



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	Queen Margaret University
3	Professional body accreditation	None
4	Final Award	MSc Advancing Practice in Health MSc Advancing Practice in Community health and wellbeing MSc Advancing Practice in Medical Imaging: CT or MRI MSc Advancing Practice in Physiotherapy MSc Advancing Practice in Podiatry
	Subsidiary exit awards	Pg Diploma: Advancing Practice in Health or Community Health and Wellbeing or Medical Imaging: CT or MRI or Physiotherapy or Podiatry Pg Certificate: Advancing Practice in Health
5	Programme Title	Advancing Practice in Health Framework
6	UCAS code	n/a
7	SCQF Level	11
8	Mode of delivery and duration	Online, distance learning
9	Date of validation/review	April 2019

10. Educational Aims of the programme

The framework aims to develop master's level of knowledge and skills expected of those working at an advanced practice level. The framework also aims to foster and develop QMU's vision of ideas and influence and its mission of cultivating intellectual capital with both a theoretical and practical focus.

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

N/A

12. Learning Outcomes of the Programme

On completion of an Advancing Practice in Health framework MSc award, learners will be able to:

1. be an effective, proactive and critical consumer of current knowledge including key theories, concepts, principles and research evidence relevant to practice in their respective disciplines;
2. demonstrate an in-depth knowledge and understanding relevant to practice and engage in further collaborative development of knowledge and insights within the multidisciplinary context;

3. demonstrate critical and reflective examination of own practice and apply knowledge and understanding in specialist, original and insightful ways that translate into evidence based, ethical and person-centred changes in practice or thinking;
4. Contextualise their learning within local, national, and global context demonstrating responsiveness to complex and unpredictable scenarios.
5. demonstrate leadership in practice through innovation, professionalism, reflective practice and mentorship;
6. engage fully in self-reflective and self-directed lifelong learning with initiative and motivation to ensure that knowledge, understanding and practice are at the forefront of development in the profession;
7. clearly communicate with range of audiences and using varied methods to disseminate new knowledge and understanding in a way that demonstrates academic integrity;
8. design, plan and execute a research project with supervision, underpinned by critical understanding of research designs, methods as well as relevance to practice

13. Teaching and learning methods and strategies

The framework is structured to address the learning needs of learners who want to advance their career opportunities. The adoption of the four pillars of practice (NHS Education for Scotland 2017) is in recognition that this forms the basis for career development in UK healthcare, and is relevant to practice globally. The Post graduate Framework includes a range of modules with a variety of online learning approaches to facilitate learners to meet their needs, while engaging with intellectual discourse at a level appropriate for advanced practice.

The framework is cognisant of the 'facets of Mastersness': depth, abstraction, complexity, unpredictability, autonomy, professionalism, research and enquiry (The QAA 2013) and aims to support learners to develop these different facets, while engaging in learning activities highly relevant to practice. This will be achieved through a learner-centred approach based broadly on a humanist approach to learning, in which the role of the Tutor is of a facilitator, with learning drawing on the learners' own personal experiences. This approach can be evidenced in the structure of the framework which allows flexibility and choice and in the modules; as well as the focus of the module learning/assessment (for example Advancing competencies 1 and 2 modules allows the learners to personalise the learning by developing own learning plan to fit their learning needs, facilitated by module team). The learner-centred approach of the framework places value on mutual trust and respect between the learners and tutors, to provide a supportive and empowering environment that enables the learner to flourish.

14. Assessment strategies

Guided by the principles of constructive alignment, the assessment methods are supportive of deep learning. Learning over the course of each module has been scaffolded to enable the learner to develop the knowledge, understanding and skills needed to succeed with assessments. This includes formative activities, feedback on assignment outlines, presentations and discussions relating to the development of the summative assessment and online discussions.

With emphasis on life-long learning, a wide range of summative assessment methods relevant to postgraduate education and practice are used within the framework including: written coursework using both academic and reflective writing, presentations, work-based e-portfolios, digital recordings and analysis of work related scenarios.

The assessment pattern for each module reflects the aims, learning outcomes and the learning approaches for that module and allows the strengths of the individual student to be expressed in different ways

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

The framework model offers a flexible learner centred modular journey. Module pre-requisites and co-requisites have been minimised to facilitate learner access to individual modules of their choice and learners will be able to apply for either September or January entry.

