Welcome from the Principal

With a heritage going back to 1875, Queen Margaret University has consistently focused on improving the quality of the lives of individuals through immediately relevant education and research. In short, we are a university of ideas and influence.

I wish you a very warm welcome to this prospectus. I am delighted to be part of this vibrant and exciting campus university that provides such a supportive learning environment to its students. In my time here I have been impressed by the genuine sense of community spirit. I am confident that you will receive a warm welcome if you choose to visit us at one of our postgraduate open evenings or come to study with us.

Queen Margaret University is a very special place. Our high-quality learning and teaching is supported and complemented by our research activity and our specialist research centres have gained worldwide recognition. Our staff perform at the highest level in developing pioneering expertise that cuts across our specialisms in health & rehabilitation, creativity & culture, and sustainable business, and our niche areas of expertise. This research activity ultimately ensures that students’ learning is fresh and relevant.

Our approachable staff plan the most appropriate support for each student, ultimately helping you reach your potential. Our approach to learning and teaching is student-centred and we will do our utmost to equip you with the expertise you need to build a successful and fulfilling career. Many of our students become accomplished leaders in their chosen field.

Our courses are designed to ensure that our graduates are highly employable with skills which are sought after by the public, private and commercial sectors.

Our campus will provide you with all the facilities you need to succeed. The student-focused design encourages collaborative learning and offers a flexible, modern, sociable and attractive environment in which to live, learn and relax.

Relevant, dynamic, innovative, distinctive, enterprising and focused are all accurate descriptions of Queen Margaret University. We are small enough to get to know you but big enough to help take you where you want to go.
Why study at QMU?

Studying for a postgraduate qualification is a big decision – involving your time, energy and commitment. The next few pages are designed to help you learn more about our university and to establish whether QMU is the right fit for your needs.

QMU offers a fantastic campus in which to learn and live. With excellent facilities and great transport links, you can make the most of university life, as well as benefiting from our close proximity to Scotland’s beautiful capital city.

QMU – a relevant and responsive university
QMU aims to be responsive to the needs of society. We are committed to providing thoroughly relevant teaching and research. Our research is focused on making a real practical impact on everyday life, and our courses are designed to produce well-prepared, well-rounded and flexible graduates. Our staff have close links with industry, professional bodies, and governmental and non-governmental agencies, ensuring that our teaching is current and meets the needs of both our students and employers.

Improving quality of life and serving communities
Behind all of QMU’s postgraduate courses is the philosophy of enhancing quality of life and serving communities. Graduates use their new found skills to impact positively on many people’s lives – whether through implementing better business practice, facilitating better healthcare, equipping communities to fight for environmental justice, helping people in developing countries to rebuild their communities after conflict, or developing cultural events for public enjoyment. Whatever you choose to do with your QMU qualification, you can achieve your own personal success and your work will have the potential to make a positive impact on society.

Internationally recognised research informs teaching and knowledge exchange
Our excellent research is internationally recognised and informs and adds value to our teaching and learning.

The Research Excellence Framework (REF) 2014 rated 58% of our overall research as world leading or internationally excellent. Further highlights from the REF 2014 include:

- Speech and Language Sciences ranked as 2nd in the UK and 1st in Scotland for the proportion of research classified as internationally excellent or world leading.
- Ranked 1st in Scotland for Media, Film and Communication publications, with 77% of outputs rated as world leading and internationally excellent.
- In the area of Allied Health over 40% of research publications (outputs) are rated world leading or internationally excellent.
- Over 50% of the research profile in International Health and Development is internationally excellent.
- Research in Psychology resulted in outstanding impact that was rated as internationally excellent.

Multi-disciplinary research, involving people from different specialisms and departments all working together, underpins the work of the University. Most of our research also involves working with researchers from other UK and international universities, government bodies, industry and agencies. This practice reflects modern working methods and helps to shape the knowledge you gain while studying at QMU.

Research and knowledge exchange – making an impact
Our researchers lead the way in research that cuts across the major priorities for Scotland as well as responding to global challenges. Aligning with the interaction of health, economic, social and cultural policy, our work on issues including person-centred care, obesity, alcohol, social justice, consumer insight, physical activity, public relations, speech and hearing sciences, and ageing is not only recognised for its excellence internationally but also makes a difference to everyday life in Scotland and beyond.

Our aim is to understand society and enhance it; to connect local and international perspectives; to engage the public and external stakeholders; and to make significant contributions to policy, planning and development. QMU staff are dedicated to building the evidence base for policy and inter-professional practice through interdisciplinary research and socially-relevant knowledge exchange. The value of our inter-disciplinary work is measured by its impact and the social usefulness, practicality and applicability of its outcomes.

QMU’s research work is centred on strategic research centres that draw on the research strengths of our academic divisions.

Other accolades
- We are a socially responsible university. We have won numerous ‘green’ awards, received recognition for our environmental credentials, and built sustainability into the curriculum. We have Fairtrade status and have signed the ‘See Me’ pledge to help eliminate discrimination against people with mental illness.
- In 2013, we were awarded an Athena SWAN Institutional Bronze Award for our commitment to the principles of the Athena SWAN Charter and have demonstrated that we value equality and diversity across our workforce.
- In 2012, our management team won the category of ‘Outstanding Leadership’ in the Times Higher Education Leadership and Management Awards. We were recognised as having the best leadership and management in the sector in the UK.
- In the last few years our Finance, Marketing and Communications, and Human Resources teams have been shortlisted for national awards.
- QMU is one of the first 10 UK universities to be externally evaluated and retain the HR Excellence in Research Award from the European Commission. The Award demonstrates a university’s commitment to improving its research culture and support for research staff which will in turn improve the quantity, quality and impact of research, for the benefit of UK society and the economy.
- We recently won the top Edinburgh Chamber of Commerce ‘Innovation in Business’ award. An expert panel of independent industry judges singled out QMU for its innovative business partnership and engagement work.
A campus university

Location
Located fewer than six minutes by train from Edinburgh city centre, the position of our campus offers spectacular scenery. To the east and south lie countryside views, to the north a sea view, and looking west, the globally-recognisable Edinburgh cityscape. The campus is easy to reach by car, bus and train from Edinburgh city centre and also offers easy access to the coastal town of Musselburgh.

Campus living
A campus university offers everything you need in the one place, and at QMU everything is very close to hand. Our academic building houses the main teaching areas: lecture theatres, classrooms, seminar rooms, labs, and clinics for our health courses. It also includes our Learning Resource Centre - the hub of our campus - which, aside from library facilities, offers numerous study spaces and IT facilities to support your studies. Catering facilities also sit within the academic building and our food court offers a variety of eating options. There is also a shop on campus offering basic groceries and snacks, and a Starbucks outlet. Across University Square, beyond a central outdoor space with tables and benches for you to enjoy during the summer months, lies the Students’ Union/ Sports/ Drama building. The SU part of the building offers Maggie’s Bar at the SU Offices - a place to go for information on SU activities, advice and sports and societies. For more information on the SU, visit page 31.

Sports facilities at QMU include a gym, sports hall, astro turf pitch and a dance studio – for more information, check out page 30. For students on our drama and performance courses, there is also a theatre space.

Student accommodation
Less than a one minute walk from the academic building lies our Student Village which has 800 study bedrooms which each form part of a self-contained flat for either 3, 4, 5 or 6 sharing. Each flat is well-equipped with all the facilities that you need for home life, and with 24/7 security on campus, you can relax and enjoy your time as a student. If you choose to live on campus, you will quickly become part of a friendly community and no doubt make friends for life. Our ResLife programme offers a range of social, education and cultural opportunities for you to get involved in. For more information on our accommodation, see page 29.
About our range of postgraduate courses

A QMU postgraduate qualification can equip you with the right skills, knowledge and confidence to help you climb your chosen career ladder.

QMU has around 5,000 students with more than 1,000 studying for a postgraduate qualification.

A wide range of professionally relevant postgraduate courses is available in the areas of management, business, health sciences, culture, education, international health and public relations.

Postgraduate courses are available to students with a UK honours degree, a degree plus relevant experience, or an equivalent qualification.

A part-time course can help you develop skills relevant to the work in which you are currently engaged.

A master’s degree course normally takes one year to complete full-time or up to seven years part-time.

Postgraduate diploma courses generally take between six and nine months full-time, or one to two years part-time.

Specific courses are designed to fulfill the requirements of a number of professional and statutory bodies—see details on the relevant course pages.

A variety of research programmes are available which can lead to MPhil, MRes and PhD qualifications.

You can study for single modules as an associate student, as part of your continuing professional development.

The majority of our courses include a placement.

POSTGRADUATE KEY FACTS

- QMU provides a number of postgraduate course options associated with health and wellbeing. Together with courses in professions allied to medicine, we provide courses in therapy and support (art, music and play), the social sciences, nutrition, and courses aimed at developing your career in the health sector.

If you already hold an undergraduate qualification in one of the health professions, our range of post-registration master’s courses will allow you to specialise further in your chosen field, or to develop skills to enhance your career and clinical expertise.

If you aim to change career, you could opt for a pre-registration master’s course. These provide the opportunity to gain professional registration in one of the allied health profession disciplines. Another option is to look at our Institute for Global Health and Development (IGHD), which specialises in running courses that assess health issues affecting developing countries.

Our course portfolio encompasses all our postgraduate levels, and to teach the CIPR qualifications at undergraduate and postgraduate levels, and to teach the CIPR Professional Diploma in Public Relations, Diploma in Internal Communications Practice, and Diploma Public Affairs Practice. We also offer a MSc Strategic Communication and Public Relations.

Culture and creativity

Our MA Arts, Festival and Cultural Management is designed as a conversion degree and we welcome applicants from non-business related subjects. It is suitable for both graduates who wish to add a vocations management emphasis to their first degree and those with professional qualifications or experience. It is likely to be of interest to those who studied the arts and humanities at undergraduate level, or those with significant workplace experience who would like to gain a formal qualification via a flexible mode of study.

Furthering your research skills

If you are interested in pursuing your research skills, we offer two master’s degrees in research. Our Master of Research (MRes) may be of interest to graduates in psychology, sociology, film and media, performing arts and business, consumer studies, events and hospitality management. Graduates in medicine, nursing and allied health professionals who wish to develop their research skills and knowledge may find our Master of Clinical Research (MClinRes) of interest. These master’s degrees are for people wishing to pursue a career in research and are the first step on the ladder towards a PhD.

Flexible learning options

Do you want to study full-time or would part-time study, while you continue to work, be a better choice? Whether you are coming straight from your first degree or are returning to education after a long gap, QMU will endeavour to provide an environment which supports your learning.

Many QMU courses can be studied part-time or have an element of online learning. These are designed to upgrade your qualifications and skills without disrupting your work and career. They usually lead to academic awards and professional qualifications. See individual course pages for further details. Please also see information on options for CPD and studying single modules on pages 10 & 11.

Getting the help and information you need

Our recruitment and admissions staff are here to provide advice through all stages of the application process. Don’t hesitate to contact them about entry requirements or advice on how to apply.

For those living outside the UK, QMU’s International Office is your first point of contact. The team can offer advice about international qualifications as well as taking assistance to your individual needs. You can contact the team at international@qmu.ac.uk. International students considering studying at QMU should see pages 18-21 of this prospectus, as well as visiting the international students’ section of our website.

Develop your management skills

Whether working as a manager of a large organisation or running your own business, our MBA courses will help you develop and hone your management skills. The University also offers diverse degrees specialising in areas such as hospitality, gastronomy, arts, creative enterprise, culture and festival management.

If you have no prior business or management experience, or your previous studies were non-business related, consider the MSc International Management and Leadership options. These will prepare you with the skills and knowledge required for a management and leadership career.

We also offer an MSc Dispute Resolution and a Master of Public Administration.

If you wish to develop in public relations, look no further than QMU. We are the only Scottish university to offer Chartered Institute of Public Relations (CIPR) qualifications at undergraduate and postgraduate levels, and to teach the CIPR Professional Diploma in Public Relations, Diploma in Internal Communications Practice, and Diploma Public Affairs Practice. We also offer a MSc Strategic Communication and Public Relations.

W: www.qmu.ac.uk/study-here

See page 150 for useful contacts, links to more information and films and how to connect with us on Facebook and Twitter.

A QMU postgraduate course can help you change direction, get into a new line of work, bring together various disciplines, or fulfil the requirements of your professional/statutory bodies by allowing you to gain recognised qualifications.

All our courses aim to be professionally and socially relevant and are focused on developing and enhancing your skills and career options. Also, all QMU academic staff have close links with industry, professional bodies, governmental and non-governmental agencies. This ensures that we are listening and responsive to the needs of employers and that our teaching and your skills are up to date and relevant.

Our course portfolio encompasses courses in three flagship areas: health & rehabilitation; sustainable business; and culture & creativity.

Our focus on health, rehabilitation and wellbeing

QMU has around 5,000 students with more than 1,000 studying for a postgraduate qualification.
Postgraduate study explained

Taught postgraduate degrees

All postgraduate degrees offered at QMU are designed to develop the skills of analytical, problem solving and critical thinking with a strong theoretical basis. Specialist and broad-based courses are available. Generally, our courses have the following features:

- modular in structure
- flexible delivery formats
- designed for your ongoing career and personal development
- dissertation may be work-based
- research and theoretical based
- credit accumulation and transfer within the SCOTCAT framework
- possible choice of optional modules from across the taught postgraduate framework

Many of the courses provide opportunities for an exploration of multi-agency and interdisciplinary issues, drawing on leading practitioners. The various courses on offer have been designed to:

- develop areas of study relevant to a profession whether in business, healthcare, social sciences, education, media or the creative industries;
- help you acquire valuable new knowledge and skills;
- update and develop your knowledge in an area that builds on your undergraduate studies or equivalent prior experiential learning; and
- allow you to move into a brand new career (in the case of our pre-registration courses).

Awards offered

- Master of Business Administration (MBA)
- Master of Public Administration (MPA)
- Master of Arts (MA)
- Master of Science (MSc)

Postgraduate Certificate (PgCert)

For a postgraduate certificate you will normally complete modules equivalent to 60 credits at SCQF level 11. Modules will be chosen in consultation with the course leader.

Research degrees

Our level of research activity, matched by increasing success in gaining external research funds, allows QMU to provide a wide range of areas in which students can register for research programmes leading to MRes, M ClinRes, PhD and PD. Part-time research degrees, as well as taught postgraduate courses, offer you flexible ways to continue your professional development. However, you may wish to challenge yourself and work towards researching an area of professional or personal interest. More information on research degrees can be found on pages 32-41.

Professional Doctorates

Professional doctorates are higher degrees that aim to offer an academic experience to students through which they can demonstrate high-level knowledge and professional skills. These degrees comprise both research and work-based learning modules which currently include: Theory and Context of Professional Practice; Development and Evaluation of Professional Practice; and Doctoral research (a thesis that completes the doctoral studies, at SCQF level 12). Unlike a PhD, which requires the submission of a single thesis, a professional doctorate is awarded for a portfolio of professional work, which would include evidence of accomplishment in each module taken, as well as submission of the thesis.

PhDs

Doctor of Philosophy (PhD) degrees are programmes of academic research through which students can study a topic of interest at a great depth. These higher degrees are aimed at students wishing to pursue a range of professional career routes, in particular academia and research. Our PhD programme is structured to train you as a researcher with general knowledge of your discipline and in-depth knowledge of your specialist area. Throughout the programme you will participate predominately in your independent research, but you will also participate in research training sessions and pass competently through key progressions stages. Successful completion of a research programme includes the submission of a single thesis supported by a successful defence of your research during an oral examination. We offer both part-time and full-time opportunities within our School of Health Sciences and School of Arts, Social Science and Management. More information can be found on our Graduate School website at www.qmu.ac.uk/study/here/postgraduate-research-study/graduate-school-and-doctoral-research/

Teaching and assessment

Teaching and assessment methods vary across the named awards, but may include essays, case study reports, simulations, projects, presentations and examinations. Courses are delivered flexibly using a variety of delivery formats to help meet students' lifestyles/work balance needs.

The delivery options may include:

- part-time (days and evenings);
- block weeks;
- weekends;
- full-time attendance;
- online learning;
- learning packs and modified lectures, and
- distance learning.

NB Availability of different delivery methods will vary depending on the course - please visit course pages for information.

Online learning at QMU

Online learning at QMU is all about you interacting with your fellow learners and tutors through online discussions, seminars and groupwork. Using videos, podcasts, online chat, quizzes, case studies and games, we offer an engaging, multi-media student experience. Gone are the days of isolated self-study and workbooks.

Many of QMU’s niche areas of expertise readily lend themselves to online learning. Online learning offers students across the world access to our highly specialised knowledge. We call upon a pool of informed, international experts to share the latest developments in their subject area, discussing issues relevant to our learners’ professional lives. The hallmark of our developing approach to online learning involves fostering online communities of learners. Online learning at QMU is not a solitary activity. Instead, technology facilitates conversations and a communal approach to learning. Learning is interesting, interactive, supportive – and flexible.

Online learning has several benefits for our students. You can study in a flexible way, balancing your work and family commitments. You can study at your own pace, at times and places that suit you. You can meet and engage with fellow students in online seminars. You can easily access, review, and revise up-to-date online materials, informing discussions about cutting-edge research and its impact on practice. As more of our students grow up in an online world, these benefits will become increasingly important in future.

At QMU, online learning provides students with access to specialised knowledge, in a comfortable, friendly community-based online environment. Online learning is a great solution for learners who need flexibility to allow them to study. As technology continues to transform the way we live, so it will continue to change the way we learn. Please see individual course entries for details of online delivery.

Duration

A part-time course can be spread over a two or three-year period, but it must be completed in no more than seven years, including the dissertation. A full-time master’s degree takes one calendar year of study to complete. PgDip and MSc courses that lead to full-time degrees normally take between a year and a half and two years to complete on a full-time basis. Please note that international students who require a Tier 4 student visa are restricted to full-time modes of study.

Scotcat = Scottish Credit Qualifications Network. For more information see www.scqf.org.uk

SCOTCAT = Scottish Credit Accumulation Transfer.

For taught postgraduate degrees contact Admissions

T: 0131 474 0000
E: researchdegrees@qmu.ac.uk

For Professional doctorates and PhDs visit:

www.qmu.ac.uk/study/here/postgraduate-research-study/graduate-school-and-doctoral-research/
Continuing Professional Development (CPD): single module and short course study

Single module study
You do not have to commit to a full named award (e.g., MSc, MBA). You can opt to study individual modules from many of the courses listed in this prospectus. As little as one module will enable you to further your knowledge in your chosen area.

Satisfactory completion of a module (including assessments) can provide credit towards a postgraduate award, for which you subsequently register. This option can be particularly useful for those returning to study after many years in work. If you haven’t used your study skills for a while, or you want to try out study at QMU before committing yourself to a full named award, you can start with a single module to build your confidence and prepare you for further study.

Please contact the Programme Leader, listed on the individual course page, to find out which modules are particularly suitable for studying as a stand-alone option.

Associate students
If you opt to study for a single module or decide to complete a named short course, you will be matriculated as an associate postgraduate student. As an associate student, you will have the same access to all of QMU’s student learning and information technology services as all other students, as well as support from the course co-ordinators and lecturers. This means that for nurses and allied health professionals, for example, you are able to meet your professional requirements for maintaining your competence as a registered practitioner whilst studying.

If you complete a CPD course and then decide that you would like to continue towards a postgraduate qualification, the credit you have gained as an associate student may count towards a named qualification. This will depend on the CPD course you have undertaken and the nature of the award you wish to pursue.

Short courses
We also offer short courses developed especially for CPD purposes. Those offered by QMU are mostly (but not exclusively) in the area of the allied health professions (AHPs) and are available to view on our website www.qmu.ac.uk/prospective_students/cpd/cpd.htm

Delivery
The delivery of modules and tailored short courses may vary (face-to-face teaching, distance learning or online). Some courses are also described as “blended” featuring face-to-face sessions at the beginning of the course, followed by paper or web-based learning materials.

Whatever qualification you’re considering, remember that QMU is committed to continuing professional development (CPD) and we will always have something more to offer you in terms of further study and developing your career.

MORE INFO?
For further details, please contact the Programme Leader listed on the relevant course page.
Careers, employability, and extra curricular learning opportunities

Our professionally relevant courses, aim to enhance the everyday lives of individuals. By choosing to study at QMU, you are preparing yourself for a career that provides job satisfaction and contributes to the wellbeing of society.

With the job market becoming increasingly competitive, we want to ensure that our graduates are fully equipped with the knowledge and skills required to progress in their chosen field.

Your career options

Many of our postgraduate courses are designed to enable students to gain the essential work experience in their chosen discipline, level of study, or stage in career planning. Our team of professionally qualified advisers work closely with each subject area to ensure that support is tailored to your needs.

The Employability Centre provides a comfortable space to conduct your career research and to chat with members of the careers team on a ‘drop-in’ basis. You can attend seminars and workshops on topics such as CV writing and preparing for interviews and our annual recruitment fair puts you directly in touch with employers.

You can access us online through the University’s learning intranet platform, and QMU’s Careers and Employability Facebook and Twitter accounts. In addition, our QMU online vacancy service provides you with access to part-time jobs, seasonal work, voluntary work, internships and graduate opportunities.

As a QMUL graduate you will be able to continue to receive support from us throughout your career.

Internships and project funds

Initiatives such as internships and special funds enable students to enhance their learning experience, build their confidence, expand their horizons, and improve their employability.

The Vice-Principal’s International Travel Fund

The Vice-Principal’s International Travel Fund was set up in 2010 with the sole aim of supporting students who wish to take part in local sporting events, exploring the country’s cultural heritage and even volunteering.

