



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
2	Teaching Institution	East Asia Institute of Management
3	Professional body accreditation	n/a
4	Final Award	MSc
	Subsidiary exit awards	PgDip / PgCert
5	Programme Title	Person-centred Practice (Nursing Education / Nursing Management / Community Care)
6	UCAS code (or other coding system)	n/a
7	SCQF Level	11
8	Mode of delivery and duration	PT, 18-24 months
9	Date of validation/review	February 2018

10. Educational Aims of the programme

To enable practitioners working in a variety of 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, 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

No specific benchmarks.

WORLD HEALTH ORGANISATION 2007 *Strengthening Health Systems to Improve Health Outcomes: WHO's Framework for Action* (online) (viewed 25th Dec 2017) Available from http://www.who.int/healthsystems/strategy/everybodys_business.pdf

12. Learning Outcomes of the Programme

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

- Develop a critical understanding of the connection between theories, concepts and principles underpinning person-centredness and their application to practice in a variety of contexts.
- Critically analyse, evaluate and synthesize different sources of evidence and knowledge contributing to the advancement of safe and effective Person-centred Practice.
- Demonstrate leadership in making an identifiable contribution to change and the development of person-centred cultures providing quality of care for people, families and communities in a variety of practice contexts.
- 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.

- Create and enable communities of practice through collaborative and inter-professional working from the perspective of life-long learning.
- Develop responses to complex health and social care challenges experienced by people, families and communities across the lifespan by integrating creative approaches to promoting health and well-being.
- Engage and facilitate personal and professional development of self and others through critical thinking, reflective practice and transformative communicative spaces.
- Plan and undertake a significant project of investigation, work-based learning or research contributing to advancing practice.

13. Teaching and learning methods and strategies

The learning, teaching and assessment strategy is framed by QMU core philosophical concepts of personhood, person-centredness, human valuing, healthful relations, human potential and development, supportive and enabling environments. Our diverse teaching methodology which mixed face to face contact time with online learning and work based learning provides continuity and support in their learning journey. Students get to experience meaningful authentic learning experiences especially with the work-based learning. This is useful as the current clinical practice environment requires practitioners to continue to evolve through innovations and creativity to meet the changing needs of healthcare and increasing complexity in care.

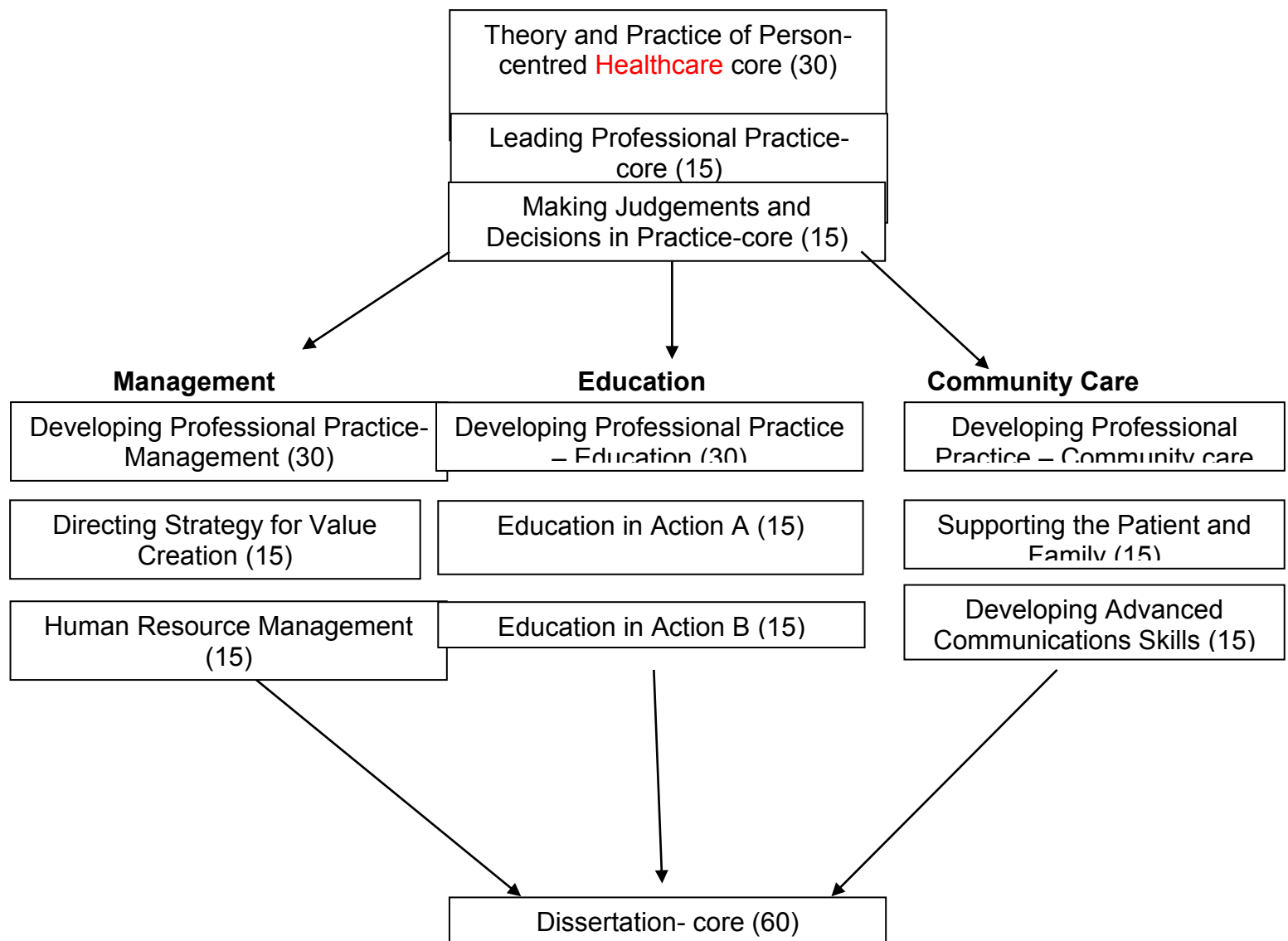
A wide range of activities are designed to help students feel more confident about their ability to make decisions and operate at a leadership level. Programme activities help students work well with others; foster their mentoring and coaching skills and build upon the skills necessary to lead an effective team. Thus, the programme exposes students to both the theory and practice of management, leadership practice and community care. It will help students understand their own strengths and weaknesses and consolidate upon the core skills needs to become an effective leader, educator and community care.

The extensive list of visits and visiting speakers that the team are now able to draw on are noted by the cohorts as not only a key learning and experiential tour but are a differentiator of our course.

14. Assessment strategies

Assessment strategies will encourage application of what had been learned 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, extended audit, service improvement and seminar presentations. 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.

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



16. Criteria for admission

The standard precepts of the University Admissions Regulations apply.

- Candidates are required to have first degree and 2 years post-registration nursing / allied healthcare experiences.
- Candidates must be registered healthcare professionals in Singapore.
- Candidates whose first degree award are over 5 years old should show evidence of recent academic study at degree level or equivalent through continuous professional development, achievement and publication.
- Candidates whose first languages are not English and who have not previously been taught in English should provide evidence of IELTS 6.5 or equivalent.

- Candidates are required to provide an academic reference letters to support their applications.
- Candidates are required to provide recommendation letters from employers.

17. Support for students and their learning

- Personal Academic Tutors
- Student handbooks
- 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/about-the-university/quality/>