Competences (EDAC),
- the SCQF Level 11,
- the UK Level 7 Career Framework for Health and
- Level 7 Post Registration Career Framework of NHS Education for Scotland,
- QAA Quality Code for Higher Education and
- QMU QELTA strategy, Student Experience Strategy and Graduate Attributes.

12. Learning Outcomes of the Programme

On completion of the programme, the graduate will be able to display competency in a range of skills, relevant to the field of dietetics, according to the exit award. The learning outcomes are categorised below:

Postgraduate Certificate

The holder of the *PgCert in Health Sciences* will demonstrate:

Knowledge and Understanding

- Knowledge that covers and integrates most of the main areas of Nutrition and Dietetics – including their features, boundaries, terminology and conventions.
- A critical understanding of the principal theories, concepts and principles.
- A critical awareness of current issues in Nutrition and Dietetics and one or more specialisms.

Intellectual Skills

- Apply critical analysis, evaluation and synthesis to issues that are informed by forefront developments in Nutrition and Dietetics.

Practical Skills

The holder of the *PgCert in Health Sciences* will be able to use a wide range of routine skills and a range of advanced and specialised skills as appropriate to Nutrition and Dietetics, such as:

- Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.
- Communicate with peers, more senior colleagues and specialists.
- Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.

Transferable Skills

The holder of the *PgCert in Health Sciences* will be able to demonstrate autonomy and accountability, when working with others. Skills acquired by graduates include:

- Take responsibility for own work and/or significant responsibility for the work of others and a range of resources.
- Work in a peer relationship with specialist practitioners.
- Practise in ways which draw on critical reflection on own and others' roles and responsibilities.

Postgraduate Diploma

The holder of the *PgDip in Health Sciences* will demonstrate:

Knowledge and Understanding

- Knowledge that covers and integrates most of the main areas of Nutrition and Dietetics – including their features, boundaries, terminology and conventions.
- A critical understanding of the principal theories, concepts and principles.
- A critical awareness of current issues in Nutrition and Dietetics and one or more specialisms.

- Competency to apply knowledge skills and understanding in using a significant range of the principal professional skills, techniques, practices and/or materials associated with Nutrition and Dietetics that are informed by forefront developments.

Intellectual Skills

- Apply critical analysis, evaluation and synthesis to issues that are informed by forefront developments in Nutrition and Dietetics.
- Be able to critically review, consolidate and extend knowledge, skills, practices and thinking in Nutrition and Dietetics.

Practical Skills

The holder of the *PgDip in Health Sciences* will be able to use a wide range of routine skills and a range of advanced and specialised skills as appropriate to Nutrition and Dietetics, such as:

- Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.
- Communicate with peers, more senior colleagues and specialists.
- Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
- Undertake critical evaluations of a wide range of numerical and graphical data.

Transferable Skills

The holder of the *PgDip in Health Sciences* will be able to demonstrate autonomy and accountability, when working with others. Skills acquired by graduates include:

- Take responsibility for own work and/or significant responsibility for the work of others and a range of resources.
- Work in a peer relationship with specialist practitioners.
- Practise in ways which draw on critical reflection on own and others' roles and responsibilities.
- Demonstrate leadership and/or initiative and make an identifiable contribution to change and development and/or new thinking.

Masters Degree

The holder of the *MSc in Advanced Dietetic Practice* will demonstrate:

Knowledge and Understanding

- Knowledge that covers and integrates most of the main areas of Dietetics – including their features, boundaries, terminology and conventions.
- A critical understanding of the principal theories, concepts and principles.
- A critical understanding of a range of specialised theories, concepts and principles.
- A critical awareness of current issues in Dietetics and one or more specialisms.
- Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is informed by developments at the forefront.
- Competency to apply knowledge skills and understanding:
 - In using a significant range of the specialised skills, techniques, practices and/or materials associated with Dietetics that are informed by forefront developments.
 - In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.
 - In planning and executing a significant project of research, investigation or development.
 - In demonstrating originality and/or creativity, including in practices.
 - To practise in a wide and often unpredictable variety of professional level contexts.

Intellectual Skills

- Apply critical analysis, evaluation and synthesis to issues that are informed by forefront developments in Dietetics.
- Identify, conceptualise and define new and abstract problems and issues.
- Develop original and creative responses to problems and issues.

- Be able to critically review, consolidate and extend knowledge, skills, practices and thinking in Dietetics.
- Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.

Practical Skills

The holder of the *MSc in Advanced Dietetic Practice* will be able to use a wide range of routine skills and a range of advanced and specialised skills as appropriate to Nutrition and Dietetics, such as:

- Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.
- Communicate with peers, more senior colleagues and specialists.
- Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
- Undertake critical evaluations of a wide range of numerical and graphical data.

Transferable Skills

The holder of the *MSc in Advanced Dietetic Practice* will be able to demonstrate autonomy and accountability, when working with others. Skills acquired by graduates include:

- Exercise substantial autonomy and initiative in professional and equivalent activities.
- Take responsibility for own work and/or significant responsibility for the work of others and a range of resources.
- Work in a peer relationship with specialist practitioners.
- Practise in ways which draw on critical reflection on own and others' roles and responsibilities.
- Demonstrate leadership and/or initiative and make an identifiable contribution to change and development and/or new thinking.
- Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.