Santander Internships and work placements

QMU offers a number of internships and work placements through the Santander Universities programmes.

These programmes provide students and recent graduates with the opportunity of a paid three-month full-time internship, or a four-week full-time work placement with SMEs (Small to medium sized enterprises).

The internships and work placements enable students and graduates to gain valuable workplace experience, to work on live projects, and put theoretical knowledge into practice. Successful candidates on the three-month internship programme receive £3,000 (£1,500 in funding from the Santander Universities SME Internship Programme, the other £1,500 being paid by the SME).

Students on the four-week work placement programme receive £1,200 which is fully funded by Santander Universities.

The Student Development Fund

Grants from the Student Development Fund are designed to support specific student-led projects, initiatives and activities which can be demonstrated to have a positive benefit to the student and/or the University.

Whether students are continuing their personal development, building on their knowledge or expanding their horizons, the Student Development Fund helps them to avoid missing out on a unique opportunity.

The Fund is designed to support projects, initiatives, and activities which could not be achieved without receiving financial support.

The Student Development Fund is not a hardship fund. It is an opportunities fund supported by donations from QMU graduates, friends and supporters. It is designed to help students fund worthwhile projects in the UK that could not happen otherwise. The Student Development Fund can help students make the most of their time at QMU and all students are eligible to apply.

Through the fund, we have:

- helped student businesses with start-up costs, including providing funds for student theatre companies performing in the Edinburgh Fringe;
- funded student exhibitions;
- provided funds to support placements and course trips in Scotland and the UK;
- provided financial support to enable postgraduate students to present papers at conferences, enhancing QMU’s reputation and enabling students to further their research.

Course placements

At QMU, the majority of our courses include an integral placement as part of the curriculum. This can range from a few weeks to several months of each year depending on the course, and some courses allow opportunities in the UK or overseas. Our placements have been set up to provide students with an environment for practical learning, utilising what they have learned in the classroom in a real world setting and offering the opportunity to learn on the job, while maintaining the supportive environment of the University.

Not only are placement opportunities an invaluable tool in the learning process, they can also help students towards their future career. By gaining ‘real world’ experience, our students are more prepared for the working world and can often find their placements help them with job opportunities. A foot on the ladder during university can help secure a job in the future, and the network of contacts you build can prove invaluable over time.

More information on the placement opportunities in each course can be found on the individual course pages.

Business Innovation Zone and Business Gateway

QMU is the first Scottish university to have an on-campus Business Gateway service to provide advice and support for QMU students and graduates interested in starting up their own business. The Business Gateway, part of our Business Innovation Zone, aims to provide graduate business start up incubation space, and offers advice and support to students interested in setting up their own business.

For more information, see page 17.

“My colleagues and I have benefited greatly from the Business Innovation Zone. Aside from free access to office space and equipment, we have also received advice from experts from Business Gateway, as well as academic and support staff at Queen Margaret University. We are very grateful for all the help we have been receiving.”

Michal Karzonnek, BA (Hons) Film and Media graduate (pictured)
Opportunities to meet us

Postgraduate open evening
Our postgraduate open evening is normally held in November. This is an informal event allowing you to drop in at a time that suits you. It is suitable for anyone interested in finding out more about:

- studying at postgraduate level at QMU;
- enhancing career prospects by achieving a postgraduate qualification and
- updating and developing personal skills and knowledge.

During the evening you will have the opportunity to:

- have a one-to-one discussion with subject area academic staff who can talk to you about the programmes of study on offer;
- find out about how you could build a PhD specifically into your CPD while continuing your job;
- take a campus tour and see our modern facilities including our Learning Resource Centre;
- speak to Admissions staff about the application process, and
- speak to the Student Funding Adviser about funding options and find out how to apply for potential SAAS funding.

Virtual open days
We also plan to hold virtual open days across 17/18, for those who cannot make it along to our on-campus events. The virtual open days include presentations from academic staff on course related information such as module content, clinical placements and assessment methods. Academic staff are also on hand to answer any course-related questions.

There will be staff from the International team available to answer questions regarding entry requirements and to provide updates for those who have already submitted an application. The virtual open days also give enquirers and applicants the opportunity to discuss scholarships, visa applications and find out all about living in Edinburgh.

Please check our website for details of forthcoming events.

MORE INFO?
W: www.qmu.ac.uk/open-days-and-opportunities-to-meet-us/ for updates and to book online
Services for students: facilities and advice

At QMU we have easily accessible services and facilities available to enhance the experience of our current and potential students.

We know how important it is that we provide you with high-quality facilities in which to study, and assistance to support your learning and personal wellbeing.

Pre-entry
If you are contemplating undertaking postgraduate study, we recognise that it is not only information on the course that you need. Depending on your own individual circumstances, you may need to consider other factors, for instance funding, childcare or disability issues, and will require information on these areas before making your final choice.

Staff within our Student Services team can provide information, guidance and support, and are available to ensure you obtain all the information you need before and during the decision-making process associated with coming to university. You can make contact with any of the services mentioned by phone, email or in person to discuss issues in confidence.

Disability
QMU aims to support all students in our diverse learning community to participate fully in their studies and university life. For students with disabilities such as sensory impairments, medical conditions, mobility issues, mental health difficulties, and specific learning difficulties such as dyslexia, we offer a wide range of support.

Disability Advisers can meet students confidentially to devise Individual Learning Plans with appropriate reasonable adjustments and assessment arrangements. For eligible students, Disability Advisers can provide guidance to apply for the Disabled Students’ Allowance (DSA) and in many cases, provide in-house DSA Needs Assessments.

If you consider you may be eligible for additional support in your studies, contact our Disability Advisers as soon as you have firmly accepted an unconditional offer to study at QMU. Disability Advisers can discuss available support with you and begin to put these in place.

Funding
Our Student Funding Adviser provides information on funding to support you while you are studying, for example, on the postgraduate student loans, that are available. For more information on funding, see pages 22 & 23.

Post-entry
Counselling
The Counselling Service offers confidential one-to-one, professional, short term counselling for any emotional or psychological issue affecting your personal or academic functioning.

Wellbeing and health
To fulfil your potential as a student, it is important to consider your health and well-being. Our Wellbeing Service can support you in this through the Stay-On-Course programme and mental health mentoring facility. The Wellbeing Adviser can offer you advice on help and support for mental health issues. The service further promotes physical and mental wellbeing and facilitates building up resilience and healthy living among students. The University also has close links with a local NHS medical practice, which provides medical advice and treatment if you live on campus or locally and register with them.

Worship
There is a contemplation room on campus which is open to all students for prayer and quiet contemplation, and is designed to reflect the multi-faith nature of the staff and students at QMU.

Careers and employability
The careers and employability staff are here to help you explore your career options and prepare for your future beyond graduation. They can help you find employment, and develop the techniques required to market your knowledge, skills and experience in order to make a successful transition into the world of work. The team also works closely with academic staff and members of industry and the professions to ensure that our graduates are well placed to enter employment after graduation.

Our Employability Centre provides a comfortable space in which to conduct your careers research and to chat with members of the team on a ‘drop-in’ basis.

Learning Resource Centre and Effective Learning Service
The Learning Resource Centre (LRC) and Effective Learning Service (ELS) provide a range of facilities and services to support your learning needs including 24-hour access to printed and electronic resources, and access to group and individual help on enhancing your study techniques. For our international students, we can provide additional support in developing English language and academic writing skills.

Personal Academic Tutor
At QMU, each student is assigned a Personal Academic Tutor (PAT) who will help guide you through your studies with us. Your PAT will normally be your main source of advice and guidance relating to your academic studies and can also refer you to other support services if needed.

School Office
The expert team within the School Office provide a bridge between you and your academic subject area. School Office staff will be able to assist with timetabling or general subject area queries, receive and return assignments and make contact with lecturers or tutors on your behalf.

Business Innovation Zone
We are keen to encourage students and graduates to develop as entrepreneurs. We support innovation and enterprise and offer a range of pathways to connect our students and alumni to the community through enterprise start-up activities, business support and social innovation.

Weing the Business Innovation Zone (BiZ) at QMU offers:
• desk space and office facilities;
• meeting facilities within the BiZ space;
• easy access to rehearsal space and editing facilities;
• access to launchpad businesses and support, including one to one advice and free workshops and seminars;
• profile for your company on our website;
• support with marketing materials, and
• access to entrepreneurial network within QMU and other universities.

To gain space in the BiZ, students need to follow an application process and gain academic approval.

“It was really beneficial to have a Personal Academic Tutor: one point of contact who I could turn to when I needed a bit of advice.”
Isabel Mendes, MA Arts, Festival and Cultural Management

MORE INFO?
Visit the Student Services section of our website at www.qmu.ac.uk/study-here/ student-services/ to access information on the following areas:
Effective Learning Service
Student Services
Counselling
Disability Service
Student Funding
Also visit:
Learning Resource Centre
W: www.qmu.ac.uk/study-here/ learning-facilities/library/

Business Innovation Zone
W: www.qmu.ac.uk/services- for-business-and-industry/ business-innovation-zone/entrepreneurship/
The international study experience

QMU has a growing and vibrant international postgraduate community which enriches the student experience. We are keen to ensure that you are given a warm friendly Scottish welcome. The University offers an approachable, responsive and individual experience.

Services and Facilities
Facilities at our campus are specifically designed to meet your needs and provide an excellent environment in which to study and enjoy student life. To help you settle in and make the most of your studies and leisure time, we offer a range of services outlined on these pages.

Induction programme and social events
Before joining us, you will receive our pre-arrival guide, designed to answer any questions you may have prior to departure, regarding preparations for your journey to QMU and your first few days here. We host a comprehensive international students’ induction programme prior to your course start date. It includes information on settling in and the year ahead, as well as an opportunity to meet some of your fellow students. We organise a tour of Edinburgh allowing you to familiarise yourself with your new surroundings. We also organise a programme of social events throughout the year.

We recognise that studying in a different country is often a totally new experience for international students. We hold drop-in sessions throughout the year to ensure that you have access to all the information you need to make your time at QMU enjoyable and successful.

Accommodation
Accommodation is available in our on-campus halls of residence for international students, provided you apply for this in plenty of time. For more information on accommodation see page 29.

Visa and immigration advice
As an international student, depending on the country you come from, you may require a UK Tier 4 Student Visa to study with us. The University can provide you with advice, support and guidance before applying for your student visa, as well as answering any questions you may have during your studies. We can also provide guidance on extending your student visa if required, and on the options if you wish to work in the UK upon completion of your studies. The Scottish Government also has a website offering advice to students studying in Scotland - see www.talentscotland.com

Employment while you study
If you require a UK Tier 4 Student Visa to study with us you will normally be allowed to work for up to 20 hours a week during term time and full-time during holiday periods, unless otherwise stated on your passport or visa documentation, provided the employment meets certain criteria. QMU’s Employability Centre is open to all students and provides help and advice about employment opportunities in Edinburgh, including assistance in obtaining a UK National Insurance number which will allow you to work and pay tax in the UK.

Scholarships
A number of scholarships are available to self-funding postgraduate international students. Each scholarship is worth a minimum of £3,000 and is discounted from your course fees. Information about how to apply for these scholarships is available on pages 22 & 23.

Medical services
Medical and hospital treatment is available under the National Health Service (NHS) to students resident in Scotland for more than six months. An immigration health surcharge will be required to be paid by non-EEA nationals who apply to come to the UK to study for more than six months. Those paying the surcharge will be able to access the NHS in the same way as a permanent resident. Further information about the immigration health surcharge can be found at www.gov.uk/healthcare-immigration-application. Assistance with registration with QMU’s medical practice partner is provided for students moving to the local area.

Student services
The University offers a range of services and support to students concerning careers, disability, health and funding, to assist you while you are studying. See pages 16 & 17 for further information.

“When planning to study overseas, you may be anxious and have many questions. QMU answered all of mine in an effective manner which gave me the confidence to study in a new country.”

Thavapriya Shanmuga Sundaram, MSc Advancing Physiotherapy Practice

We have a diverse student population with students coming from more than 90 countries.
Contemplation room

We have a room at the campus which is open to all students and staff of all faiths and denominations for prayer and quiet reflection. Washing facilities are also provided nearby.

Living in Edinburgh

Edinburgh is an established international centre with a reputation for academic excellence which attracts students from all over the world to its institutions. A wide variety of foods are available from specialist food shops in the city, including Chinese, Polish, Malay, Japanese and Halal foods. There are also places of worship for many religions.

Transport connections

Edinburgh is well connected by air, road and rail to other major cities within the UK including Aberdeen, Glasgow, London, Manchester and Birmingham. Internationally, Amsterdam, Paris and Frankfurt are only one-and-a-half hours away by air, with direct flights to the USA, Canada, UAE, Qatar, Turkey and elsewhere possible from either Edinburgh or Glasgow airports. More links are being added reflecting the economic success and cultural diversity of Scotland and its vibrant capital. In Edinburgh you will find a quality of life that provides a thriving and vibrant capital. In Edinburgh you will find a safe environment in which to study. For a quality of life that provides a thriving and vibrant capital. In Edinburgh you will find a safe and multicultural society enabling international students to settle down easily.

Applications and qualifications

We recognise many international qualifications as standard for entry to our postgraduate courses. Every effort will be made to equate international qualifications with UK standards of entry and offers will be made on a like-for-like basis. Applications for entry to all our postgraduate courses should be made via the course entry on our website - visit www.qmu.ac.uk/study-here/course-a-z.

If you would like an initial assessment of your qualifications, please contact the International Office or Admissions who will be able to offer advice.

English language requirements

As well as the academic requirements for your studies, you will also have to demonstrate a proficiency in English language. Where we include an English language requirement as part of your conditions we will typically refer to IELTS (although other English Language tests may be considered depending on eligibility). Our minimum IELTS requirements are an overall score of 6.0 with no individual elements lower than 5.5. This is our minimum entry level and some courses require a higher level of language proficiency. Please refer to the course pages for more information.

Pre-Sessional English course

Our intensive four-week Pre-Sessional English course helps to prepare international students for study at QMU. It also provides students with the opportunity to settle in to life here and to establish friendships with other students before the beginning of semester.

This course will be extremely useful for students wishing to develop their academic and language skills before beginning their studies. It also builds their confidence in using English in an academic environment and enables them to understand more about the cultural and study environment at a UK university.

There is a strong practical element with an emphasis on student participation. Students prepare for and deliver a presentation in their subject area, participate in seminar discussions, and conduct research for a written assignment which is submitted in the final week. Opportunities for practising these skills are integrated throughout the programme. Academic reading and writing skills are also developed and practised.

The main areas covered are:

• planning and writing academic essays;
• reading and writing critically;
• conducting effective research;
• using evidence to support claims;
• giving presentations;
• listening to lectures and taking notes;
• participating effectively in seminars, and
• improving vocabulary and grammar.

In addition to our four-week course, we also offer a 12-week Pre-Sessional English course for students who require a longer period of English language preparation prior to their university studies.

For information on the Pre-Sessional English course visit our website at www.qmu.ac.uk/study-here/student-services/effective-learning-service-els/pre-

More Info?

T: +44 (0)131 474 0099
E: international@qmu.ac.uk
W: www.qmu.ac.uk/study-

David Lee

After completing my science degree in my home country of Singapore, I started to work in the healthcare sector where I was involved with some nutrition-related projects. I have always been fascinated by the ability of diet to transform general public health and was keen to enter the field of dietetics so I decided to pursue a postgraduate course in this area.

With a reputation for providing high-quality higher education, I wanted to study in Scotland, and with Edinburgh continually ranking high in polls for accolades such as ‘the best city in the UK to live’, or ‘the friendliest city in the UK’, the capital was my top destination to embark on my postgraduate studies. I was already aware of QMU having visited Edinburgh on holiday, and I was lucky enough to meet a representative from the International Office team in Singapore before applying. The map from QMU was most helpful in providing all the essential information prior to my application and I felt confident moving overseas to study at QMU.

My first few days at QMU were very enjoyable and I felt very supported by the International Office team. Staff were very helpful at guiding all new international students through the orientation process and settling us into life in a new country. They organised a trip to St Andrews (about 50 miles north of Edinburgh) which was a great day out and I got to meet lots of other new international students.

Apart from being in a great place to study, Edinburgh is also a fantastic place to live with plenty of exhibitions and events throughout the year. The transport system is amazing and makes it easy to get around. I really enjoy the parks and gardens, also the cycle paths throughout the city. Edinburgh provides a welcoming, safe and multicultural society enabling international students to settle down easily.

I am really enjoying my MSc Dietetics course. The highly qualified teaching staff help to raise the quality of education and QMU provides an excellent study environment. I have learned a great deal about the interaction between diet and health. In addition, the placement opportunity has also helped me gain valuable working experience. When I graduate, I look forward to working in the dietetic field and using the skills, knowledge and experience that I have gained on the course.
Funding, scholarships and loans

We want to ensure that you know about the main sources of funding available for your studies at QMU. It is important to recognise that access to postgraduate funding can be complex and so it is essential to consider your funding options fully prior to committing to a course of study.

These pages cover the current funding sources but these could change and it is important that you consult our website at www.qmu.ac.uk/study/here/fees-and-funding/scholarships-for-new-students/

Postgraduate Loans

Scottish & EU students
A postgraduate student funding package of up to £10,000 is available. This comprises a tuition fee loan of £5,500 and a living cost support loan of £4,500 for Scottish domiciled students. Eligible students will be taking their first master’s course on a full or part-time basis although part-time students are not eligible for this loan. Students from the EU will be able to access the tuition fee loan. Distance learning courses or those taught entirely off campus are not eligible for these loans.

For further information please consult the SAAS website at www.saas.gov.uk/career-development-loans/overview

England
English domiciled students can access a £10,280 loan for their first master’s course to be studied anywhere in the UK.

For further information consult the Student Finance England website at www.gov.uk/postgraduate-loan

Wales
The Welsh government expects to introduce a new postgraduate support package in 2018. Before this new package is finalised there will be a loan of £10,380 available.

For further information please consult the SFW website at www.studentfinancewales.co.uk

Northern Ireland
A tuition fee loan of £5,500 for eligible courses across the UK is available for full and part-time courses.

For further information please consult the SFINI website at www.studentfinanceni.co.uk

Professional and Career Development Loans

A Professional and Career Development Loan is a bank loan. You make an agreement with the Co-op bank to borrow an amount between £300 and £10,000. The UK Government pays the interest on your loan while you’re learning and for one month after you’ve stopped training. After this, you’ll pay interest at the rate fixed when you took out the loan. The loan can be used to pay course fees or other costs such as travel and living expenses. You can also use the loan to supplement other forms of support such as grants or bursaries. Further information on PCDLs can be found at www.gov.uk/career-development-loans/overview

Graduate 10% Discount Scheme
QMU offers a 10% discount in published postgraduate tuition fees for graduates of the University who hold a verified QMU undergraduate or postgraduate award and who are admitted to a postgraduate award at QMU. This discount is available to students who register for a full or part-time taught postgraduate degree.

This discount applies to home, EU and overseas students, and applies to the self-funding element of the postgraduate tuition fee only. This discount does not apply to any part of the tuition fee which is covered by a scholarship, funding body, your employer, a company, or any other source of funding.

Student Funding Adviser
The University offers a funding advice service which exists to provide information and guidance for all students regarding the funding available to them. Contact details are in the box shown opposite.

QMU scholarships for International students
The University is pleased to offer a range of competitive scholarships of at least £3,000 each for new international students undertaking their first year of study on an undergraduate or postgraduate degree in the academic year beginning September 2018. The scholarship is granted as a reduction of the tuition fee and is available to students who are self-funding or have an international tuition fee of more than £9,000 for a single year of study only. Applications can be made by students who have applied to study at the University. The application form can be downloaded from our website at www.qmu.ac.uk/study/here/fees-and-funding/scholarships-for-new-students/

Please note that the application deadline for those starting in September 2018 will be during March 2018.

Scotland’s Saltire Scholarships
These awards are jointly funded by QMU and the Scottish Government. Awards worth £4,000 each are available to students from Pakistan, the USA, Canada, India and China studying on full-time postgraduate courses at QMU. The scholarships are granted as a reduction of the tuition fee payable by the student. The online application form can be found at www.saltire.org.uk/study-in-scotland/scholarships/saltire-scholarships.

Santander International Scholarships
QMU is pleased to announce that a limited number of Santander Scholarships will be available in 2018, up to the value of £5,000. Applications can be made by students who have applied to study at the University. The application deadline for 2018 will be during March of that year.

PhD Studentships
There are a number of PhD studentships available. For more information visit www.qmu.ac.uk/study/here/postgraduate-research-study/graduate-school-and-doctoral-research.htm

Other sources of funding for international students

DID Shared Scholarship Scheme
This is funded by the Department for International Development and is aimed at students from developing Commonwealth countries. You must be of high academic calibre, under 35 years old, in good health, and fluent in English at the time you apply. You must not be employed by your government or an international organisation or have undertaken studies lasting one year or more in a developed country. Awards are for taught postgraduate courses, and students must return home on completion of their courses. The DID Shared Scholarship Scheme is ONLY available to students studying with the Institute for Global Health and Development (pages 86-93).

British Chevening Scholarships
This is funded by the Foreign and Commonwealth Office. Chevening awards are usually for postgraduate diplomas or master’s courses lasting up to one year. There are three types of scholarships: fees only, full award and partial award. They are normally advertised locally so please contact your British Embassy, British High Commission or British Council office in your own country. Please note that US citizens are not eligible for this award. Visit www.chevening.org/enquiry

Commonwealth Scholarship and Fellowship Plan
This is funded by the Department for International Development and the Foreign and Commonwealth Office. You must either be a citizen of a Commonwealth country or a British dependent territory. The scholarships are for postgraduate research or study. To find out more contact the Commonwealth Scholarship Agency in your own country.