The framework modules are aligned to the expectations of the four pillars of advanced practice (Clinical Practice, facilitating learning, leadership and research) and the NHS Education for Scotland: Post Registration Career Development Framework for Nurses, midwives and allied health professionals in Scotland.

Individual modules can be accessed for the purpose of CPD or to work towards an Advancing Practice in Health award (PG Cert, PG Dip or Masters). Modules can also be used to work towards a profession specific award (PG Dip and Masters) in Community Health & Wellbeing, Medical Imaging (CT/MRI), Physiotherapy or Podiatry.

MSc Advancing Practice in Health	Semester 1	Semester 2	Semester 3
	Fundamentals of advancing practice (20 credits)	Any framework approved module (20 credits)	Dissertation
	Enquiry based learning (20 credits)	Any framework approved module (20 credits)	
	Any framework approved module (20 credits)	Any framework approved module (20 credits)	

MSc Advancing Practice in Community Health and Wellbeing	Semester 1	Semester 2	Semester 3
	Fundamentals of advancing practice (20 credits)	Realistic lifestyle Medicine (20 credits)	Dissertation
	Enquiry based learning (20 credits)	Demonstrating Impact in Practice (20 credits)	
	Community Health & Wellbeing Theory (20 credits)	Optional module (20 credits)	

MSc Advancing Practice in Medical Imaging CT/MRI	Semester 1	Semester 2	Semester 3
	Fundamentals of advancing practice (20 credits)	MRI or CT In Practice (20 credits)	Dissertation
	Enquiry based learning (20 credits)	Advancing competencies I (20 credits)	
	Principles of MRI or CT (20 credits)	Optional module (20 credits)	

MSc Advancing Practice in Physiotherapy	Semester 1	Semester 2	Semester 3
	Fundamentals of advancing practice (20 credits)	Advancing competencies II (20 credits)	Dissertation
	Enquiry based learning (20 credits)	Demonstrating impact in Practice (20 credits)	
	Advancing Competencies I (20 credits)	Optional module (20 credits)	

MSc Advancing Practice in Podiatry	Semester 1	Semester 2	Semester 3
	Fundamentals of advancing practice (20 credits)	Advancing competencies I (20 credits)	Dissertation
	Enquiry based learning (20 credits)	Medical imaging of the	

	credits)	foot and ankle (20 credits)	
	Diagnostic investigations for the lower limb (20 credits)	Optional module (20 credits)	

Some modules require individuals to be either working in a specific area of practice or and/or have access to a suitable work place setting (paid or voluntary) along with the support of a line manager and work place mentor

16. Criteria for admission

English language: English Language Proficiency (ELP) certificate or IELTS >6.5 (no less than 6.0 in any element) or equivalent.

Standard entry requirements for specific framework awards are below. Applicants meeting any of the criteria will also be eligible to apply for MSc Advancing Practice in Health award.

Standard entry requirements for specific awards in the framework

Awards	Qualification requirement
PGDip/MSc Advancing Practice in Physiotherapy	Degree (SCQF level 10) in Physiotherapy
PGDip/MSc Advancing Practice in Podiatry	Degree (SCQF level 10) in Podiatry
PGDip/MSc Advancing Practice in Medical Imaging	Degree (SCQF level 10) in relevant discipline
PGDip/MSc Advancing Practice in Community and Wellbeing	Degree (SCQF level 10) in relevant discipline.

Non-standard entry – The following awards will consider alternate entry options for candidates without the standard entry qualification.

- PGDip/MSc Advancing Practice in Community and Wellbeing: Applicants with no formal academic qualifications, but substantive professional experience will be considered. Such applicants would be offered the opportunity to study one module as an associate student, based on satisfactory personal statement and their performance in a virtual advisory interview with the programme leader. If successful in the first module (normally Fundamentals of Advancing Practice), they may then register on other pathway modules.
- PGDip/MSc Advancing Practice in Physiotherapy: Applicants with a Diploma in Physiotherapy (normally equivalent to SCQF level 9 – NARIC rating) may be offered the opportunity to study one module as an associate student (normally Fundamentals of Advancing Practice). If they are successful in the first module, they may then register on other pathway modules.

17. Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Learner handbooks
- Online/Virtual access to Student Learning Services, Library and IT support
- Online/Virtual access to Student Services: careers, counselling, disability advice
- Representation through Framework Committees

18. Quality Assurance arrangements

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