13. Teaching and learning methods and strategies

The portfolio of learning and teaching methods which will be adopted by the programme team is appropriate to the context and learning outcomes for Master degree and subsidiary awards. It includes:

- *Discussions*, which are intended to facilitate the sharing of knowledge, experiences and perspectives. They will reinforce the inter-professional and evidence-based nature of the programme, as analysis and academic debate are central to these discussions.
- *Workshops*, which are designed to provide experience in collaborative problem-solving. The workshop will include relevant case studies, investigative work and simulation exercises.
- *Seminars/Presentations*, which will give participants the opportunity to investigate topics and present their findings to the rest of the group. They will have threefold purposes of providing investigatory experience, the sharing of knowledge gained and the justification to others of the conclusions reached.
- *Tutorials*, which are participative learning exercises, where small groups of students share knowledge and experience and attempt to resolve problems arising from the formal programme or from self-directed study.
- *Directed Study*, which refers to the research and preparation of work for tutorials, seminars, workshops, assessment, presentations and back ground knowledge that broadens and deepens understanding.
- *Lectures* will be employed for orientation purposes and for the presentation of updated specialised knowledge in an organised form. The lecture will provide a model of the process of critical evaluation and will act as the platform for self- directed learning.
- *Project*. Projects provide an opportunity to undertake an independent in-depth study, in which students can undertake a critical review of relevant literature, and select and apply appropriate methods linking theory to practice. Assessment of Masters Degree will include a major piece of work worth 60 credits at SCQF Level 11 and allowing the measurement of multiple outcomes. This significant assessment is a dissertation, which must contribute to the development of the subject or profession.

14. Assessment strategies

Other **assessment approaches** include:

Problem Solution:

Problem solving assessment offers students the opportunity to apply knowledge and extend the boundaries of logical thinking in an applied situation. This may be done under examination conditions, for instance through evaluation of video or technical material, or through independent or group work. Problem-solving may use real or simulated exercises and this form of assessment allows the process as well as the outcome of students' work to be assessed.

Case Studies:

Case studies describe a situation in which the student's powers of analysis, creative thinking, communication and self-evaluation are used in addressing and resolving specific situations. Presentation may be written and/or verbal.

Critical Reviews:

Critical review of a body of literature or other material enables students to address ideas which are new to them in a mature and discriminating manner.

Essays:

Essays at Master's level allow students to present analysis of existing material and closely reasoned argument about the relative merits of a variety of approaches to a topic. Essays are presented in acceptable prose, within a given word limit.

Student Led Seminars:

Assessed student led seminars allow students to present material in a form accessible to their peers. The skills required include an understanding of the subject area, the ability to present the information in a coherent, cohesive and concise manner and the ability to motivate peers to be engaged in the presentation. This is one method of demonstrating oral presentation skills. Peer and self-assessment may be built into the marking of such presentations.

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

There are two **core** modules for the MSc award, but optional for the subsidiary exit points, for the graduate to be able to operate efficiently in both clinical and "business" environments:

- *Contemporary issues in Clinical dietetics* (Semester 1) addresses the need to interpret contemporary knowledge-base to display a deep and systematic understanding of the theoretical and methodological approaches in the field of Clinical Dietetics and through this advance dietetic practice.

- *Leadership, business development & service management* (Semester 1) addresses the need to evince ability to apply a high level of critical thinking and innovation in order to develop new concepts and approaches for identified opportunities within a 'business' environment using dietetics and nutrition and demonstrate effective management and leadership skills of self and others through support and promotion of team dynamics and recognition of excellence in others.

All other taught modules are **optional** for all exit awards, for the students to be able to undertake the modules that are most relevant to their practice and needs.

- *Cognitive & behavioural therapies in weight management* (Semester 1) aims to enrich specialised knowledge and dietetic process in weight management and help the student reflect on own practice to synthesise innovative solutions, applications and ideas in weight management, using cognitive behavioural therapy techniques.

- *Contemporary issues in child health* (Semester 1) aims to provide in-depth knowledge and enrich dietetic process in child health issues in a way that the ability to apply own initiatives to decision making and problem solving may be demonstrated, within ethical and professional guidelines, accepting full accountability for outcome of actions, as part of interprofessional teams working on child health.

- *Advanced communication & marketing skills* (Semester 2) aims to help the student develop advanced communication skills to engage effectively in professional relationships with clients and professional colleagues, in a variety of settings, to establish clear and appropriate actions and outcomes and be able to promote own work.

- *Advanced education & facilitation skills* (Semester 2) provides an overview of educational techniques, skills and methods appropriate to be used for client groups, individuals, students and other professionals in clinical settings. The basic principles and key concepts are introduced and critically examined. Generic skills and specific techniques will be considered. Key education skills will be developed and the student will undertake, through the critical evaluation and synthesis of relevant information, the preparation and presentation of educational materials to meet learning outcomes in appropriate settings, using effective media.