Fulbright Scholarships
This is open to US graduate students wanting to study in the UK (it is not restricted by age or subject). Each year between eight and fourteen awards are offered to US citizens for the first year of masters or PhD study in any discipline at any accredited UK university.

MORE INFO?
Student Funding Adviser
T: +44 (0)131 474 0000 (ask for ‘Student Services’)
E: studentfunding@qmu.ac.uk
International and local collaborations

QMU works in partnership, both in the UK and overseas, to deliver a range of degrees and short programmes. Our major international partnerships include: the Institute for Technology and Management, Mumbai; Silver Mountain School of Hotel Management and Ace International Business School, Kathmandu; East Asia Institute of Management, Singapore; AKMI Metropolitan College, Athens; and the British University in Egypt.

By working in collaboration we are able to offer access to UK higher education to students who might not be able to afford to travel to this country to study. The degrees delivered in-country are based on the degrees offered here in Edinburgh and have exactly the same academic standards. QMU staff work closely with partner organisations to make sure that students receive the same quality of education. Successful graduates receive a certificate from QMU that is recognised by employers and universities around the world.

We are also pleased to have partnerships with a number of local providers. These allow us to bring together our academic expertise with partners’ specialist knowledge in order to provide qualifications that support students’ professional and personal development. As with the overseas partnerships, the academic quality of the award is assured by QMU and graduates receive a QMU degree.

All students on collaborative programmes are matriculated with the University and receive access to our electronic library resources.

If you are interested in any of the programmes listed, please contact the partner organisation for more information.

### Postgraduate collaborations

<table>
<thead>
<tr>
<th>International</th>
<th>Local</th>
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</thead>
<tbody>
<tr>
<td>MBA, MBA Hospitality, MSc: International Management and Leadership with Hospitality</td>
<td>MSc: Cognitive Behavioural Therapy, NHS Lothian / NHS Greater Glasgow and Clyde</td>
</tr>
<tr>
<td>MBA, MBA Hospitality, MSc: Advanced Dietetic Practice</td>
<td>MSc: Person-Centred Practice (Palliative Care), St Columba’s Hospice *</td>
</tr>
<tr>
<td>MBA</td>
<td>MSc: Mamography and short courses, Scottish Breast Screening Service</td>
</tr>
<tr>
<td></td>
<td>Clinical Update in Parenteral and Enteral Nutrition, PEN Group (BDA)</td>
</tr>
<tr>
<td></td>
<td>MSc: Podiatric Surgery, Glasgow Caledonian University</td>
</tr>
<tr>
<td></td>
<td>MSc: Play Therapy, With Kids</td>
</tr>
<tr>
<td></td>
<td>MA: Stage Management, The Edinburgh Stage Management School*</td>
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</tbody>
</table>

* Students interested in any of these courses should contact the partner organisation in the first instance for information, details of entry requirements and advice on the application process.

* Apply direct through QMU

**MORE INFO?**

Contact Sheila Adamson

T: +44 (0)131 474 0000

E: partnerships@qmu.ac.uk
Edinburgh: an inspiring capital city

Our students continually tell us life in Edinburgh contributes greatly to making their time at QMU so enjoyable.

An exciting city in which to study and live

Edinburgh, Scotland’s capital, is among one of the most beautiful and exciting cities in the world. Situated in the central belt of Scotland, south of the Firth of Forth Estuary, the city is easily accessible from all areas of the UK and beyond. There’s always something going on in the city making it an exciting place in which to study and live.

Ancient city

Edinburgh’s historic past is evident in the city’s museums and architecture. Queen Margaret University is named after Queen (Saint) Margaret who died in 1093 at Edinburgh Castle. There, St Margaret’s Chapel was built in her memory by her son, King David I, in the 12th century. It is now thought to be the oldest building in Edinburgh.

Destination Edinburgh

Each year thousands of people descend on Edinburgh to live, work, study or visit on holiday. Edinburgh is abundant in things to see and do and has often appeared in the top ten places to visit in the world. It has been listed as being the top place to live in the UK by public opinion surveys.

Although there are always visitors to the city, the most popular times for tourists to come are during August, when the acclaimed Edinburgh Festival takes place, and in December, to celebrate the New Year, including the famous Hogmanay street party – one of the original and largest New Year parties in the world. As a student at QMU you will be able to enjoy these events during your studies.

Culture and sport

It’s easy to pass your free time in Edinburgh. There are art-house cinemas, theatres, concert venues and galleries. As the home to the Edinburgh International Film Festival, the city also plays host to a number of movie premieres. In the summer, the Edinburgh International Festival brings music, dance, opera and theatre to the city, while the Festival Fringe offers every conceivable art form, including street theatre, comedy and performances in all manner of venues. The Jazz, Book, Science and Folk Festivals take place during the year, and the Royal Military Tattoo is set against the backdrop of Edinburgh Castle.

If you are a sports fan, the city and surrounding area plays host to Scottish Premier League football, Six Nations rugby, ice hockey, golf, cycling and athletics events. There are also numerous leisure centres, private health clubs, swimming pools, Europe’s largest dry ski slope, golf courses, tennis courts, horse riding and much, much more. Dance enthusiasts can make use of the state-of-the-art Dance Base facility in the city centre which offers an impressive variety of classes.

Shop ‘til you drop

Edinburgh’s famous Princes Street, in the heart of the city centre, offers major high street chains. For more unique/alternative shops, look to the city’s old town, a hive for students, specialising in vintage clothing stores, small boutiques, and kitsch gift shops. QMU’s campus is located near Fort Kinnaird, an outdoor shopping complex offering many high street chainstores. The complex has recently been expanded to include more shops, restaurants and a multiplex cinema. There is also a 24-hour supermarket nearby.

Eat, drink and dance

When it comes to food and drink, Edinburgh has something to suit every taste. From Michelin-starred restaurants to cozy coffee shops, you never need to go hungry in the city, and many restaurants offer special deals for students. Pubs range from the traditional to the modern and there’s a nightclub to suit every musical preference.

Tourist attractions

If you are seeking culture or history, visit some of the major attractions including Edinburgh Castle, Holyrood Palace, the Royal Mile, The Whisky Heritage Centre, Royal Observatory and The Scottish Parliament. Edinburgh is also home to various art galleries and museums, all of which are well worth a visit. You can also opt to visit other Scottish landmarks, and the Highlands are only a few hours away by car.

A thriving academic city

As a centre of learning, Edinburgh is home to thousands of students attending its four universities or further education colleges. Much of the culture and activity of the city is focused around student life and you will find it and exciting city in which to spend your student year’s.

A hop, skip and jump to the wider world

Transport links to Edinburgh are excellent – you can easily head north to spend a weekend skiing or hill-walking. You are only 45 minutes from Glasgow, or four hours from London, by train. Air links are widespread – it takes just over an hour to get to Paris, Dublin or Amsterdam. In the city centre, the bus services are extensive, providing frequent links in and around the city. Regular bus and tram services link the airport to the city centre. You can check out which destinations you can fly to from Edinburgh airport at www.edinburghairport.com/featured/destinations-and-airlines.

There’s always something going on in the city, making it an exciting place to call ‘home’.

More info?

www.thisisedinburgh.com
www.qmu.ac.uk/location-and-getting-here/qmu-and-edinburgh/
The campus local area

Location
Our campus is situated to the east of Edinburgh, by Musselburgh, with Edinburgh city centre fewer than six minutes away by train. The campus has a population in the region of 22,000 and offers a theatre, a sports centre with swimming pool, supermarkets and shops, a racecourse, two golf courses, a harbour, a beach, restaurants and bars, a public library, and a peaceful riverside.

Local amenities
Musselburgh has a population of around 22,000 and offers a theatre, a sports centre, swimming pool, supermarkets and shops, a racecourse, two golf courses, a harbour, a beach, restaurants and bars, a public library, and a peaceful riverside.

Transport and directions
The campus was built with environmental sustainability in mind and to minimise car use. There are a variety of public transport options to and from campus.

The campus is located next to Musselburgh train station and the journey between the campus and Edinburgh city centre only takes six minutes or fewer. Local students can also make use of the train services to North Berwick and Dunbar, and from Newcraighall station (a 10 minute walk from the campus), which allows connections to Edinburgh and The Borders. By bus, the campus is well served by frequent services between the University, Edinburgh city centre, the west of Edinburgh and to Midlothian. A nightbus also operates to the campus. Students can buy a discounted bus pass, Ridacard, allowing unlimited use of the bus network. The Student Ridacard provides free travel on night bus services.

For cyclists using the National Cycle Network link into the campus, there are showering and locker facilities and the Students’ Union offers a Rent-A-Bike scheme. Further information on getting to the campus, including information on parking, can be found on pages 148 & 149.

The coastal town of Musselburgh, and surrounding beaches, countryside and towns of East Lothian, provide a backdrop to student life at QMU.

Accommodation

Living in the halls of residence is a great way to make new friends and will help you settle in quickly to student life.

Convenience
Living on campus is very convenient for students as you are only two minutes’ walk from the main academic building, Learning Resource Centre, Students’ Union and sports facilities. We offer a safe environment in which to study and relax, with hassle-free rents, which include electricity and heating bills, basic contents insurance, Wi-Fi and 24/7 security.

Our Accommodation Services team and ‘ResLife’ assistants are on hand to ensure that you quickly feel at home and have the necessary facilities and support to make the most of your studies.

Facilities
Our campus houses 800 study bedrooms, each of which forms part of a self-contained flat for either 3, 4, 5 or 6 students sharing. Each flat has a kitchen and comfortable living area and each bedroom is equipped with an en-suite shower and toilet, wireless internet connection and well-designed, spacious storage. Self-service laundry facilities are available on campus. A number of premium rooms are available providing additional floorspace and a double-bed. Unfortunately, family/couple accommodation is not available on campus.

Residence Life
By choosing to stay on campus, you will become part of a friendly and supportive community of like-minded people. In addition to our dedicated postgraduate accommodation block, we have an exciting ResLife programme in place to ensure you have the best possible experience at QMU, including social events, activities and welfare support.

Price
In the academic year 2017/18 the all-inclusive cost of a standard room was £104 per week and a premium room was £120 per week. Prices for 2018/19 will be published in March 2018.

How to apply
You can apply for accommodation online by visiting www.qmu.ac.uk/campus-life/accommodation. It is important that you apply as early as possible as demand for our on-campus accommodation is high. Please contact us to check availability if you join after the start of term. During the application process students can indicate particular requirements such as being placed in an all-male or all-female flat. Please note that we will also try to place postgraduate and mature students together. Whilst priority is given to those students who live beyond reasonable commuting distance from the University, we have in recent years been able to accommodate the majority of requests for accommodation from local students. Further information on the application and allocation process can be found on our website.

Parking and transport
Parking on campus is normally available for students living in our accommodation. Students living on campus can however make use of the many public transport options available, including train links offering access to the city centre, frequent daily bus services and night bus services.

Safety
Our on-campus residences are designed with safety and security in mind. Each block of accommodation is accessed by swipe card entry with each flat having its own entry phone system. The entire campus is monitored by CCTV and security staff also regularly patrol the area 24/7.

Disability needs
QMU is committed to providing a comfortable environment that is easily accessible for students with disabilities. If you have a disability of any kind and are thinking of applying to live in the halls, it is essential that you contact Accommodation Services prior to confirming a place on a course to determine if the existing accessible features fully meet your needs. Where possible, QMU will work with you to make adaptations or install equipment that may be necessary.

Commuting
If you decide to live off campus, transport links are excellent (see pages 148 & 149). Accommodation Services can also advise you on finding off-campus accommodation. We also offer students the opportunity to buy a parking permit to park on campus, however permits are limited and are allocated according to specified criteria.

Contact Accommodation Services
T: +44 (0)131 474 0000
E: accommodation@qmu.ac.uk
W: www.qmu.ac.uk/campus-life/accommodation/

Accommodation

Accommodation block

Resources

- Internet connection
- Self-service laundry
- Storage
- En-suite shower and toilet

Convenience

- Close to main academic building
- Learning Resource Centre
- Students' Union
- Sports facilities

Facilities

- 800 study bedrooms
- Self-contained flats
- Kitchen in each flat
- En-suite shower and toilet

Residence Life

- Social events
- Activities
- Welfare support

Price

- All-inclusive cost: £104 per week
- Premium room: £120 per week

How to apply

- Apply online
- Check availability
- Contact for late applications

Parking and transport

- On-campus parking
- Public transport options

Safety

- 24/7 security
- CCTV monitoring

Disability needs

- Accessible accommodation

Commuting

- Good transport links
- Parking permits available

More information

- Accommodation block information
- Contact details

W: www.visiteastlothian.org/

T: +44 (0)131 474 0000
E: accommodation@qmu.ac.uk
W: www.qmu.ac.uk/campus-life/accommodation/
Sports

The University has its own on-site sports centre offering a range of sports and activities. Our highly qualified sports staff provide a safe, friendly and informative environment so you can enjoy your chosen sport to the full, be it a stress busting spin class, an energetic game of badminton, or a relaxing Pilates session.

Our 35 station fitness suite contains a range of cardio-vascular and fixed resistance machines as well as a selection of free weights. On your first visit, you will receive an induction on the use of all gym equipment. Training programmes are provided free of charge to sports centre members and can be reviewed at any time.

Our free weights room is situated next to the fitness suite and contains dumbbells up to 35kg. Olympic bar with plates and two half racks.

The Exercise Studio plays host to a variety of fitness classes including Spin, Pilates, Boxercise, Pump fx and Zumba. The majority of classes are included in your sports centre membership.

The sports centre also contains an outdoor astroturf suitable for 5/7-a-side football and a large indoor sports hall which can be used for a variety of activities including badminton, basketball, football and table tennis. Equipment is available to borrow free of charge from the sports reception.

To use the centre, you can ‘pay as you go’ or you can purchase a sports centre membership. Membership includes access to the fitness suite, sports hall, astroturf, selected fitness classes, induction and creation of your individual training programme. Please visit our website for further information and current prices.

Sports success

We have a variety of different sports clubs on offer at the Students’ Union. A number of clubs compete in BUCS (British Universities & College Sports) and SSS (Scottish Student Sport) leagues, facing teams throughout the country. In addition, an increasing number of clubs operate as social teams, providing fitness, fun and banter. There is sure to be something to suit your sporting taste. Our recent successes include:

- our Camogie team competing in the national semi-finals;
- our Gaelic Football team competing in the national semi-finals;
- our netball team reaching the final of a national competition and
- our rugby and netball teams finishing second in their respective leagues.

Local facilities

QMU students are welcome to join local teams and to make use of the many sporting facilities in the area which include swimming pools, a velodrome, an athletics track, and football, rugby and cricket pitches.

Student Voice

The SU is run independently of the University and is run by student for students. Students elect a team of Officers every year to work on their behalf on improving the overall student experience at QMU. The Officer team represent all students at QMU and always want to hear from students about what’s working and what isn’t.

The SU works with the University to run the Class Rep programme. Each class should have at least one Class Rep to represent the class, liaise with academic staff etc. The SU provides support and training for Class Reps and also runs the Academic Council which is a forum where Class Reps come together.

Activities

The SU offers a range of sports teams and societies for all students to get involved with. There are competitive and recreational sports teams and clubs, interest based societies and academic societies. An up to date list can be found on the SU website and if we don’t have what you’re interested in we can help you to set something up.

Help Zone

The Help Zone provides support for QMU students, particularly with academic issues. All advice and support is free, confidential and impartial and the team at the SU has a lot of experience in student support and also has good relationships with support staff in the University.

Maggie’s Bar & Café

Maggie’s offers a comfortable social space for students but the SU is much more than a bar.

Local facilities

Our free weights room is situated next to

The Students’ Union

The Students’ Union (SU) is the hub of student activity at QMU. Maggie’s Bar & Café offers a comfortable social space for students but the SU is much more than a bar.

Local facilities

QMU students are welcome to join local teams and to make use of the many sporting facilities in the area which include swimming pools, a velodrome, an athletics track, and football, rugby and cricket pitches.

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Maggie’s Bar & Café

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Many postgraduate students do not view the SU as particularly relevant to them but the SU is there for students of all ages, backgrounds and levels of study. While the bar and social space in Maggie’s is an important part of University and SU life the SU as a whole offers much more to enhance the student experience and develop CV’s.

MORE INFO?

Contact the Sports Centre

T: +44 (0)131 474 0000
E: sportsreception@qmu.ac.uk
W: www.qmu.ac.uk/campus-life/qmu-sports-centre/

Contact the Students’ Union

T: +44 (0)131 474 0000
E: union@qmu.ac.uk
W: www.qmusu.org.uk

“...I was keen to get involved with the Students’ Union. Aside from being interested in the range of activities that the SU is involved in, I thought the experience would be great to add to my CV...”

Alison Sweeney, PgDip Radiotherapy and Oncology

33
Queen Margaret University awards two higher degrees by research to students.

The Doctor of Philosophy (PhD) is a degree awarded solely on the satisfactory completion of a supervised research project. Proposals are accepted in a range of research areas in which the University specialises.

In addition, we offer a Professional Doctorate. This is equivalent in level to a PhD, but offers the opportunity to work towards doctoral qualifications through focusing on research and development in the work environment through work-based learning.

We currently have more than 150 research students, who form a significant and valuable part of the University's research community. You may consider a research degree as a means of continuing professional development as well as a route to an academic career.

QMU’s research identity

QMU is dedicated to improving quality of life and building the evidence-base for policy and practice through world leading multidisciplinary, translational research and international collaboration. The value of our work is measured by its impact and the social usefulness, practicality and applicability of its outcomes.

The vitality of our research environment and our commitment to researcher development promotes synergy between teaching, research and knowledge exchange to achieve maximum impact.

Our strategic Research Centres work at the intersection of conventional disciplinary groupings to create innovative approaches to contemporary societal challenges and public discourse. All Centres welcome applications for research degrees. Information on our research centres can be found on the right.

Duration of study

Research students may register on a full-time or part-time basis. Normal study periods are shown below:

<table>
<thead>
<tr>
<th></th>
<th>PhD</th>
<th>Prof. Doctorate</th>
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<tr>
<td>Full-time</td>
<td>3-4 years</td>
<td>3-4 years</td>
</tr>
<tr>
<td>Part-time</td>
<td>6-8 years</td>
<td>6-8 years</td>
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Master’s research degrees

QMU also offers two master’s research degrees: Master of Research (p40) and Master of Clinical Research (p41).

Our research centres

Centre for Health, Activity and Rehabilitation Research (CHEAR) - The Centre for Health, Activity and Rehabilitation Research (CHEAR) offers postgraduate research supervision expertise across our three sub-themes of physical activity and exercise; rehabilitation, musculoskeletal and orthopaedic rehabilitation; and clinical nutrition and biological science. We welcome applications from individuals with interests in research that focuses on health, nutritional status and quality of life of people, the professional practice of health and care professionals, and the development of health and care policy. A key driver of our postgraduate research training is the use of collaborative partnerships to facilitate applied research programmes of high relevance to our key stakeholder communities (eg consumers, patients, industry, NHS).

Contact: Professor Tom Mercer (tmercer@qmu.ac.uk)

The Centre for Applied Social Sciences (CASS) - The Centre for Applied Social Sciences (CASS) conducts research into social issues that affect people’s lives locally, nationally, and internationally. Membership of the Centre includes researchers from Business, Enterprise and Management; Media, Culture and Performing Arts; Occupational Therapy and Art Therapy; and Psychology and Sociology. Research is focused around the following strategic areas:

- identity, social inclusion/exclusion, citizenship and social participation;
- individual and social meanings of health and wellbeing;
- discourse, communication, mediation and negotiation in applied settings; and
- individual information-processing and decision-making.

Contact: Professor Chris McVitie (cmcvitie@qmu.ac.uk)

Centre for Person-Centred Practice Research (CPcPR) - The Centre for Person-Centred Practice Research (CPcPR) has a focus on research that enhances service users’ (patients, residents, clients) experiences of care across a variety of care settings. We are particularly interested in research that makes a difference to the lives of people who experience health and social care services, as well as those who provide these services. Person-centredness is a concept that is focused on placing ‘the person’ at the heart of decision-making and to do that effectively requires a commitment to understanding how the context of care impacts on individual, team and organisational experience. We especially welcome applications for research that involves collaboration with practitioners, policy-makers and other research users in the fields of gerontology, dementia care, public health, long-term conditions and palliative/end of life care.

Contact: Professor Jan Dewing (jdwting@qmu.ac.uk)

Institute for Global Health and Development (IGHD) - The Institute for Global Health and Development (IGHD) is a multi-disciplinary centre for postgraduate education and research addressing contemporary health and development in low and middle income countries. Our research clusters are focused on work on health systems, particularly in fragile settings; and studies on the themes of psychosocial wellbeing, protection and integration.

- Health Systems Cluster - Our team is heavily engaged with the UK Department for International Development-funded PaedULD consortium, which focuses its work in Sierra Leone, Zimbabwe, Uganda and Cambodia. Other recent and ongoing health systems work has been funded by the World Health Organisation (WHO), Medical Research Council (MRC), Economic and Social Research Council (ESRC) and the National Institutes for Health (NIH). Our work addresses issues ranging from human resources for health in Africa, to analysis of systems resilience in the Middle East, and strategies supporting stroke survivors in China.
- Psychosocial, Integration and Protection Cluster - The focus of work in the area of psychosocial wellbeing, protection and integration is marked by strong engagement with a broad range of governmental, intergovernmental and non-governmental actors. Projects range from strengthening humanitarian response for children and youth in contexts of conflict to strategies for supporting local integration for displaced populations. We welcome applications for full or part-time doctoral study in these areas, particularly from students who have recent or ongoing employment with ministries of health, inter-governmental or non-governmental organisations.

Contact: Professor Alastair Ager (aager@qmu.ac.uk)

Centre for Communication, Cultural and Media Studies (CCCMS) - This centre carries out world-class internationally excellent research on cultural and creative industries, public relations, film and media. Critical theoretical research is clustered around cultural policy, production and consumption; professionalised applied communication practices; textual analysis of film; adaptation; and representation. Our work has tackled themes such as: cultural spaces and cultural intermediaries, identities, lifestyles, discourse, spectatorship and audiences. We welcome applications for research that combine theoretically robust critique with an interest in practices, be they creative, discursive or institutional in nature.

Contact: Professor Philip Drake (pdrake@qmu.ac.uk)
Studentships and scholarships

Many self-funding students have secured scholarships from funding bodies (including employers, foundations and trusts) themselves, and students are recommended to pursue such opportunities rigorously as the number of QMU-funded scholarships is heavily oversubscribed.

Each year QMU offers a small number of PhD studentships, which cover all tuition and bench fees and offer support towards living costs. Applications for studentships will be invited once per year (normally in February) and publicised on our website. Studentships can only be awarded for research proposals in the advertised topics.

Fees and funding

All other applicants must pay their own fees and living costs, or find an external sponsor to support them.

Entry qualifications

To apply for a research degree, you should hold, or anticipate gaining, a good honours degree from a United Kingdom higher education institution, or a degree from an overseas institution accepted by the University as an equivalent. Applicants without an honours degree may only be considered if they can demonstrate equivalent professional experience in a relevant field. All overseas students must provide evidence of their English language ability. A minimum score of IELTS 6.5 or equivalent, with no element of performance lower than IELTS 6.0, is the entrance requirement for applicants who have not completed a degree which was delivered in English.

Additionally, you must produce an outline research proposal which we judge to be feasible and appropriate for the level of study, and which is in a field we can supervise. Finally, you will need to be interviewed. Interviews may take place in person or by telephone.

Support for research degree students

QMU is a forward-thinking higher education institution with an exciting future. It is a particularly good time to consider study at QMU. With a dedicated team of supervisors for each student and specialist training offered in key aspects of academic research, we believe that you will have the best possible chance of success in your studies.

Each student is allocated a team of two or three supervisors to provide support and advice. In addition, we provide:

- a research training programme at the beginning of your programme to help you get started;
- opportunities to attend further workshops for training in specific skills;
- a dedicated research librarian to help you make the most of our library and electronic databases;
- a network of peer support from other research students in our Graduate School and
- opportunities to attend research seminars and learn from other experienced researchers.

Research proposal

All applicants must provide a proposal. This allows us to check how well you understand the research process and to make sure the topic is in an area we can supervise.

The research topic must be within the expertise of our staff. The topic must have academic merit and it must be capable of generating new knowledge. Research which is linked to the applicant’s creative work may be considered.

It is essential that you check whether QMU has any expertise in your chosen field. See our website, www.qmu.ac.uk/graduate-school/prospective-students/default.htm for further information on the areas we cover.

The proposal should be around 1000 words long. The proposal should:

- summarise what the research is about and why it is important, making reference to current literature;
- identify provisional research questions;
- suggest how the questions can be investigated;
- allow us to consider for non-resident status. Such circumstances applications may be considered for a 12 month period of extension to their visa. During this period the student can look for and undertake work, set up as an entrepreneur, or gain practical work experience in their field.

More info?

Contact Registrar Office (Quality Enhancement) on: T: +44 (0)131 474 0000 (asking for “quality enhancement”)
E: researchdegrees@qmu.ac.uk
W: www.qmu.ac.uk/study-here/postgraduate-research-study/graduate-school-and-doctoral-research/ for further information and resources.

QMU is also a member of the Scottish Graduate School of Social Science (www.sogsscotland.ac.uk) and a member of the Scottish Graduate School for Arts and Humanities (www.sgsh.ac.uk), both of which provide a high level of support for students.

"The Professional Doctorate has contributed significantly to giving me confidence to think differently and to challenge. I can now apply research and evidence-based practice more effectively which makes me more proficient in my professional capacity."

Gill Walker, Professional Doctorate
This course is for experienced professionals working in various professional contexts. It enables the development of high level skills in the application of research, communication, leadership and consultancy in practice. The professional doctorate is designed to produce professionals who are competent and confident in using their skills to tackle emergent problems in their professional practice, and to develop practice to meet the demands of the 21st century. You will be creating, conceiving, developing and undertaking doctoral projects that require a strong emphasis on individually determined learning and self-directed study. The focus of the learning is on collaborative enquiry, shared learning, individual learning, individual exploration and mutual challenge and support where you and your supervisors relate as professional equals. Emphasis is placed on facilitated learning to enable you to develop detailed, analytical leading edge and lateral ways of thinking that enhance your critical insights into professional and work-based issues. Autonomy of learning is promoted through registration of a doctoral learning plan devised by you with reference to your own learning requirements.

There are nine doctoral titles available across the University and you select the most appropriate at doctoral research module stage.

Facilitation of learning
Your learning is facilitated through a mix of masterclass seminar presentations and workshops alongside your colleagues undertaking PhDs. Web-based tools (The Hub and E-Portfolio) are used to facilitate discussion groups online and as a specific Hub and E-Portfolio) are used to facilitate discussion groups online and as a specific

This is a high-level academic award, extremely relevant to a broad range of arenas across health, business, hospitality, creative industries and social sciences. Doctoral graduates are in a position to investigate and transform professional practice developments. In addition, any work-related project is carried out in conjunction with the student’s workplace, ensuring partnership working with all involved, and communication with peers, professional colleagues and policy makers.

Careers
Graduates will already be well established as a professional in their specialist field, but will now have high levels of knowledge and investigative and research skills, which advance practice in professional spheres. The qualification offers you recognition of your expertise and professional standing acknowledged worldwide.

Quick Facts
- As you choose the focus of your learning within your own professional area, this course is highly relevant and flexible to your particular context.
- The aim of the course is to help you to develop expertise professionally, personally, and in research skills, enabling you to take forward your profession.
- This course will give you an internationally recognised high level of qualification. For example: Doctor of Business Administration, Doctor of Social Sciences, Doctor of Person-Centred Practice.

Modules

Doctorate Research (60 credits)
You will also complete a thesis (180 credits).

Students enter with ‘advanced standing’, possessing 120 credits from a postgraduate diploma/masters’ award.

Key details
Delivery: Initially attendance at QMU followed mainly by individual learning
Duration: Full-time: 3 – 4 years; Part-time: 6 – 8 years
Entry requirements: You should have a postgraduate diploma or master’s qualification, which includes research methods, and strong evidence of personal and professional development. Candidates should normally have significant experience, and show evidence of development in an area of expert practice, and /or management and leadership skills. There will be an interview process.

International: Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 6.5 and no individual component score below 6.0.

Start date: September
Application deadline: None
Apply: Visit www.qmu.ac.uk/study- here/course-a-z, select this course from the list and select ‘Apply for this course’.

More info: Admissions (admissions@qmu.ac.uk) or Programme Leader, Dr Lindesay Irvine (lirvine@qmu.ac.uk), +44 (0)131 474 0000
Fees: See pages 138 – 141
A PhD is both a product and also a process. A product: a substantial piece of work reflecting three or more years of endeavour which may have commercial, cultural or social value. A process: it is the process through which a person acquires advanced research skills and expertise, through which an individual is challenged and changed.

A doctoral student is able to demonstrate understanding of research methodology, show originality in application of research methods, and understand how the boundaries of knowledge are advanced through research, as well as being able to extend the forefront of a discipline by making an original contribution to knowledge. Doctoral students are able to develop an area of research that interests them, and will be supported by one of the University’s six Research Centres. These can be found at www.qmu.ac.uk/research_Knowledge/default.htm.

Teaching, Learning and Assessment

Unlike the Professional Doctorate, there are no taught module elements to a PhD. Students are allocated a supervisory team who will provide ongoing guidance and support learning throughout the programme of research.

There is a longitudinal induction available for doctoral students. This consists of week-long sessions that run in September, January and April, which all students are expected to attend. Alongside this longitudinal induction, the Centre for Academic Practice at QMU offers workshops that support students to develop key skills that are relevant to their studies and/or their future career development.

The PhD is assessed solely by the thesis and viva examination, however students are expected to pass a number of progression and viva examination, however students are expected to pass a number of progression assessments and assessed seminars.

- The assessed seminar in Year Three (Year Six for part-time students) should take place prior to the submission of the final thesis. The paper submitted for the seminar will normally include a chapter from the student’s thesis and their plan of how they intend to disseminate their research.

Notional student hours and attendance

The expectation is that full-time students will devote approximately 35 hours per week and part-time students approximately 18.5 hours per week to their studies. Student meetings with their supervisory team should normally be monthly throughout the prescribed period of study, and bi-monthly for part-time students. However this is negotiable between the student and the supervisory team.

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Grace Farhat

I did an undergraduate degree in Nutrition and Dietetics and a Master’s degree in Human Nutrition at Saint Joseph University in Beirut, Lebanon. Following that, I worked as a Lecturer in Nutrition for four years in many universities in Lebanon and also did clinical work for some time. I was keen to progress my career and I was particularly interested in carrying out research in the area of Nutrition and Endocrinology, so I decided to embark on a PhD.

I saw an advert for a scholarship for PhD study at QMU, and with my interests and background, the place on offer in the department of Dietetics, Nutrition and Biological Sciences, seemed perfect.

My PhD focused on finding the effect of polyphenols in dark chocolate on health. I was interested in the topic as it is an emerging public health area and it involves many aspects of science such as biochemistry, nutrition, endocrinology and physiology. We found out promising results regarding the implication of polyphenol-rich dark chocolate in helping preventing diabetes type II and heart diseases.

I thoroughly enjoyed doing my at PhD at QMU. As a smaller university, there was a good sense of community and the support from staff was great. It took me three years to complete the PhD. During this time, I was doing teaching on a semester basis in the department. I have also been a co-chair for the PhD association during my second year, which was a great opportunity to be in contact with my colleagues and to be more involved in the University life.

Since completing the PhD, I have worked at QMU as a Food science and Nutrition Academy coordinator on a project that helps school pupils to smooth the transition to University and to develop career prospects in the food industry. Concurrently, I have worked as a lecturer in the Department of Dietetics, Nutrition and Biological sciences while being involved in teaching and writing papers for publication. I recently moved to Liverpool to take up a lecturer position at Liverpool Hope University. The involvement in teaching and research will put me on the right track towards a long-term career in Academia, a job I enjoy doing.
Master of Research

THE MRES IS AN AWARD THAT MAY BE THE FIRST STEP TOWARDS AN ACADEMIC RESEARCH CAREER. IT WOULD ALSO BE RELEVANT FOR STUDENTS KEEN TO PURSUE RESEARCH IN OTHER ORGANISATIONS WITH CLIENT-FOCUSED SETTINGS. THE DEGREE PROGRAME PROVIDES OPPORTUNITIES TO DEVELOP ADVANCED RESEARCH SKILLS, AND ASSESSMENTS ARE FOCUSED ON REAL-WORLD RELEVANT OUTCOMES (SUCH AS A RESEARCH PROTOCOL FOR A FUNDING APPLICATION AND A POTENTIALLY PUBLISHED PAPER FOR SUBMISSION TO THE PEEP-REVIEWS PROCESS). INDIVIDUAL MODULES MAY BE AVAILABLE TO APPLICANTS WISHING TO ACQUIRE PARTICULAR RESEARCH SKILLS.

TEACHING, LEARNING AND ASSESSMENT

THERE ARE TWO TAUGHT MODULES (RESEARCH METHODS AND APPLIED RESEARCH) DESIGNED TO DEVELOP SKILLS IN, AND AWARENESS OF, THE MODERN RESEARCH ENVIRONMENT. THESE ARE DELIVERED VIA SEMINARS, WORKSHOPS, ONLINE LEARNING AND INDEPENDENT STUDY. A MAJOR COMPONENT OF THIS COURSE IS THE RESEARCH PROJECT, WHICH OFFERS STUDENTS THE OPPORTUNITY TO CONDUCT RESEARCH ACTIVITIES IN OTHER SETTINGS, INCLUDING SERVICE USERS, INDUSTRY OR SOCIETY.

APPLYING TO THIS PROGRAMME

DUE TO THE NATURE OF THE RESEARCH PROJECT, STUDENTS WILL NEED TO PRODUCE AN OUTLINE PROTOCOL (2-3 SIDES OF A4) OF THEIR INTENDED RESEARCH PROJECT, INCLUDING A NAMED SUPERVISOR WHOSE EXPERIENCE WILL ALLOW THEM TO ADVISE STAFF IN THE QUANTITATIVE OR QUALITATIVE RESEARCH METHODS. APPLICANTS SHOULD ENSURE THEIR APPLICATION IS SUBMITTED BY THE DEADLINE DATE.

CAREERS

THE MRES MAY BE THE FIRST STEPS IN AN ACADEMIC CAREER AND THE SKILLS GAINED ON THIS DEGREE ARE A SOURCE OF JOBS IN PRACTICAL OR APPLIED RESEARCH ENVIROMENTS. OTHER RELEVANT ACTIVITIES IN OTHER SETTINGS, INCLUDING SERVICE USERS, INDUSTRY OR SOCIETY.

Quick Facts

Students who complete this course will have acquired and demonstrated the fundamental skills required to conduct sound research and disseminate research findings.

Graduates will be well-equipped to embark on a research career within academia.

Graduates will also be well-equipped to carry out research related activities in other settings, working for organisations beyond academia.

“THIS EXCITING AWARD FOCUSES ON HOW RESEARCH CAN BE APPLIED AND MAKE A DIFFERENCE TO RESEARCHERS AND TO THOSE WHO USE RESEARCH, INCLUDING ORGANISATIONS, CLIENTS AND OTHERS. THE COURSE WILL GIVE STUDENTS THE SKILLS AND EXPERIENCE THEY NEED TO CARRY OUT RESEARCH IN REAL WORLD SETTINGS.”

Professor Chris McVittie, Module Co-ordinator, Research Project Module

Master of Clinical Research

A NON-MEDICAL CLINICAL ACADEMIC HAS BEEN DEFINED AS A NURSE, MIDWIFE OR ALLIED HEALTH PROFESSIONAL WHO HAS THE KNOWLEDGE TO CONDUCT RESEARCH ACTITUDES AND RESEARCH. A KEY ASPECT OF THEIR RESEARCH IS THAT IT IS FOCUSED ON PROVIDING EFFECTIVE, QUALITY HEALTHCARE SERVICES. CLINICAL ACADEMICS WILL WORK WITHIN, AND CONTRIBUTE TO, AN ENVIRONMENT THAT WILL LEAD THE WAY IN ACHIEVING EXCELLENCE IN HEALTHCARE AND HEALTH OUTCOMES THROUGH EVIDENCE-BASED PRACTICE.

THE INTRODUCTION OF OUR MASTER OF CLINICAL RESEARCH, INTENDED TO SUPPORT THE DEVELOPMENT OF CLINICAL ACADEMICS, WILL CONTRIBUTE TO MEETING THIS NEED. THE NON-MEDICAL ALLIED HEALTH PROFESSIONALS IN THE CLINICAL ACADEMIC RESEARCH CAREER FRAMEWORK RECOMMENDS THIS TYPE OF MRES EDUCATION FOR THOSE IN THE EARLY STAGES OF A CLINICAL ACADEMIC CAREER AND THEREFORE THE COURSE WILL FIT WELL WITH IDENTITY TRAINING NEEDS OF THE NMAHP PROFESSIONS. GRADUATES MAY GO ON TO DEVELOP RESEARCH IN THEIR OWN PRACTICE AREAS, OR CONTINUE TO DOCTORAL LEVEL STUDIES.

Quick Facts

This course provides students with the skills to develop a career in clinical or academic research.

Students can focus their studies on their own area of clinical interest whilst working in highly supportive peer groups.

The extended research project allows students to address questions that are clinically relevant.

Key details

Delivery: Primarily at QMU, with some distance learning.

Duration: Part-time: minimum 2.5 years, maximum 7 years.

Entry requirements: At least an upper second class honours degree in nursing, midwifery or allied health subject. Applicants may also be considered if they hold an equivalent qualification and appropriate relevant professional experience may also be considered.

International: Applicants whose first language is not English must provide evidence of proficiency in English language. Acceptable evidence is an IELTS score of 6.5 with individual component scores of at least 6.0.

Teaching hours and attendance

Research Methods classes run weekly in semester one and are delivered face-to-face. During the research project, you will have up to 20 hours of one-to-one support from your supervisor.

Modules

30 credits: Research Methods / Applied Research

120 credits: Extended Research Project.

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

More info: Admissions (admissions@qmu.ac.uk) or Dr Judith Lane (jlane@qmu.ac.uk), +44 (0)131 474 0000

FEES: See pages 138-141

Careers

CAREERS

Graduates will be well-equipped to embark on a research career within academia.

Graduates will also be well-equipped to carry out research related activities in other settings, working for organisations beyond academia.

“THIS EXCITING AWARD FOCUSES ON HOW RESEARCH CAN BE APPLIED AND MAKE A DIFFERENCE TO RESEARCHERS AND TO THOSE WHO USE RESEARCH, INCLUDING ORGANISATIONS, CLIENTS AND OTHERS. THE COURSE WILL GIVE STUDENTS THE SKILLS AND EXPERIENCE THEY NEED TO CARRY OUT RESEARCH IN REAL WORLD SETTINGS.”

Professor Chris McVittie, Module Co-ordinator, Research Project Module
Why QMU?

In Business, Enterprise and Management at QMU our culture is defined by strong personal relationships, informality and flexibility. We encourage our students to be truly ambitious, to experiment, innovate, and take risks. To drive this we foster a culture of respectful challenge and debate, which blends research-based academic excellence with current business experience.

By engaging with research excellence and the dynamic world of business, staff and students benefit from the latest developments in the field and can use practical and academic expertise to develop their learning and careers. Focused on demand-led programmes, our master’s degree courses draw heavily on staff expertise and experience in academia, business and our other specialised areas.

Our approach to teaching and learning

All of our courses are modular and we offer full-time and part-time options with both September and January starts. It is also possible to study some individual modules for CPD purposes. We facilitate visits to external organisations and allow you to enjoy a true teamwork experience with your peers.

One of our strengths is our small class sizes which enhances the student experience. It allows us to develop much more than just the traditional classroom format: the team is able to know and support you as an individual. Classes regularly take part in external visits offering a range of experiential opportunities, only available to small groups. In addition, we have regular speakers from industry and support agencies with whom you will be able to interact.

The MBA and MSc International Management and Leadership experience is unlike the traditional dissertation-based master’s courses offered by many other universities. We want to ensure that along with in-depth theoretical underpinnings, the courses are rooted in relevance and industry practice. As your course progresses you will hear from guest lecturers, participate in visits to a wide range of industries and organisations, and engage in a range of other networking opportunities with staff and industry experts. In recent years we have engaged with: Diageo; New Lanark Heritage Centre and Hotel; Nairns; AG Barr (Irn-Bru); Waldorff Astoria, Edinburgh; Glenkinchie Distillery; Henderson’s restaurants; Isle of Eriska Hotel; and Hotel; Nairns; AG Barr (Irn-Bru); Waldorff Astoria, Edinburgh; Glenkinche Distillery; Henderson’s restaurants; Isle of Eriska Hotel; Scottish Ambulance Service; Turcan Connell; and Dakota hotels, to name but a few.

Industry links

We work continually with a wide range of business organisations and public services, as well as the third sector, individual business leaders and industry experts to develop our courses. This ensures that along with in-depth theoretical underpinnings, the courses are rooted in relevance and industry practice. As your course progresses you will hear from guest lecturers, participate in visits to a wide range of industries and organisations, and engage in a range of other networking opportunities with staff and industry experts. In recent years we have engaged with: Diageo; New Lanark Heritage Centre and Hotel; Nairns; AG Barr (Irn-Bru); Waldorff Astoria, Edinburgh; Glenkinchie Distillery; Henderson’s restaurants; Isle of Eriska Hotel; Scottish Ambulance Service; Turcan Connell; and Dakota hotels, to name but a few.

Career prospects

Our postgraduate courses are designed to enhance your career prospects by opening up a wide range of global opportunities. Our graduates take with them enhanced employability and confidence, whether they obtain a position with a multinational organisation, work within the public sector, create their own business, gain employment in the third sector or go on to further studies.
**MBA & MSc routes in Business, Enterprise and Management**

**EXIT AWARDS:** MBA/ MSc (180 credits)/ PgDip (120 credits)/ PgCert (60 credits)

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**MBA routes**

**MBA**

Our MBA fulfils the University’s vision of developing “ideas and influence”. We consulted widely with employers and industry experts in designing this course. We know that employers look beyond qualifications when recruiting and desire employees with real experiences, as well as regular engagement with industry, our courses take a clear and consistent focus on leadership, teams and group dynamics, challenging you to take on different roles in delivering objectives. In a global business environment that is constantly changing, this MBA will develop your ability to apply your knowledge effectively within the workplace and critically within the dynamics of high performing groups and teams.

You will study a range of modules and we’ve replaced the traditional dissertation with a student-centred, business focused project that allows you to investigate, design and engage with an external business.

You can study for the general MBA or tailor your study with our routes in Family and Smaller Enterprise, Hospitality or Tourism (as follows).