All the above modules will initially be offered; however in order for the optional modules to run, a minimum of seven students will be required.

Besides the aforementioned new modules, three existing QMU modules will be offered: *Independent study* (30 credits) is **core** for the MSc degree and optional for the subsidiary exit points, it is a one-semester module and runs in Semesters 1 or 2 or both. The overall aim of this module is to offer participants the opportunity to develop their skills of critical analysis and evaluation skills with specific reference to a substantial body of literature.

Research methods (30 credits) is **core** for the Masters and PgDip. It is a year-long module, so it runs in Semesters 1 and 2. The aim of the Research Methods module is to provide the student with an understanding of research principles, a range of quantitative and qualitative research methodologies and appropriate analysis for these. This will enable the student to develop the research skills and knowledge necessary to undertake an independent research project.

School of Health Sciences *Research Project* (60 credits) is **core** and offered **only** to the MSc students, with the pre-requisite of the completion of modules equivalent to 120 credits, including Independent Study and Research Methods modules. This module is offered either in Semester 3 or later for part-time students. The aims of the module are to enable students to develop and apply the skills of research and enquiry to produce original work which contributes to the field and engage students in study which demands a professional approach, academic rigour, independence and self-direction.

In line with taught PG framework the following approach will apply:

- For the award of the MSc in Advanced Dietetic Practice, students would be expected to successfully complete study in modules equivalent to 180 credits including the Research Methods and Project modules.
- For the award of Postgraduate Diploma in Health Studies, students would be expected to successfully complete modules equivalent to 120 credits, which must include the Research Methods module.
- For the award of a Postgraduate Certificate in Health Studies, students would be expected to successfully complete modules equivalent to 60 credits.

The Masters Degree, in line with SCQF level 11 requirements and standards, will be awarded on the completion of modules resulting in the total of 180 credits, equivalent to 4 modules at 15 M credits each, with each 15 credit module estimated to require 150 hours of student effort and the Independent Study module (30M credits – 300 hours of student effort), as well as the Research Methods (30M credits) and Project modules (60M).

The Postgraduate Diploma will involve the equivalent of 30 weeks of full-time study. It will be awarded on the successful completion of the equivalent to either 4 modules at 15 M credits each, with each 15 credit module estimated to require 150 hours of student effort and the Independent Study module (30M credits – 300 hours of student effort) or 6 modules at 15M credits each, as well as the Research Methods module (30M credits).

Postgraduate Certificate. To be eligible for the award of Postgraduate Certificate in Health Sciences a student must have successfully completed the equivalent of 15 weeks of full time study in the form of four modules each requiring 150 hours of student effort or equivalent.

16. Criteria for admission

AMC seeks to provide access to as wide a range of candidates as possible, subject to the essential principle that there is a reasonable expectation of candidates completing their programmes of study successfully within the normal expected duration of the programme. Admissions to the course are carried out by a selection committee consisting of the Director of the College, the Programme Leader and selected course tutors. Final decisions are made by the

selection committee following an interview with the applicant. The standard precepts of the University Admissions Regulations apply. (These can be found on the Quality website: <http://www.qmu.ac.uk/quality/gr/default.htm>)

A summary of standard entry requirements for the programme is given below.

Language requirements

The language of instruction & assessment will be English. All applicants whose first language is not English must provide evidence of proficiency in English language as part of the admission processes. All applicants for admission to the programme must demonstrate competence in English at a standard equivalent to British Council English Language Testing Service (IELTS) test at an aggregated grade of 6.0 (or equivalent) with no element of performance lower than IELTS grade 5.5.

Academic and work-experience requirements

Candidates must hold a BSc (Honours) degree or a BSc degree plus substantive work experience and a professional qualification in Dietetics in order to be eligible for the MSc exit point. All non-dietetic applicants would also have to hold an undergraduate degree in an applied/relevant discipline, but they will be only eligible for the subsidiary exit points and priority will be given to health professionals and educators. Admissions staff will require the transcript of the applicant in order to take under consideration grades more relevant to the course. Applicants also have to provide at least two references by their BSc thesis supervisor, lecturers and/or placement coordinators from their Bachelor degree concerning their performance and diligence in relevant modules or work supervisors concerning their achievements as professionals. Continuous Professional Development portfolios will be given special attention.

At the discretion of the Programme Admissions Group, in line with QMU policies and in liaison with QMU, students admitted to the programme may be given credit for previous postgraduate study on an equivalent programme completed not more than five years previously. Credit may also be given for prior experiential learning. Normally credit given will be specific rather than general, i.e. on a subject for subject basis, and must be Masters (M) level (SCQF 11). The marks or grades achieved in these earlier modules will not normally contribute towards a student's final assessment mark. No more than half the credit for a QMU postgraduate award may be gained for study outside the institution. Credit may not be given for the Masters dissertation, which must be completed at QMU in order to gain the award of MSc.

17. Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- 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/>