**MBA Family and Smaller Enterprises**

Family business is the prevalent model of business in existence, accounting for between 65-90% of all businesses and existing across different cultures, continents and geopolitical boundaries. The MBA Family and Smaller Enterprises starts from the premise that anyone working in a family business requires at least two forms of knowledge when recruiting and desire managers with real experiences. As well as the family business route of the MSc will allow you to focus your studies on the most prevalent type of business in existence, accounting for between 65-90% of all businesses and existing across different countries, continents and geopolitical boundaries. The importance of leadership in this route starts from the premise that anyone working in a family business requires at least two forms of expertise: business/ leadership expertise and the ability to consider the family dimension.

By studying this route you will be prepared to assess the wider interconnections between organisations and their local, national and international contexts. You will build up a solid understanding of key management practice and develop your critical insight.

The MSc is specifically designed for anyone who may be looking to complement their non-business degree and has little or no prior business background. Alternatively, you have completed to ordinary degree level and are aiming to enhance your qualifications. You will study a range of modules and complete a community based project where you will work with either a public or private business, community, voluntary or social enterprise.

**MBA Tourism**

The MBA Tourism route was designed to provide students with the management skills and specific knowledge required to succeed in this growing industry. The focus on tourism allows students to review a range of key issues, challenges, and developments in leadership and management, with opportunities to study the special relationships between tourism, the owner, the wider social, cultural, economic, and ecological frameworks. The tourism industry is recognised as a growing and diverse sector and one of the most important drivers of economic growth on a global scale. The modules on this course address the challenges faced by leaders in this constantly changing business environment by supporting the development of the critical thinking skills needed to analyse, evaluate, and make decisions in public and private international tourism organisations.

You will complete a project with a tourism organisation.

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**MSc routes**

**MSc International Management and Leadership with Family and Smaller Enterprises**

The MSc International Management and Leadership is designed to be a vibrant and engaging course which will provide practical experience in management and leadership while developing an international focus. It covers the contemporary management practice and also community engagement and service. In a fast changing, global economy, the MSc will equip you to assess the wider interconnections between organisations and their local, national and international contexts. You will build up a solid understanding of key management practice and develop your critical insight.

The MSc is specifically designed for anyone who may be looking to complement their non-business degree and has little or no prior business background. Alternatively, you have completed to ordinary degree level and are aiming to enhance your qualifications. You will study a range of modules and complete a community based project where you will work with either a public or private business, community, voluntary or social enterprise.

**MSc International Management and Leadership with Hospitality**

This route is specifically designed for anyone who may be looking to complement their non-business degree and has little or no prior business background. Alternatively, you have completed to ordinary degree level and are aiming to enhance your qualifications. You will study a range of modules and complete a community based project where you will work with either a public or private business, community, voluntary or social enterprise.

**MSc International Management and Leadership with Events**

The events focus to the MSc will enhance the knowledge and skills of those interested in a leadership role within a public or private organisation. Events have become a key tool for both organisations and participants to register interest, network, promote, and sell their products and services. Their popularity and scale around the world means that individuals with the knowledge, skills, and ability to lead in this field are in high demand by private companies and public organisations. Employers seek managers capable of helping them to achieve their goals through this fast growing and dynamic industry. Throughout this course there will be an emphasis on developing a wide range of managerial skills that are aligned with QMU’s extensive knowledge of current issues in events management. You will study a range of business and events modules and complete an events project designed to achieve a community benefit.

You will study a range of business and hospitality modules and complete a hospitality focused project designed to provide benefits to a wider community.

**MSc International Management and Leadership with Tourism**

The tourism route will enhance the management and analytical skills of those interested in operating at a leadership level within this dynamic industry. The focus on tourism allows students to review a range of key issues, challenges, and developments in leadership and management, with opportunity to study the special relationships between tourism and the wider social, cultural, economic, and ecological frameworks. The tourism industry is recognised as a growing and diverse sector, and one of the most important drivers of economic growth on a global scale. The modules of study on this course address the challenges faced by leaders in this constantly changing business environment by supporting the development of the critical thinking skills needed to analyse, evaluate, and make decisions in public and private international tourism organisations.

You will also complete a tourism focused project designed to provide benefits to a wider community.

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**Teaching learning and assessment**

You will attend lectures and seminars, work in groups and carry out independent learning. You will be expected to participate in discussions, develop ideas and engage with experiential learning. Assessment methods will include module reports, essays, web-based discussions, reflections on practice and group work with presentations. A central part of the course experience is the regular involvement with industry, through specific visits, guest speakers and events all of which provide valuable insights into practice, contemporary trends and thinking. Class sizes are normally 10-30.

**Links with industry/professional bodies**

See the 'industry links' paragraph on page 43.

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"The modules were a mixture of topics relating to management and leadership and I embraced learning about aspects of management I hadn’t previously known much about."

Das Quinn, MSc International Management and Leadership

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**Careers**

Our postgraduate courses are designed to enhance your career prospects by opening up a wide range of global opportunities. Our graduates plan or invest in their own business, gain employment in the third sector or go on to further studies.

**Quick Facts**

- There is a practical project instead of a dissertation. Students are challenged to research, plan, manage and evaluate a project in conjunction with an external business or organisation, allowing them to develop career-enhancing skills, confidence and opportunities.
- Reflecting contemporary working practice, our teaching and assessment takes a strong group and team focus.
- Class sizes are beneficially small, this ensures students work closely with fellow students from diverse backgrounds and allows lecturers to develop strong relationships with the students. The smaller cohort of students also allows for participation in regular visits and events.

Continued over....
All MBA students will then take three further modules in their specific area, for example:

- Family Business Insight (FASE)/International Tourism Management (Tourism)/Operations and Supply Chain Management (General MBA)/Global Issues and Challenges for Hospitality Managers (Hospitality)

You will also complete a 60 credit project (Business Impact and Practice) focused towards your specialism in partnership with an external organisation. This is your opportunity to discover, propose, plan, lead and deliver an externally driven project, whilst developing your skills of reflective practice and personal development planning.

All MSc students will study the following core modules:

- Contemporary Issues in International Management/Strategic Thinking/International Marketing/Introduction to Management Accounting and Finance/Organisational Behaviour

All MSc students will then take three further modules in their specific area, for example:

- Events Leadership in Action (Events)/Family Business Governance (FASE)/International Leadership Power and Policy (General)/Critical Issues in Hospitality and Tourism Leadership (Hospitality)/Tourism

You will also complete a 60 credit project (Community Impact and Practice) focused towards your specialism in partnership with an external organisation. The project is designed to have a positive community outcome and could be based within the commercial, public or third sector.

This is your opportunity to discover, propose, plan, lead and deliver an externally driven project, whilst developing your skills of reflective practice and personal development planning.

Key details

- **Delivery:** At QMU
- **Duration:** Full-time: 1 year; Part-time: 2 – 7 years
- **Entry requirements:**
  - **MBA** - Traditionally, postgraduate students have a business-related honours degree or equivalent and industry experience. We will consider recent graduates who can demonstrate additional capabilities. In addition we also welcome applications from graduates with an ordinary degree who can show a period of post-graduation work experience or from those with substantial industry experience and a commitment to CPD.
  - **MSc** - Designed for graduates or experienced professionals from any discipline. Students normally have an honours degree or equivalent. In addition, we also welcome applications from recent graduates with an ordinary degree in a business-related area or those who can show a period of post-graduation work experience.
- **International:** Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 6.5 with no individual component score less than 6.0.
- **Accreditation of prior learning:** You may be granted exemption from studying a module or modules up to a maximum of 60 credit points, provided you can demonstrate successful achievement of all the learning outcomes.
- **Start date:** September and January
- **Application deadline:** Flexible
  - **Apply:** Visit www.qmu.ac.uk/study-here/course-a-z, select this course from the list and select ‘Apply for this course’.

More information:

- For information on MBAs, contact Programme Leader, Gemma Blackledge-Foqahhi (gbblackledgefoqahhi@qmu.ac.uk) and for information on MSc IMAL, routes, contact Programme Leader, Hazel Baster-Reid (hbasterreid@qmu.ac.uk). You can also contact Admissions (admissions@qmu.ac.uk) about all the options. All these contacts can also be reached by phone on +44(0)131 474 0000.
- We would be delighted to arrange a visit to the University when we can tell you even more about the courses and facilities.
- **Fees:** See pages 138-141

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Claire Dilley

**MSc International Management and Leadership with Hospitality**

“I am from Palm Harbor, Florida in the USA. In 2012 I moved to Orlando to study Hospitality Management at Rosen College of Hospitality Management, which is part of the University of Central Florida (UCF).

“When I made the decision to go to graduate school, I knew I wanted to focus my studies on hospitality, as well as business. This course at QMU encompasses all aspects of a business degree, whilst still allowing me to focus on my love for hospitality management.

“I applied to different postgraduate courses all over America before choosing QMU, but I thought it would be fun to see what it would be like to study abroad, particularly in Scotland. I was also keen to study at a university that was friendly and supportive. I have been at QMU for the second biggest university in America.

“One of my favourite trips that we have taken in this course was to Gleneagles Hotel. Being a hospitality major, I was so excited to be able to not only see the famous hotel, but also stay a night in it. We had the opportunity to tour the back of the house and have dinner with some of the hotel’s directors. Interviewing the directors, we were able to hear outside perspectives on the industry, and gain knowledgable tips. Learning about the hospitality industry in a classroom is great, but having the ability to see what is taught in the classroom in a real world setting was unreal.

“The classes on the MSc are so practical. When I was an undergraduate student, I took classes that weren’t going to help me in any way once I entered the real world, they just acted as fillers. Every single class you take in this course will benefit you in some way once you graduate. The professors are there to support you and guide you in the right direction, but you really have full range to learn on your own. I’ve learned more in these past 7 months than I did during my 4 years of undergraduate study.

“When I was researching postgraduate courses, one thing that really stuck out to me about this one was the project that we do at the end. Traditionally, master’s students have a dissertation, but doing the project instead allows for us to gain practical experience in a work setting. This summer in addition to my working as a dining room supervisor at camp, my project will be focusing on creating a special events calendar for the international staff that work at camp. The camp has students from all over the world who come and work during the summer. It’s a great way for them to be able to see and experience America, while earning some extra money. Through my time at camp, I have found that because everyone works so much they aren’t able to benefit from the activities that are around them. I was able to reach out to former employees and see what it was that they wished they had experienced during their time at camp. I have received a wide range of answers back, and plan on putting them into action.

“When I graduated from UCF, I had no idea what career path I wanted to take, but the course at QMU has given me direction towards where I see myself in the future and I have narrowed my career path down to marketing or events.”
Tiril Fredriksonson

“With an undergraduate degree in Events Management from QMU, my lecturers introduced me to this interesting course which has a different approach to traditional postgraduate degrees. Having focussed on events at undergraduate level, I was keen to broaden my future employment options and this MSc seemed perfect. QMU is a relatively small university which means you have a more personal relationship with lecturers and tutors. They provide a great deal of support to students, and most have relevant work experience to draw on, making teaching much more interesting. Many also have connections in the industry, which means that we frequently have guest lectures.

“I am really enjoying the MSc and the fact that we’re not going to write a traditional dissertation, but rather complete a project for an organisation, gives us some valuable experience. There are more modules per semester than in my undergraduate degree, thus making it quite intensive, but assessments are spread over a longer period of time which takes the pressure off. Group work and presentations are a key element of the course and, although it can be both challenging and rewarding, it is definitely a valuable experience to have. Overall, I think the mix of theory, practical group work, field trips and guest lecturers makes it a very varied and interesting course.

“I am not sure exactly what I want to do after I graduate, but I plan to do my project in marketing, so that might be something I would like to continue with. I might also want to go into events.”

Sarah Morgan

“Originally from Pennsylvania, USA, I graduated with a BA Communication before starting this course. On the MSc, I have learned about various management and leadership styles and theories, aspects of international marketing, including supply chain logistics, and business development.

“The learning methods consist of a mix of group assignments, case studies, field trips, classroom-based and online discussions, guest speakers, and assessments. And, as the lecturers continuously integrate the material from the classroom with ‘real world’ applications, it makes for a very interesting learning experience. The diverse backgrounds of both the students and lecturers also enhance the experience, especially during group projects and discussions.

“For the Community Impact Project, I worked with a Scottish business that produces artisan oils, dressings and marinades to create a branding assessment for an upcoming line of products. I designed, conducted and analysed market research, then integrated my research with current marketing trends, techniques and theories. At the end of my project, I presented a summary of my findings and recommendations including labelling, potential partnerships and marketing ideas. Through this MSc, I not only gained theoretical knowledge of various management and leadership approaches, I also gained experience utilising reflection for continuing professional development, as well as experience in my desired areas of interest, such as market research.”

Des Quinn

“After 30 years of living in England, working as a therapist in a specialist NHS service in a prison with high risk men, I moved to Edinburgh. I knew that as a nurse, with my specialist background, I would be able to get sufficient work in the short term. Many of the jobs I wanted to apply for asked for master’s level qualification or equivalent experience. Although I had suitable experience I felt I needed a master’s qualification to really strengthen my hand. As a manager in healthcare I held a number of leadership roles so this course seemed like a perfect fit for me.

“The course modules were a mixture of topics relating to management and leadership, and I embraced learning about aspects of management I hadn’t previously known much about. Most of the assignments required some sort of collaborative approach with fellow students and I found this a great learning experience. I think it worked well because the process of learning together meant we gained more than if we were working on our own. One aspect of the course that I particularly valued was the engagement with people and businesses outside of the University. We had access to places and guest lecturers that we would never normally come across in our working lives. Getting different perspectives on how other industries worked in the real world was a real strength of the course.

“Whilst studying I did some work as a ‘bank’ staff nurse at a small hospital that that specialises in young people with mental health issues. I also wrote court reports on mentally disordered offenders as this was an area where I had extensive experience. I’m now the Hospital Director at this hospital and I am also working on a digital product that the University helped me to develop through one of the course modules. This has gone from simply being an idea I occasionally talked about to something with real potential.

“The year of study was a real rollercoaster of a journey and I would recommend it to anyone who wants to enrich their world.”

Samantha K Hamilton

“I initially studied for a BA (Hons) Tourism Management at QMU. During this time, I undertook a summer work placement in Disney World Florida and also worked on reception at a Holiday Inn which introduced me to working in the hotel industry.

“When I graduated, I took up a post at the Old Course Hotel in St Andrews in Guest Relations, but after almost a year there, I was keen to expand my knowledge and undertook a postgraduate certificate course in Australia which included a months’ work experience at the Langham Melbourne. Two years after graduating, I joined Dakota Hotels, initially as a Training Executive, before becoming Assistant Manager of Dakota Edinburgh. I undertook the MBA Hospitality part-time alongside work, which really heightened all understanding of operations in my daily life, as well as the theory I was learning. QMU were extremely flexible in supporting me to base my assignments on experiences I had accumulated, as well as challenging me to explore theory which could be applied to my business.

“In completing the MBA Hospitality, I have become the Brand Development Manager for the group. Our brand is our team, so my primary focus is people by way of group-wide recruitment, on-going development, and the way we deliver guest service. Undoubtedly, my studies in QMU have accelerated my career within hospitality, as well as encouraged me to challenge the way my organisation strategises and operates on a micro-level.”
Why QMU?

All of our courses are professionally relevant. We use guest speakers, external consultants and experienced professionals alongside research-active academics to ensure our content is context-driven and practice-oriented. Our philosophy is that an institution emphasises student support and our relatively small size means that we can develop strong working relationships with all our students.

Our approach to teaching and learning

Our courses are designed to enable students who are full-time professionals to study on a part-time basis. The MSc Dispute Resolution is delivered largely by online distance learning with a limited amount of campus-based block teaching. Our new MPA offers options for both full-time study and part-time study which will fit with busy working lives. The DPA is facilitated through a mix of campus-based and online learning.

Career prospects

In Scotland 21% of the workforce is employed in the public sector. This does not include the many private and third sector organisations that help deliver vital public services. At a time of increasing pressure on public finances it is increasingly important that all those who support the delivery of our public services continue to develop their professional skills and knowledge. Our public services courses support those seeking to develop these skills.

Dispute resolution is a growth industry – the UK Government alone spends an estimated £1.5 billion a year on resolving disputes with citizens. With more and more people employed in dispute resolution roles, the MSc Dispute Resolution will help you become a leader in the field.

Industry links

Organisations that we have worked with or have sponsored students to attend our courses include:

- Academi Wales
- Asian Ombudsman Association
- Birmingham Women's Hospital
- Blackpool Teaching Hospitals NHS Trust
- Care Inspectorate
- City of Edinburgh Council
- Financial Ombudsman Service
- Highland Council
- International Ombudsman Institute
- London Borough of Islington
- Manchester City Council
- NHS Scotland
- Orkney Islands Council
- Police Investigation and Review Commissioner
- ScotRail
- Scottish Courts Service
- Scottish Qualifications Authority
- Strathclyde Police
- The Army Personnel Centre
- Welsh Language Commissioner

Current student on MSc Dispute Resolution.

"A key aspect for me is the supportive nature of the group itself and of the academic staff. I have been out of formal learning for a long time and did have worries about coming back into this situation, but these have been proved to be unfounded." - Margaret Irvine, Employee Development Adviser, Highland Council.

"The course has enabled me to apply some theory behind my actions in work. It is enjoyable, thought-provoking and has meant that I am more reflective in what I do." - Eunice Jones, Group Manager – Business Support (Social Care), Torfaen County Borough Council.

"The course gave an interesting, thought-provoking insight into the way in which complaints are dealt with throughout the world. The course has made me rethink and re-evaluate some of my working practices. As always, the opportunity to network has proven to be so valuable." - Huw Evans, Head of Democratic Services, Swansea City Council.

"I chose to study for a Master of Public Administration because as a public sector employee an MBA did not seem directly relevant and yet the MPA retained the focus on leadership and management I desired from an MBA. I was able to carry over my PgCert Frontline Leadership credits and pick up where I left off with a greater focus on the public sector. It has been really rewarding to explore the “Trends in Public Administration” module, this has led to a wider appreciation of the public sector as a whole. I am enjoying studying with my fellow students from local authorities, the third sector and NHS and the wide range of experience they bring.” - Diane Clayton, Learning and Development Manager, NHS Health Scotland.

"I am part of a small cohort and we have all really hit it off. The mix of students is really diverse and we are all able to learn from each other. The tutors offer a lot of knowledge, experience, encouragement and guidance and at the same time we are supported with sessions on academic development which is invaluable in sourcing reference materials, preparing for essays, writing skills and so on. With my full-time work commitments, two modules being undertaken and associated reading, it is a very busy and challenging period, but I’m thoroughly enjoying the experience!" - David Bright, Roads & Land Services Manager, Stirling Council.

Queen Margaret University has a long-standing track record in the area of Governance, Justice and Public Management. Our vision and values as an institution emphasise the importance of social justice in all that we do. We also have significant experience in working with employers such as Academi Wales, City of Edinburgh Council, Ombudsman Association and the International Ombudsman Institute to deliver both standard courses and bespoke training and development.

We currently offer the MSc Dispute Resolution, Master of Public Administration (MPA) and a Professional Doctorate of Public Administration (DPA).

Our innovative MSc Dispute Resolution, largely available by distance learning, is hosted by our Consumer Dispute Resolution Centre. The course gives those with a strong interest in dispute resolution a deep understanding of both theory and practice in this crucial area. The course provides tailored and flexible learning for professionals seeking to deepen and widen their skills and knowledge of disputes and how they are resolved. The Consumer Dispute Resolution Centre is formed of a highly experienced team of dispute resolution professionals and academics who have delivered professional development courses to organisations across the UK and internationally.

The Master of Public Administration (MPA) is an internationally recognised professional postgraduate degree. The course is targeted primarily at public and Third Sector professionals. It addresses some of the key challenges facing our public services such as partnership working, governance, effective leadership and responding to change. This MPA has an innovative ‘leadership exchange’ element, working with the Association of Chief Officers of Scottish Voluntary Organisations (ACOSVO), to enable students to partake in an appropriate exchange within another public service organisation.

The Doctor of Public Administration (DPA) is a professional doctorate which is largely work-based and enables professionals to develop high level research skills and leadership in practice. For more information see page 36.
The course is aimed at students wishing to develop careers in dispute resolution, including as negotiators, mediators, complaint handlers, and ombudsmen. It will suit those who are already employed in dispute resolution, career changers, and recent graduates.

The world of dispute resolution is changing fast. For many years, courts were the dominant forum for resolving disputes. Ombudsmen have been created to address this. For many years, across the world, courts were the dominant forum for resolving disputes. Ombud. These professionals are now the first port of call for many everyday disputes.

As people become more vocal in pursuing their rights, and as public policy seeks to mainstream alternative dispute resolution within justice systems, there has never been a better time to study dispute resolution.

The Dispute Resolution covers the whole spectrum of dispute resolution, from non-adjudicative forms (such as arbitration) to non-adjudicative forms (such as mediation). Our particular emphasis is on more consensual approaches such as negotiation, mediation, and complaints and ombuds techniques.

The MSc is available online throughout the world, and has been designed to provide a global perspective on dispute resolution. It will appeal to students based in the UK and overseas who are seeking to develop an understanding of dispute resolution in an international context.

Students are taught by lecturers who are experts in this field, and who combine practical expertise with academic insight. They are active researchers and their teaching draws on the latest developments in dispute resolution research, policy, and practice.

Teaching, learning and assessment
The student learning experience has been designed to be interactive, rich and rewarding. Online modules use the latest technology to engage students in a variety of tasks, discussions, and quizzes to assist their learning. The course is based around the idea of creating an online learning community with fellow students, where experience and insights are shared and developed together.

Across all modules you will be involved in a range of varied and relevant activities. The teaching team are enthusiastic about their areas of expertise and just as enthusiastic about sharing their knowledge with you. Your fellow students will come from a wide range of both geographical and organisational backgrounds, enhancing the overall learning experience.

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will strive to use reasonable endeavours to ensure that there is no detrimental impact to students.
The Master of Public Administration (MPA) is an internationally recognised professional postgraduate degree, which is a public sector equivalent to the Master of Business Administration (MBA). The programme is designed for those who wish to develop their career in the public sector, and for students who wish to improve their professional skills and knowledge.

The aim of the MPA is to enable learners to build on their professional experience by engaging critically with, and reflecting on, key developments in public administration in order to more effectively deliver public service outcomes in a rapidly changing environment.

The course is based on a philosophy of transformational learning and transformational change. Central to this is the role of public services in promoting social justice and equality. International examples will be used to provide thought provoking challenges to the way our public services are designed and delivered. Rather than reflect today’s public services, the state and society, this MPA aims to shape the public service landscape of tomorrow.

This MPA offers an excellent student experience and includes an innovative ‘leadership exchange’ element, working with the Association of Chief Officers of Scottish Voluntary Organisations (ACOSVO), to enable all students to participate in an appropriate exchange within another public service organisation.

**Teaching, learning and assessment**

The MPA offers options for both full-time and part-time study which will fit with busy working lives. This is a multidisciplinary course, with the purpose of preparing students for professional roles in the public sector. As such the delivery draws on academic expertise from a range of backgrounds such as administrative justice, public management and social policy. The input of research active academics will be complemented with expert guest speakers and visits to key public administration sites such as the Holyrood Parliament in Edinburgh, Houses of Parliament in London, Parlament de Catalunya in Barcelona and the European Parliament in Brussels. A series of academic development workshops are run alongside the taught modules to support students with academic writing and research methods.

**Careers**

Up to 21% of the workforce is employed in the public sector. This does not include the many private and third sector organisations that help deliver vital public services. At a time of increasing pressure on public finances, it is increasingly important that all those who support the delivery of our public services continue to develop their professional skills and knowledge. This course supports those seeking to develop these skills.

**Quick Facts**

- Innovative ‘leadership exchange’ will enable students to gain valuable experience of working in another public service organisation.
- Variety of expert guest speakers and research-active academics.
- Diverse learning activities and assessment methods.

Links with industry/professional bodies

The ‘leadership exchange’ element of the course is delivered in association with the Association of Chief Officers of Scottish Voluntary Organisations (ACOSVO). We are also an institutional member of the Joint University Council’s Public Administration Committee.

There is a range of core and optional modules from which you will need to complete 120 credits, plus the 60 credit dissertation module in order to complete the MPA. Module options include:

- Core modules: International Trends in Public Administration/ Gender and Equalities/ Leading Change in Public Services/ Workplace Learning/ Dissertation
- Optional modules: Law and Public Administration/ Social Justice and Critical Perspectives on the State/ Information Governance and Data Protection/ Multi-level Governance in Europe/ Strategic Internal Communications in a Digitalised World

There is a diverse range of professionals in my class and my cohort and lecturers - this is essential to my success. There is a range of core and optional modules from which you will need to complete 120 credits, plus the 60 credit dissertation module in order to complete the MPA. Module options include:

- Core modules: International Trends in Public Administration/ Gender and Equalities/ Leading Change in Public Services/ Workplace Learning/ Dissertation
- Optional modules: Law and Public Administration/ Social Justice and Critical Perspectives on the State/ Information Governance and Data Protection/ Multi-level Governance in Europe/ Strategic Internal Communications in a Digitalised World

**SINGLE MODULES FOR CPD**

Register as an associate student to study single modules in areas of interest. Discounts are available to employers sponsoring multiple students. Contact Ian Elliott (see below) for more information.

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact on students.
Gastronomy

**MSc Gastronomy**

**EXIT AWARDS:** MSc (180 credits)/ PgDip (120 credits)/ PgCert (60 credits)

**MSc Gastronomy**

For more information, please contact Admissions.

A limited number of funded places are available for 2018 entry. For more information, please contact Admissions.

Fees:

+44 (0) 131 474 0000.

Stan Blackley (sblackley@qmu.ac.uk), Admissions (admissions@qmu.ac.uk), or More info:

course'.

Apply:

Apply: Visit www.qmu.ac.uk/study- here/course-a-z/, select this course from the list and select 'Apply for this course'.

More info:

Admissions (admissions@qmu.ac.uk), or Stan Blackley (sblackley@qmu.ac.uk), +44 (0) 131 474 0000.

Fees: See pages 138-141.

A limited number of funded places are available for 2018 entry. For more information, please contact Admissions.

It is increasingly recognised that reductionist approaches to tackling food-related issues are ineffective and that a more comprehensive, holistic approach is required if we are to better understand the many ways that food affects and shapes our lives, and effectively address the many injustices and inequalities that are manifest in the current food system.

The MSc Gastronomy provides an opportunity to study food in a more complete sense. The course, the first and only one of its kind in the UK, acknowledges the complex nature of food and takes an interdisciplinary approach to shed light upon the often unseen links between food culture and communications, science and systems, production and politics and more.

The course takes an experiential approach, with field trips to a diverse range of food-related businesses and organisations - from food banks to Michelin starred restaurants, large-scale agri-businesses to food processors. Through input from a wide range of specialist and expert speakers, students gain exposure to the diverse dynamics that affect how we produce, consume, represent and understand food. Scotland is most often the showcase for this, however the concepts covered are transferable to other countries.

Whether you’re looking to enhance your career in the food industry, interested in cultivating a broader understanding of food, or are looking for a new direction, please contact us. We’re more than happy to discuss the course with you and help you discover if our unique brand of gastronomy is for you.

Teaching, learning and assessment

Modules will involve elements of inquiry (problem) based learning, report writing, visual presentations, essays and viva voice interviews. Learning therefore will be diverse and teaching will happen anywhere that there is a relationship to food and drink or ancillary industries. This may be in the University, on the streets of Edinburgh, the hills of the Scottish Borders or in a Michelin starred restaurant. The course will therefore embed research-led learning, by requiring students to examine information from a diverse range of sources including academic books/journals, online blogs/wiki's relating to food and drink agendas, and primary and secondary data. The importance of working closely with industry colleagues cannot be underestimated. Opportunities to interact with for example, farmers, North Sea fishermens, and cooks and producers at all levels will enhance the learning experience. Class sizes are normally around 15-20 students. This ensures that students receive fantastic support from tutors and benefit from sharing experiences with classmates.

Teaching hours and attendance

Each module consists of 60 hours of teaching time over a 10-week period. There are two core modules planned for each semester, plus a research module that spans the first two semesters. You will be required to carry out independent work and also complete a dissertation.

Links with industry/professional bodies

This course has been developed in collaboration with a broad range of stakeholders involved in the food and drink industries.

**Modules**

- 30 credits: Food & Drink: The Relationship to People and Food/ The Science of Food/ The System: From Field to Market/ Food Communication and Consumption
- 15 credits: Research Methods

If studying for an MSc, you will also complete a dissertation (60 credits).

**Careers**

Graduates will place themselves in the enviable position of having had exposure to a range of industry experiences and contemporary food issues that will enable them to make interventions and transformations in a wide variety of areas. These may range from education or community work, to advocacy and policy work within the non-profit sector.

**Quick Facts**

- This is the first MSc in Gastronomy in the UK.
- The course has 15 funded places available for potential students resident in Scotland and the EU.
Aliya Ryan

“My first degree was in Social Anthropology at Cambridge University. After graduating I moved to Peru, where, with friends, I set up a small Peruvian NGO working on land rights issues with Amazonian indigenous peoples. The seven years I spent there was invaluable and highly rewarding, both personally and professionally. I learnt about the deep connection that indigenous peoples have with their land and the interdependence of all social, cultural, spiritual, economic and environmental factors in their daily lives. I was also witness to the often devastating impacts of extractive industries including oil, gas and timber both on fragile forest ecosystems and indigenous societies which were subject, suddenly, to economic forces and powers beyond their control.

“I decided to study for a MSc after moving to Edinburgh. Unsure exactly what direction to move in next, I knew I wanted to be rooted in place (and thus learn more about Scotland), to find practical applications for some of the theory and metaphysics that I had been contemplating since my time in Peru, and work towards addressing some of the social and economic injustices that I saw around me. Whilst there were other courses that appealed to me, I did not feel clearly enough about any of them to commit myself. The MSc Gastronomy however seemed to respond to everything on my ‘wish-list’. There was also the immediate and attractive nature of food itself - something I had been brought up with in a family of cooks and restaurateurs.

“I was looking for many things within the MSc. As a new arrival in Edinburgh, finding out about local and Scottish history and culture, how people relate to food, land and the environment, and some of the issues and projects currently emerging was really important to me. I also hoped to meet people: other students, tutors and be introduced to Scotland through a lens that I knew was engaging, immediate and, for me, extremely significant.

“The course allows you to investigate some of the issues that are urgent in today’s world: the mechanisms of food production, including the basics of agriculture and soil systems; how the contemporary international food markets work, and links to chemical companies and hydrocarbons; subsidies within the EU and relationships (often involving huge inequalities) with farmers and governments across the world, and so much more. There is a lot of work involved in the course – lots to read, write, absorb and understand. It is all fascinating and I look forward to going to class. The modules deal with many important, current issues (the farming crisis, obesity epidemic, GM debate, Scottish land reform etc.) by taking a big picture view and perspective. The most valuable thing I am noticing about the course is how it leans on expertise from so many fields (economics, philosophy, sociology, anthropology, media studies, biology, systems analysis….). No one area sees the whole picture and gastronomy is an exercise in looking beyond and between the traditional frameworks and boundaries: borrowing and applying knowledge from other times, places and contexts to provide a more nuanced and critically aware understanding from which to act and suggest responses, solutions and next steps.

“The course benefits from many invited specialists and visiting lecturers, enabling us to gain real insight into the issues they are dealing with, as well as with the the excellent body of core staff who help correlate and draw things together.”

Alison Stone

“For the six years before I studied the MSc Gastronomy, I worked as IT consultant specialising in business continuity. I've always viewed myself as a bit of a ‘foodies' and had previously worked in the hotel industry, latterly in marketing roles, so when I spotted an advert for the course at a food festival I was immediately interested.

“Studying the course was an amazing experience: very interesting, but also incredibly intense. Although I was already a lover of food, and felt that I knew and understood it well, the course introduced me to new theories and concepts and I now look at the food industry in a very different way. The course encourages you to question where your food comes from and the processes that it goes through to get to your plate, which opens up a whole new understanding. I found the module on food’s connections to people and place particularly fascinating. I hadn’t before considered how we express our culture, communities, traditions, relationships and personal identity through what we eat.

“My fellow students, 16 of us in total, came from a diverse range of backgrounds, which really enriched and enhanced the learning experience. We were able to offer different viewpoints and experiences and learn from each other. We were very supportive of one another, and that went for the lecturers too, who were always available to help us. The visiting speakers and field trips were so interesting and a great way to be exposed to lots of theory and practice without becoming overwhelmed. The facilities at the University were great too and really enhanced and supported the learning experience.

“Having graduated in 2014, I’m now studying for a PhD, something that I wouldn’t have been able to do without studying the MSc Gastronomy. I’ve been able to use the course to identify and develop a new future and as a turning point to a new career.”

David McVey

“After graduating from the MSc Gastronomy in 2015, some of my classmates and I established Scotland’s first ‘Food Assembly’ – an alternative food network through which members of the public can buy local produce directly from small suppliers and producers. There is now a growing network of food assemblies around the country, which is great.

“I also set up my own food business after graduation – a café in the Leith area of Edinburgh, in which I put into practice many of the things that I learned through studying the course. The knowledge I gained from doing the course has given me a new and more nuanced view of the impact that food has on our lives and has helped to develop my creativity and understanding in the food and drink industry. It has also allowed me to develop a network of contacts that continue to support me and has made a huge difference to the way I do things now.”
Creativity and Culture

The importance of culture, in its many forms, and the creative attitudes that support it are recognized by politicians and intellectuals at national, international and global level. Culture is a significant contributor to measures of economic wealth and prosperity, and to the growth of social diversity and progress. Culture is a defining characteristic of identity and heritage, and creates experiences that stimulate individual curiosity and the expansion of the imagination. People enjoy culture and contribute to it in diverse ways.

Postgraduate study at QMU is focused on the challenges and problems that arise in moving from the imagination and curiosity to creation and organisation. It addresses a variety of situations, from globally recognized companies to individual creators, from corporate conglomerates to state supported institutions, from cultural divas to voluntary associations. By mobilising practical experiences and the knowledge and understanding gained through research, postgraduate study at QMU is built on the recognition that the value of culture derives from innovation, change and uncertainty, and that cultural experiences are different and singular.

Why QMU?

QMU offers two taught postgraduate courses in the area of culture and creativity: the MA Arts, Festival and Cultural Management and the MA Stage Management. These courses differ in focus, but provide students with opportunities to understand and critically reflect on the competencies and skills that produce culture, and the contexts and environments that sustain it.

Teaching and research staff at QMU have experience of cultural production and organisation and maintain close links with cultural organisations across the UK as part of their on-going practice. Research at QMU is interested in cultural production and economy, and cultural management and policy. Teaching is complemented by contributions from professionals who work in and with culture industries and organisations.

QMU benefits from its location in a city recognised globally for its cultural activity, from large scale festivals to lone novelists. Edinburgh provides a variety of cultural experiences such as theatre, art, museums, cinema, music and performances, which are supported by a thriving and idiosyncratic cultural and creative sector. That environment provides postgraduate students with opportunities to gain practical experience, which in turn can feed into an individual programme of study.

Industry links

The MA Arts, Festival and Cultural Management provides organisational and institutional links as part of the curriculum. Professional contributors support students with experiences of the complexities of cultural management, from finance and human resources to project management and fundraising. In addition, students take part in field trips in order to deepen their understanding of the challenges faced by the creative and cultural sector.

The MA Stage Management includes two professional practice modules that give students the opportunity to work on live productions both at the University and in cultural organisations throughout Scotland and beyond.

Our approach to learning and teaching

Postgraduate students admitted to the courses may have already acquired cultural and creative experience in a range of disciplines and work contexts. Students are encouraged to exploit their knowledge and understanding of these experiences in contributing to their study, and the curriculum is designed to be flexible enough to accommodate this. Collaboration with other students or external organisations and individuals can be combined with teaching delivery through lectures, seminars, workshops and tutorials.

Block taught PgCert Arts Festival and Cultural Management

We offer a PgCert Arts, Festival and Cultural Management delivered via a block-taught route. This route is ideal for those currently working in the sector, keen to develop new skills and knowledge but unable to commit to full-time weekly study. The route is delivered on campus in four blocks of four days spread across the year. These intense blocks of teaching are planned to be delivered at the end of September, the beginning of November, the end of January and the beginning of March.

The course will stimulate your understanding and develop your knowledge of contemporary issues affecting the management of arts organisations and festivals. It balances practice with theory to enable students to develop a broader and deeper understanding of the processes of arts management and is designed to support your career development.

Students undertaking the block-taught PgCert complete three modules, each placed for their practical and immediate relevance to those working in a cultural organisation:

- Managing and Marketing Cultural Projects and Festivals
- Strategic Management and Finance
- Fundraising and Development for Cultural Organisations and Festivals

There is also an option to replace one module with a period of personal reflective learning in the workplace.

After completion of the block taught PgCert, students have the option to complete the remainder of the MA course on a part-time basis the following year through a combination of block taught teaching, work-based learning and a dissertation.

This course is due for revalidation in January 2018. It is likely that this will result in some changes to the content. Please check our website for updates.

MA Arts, Festival and Cultural Management student quotes

“Why QMU? "

The MA Arts, Festival and Cultural Management course is a viable, effective and rewarding way for those pursuing a career in the arts to gain a postgraduate qualification. The block taught structure of the course allows you to enrich your professional development without restricting your current employment and even provides you with opportunities to directly apply your learning and assignments to projects in your own work.

“The nature of arts management creating the need for flexibility and a wide range of skills, this course delivers applicable knowledge and a strong foundation in multiple fields. The course enhanced my employability skills within the cultural sector, improved my own productivity at work and fostered important industry connections with fellow classmates.”

Richard Ali El Moudden

“I was already working as an arts manager when I started the course and joined to support my professional development, hoping to fill gaps I had identified within my CV in order to increase my employability and help advance my career. It worked! I successfully secured a new role, thanks to being able to use what I learnt from the course on the application and at interview. I originally thought I would only undertake a couple of modules, as skills development. However having found the lectures inspiring, informative and so useful to my work, I decided to complete the full MA part-time and keep my full-time job.

“The support from the tutors has been fantastic. Working full-time while having a young family and balancing study is difficult, but the tutors are understanding of these demands and do their best to support you. Without their support I would not have been able to complete the course. Being able to take modules individually is great - the study routes are so flexible they fit in well around my work and family commitments.”

Sharon May

“Coming back into education after a long career in the media was a daunting prospect. However, by the second seminar I was starting to re-evaluate my working practices and learning to organise new life for myself.”

“The structure of the course allows a student the flexibility to focus on areas of the cultural sector that are specific to their own professional development. At the same time, they have been a positive influence on me personally and professionally. It’s not all theory either: visiting speakers from a diverse range of practices provided illuminating insights into the roles and careers of Scotland’s arts organisations, if I ever need to hang an exhibition of 18th century portraits or lobby Government I now know where to start and how to get it right.

“The beauty of the course structure is that it allows students to understand both hands-on management and contemporary cultural theory. Your final project can be based upon either, or both. This freedom allows students to either build upon their existing skills or, like me, to test new grounds.”

Helen Terry

“I came from the USA to study at QMU and what attracted me was the holistic way the course is approached. Lectures are taught by experienced academics and arts professionals, and this has allowed me to gain a deep and nuanced understanding of the issues relevant to arts management today. Each module is also carefully crafted to allow space for students to pursue their own unique interests and ideas.”

Katherine Shireses

“The flexible QMU learning experience has allowed me to continue working for the Edinburgh Festival Fringe Society while studying part time. The course has helped me to develop a variety of practical management skills and gain a deeper understanding of the cultural sector. These new skills and knowledge are already helping me to develop my career in the sector.”

Tigho Apovuare

“My hometown in Indonesia is so rich with cultural events and festivals that they inspired me to make it my career. I chose this course because QMU is the only university to offer such a well tailored programme and the location in Edinburgh, a city famed for cultural events, has only added to my student experience and learning opportunities.”

Bhist Patil

“The course strikes a really good balance between being intellectually challenging, yet practical and grounded in the current issues affecting the cultural sector.”

Inga Rudzitis

Photo credit: Edinburgh International Book Festival, Edinburgh Jazz and Blues Festival, Edinburgh International Festival.
Sheila Murray

“I am a believer in lifelong learning. The MA Arts, Festival and Cultural Management updated my skills by providing invaluable insight into contemporary issues affecting the management of arts organisations and festivals today. The course introduced me to new ways of looking at the arts through practical application and academic research, which are essential for becoming an effective leader in the arts. I’ve just been appointed as a board member of Creative Scotland – the government agency in charge of promoting Scotland’s arts, screen and creative industries. My studies at QMU allowed me to build upon my 25-year former career in the arts, of promoting Scotland’s arts, screen and creative industries. My studies have allowed me to secure the Creative Scotland role. This next step in my career is at QMU allowed me to build upon my 25-year former career in the arts, of promoting Scotland’s arts, screen and creative industries. My studies at QMU allowed me to build upon my 25-year former career in the arts, of promoting Scotland’s arts, screen and creative industries. My studies have allowed me to secure the Creative Scotland role. This next step in my career is.

The only postgraduate course of its kind in Scotland. The course has been developed over time in co-operation with key national cultural agencies and other bodies with a strategic interest in the development of arts organisations and festivals. Our location in the ‘festival city’ also allows for strong practical links between the course and the many arts, festival and cultural organisations based in and around Edinburgh, across Scotland and the UK.

Within a rapidly changing domestic and international environment, the work of arts and cultural managers is becoming more complex and significant. The creative industries are growing rapidly and patterns of cultural work are changing. Cultural organisations and festivals are in a period of fundamental, pervasive and long-term change; managers must deal with a host of dramatic, often contradictory demands and challenges. This leads to a situation where there is a need for graduates with more holistic and integrated perspectives regarding the management of cultural organisations and the political, economic, social and environmental conditions in which they function. This course has been developed in response to this need and is rooted in a belief that great leaders in the cultural sector will recognise the value of management while acknowledging that approaches may need to be adapted to meet the particularities of cultural organisations and festivals. Through encouraging you to become critically reflective, the course will develop your knowledge of the contemporary issues affecting the management of arts organisations and festivals while equipping you with the practical management skills that are essential for developing a career in the field. Mindful of the need for students to develop vocational skills, a number of assignments are orientated towards developing the knowledge and skills required to become an effective practitioner in the field. In addition, students are required to arrange and undertake practical experience within cultural organisations to complement their studies.

This MA is designed as a conversion degree and we welcome applicants from non-business related subjects. It is suitable for both graduates who wish to add a vocational management emphasis to their first degree and those with equivalent professional qualifications or experience. It is likely to be of interest to those who studied the arts and humanities at undergraduate level or those with significant workplace experience who would like to gain a formal qualification in a flexible manner.

Teaching, learning and assessment
Teaching comprises a combination of lectures, seminars, tutorials, case studies, simulation exercises, field trips and projects. You will also be required to arrange a period of industry based learning. Your performance on the course will be assessed by essays, reports, exams, presentations and a dissertation or project (MA only). Normally, there are around 30 to 35 students enrolling on the course each year.

Teaching hours and attendance
Each module will require you to attend classes and carry out independent work. Most modules consist of two to three hours of class time each week of the semester. Where possible, all teaching takes place over two days per week. Your specific timetable will depend on whether you study full or part time. Flexible study options and a diverse curriculum mean that this course is suited to both those already working in the arts and those who are looking to start a career in the sector.

Links with industry/professional bodies
Part of our strength comes from our location; being based in Edinburgh means that the course has been developed over time in co-operation with key national cultural agencies and other bodies with a strategic interest in the development of arts organisations and festivals. Our location in the ‘festival city’ also allows for strong practical links between the course and the many arts, festival and cultural organisations based in and around Edinburgh, across Scotland and the UK.

Careers
You will be qualified for a broad range of management positions within a wide spectrum of cultural organisations and festivals. Previous graduates have gone on to work in theatres, performing arts organisations, galleries, local government, and cultural agencies. In addition, many now work in festivals within the UK, Europe and internationally. Potential careers might include producing, fundraising, marketing, programming, or audience development, as well as many other roles across the cultural industries.

Quick Facts
• International cohort of students working closely and collaboratively with staff.
• Range of guest lecturers and field trips to key cultural organisations and festivals.
• The only postgraduate course of its kind in Scotland.

This course is due for revalidation in January 2018. It is likely that this will result in some changes to the content. Please check our website for updates.
Within a rapidly changing domestic and international environment, the work of stage managers is becoming more complex and technically challenging. The entertainment and live events industries are growing rapidly and the need for skilled stage managers has never been greater. The evolving range and scope of where, and how, live entertainment is delivered leads to often difficult and sometimes contradictory demands and challenges for the stage management team. This leads to a situation where there is a need for graduates with more holistic and integrated perspectives regarding the management of entertainment and live events and the artistic, economic, social and environmental conditions in which they function. This course has been developed in response to this need, and is rooted in a belief that effective stage managers need training that is both practical and critically reflective. It will develop your knowledge of the contemporary issues affecting the management of entertainment and live events while equipping you with the practical skills that are essential for developing a career in the field.

The course is run in partnership with The Edinburgh Stage Management School, which has an excellent reputation for its graduate vocational training and combines a well established industry focus with successful graduate employment. It combines the best aspects of the vocational, practical and academic models.

This MA is designed as a conversion degree and we welcome applicants from non-arts related subjects. It is suitable for both graduates who wish to add a vocational stage management emphasis to their first degree, and those with equivalent professional practice with QMU shows and events as well as engaging with the wider industry. Your performance on the course will be assessed by essays, reports, reflective blog, portfolio, presentations and a dissertation or project (MA only). Normally, there are around six to eight students undertaking the course each year.

Teaching hours and attendance
Each module will require you to attend classes and carry out independent work. Most modules consist of five or six hours of class time each day during the teaching periods of the semester. Where possible, all teaching takes place over three days per week.

Careers
You will be qualified for a broad range of stage management positions within a wide spectrum of live entertainment and live events industries. Many career opportunities are open to you. Previous graduates (Edinburgh Stage Management School) have gone on to work in theatres, performing arts organisations, festivals, corporate events and ceremonies. In addition, many now tour within the UK, Europe and internationally. Potential careers might include producing, fundraising, marketing, programming, or audience development, as well as many other roles across the cultural industries and all professions requiring skills in effective management.

Quick Facts
• Small cohort of students working closely and collaboratively with staff
• Range of guest lecturers from key cultural organisations and associated industries
• The only postgraduate course of its kind in Scotland
• Unique partnership with The Edinburgh Stage Management School

MA Stage Management
EXIT AWARDS: MA (180 credits)/ PgDip (120 credits)/ PgCert (60 credits)

SINGLE MODULES FOR CPD
Register as an associate student to study single modules in areas of interest. Contact Sarah Paulley for more information (see below)

Adrian deBattista

“I studied for a degree in economics in my home country of Malta and worked for five years at the Maltese finance ministry, but I was keen to change career. With experience of performing arts and as a volunteer organiser for several music events, I was keen to steer my career towards the cultural sector - particularly at policy level. I felt that this course would offer me the academic knowledge, skills and confidence to get me where I wanted to go.

“The knowledge and experience of the QMU lecturers was astounding and guest lecturers had a wealth of experience in the field of arts, festival and cultural management to share. My class received continuous support from the course leader and he encouraged us to challenge him during class, making the process more participatory. A culture of knowledge sharing was also present amongst all students, which strengthened the social bond between us.

“I started working as a research associate at Arts Council Malta just one week after I had finished my final project at QMU, thanks to this MA, I believe. My role involves developing and managing the Council’s research programme through qualitative and quantitative research, whilst gathering statistics and data mining, analysing cultural practices and monitoring trends affecting or resulting from cultural participation, production and consumption. I’m also responsible for ensuring quality control of research by setting up appropriate monitoring and evaluation systems. I have also been involved in writing the Council’s five-year strategy with regard to research for 2016-2020 and have been working on the formulation of data collection methods for internal evaluation of national cultural organisations, which came into effect in 2017.

“The MA helped me improve and optimise my research skills, especially in terms of qualitative research. This proved to be useful in terms of documentary analysis in relation to cultural policy texts, which are a key part of my current job. The course also equipped me with valuable skills for critical thinking and writing that have given me the confidence to debate and question underlying discourses that exist in my daily work.”
The UK PR industry is the most highly developed in Europe and second only to the US globally. Some 48,000 people work in this multi-billion UK industry and the rate of growth in the number of jobs in PR at all levels has been higher than that of any management function over the last 15 years. It is an industry which values higher education and is firmly entrenched in business, government and the charitable sector. PR is also represented increasingly at executive board level and now lies at the heart of strategic reputation management. Increasing recognition of the importance of communication, together with the explosion of digital media, present today's PR practitioners with exciting but complex opportunities and challenges.

### Why QMU?

QMU has a long experience of teaching PR to undergraduate, postgraduate and professional groups. Our teaching team combines years of professional experience with high level academic expertise, undertaking research and contributing to senior academic textbooks and conferences worldwide. QMU is an accredited teaching centre of the Chartered Institute of Public Relations (CIPR), and we are the only UK institution to offer CIPR accredited courses at undergraduate and postgraduate level, and to teach the CIPR Professional Public Relations Diploma, the CIPR Diploma in Internal Communications Practice and the CIPR Diploma in Public Affairs Practice.

Queen Margaret University was instrumental in developing and pioneering Chartered Institute of Public Relations (CIPR) Diploma qualifications. These were launched in 1999 to raise professional standards and offer PR practitioners a platform for continuous professional development.

All students benefit from face-to-face teaching supported by online materials and resources. QMU is a partner institution of the Public Relations Consultants Association (PRCA).

### Our approach to learning and teaching

Our innovative teaching pattern allows both full and part-time students to benefit from a rich engaging experience. Full-time students work continuously while part-time students attend for a short teaching block which makes it possible to combine study with full-time work.

Career entry students study alongside those already working in PR roles, delivering a stimulating environment.

### Industry links

Our teaching team includes senior practitioners with active involvement with, and membership of, the CIPR and the PRCA. We have close links with the PR industry in Scotland too. Practitioners provide placements, guest lectures, networking opportunities and serve on QMU's Public Relations Advisory Panel. Students are entitled to membership of the CIPR and the PRCA and there are opportunities to play a role in these organisations.

### Face-to-face teaching

Face-to-face teaching is delivered in a variety of forms, including lectures, workshops, seminars, group projects and case studies. Postgraduate students not only gain a great grounding in the field of public relations but are able to focus on an area of specialism of interest to them, undertaking original research. Full-time postgraduate Public Relations students learn alongside those studying on a part-time basis, many of whom already work in public relations roles.

Face-to-face teaching is supported by a virtual learning environment where students work in virtual groups and access readings and resources preparing personal portfolios and development plans aimed at enhancing prospects for employment.

### Facilities

All students benefit from the entire range of QMU learning facilities which includes full access to all resources (including electronic books and journals) even when off campus, through remote access software.

### Career prospects and guideline salaries

Check out the latest industry statistics including salaries, skills, diversity and budgets at [www.cipr.co.uk/content/state-of-pr](http://www.cipr.co.uk/content/state-of-pr) and [www.prca.org.uk/insights/about-pr-and-communications-industry](http://www.prca.org.uk/insights/about-pr-and-communications-industry).
MSc Strategic Communication and Public Relations

EXIT AWARDS: MSc (180 credits)/PgDip (120 credits)/PgCert (60 credits)

Samantha Prowald

“I am from Schweinfurt, Germany. At undergraduate level, I completed a Bachelor in Media Communication from the University of Wuerzburg. Whilst studying, I volunteered in the local public relations department at AIBESO, a student organisation promoting international cultural events. This position gave me a thirst for a career in PR. I went on to complete a six-month corporate communications internship with the sportswear company, PUMA, in Germany. This was a great opportunity - not only did I gain some fantastic work experience, I also had the pleasure of working with people from around the world.

“I was keen to study PR in more depth, hopefully allowing me to better focus my career. I wanted to gain concrete knowledge about PR theory, as well as practical application. I researched courses online and foreign European countries offered more postgraduate courses in strategic communication and public relations than Germany. With this in mind, and having enjoyed previously working with people from around the world, I decided to study overseas - and chose QMU after having enjoyed a visit to Edinburgh on a school trip.

“As a current student on the MSc Strategic Communication and Public Relations, I am finding the modules really interesting and they include a lot of digital communication elements, which is very useful. The workload is manageable, especially as we’re mostly able to tailor assignment topics according to our interests within the thought module area, but it can be quite stressful when deadlines are looming. The staff are very approachable and supportive.

“I am also working as a part-time International Conversion Assistant at QMU which I am really enjoying. This position enables me to utilise the skills and knowledge I have gained, whilst I am enjoying the social media and communications dimension. It feels like the ideal preparation for a full-time job as a PR professional.

“When I graduate from QMU, I will have a good base to progress my career. I’d like to work as an in-house PR manager rather than at a PR agency, preferably within an international organisation where I can take care of content management, including website and social media.

QMU is an accredited teaching centre of the UK’s professional body, the Chartered Institute of Public Relations (CIPR) and a partner institution of the UK’s Public Relations Consultants Association (PRCA).

Is this the right course for me?

• Want to start a career in communication and public relations (PR). You’ll do an industry placement (option) and we’ll support you in developing knowledge and skills, and producing a portfolio, and provide you with opportunities to meet, work alongside and network with current practitioners.

• Already work in a communication or PR role and want professional development. You can tailor your studies to your own development needs and study part-time, or

• Want to progress to a research career in communication or PR. Members of QMU’s teaching team author key texts and regularly present at conferences all over the world.

Teaching, learning and assessment

Teaching is delivered face-to-face at our modern campus in Scotland’s capital city of Edinburgh. You are also supported by QMU’s online virtual learning environment. As well as lectures, seminars and workshops, you will also work with live clients, respond to communication briefs, undertake research and analysis, work, blog, reflect, create materials and content, engage in digital media, work in groups, make presentations and develop proposals.

Teaching hours and attendance

Our carefully designed delivery pattern provides continuous and frequent face-to-face teaching for full time students. Part-time students benefit from a delivery pattern which requires attendance at short intensive blocks and which you can fit alongside other commitments. On many modules you will learn alongside communication and PR practitioners and students. This helps you start your professional network and develop a deep understanding of the relevance of theory to practice. Our shared community of learners approach also provides access to a busy programme of activities and events offered across our PR programmes. On your 20 day placement (optional module) you’ll gain invaluable professional experience and develop your learning in a work setting.

Quick Facts

• QMU is the only CIPR accredited UK institution to offer undergraduate and postgraduate courses and teach the CIPR Diploma, CIPR Internal Communication Diploma and CIPR External Communication Diploma.

• The block face-to-face teaching approach enables students to combine studying with working.

• Our PR academics are recognised nationally and internationally for their excellence in research.

Modules


Students who already work in communication and PR can select from a list of modules, including business focused ones, instead of those marked * above. If you select to do the Master’s Communication Placement module, you can undertake this with your employer. You can also focus your Project on a topic which is directly relevant to your professional role. If you already have CIPR Diploma, CIPR Internal Communications Diploma or CIPR Public Affairs Diploma, you are awarded credits and exempted from selected modules.

Careers

As a CIPR accredited course, the MSc Strategic Communication and Public Relations is benchmarked against CIPR career progression requirements. This means there is a clear articulation between the course and developing your career. For students who are already associate or full CIPR members, the MSc counts towards the Institute’s Continuing Professional Development (CPD) programme.

Accreditation of prior learning:

Where your honours degree has not been studied in English, it is if you:

• Have a professional qualification which requires attendance at short intensive blocks (1-2 days) you’ll gain a Strategic Communication Diploma/ CIPR Public Relations (CIPR) Diploma receive 45 credits towards the Institute's Continuing Professional Development (CPD) programme.

Start date:

September for full-time and part-time students. Part-time students can also start in January.

Application deadline: None

Fee:

See pages 138-141

The MSc Strategic Communication and Public Relations offers an unparalleled balance in UK postgraduate courses of teaching in internal and external communication, as well as strategic communication, for both private and public sectors. Students learn from an academic team which includes internationally published researchers and practitioners with years of professional experience.

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
This course is for experienced internal communication practitioners or PR professionals who want to develop their strategic internal communication and management skills. It provides those working in internal communications with a platform for continuous development. On this course, you will take an in-depth look at the role that internal communication plays in organisations and in particular those going through change. You will develop your ability to use research to inform effective internal communication strategies and develop successful plans. The course focuses on core topics such as: internal communication; audit; change management theory; using research to inform and help develop internal communication strategies; moving from one-way communications to engagement; psychology of communication and the role of technology.

Teaching, learning and assessment

Twenty hours of on campus teaching comprises a variety of approaches including lectures, workshops, group work and input from senior practitioners and QMU academics. Work is set and contact maintained between teaching blocks through online discussions. CIPR Internal Communication Diploma students learn alongside other CIPR and MSc Strategic Communication and Public Relations students ensuring that you benefit from sharing experiences and develop a network of colleagues. Assessment is through production of a management proposal. Further information is available on the CIPR website at www.cipr.co.uk/content/qualifications/internal-communication-diploma.

Quick Facts

- QMU is the only institution outside London to teach the CIPR Diploma in Internal Communications Practice, the CIPR Professional Public Relations Diplomas.
- QMU is accredited by the Chartered Institute of Public Relations (CIPR) and, on graduation, can upgrade their membership to student membership of the Chartered Institute of Public Relations (CIPR) and, on graduation, can upgrade their membership to student membership of the Chartered Institute of Public Relations (CIPR).
- QMU academics. Work is set and contact maintained between teaching blocks through online discussions. Students also receive supervision support with their assignment. CIPR Diploma in Public Affairs Practice counts towards the CIPR’s CPD programme and becoming a CIPR Accredited Practitioner - the hallmark of your commitment to professional development.

Teaching hours and attendance

Teaching is normally delivered in one day blocks three/four times a year.

Careers

CIPR qualifications are recognised as the benchmark for professional practice in public relations by employers in the private and public sectors. The CIPR Internal Communication Diploma helps participants to develop or diversify their career by fostering a strategic approach to internal communications management. Studying for the CIPR Internal Communication Diploma counts towards the CIPR’s CPD programme and becoming a CIPR Accredited Practitioner – the hallmark of your commitment to professional development.

Modules

This course does not follow a modular structure.

Key details

Delivery: Block attendance supported by online learning
Duration: Full-time: 8 months (Jan-Aug)
Entry requirements: Please visit the CIPR website at www.cipr.co.uk/content/qualifications/public-affairs-diploma.
International: Those whose first language is not English must be able to demonstrate proficiency in the language – spoken and written – to an International Language Testing System (IELTS) band score of 6.5 or equivalent.
Start date: January
Application deadline: None
More info: Di Magela Peshoa, rmpc@qmu.ac.uk +44 (0)131 474 0000 or visit www.qmu.ac.uk/study-her/course-a-z/ and select this course from the list.
Fees: See pages 138-141

The CIPR Public Affairs Diploma is designed for public relations or public affairs practitioners who want to develop relevant theoretical knowledge and to strengthen their practical skills in order to become more effective and better placed to take on more senior roles.

The CIPR Diploma in Public Affairs Practice focuses on the process of policy formation and the wider corporate communications and reputational context in which public affairs operates. This qualification is firmly rooted in practice – with senior PA practitioners involved in its development – and is also grounded in the latest academic thinking.

Please refer to the CIPR website for the latest and most up to date information on this course.

The Political Landscape, Trends and Challenges/ The Art and Science of Lobbying and Campaigning/ Public Affairs in the Context of Reputation Management/ Research Project

CIPR qualifications are recognised as the benchmark for professional practice in public relations by employers in the private and public sectors. Studying for the CIPR Diploma in Public Affairs Practice counts towards the CIPR’s CPD programme and becoming a CIPR Accredited Practitioner – the hallmark of your commitment to professional development.

Quick Facts

- QMU is the only institution outside London to teach the CIPR Diploma in Internal Communications Practice, the CIPR Professional Public Relations Diplomas.
- QMU is accredited by the Chartered Institute of Public Relations (CIPR).
- QMU academics. Work is set and contact maintained between teaching blocks through online discussions. Students also receive supervision support with their assignment. CIPR Diploma in Public Affairs Practice counts towards the CIPR’s CPD programme and becoming a CIPR Accredited Practitioner – the hallmark of your commitment to professional development.

Teaching hours and attendance

Teaching is normally delivered in one day blocks three/four times a year.

Careers

CIPR qualifications are recognised as the benchmark for professional practice in public relations by employers in the private and public sectors. Studying for the CIPR Diploma in Public Affairs Practice counts towards the CIPR’s CPD programme and becoming a CIPR Accredited Practitioner – the hallmark of your commitment to professional development.

More info: Di Magela Peshoa, rmpc@qmu.ac.uk +44 (0)131 474 0000 or visit www.qmu.ac.uk/study-her/course-a-z/ and select this course from the list.
Fees: See pages 138-141

Please refer to the CIPR website for the latest and most up to date information on this course.
This new CIPR qualification will allow you to gain an advanced understanding of professional practice, including PR strategy and planning, content management, media and engagement, measurement and evaluation, and PR leadership. All underpinned by reference to ethics and the code of conduct.

You’ll also put your learning into practice, evaluating a wide range of PR concepts and techniques and applying them practically to your own work and sector.

The course is for experienced PR professionals who are ready to progress towards a senior management position, or individuals who have previously studied the CIPR Advanced Certificate in Public Relations.

### Teaching, learning and assessment

On campus teaching comprises a variety of approaches including lectures, workshops, case study and group work. The course is split into three units and you will submit one assignment for each.

#### Teaching hours and attendance

Teaching is normally delivered in one or two day blocks six times a year.

### Links with industry/professional bodies

Students on the course are eligible for student membership of the Chartered Institute of Public Relations (CIPR) and, on graduation, can upgrade their membership to full or associate status depending on graduation, professional practice and measurement and evaluation.

### CAREERS

The CIPR Professional PR Diploma is recognised as the benchmark for professional practice in PR by employers in the private and public sectors. It helps professionals who are ready to progress towards a senior management position, or individuals with a depth of PR experience.

Careers are available in a variety of areas including public relations, corporate communications, media relations, market communications, and management consultancy. The course provides a thorough grounding in the principles and practice of public relations and the ability to implement them in a range of contexts.

### Quick Facts

- **GMU** has a long history of teaching the Chartered Institute of Public Relations Professional Public Relations Diploma and remains the only Scottish Institution to date entry requirements.
- **CIPR website at www.cipr.co.uk/ content/ qualifications/diploma for up to date entry requirements.**
- **International: Those whose first language is not English must be able to demonstrate proficiency in the language spoken and written - to an International Language Testing System (IELTS) band score of 6.5 or equivalent.**

### Entry requirements:

- **None**
- **Start date:** September

### Application deadline:

- **None**
- **Start date:** September

### More info:

- **Visit www.qmu.ac.uk/study-here/ course-a-z/, select this course from the list and select “Apply for this course”.**
- **More info: Admissions (admissions@qmu.ac.uk), Emma Wood (ewood@qmu.ac.uk), +44 (0)131 474 0000**
- **Fees:** See pages 138-141

### Additional information:

- **Please refer to the CIPR website for the latest and most up to date information on this course.**

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### Strategic Communication and Public Relations Diploma

Diploma

**Chartered Institute of Public Relations (CIPR) Professional Public Relations Diploma**

**EXIT AWARDS:** CIPR Diploma. Graduates are also awarded 45 credits towards Strategic Communication and Public Relations

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### SINGLE MODULES FOR CPD

Register as an associate student to study single modules in areas of interest. Contact the Programme Leader for more information.

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### Key details

- **Delivery:** Block attendance at QMU supported by online learning
- **Duration:** Part-time: 1 year

### Entry requirements:

- **Please visit the CIPR website at www.cipr.co.uk/content/ qualifications/diploma for up to date entry requirements.**

### International:

- **Those whose first language is not English must be able to demonstrate proficiency in the language spoken and written - to an International Language Testing System (IELTS) band score of 6.5 or equivalent.**

### Start date:

- **September**

### Application deadline:

- **None**

### More info:

- **Visit www.qmu.ac.uk/study-here/ course-a-z/, select this course from the list and select “Apply for this course”.**
- **More info: Admissions (admissions@qmu.ac.uk), Emma Wood (ewood@qmu.ac.uk), +44 (0)131 474 0000**
- **Fees:** See pages 138-141

### CAREERS

The CIPR Professional Public Relations Diploma is recognised as the benchmark for professional practice in PR by employers in the private and public sectors. It helps professionals who are ready to progress towards a senior management position, or individuals with a depth of PR experience.

Careers are available in a variety of areas including public relations, corporate communications, media relations, market communications, and management consultancy. The course provides a thorough grounding in the principles and practice of public relations and the ability to implement them in a range of contexts.

### Quick Facts

- **GMU** has a long history of teaching the Chartered Institute of Public Relations Professional Public Relations Diploma and remains the only Scottish Institution to deliver it.
- **GMU** is accredited by the Chartered Institute of Public Relations (CIPR).
- **GMU** is the only Scottish Institution to deliver it.
- **GMU** is accredited by the Chartered Institute of Public Relations (CIPR).
- **All GMU will be taught by some of the world’s best known PR academicians as well as professionals with a depth of PR experience.**
- **Through our intensive workshops you will build a network of your own peers which will aid your continuing professional development.**

Please refer to the CIPR website for the latest and most up to date information on this course.

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### Jan Gjerdevik

**MSc Public Relations (now MSc Strategic Communication and Public Relations), Consultant, Proactima**

“My first employer after leaving QMU took me on principally due to my MSc Public Relations - they especially appreciated that I had undergone a programme that, in depth, applied theoretic approaches to practical challenges in the field of PR. I was soon put in charge of developing a new communication strategy for the organisation, and then promoted to lead the entire implementation process as communication director. I’ve now moved into the consultancy sector and advise top management in both public and private sector on reputation risk, crisis communication and communication strategy. Again, I was taken on much because of my academic background.”

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### Katrine Pearson

**MSc Public Relations (now MSc Strategic Communication and Public Relations) Managing Director, 3x1 Public Relations**

“I thoroughly enjoyed my time on the MSc PR course and combining it with full time employment was much more manageable than I had thought thanks to the scheduling of the classes and support from staff. Having that extent of theoretical knowledge to back up my practical experience helped boost my confidence and stood me in good stead for career progression.”

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### Jo Bland

**CIPR Internal Communications Diploma, NHS Digital**

“I received great support when completing the Internal Communications Diploma dissertation.”

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### Alastair Sim

**CIPR Public Affairs Diploma, Director of Universities Scotland**

“The course has helped me to be more aware of the range of approaches which I can take to particular public affairs challenges. In future, it may open up professional roles in public affairs for which accreditation is required.

“The best bits about the course have been sharing experience with other practitioners, both students and speakers. It’s also been useful to understand the categorisation and analysis of approaches which has evolved through academic literature.”

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MSc Diabetes

EXIT AWARDS: MSc (180 credits)/ PgDip (120 credits)/ PgCert (60 credits)

Fees: See pages 138-141.

MSc Diabetes

Visit www.qmu.ac.uk), +44 (0)131 474 0000
derek.santos@gmu.ac.uk), Derek Santos (dsantos@

Course'.

Visit www.qmu.ac.uk/study-

Apply:

None

Application deadline: None

Start date: September or January

Entry requirements: An honours degree or equivalent in a health or health-related discipline.

International: Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 6.0 and no individual component score below 5.5.

Health-related discipline.

An honours degree or equivalent in a health or

Entry requirements:

Maximum of 7 years

Duration:

Full-time: 1 year; Part-time: depending on credit rating.

Teaching hours and attendance

Both the full-time and part-time routes are taught by distance e-learning. The full-time route allows the student to complete the online programme over one year, and would probably be best suited for students in part-time employment.

The part-time route allows you to space your studies out over a longer period of time to suit your needs and there is flexibility in which modules you undertake each year. On average you will be required to spend approximately 150 hours of study per module depending on credit rating.

Links with industry/professional bodies

All local Edinburgh hospitals have links to the course.

Modules

Core modules

30 credits: Research Methods / Diabetes: Pathology, Physiology and Complications/ Management of Diabetes and its complications

Elective modules

30 credits: Tissue Viability

15/30 credits: Developing Professional Practice Work-Based Learning

15 credits: Digital Literacies/ Epidemiology

If studying for the MSc, you will also complete a dissertation (60 credits).

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Careers

Career prospects on completion of the course are likely to be within specialist teams, either within the acute or primary care sector. Opportunities also exist internationally. The new Diabetes National Service Framework Standards will also influence the services provided to diabetic patients.

Graduates of this course will be in an excellent position to lead specialist multi-professional teams. There will also be opportunities in education and pharmaceutical industries.

Graduates may also like to apply for study at higher degree (MPhil or PhD).

Successful graduates have gone on to undertake PhD research, employment in pharmaceutical companies, and have gained work place promotion as physicians, nurses and allied health professionals.

Quick Facts

- The course is taught by consultant physicians, allied health professionals and nurses.
- This is an evidence driven course.

This course is for doctors, nurses, allied health professionals and pharmacists with an interest in diabetes care. It aims to develop the scientific basis for improvement in diabetes clinical practice and public health using robust epidemiological, evidence based and social science methodologies.

Diabetes is becoming an increasingly common condition among every population group, both in the developed and developing countries. It has a major impact on the physical, psychological and general wellbeing of individuals and their families. It can lead to disabilities, for example blindness, chronic morbidity, and mortality through heart disease, stroke and renal failure. Yet, there is evidence that effective treatment can increase life expectancy, reduce the risk of complications and even delay or prevent onset. This course will prepare you to take an evidence-based approach to diabetic care and will allow you to specialise in an area of your choice.

It has been developed with clinical colleagues and blends the theoretical perspectives and practicalities of implementing an effective diabetic care programme. This course emphasises the effective use of multidisciplinary teams in problem solving and patient care.

The course is based at QMU, but there is opportunity to study the international dimension of diabetes and apply the principles to care in developing countries.

Teaching, learning and assessment

A range of student-centred e-learning methods including online tutorials are utilised. Your performance will be assessed by systematic reviews, presentations and posters.

"It was also interesting to learn diabetes management and the process within the Scottish/UK health system, compared to back home in St Lucia. It’s inspired me to look for opportunities to implement the things I have learned with confidence when I return to work.”

Verna Eugene
Why QMU?

QMU is a leading provider of courses in dietetics and nutrition, and at postgraduate level we offer an MSc Dietetics and an MSc Public Health Nutrition. The Dietetics, Nutrition and Biological Sciences (DNBS) subject area has an established reputation for high-quality teaching and research. Similarly, our achievements in research and other scholarly activities have been recognised in national research assessments. Students are at the core of our priorities, and we aim to enrich both the teaching and the academic environment for them. We emphasise development of independence and effective group-working in students while offering the academic and personal support to help individuals fulfil their full potential. We aim to be flexible and responsive to the requirements of our students.

Our approach to learning and teaching

At postgraduate level, we appreciate that you will come to us with a whole host of skills and knowledge that you have acquired from a previous undergraduate degree or work experience. We anticipate that you will draw on your previous knowledge and skills to enhance both your learning and that of your fellow students. Our courses are taught by a variety of methods including lectures, seminars and tutorials. We believe that as a student you will benefit from a variety of interesting ways to learn, participate and share experiences and opinions with classmates. One of the key aspects of our teaching methods is to provide the ideal environment to enhance the critical analysis and reflective skills of our student group.

Professional links

QMU is a leading provider of courses in dietetics and nutrition, and at postgraduate level we offer an MSc Dietetics and an MSc Public Health Nutrition. The Dietetics, Nutrition and Biological Sciences (DNBS) subject area has an established reputation for high-quality teaching and research. Similarly, our achievements in research and other scholarly activities have been recognised in national research assessments. Students are at the core of our priorities, and we aim to enrich both the teaching and the academic environment for them. We emphasise development of independence and effective group-working in students while offering the academic and personal support to help individuals fulfil their full potential. We aim to be flexible and responsive to the requirements of our students.

An understanding of the nutritional status of the individual is of key importance in the ongoing quest to develop a healthier population, both in Scotland and the wider world. Therefore it is essential to have a provision of care that can both reduce the occurrence of the major diseases and improve the quality of life of those who have, in some cases, a severely debilitating illness. It is to this end that the education and training of both public health nutritionists and dietitians, respectively, is essential. The link between promoting a better understanding of the importance of nutrition, in both healthy individuals and those suffering from a specific illness, is obvious.

That is why one of the key strengths of the teaching at Queen Margaret University is the shared, core teaching in which both groups of students can engage.

Facilities

The students studying on the postgraduate dietetics and public health nutrition courses have access to a number of specialist areas to enhance their learning experience, including a postgraduate area in the learning resource centre, and a clinical skills laboratory.

Research

In the recent national research excellence framework, our joint submission with rehabilitation sciences showed our research to be rated at world leading, internationally excellent, and/or internationally recognised. Research conducted in clinical nutrition and biological sciences is both basic and applied. Since it is well established that the quality of the diet impacts on both development and progression of disease, we investigate how food modifies the risk of diet-related disorders and physiological impairment. For example, we have been exploring the increasing prevalence of coeliac disease in adolescence, the impact of food texture on appetite and nutritional status of older people and of children with cancer, and how this can be improved. We are also investigating the use of functional foods to optimise dietary intake. Our knowledge exchange activities have identified potential sources of antioxidants and novel ways to introduce them into the diet.

Dietetics, Nutrition, Biological Sciences (DNBS) staff have a broad range of expertise which support research activity, teaching and knowledge exchange and these include:

- Body composition;
- Dietary assessment;
- Microbiology;
- Physiological and metabolic measurements and
- Steroid hormone analysis and identification.

Career prospects and guideline salaries

<table>
<thead>
<tr>
<th>Possible career progression</th>
<th>Estimated guideline salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Dietetics – Entry level dietitian (Band 5)</td>
<td>from £21,909</td>
</tr>
<tr>
<td>MSc Public Health Nutrition – Food company nutritionist</td>
<td>£25,000</td>
</tr>
<tr>
<td>Public health nutritionist employed within a community nutrition programme</td>
<td>£21,000 to £25,000</td>
</tr>
<tr>
<td>For those who wish to embark on a research career, PhD studentship</td>
<td>£12,000 to £18,000</td>
</tr>
</tbody>
</table>

Staff

Currently the staffing complement which constitutes the core teaching team includes three registered nutritionists, four registered dietitians and seven biological scientists. Of the 12 members of academic staff within DNBS, 10 have PhDs, one has an MSc, and one is currently registered for an MSc. Technical support staff also contribute significantly to the successful provision of the undergraduate and postgraduate curriculum delivery by facilitating laboratory and workshop provision.

All subjects are taught by staff with relevant subject and specialist knowledge and expertise. Relevant aspects of teaching are carried out by public health nutritionists, dietitians, biological scientists and other healthcare professionals who have relevant experience in the area being taught.

In addition to teaching, the core staffing complement in DNBS are active researchers which enhances the student learning experience. Research-teaching linkages are a considerable strength of all courses delivered by DNBS and this can be demonstrated through the integration of research into the curriculum including the dissertation component of the courses. DNBS is also one of the most successful subject areas within QMU for educating postgraduate research students to PhD level.
Teaching, learning and assessment
The emphasis is on student-centred learning where your previous knowledge and skills are used to develop your new subject area. Learning activities include lectures, tutorials, workshops and practical classes and are guided using web-based supported materials.

You will also attend three practical placements to enable the integration of theoretical knowledge with practical experience. A variety of assessment methods are used across the course. Normally, there are 12 – 15 students on this course. This ensures that individuals receive excellent support and benefit from sharing their experiences with classmates.

Teaching hours and attendance
Each module is equivalent to a notional 150 hours of work which is made up of attendance in class and independent work. The structure of each module is different with different attendance requirements for each timetabled module. Over an average semester the expectation is that during 14 weeks of teaching this will equate to approx. 40 hours per week of student effort (contact classes plus independent study time). Students normally complete the course via a full time route but part-time routes are available and can be discussed with the Programme Leader. All placements are completed on a full-time basis, normally Monday – Friday, 9am – 5pm.

Links with industry/professional bodies
This course provides eligibility to apply for registration as a dietitian with the Health and Care Professions Council. It is also accredited by the British Dietetic Association.

Careers
Career prospects on completion of the course are varied. Most graduates normally choose to work within the NHS as dietitians. Others will work in health education, health promotion, general practice, private healthcare and government advisory posts. Opportunities also exist in the food and pharmaceutical industries in, for example: food labelling; nutrient profiling; product and recipe development; product evaluation and special diet foods. Some graduates may apply for the opportunity to study for a higher degree (MPhil or PhD).

Quick Facts
- The MSc/Pgdip Dietetics course is well established, extremely popular, and well respected throughout the profession and has good graduate employability rates.
- The teaching team includes four registered dietitians who have strong links with the dietetic profession both within Scotland and across the UK.
- The university’s clinically relevant research along with the broad range of experience of the teaching team ensures that the course remains current.

Key details
Delivery: At QMU and on placement
Duration: Full-time: 1 year, 7 months (Pgdip)/ 1 year 10 months (MSc)
Entry requirements: A good honours degree (normally an upper second class or above) that includes significant emphasis on human physiology and biochemistry. An application should illustrate what has been done by the applicant to research, and understand more, about the role of a dietitian.

International: Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 7.0 and no individual component score below 6.5.

Criminal Records Check: A satisfactory criminal records check will be required.

Start date: September
Application deadline: 31 January
Apply: Visit www.qmu.ac.uk/study here/course-a-z, select this course from the list and select ‘Apply for this course’.

More info: Admissions (admissions@ qmu.ac.uk) or +44 (0131) 474 0000
Fees: see pages 138-141

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Modules
- 15 credits: Food and Nutrition Principles of Nutrition Science/ Clinical Sciences/ Therapeutic Interventions/ Professional Studies/ Professional Practice/ Evaluation of Practice/ Pharmacology and Pharmacogenetics. You will also carry out practice placements, which you must pass but which do not carry any credit.
- If studying for an MSc, you will also complete a dissertation (60 credits).

Dominique Glatt

"I did an undergraduate degree in Biology at the University of Virginia, USA. There, I was first introduced to Nutrition and Dietetics when I worked as lab tech in a CVD research lab and a teaching assistant for the introductory Human Nutrition course.

"After graduating, and spending some time in Austria and in the States with family, I moved back to Scotland and within a short time, found my self, a year earlier than anticipated, on the MSc Human Nutrition and Metabolism at the University of Aberdeen. I finished that MSc in the summer of 2013 and worked as a research assistant in one of the labs at the Rowett institute. A few months later, I got my first “real adult” job as a researcher at a biotech company located in Aberdeen and I worked there until I began the MSc Dietetics at QMU.

"Nutrition has always fascinated me; as an undergrad it was more from a scientific approach, however, the further I studied the field the more I became aware of the gap between the researcher and the public. After meeting a dietitian and learning about the profession, I balanced my classes towards human nutrition and physiology. The MSc at Aberdeen gave me the ground work in nutrition to become a nutritionist. However, I wanted to nutritionally treat and diagnose patients; to become a nutritional expert. Only by completing a degree in dietetics could I achieve this. On a more professional note, I wanted opportunities to be nutritional experts.

"This course has pushed my boundaries in all directions; I have gone from researcher to healthcare practitioner. It fulfilled all of my hopes of what the course would teach me - from developing nutritional interventions to diet analysis - and has given me the practical experience and skills to go confidently into the dietetic world.

"My Personal Academic Tutor gave me all the reassurance I needed during the teaching part of the course and was always there if needed a chat. Generally supervisors and lecturers always make themselves available for any queries and although during placement, contact with lecturers is less, they check in with you and provide helpful support if required - and you always have the constant guidance and input from your supervising dietitians.

"I would say my last placement was my favourite part of the course. It occurred within my last few weeks and this got to practice independently as a student dietitian and everything I had been taught over the past year came together. It was really exciting and enjoyable and I knew I had made the right choice by studying dietetics.

"When I graduate, short-term I would like to practice as a dietitian either in the NHS or private health care. Long-term, I want to pursue the possibility of a PhD studentship and continue in dietetic research with the intention of one day setting up or acquiring a small private practice to aid in the progression of the dietetic profession and expand our knowledge of nutrition."

EXIT AWARDS: PgDip (120 credits)/ MSc (180 credits)
Public health nutrition is a new and interesting subject area that concentrates on achieving a sound knowledge in nutrition and public health, providing participants with the expertise to work in a variety of settings to promote nutrition for the benefit of public health. A public health nutritionist influences food selection and eating behaviour of a population, based on research and national dietary guidelines. Public health nutritionists can expect to find themselves in advisory and policy/advocacy roles as well as engaged in research in the UK and internationally.

This course will allow graduates of biological sciences to build on their knowledge, and aims to promote the critical appraisal of the theory and application of public health nutrition, and nutrition policy planning and practice, to improve the health of the population through nutrition.

Teaching, learning and assessment
The emphasis is on independent problem-based learning where your previous knowledge and skills are used to develop an understanding in the new subject areas you will be studying. The course is taught using a variety of interactive learning methods including lectures, tutorials, seminars, workshops, laboratories, group work, role-play and interactive computer sessions. Development of interpersonal skills and professional skills and attitudes are also a major focus of the learning and teaching programme. Learning activities are guided using web-based programmes. The course is modular and each module is assessed mainly by coursework, except for one examination in Food and Nutrition. Normally, there are approximately 12 students on this course but some modules are shared with the MSc Dietetics which can result in a class of no more than 24 students. These small class sizes ensure that students receive excellent support and benefit from sharing their experiences with classmates.

Teaching hours and attendance
Each module which you study on campus will require you to attend classes and carry out independent work. It is estimated that each module will require 150 hours of your time. Your attendance requirements at QMU will depend on which module you are studying and whether you are studying full or part-time.

Links with industry/professional bodies
The course is accredited by the Association for Nutrition. This enables graduates to register with the Association for Nutrition as an Associate Nutritionist.

Modules
15 credits: Food and Nutrition/ Principles of Nutrition Science/ Food Policy and Planning/ Public Health Nutrition/Epidemiology/ Clinical Sciences/ Research Methods/ Detriments for Health

If studying for an MSc, you will also complete a dissertation (60 credits).

Careers
Opportunities exist for public health nutritionists in the following areas: public health; health promotion (specialising in nutrition); government advisory posts; food companies; research; health media and pharmaceutical industry.

Quick Facts
- Lecturers are experienced registered nutritionists who are research active.
- The full MSc is accredited with the Association for Nutrition (AFN), UK.
- The broad range of staff research skills in Dietetics, Nutrition and Biological Sciences offer students a wide range of MSc dissertation topics.

Key details
Delivery: At QMU
Duration: Full-time: 1 year; Part-time: 2-7 years
Entry requirements: An honours degree, that includes significant emphasis on human biochemistry and/or physiology, normally at 2:2 classification or above.
International: Where your honours degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 6.0 and no individual component score below 5.5.
Start date: September
Application deadline: None
Apply: Visit www.qmu.ac.uk/study-here/course-a-z/, select this course from the list and select ‘Apply for this course’.
More info: Admissions (admissions@qmu.ac.uk) Dr Douglas McBean (dmcbean@qmu.ac.uk) or +44 (0131) 474 0000
Fees: See pages 138-141

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
This course is designed with working professionals in mind. There is the option to complete it fully online, or you can opt for a blend of online and classroom attendance.

If you are an education or allied health professional who works with children and young people, this course may be of interest. It will equip you to support children or young people with additional support needs / special educational needs to access the curriculum and participate in school life through enhanced collaborative working.

On this course, you will:
- engage with contemporary inclusive learning issues, related legislative frameworks and policy, and relate these to your own practice context;
- learn to critique evidence-based approaches and strategies to facilitate collaboration and inclusion for children with additional support needs;
- have the opportunity to identify and advance practice in an area of innovative collaborative working within your workplace / service.

In the context of this course, ‘pupil(s)’ are defined as children or young people who are attending school (this can be within early years, primary or secondary school, in mainstream or special school settings). These pupils have additional support needs, which are currently, or could be in the future, supported by the direct or indirect assistance of education and therapy staff working collaboratively. Additional support needs or special educational needs could include challenges in the areas of:
- speech, language and communication;
- learning difficulty (eg dyslexia);
- emotional / social / mental health issues;
- physical disability and
- complex needs.

Critical evaluation of collaborative practice issues in relation to inclusive learning are central to the course. You will also have the opportunity to identify and advance practice in collaborative working and inclusive learning in schools through development of a proposal for a work-based project.

This course supports continuing professional development of education and health professionals working with children and young people, through gaining postgraduate credit.

Teaching, learning and assessment
Teaching is comprised of a combination of lectures, group exercises, projects and online discussion. A fully online (distance) option is also available. Methods of formative assessment include evaluation of critical incidents, case studies, work based projects, self appraisal and/ or reflective reports, and online discussions and postings. Summative assessments comprise written assignments submitted at the end of each module. Normally, there are less than 20 students on this course. This ensures that individuals receive excellent support and benefit from sharing their experiences with like-minded professionals.

Teaching hours and attendance
The usual timescale for completion is two years. Class contact at QMU or online (distance) learning options are available. If you choose to study with class contact, course content will be delivered through two to three Saturdays and occasional Wednesday evening sessions with additional online activities. For online (distance) learners there is no class contact and modules are accessed using Queen Margaret University’s virtual learning environment, comprising self-directed study and online activities. Online (distance) learners and classroom learners will collaborate together using the same virtual learning environment.

Modules
- Evidence Informed Inclusive Learning (15 credits)
- Enabling Effective Collaborative Working (15 credits)
- Working Together in Action (30 credits)

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Key details
Delivery: At QMU with additional online learning/fully online (distance) learning.
Duration: Part-time: normally 2 years.
Entry requirements: Relevant professional or practical experience is essential. Successful completion of a relevant degree or an equivalent qualification will normally be required. It is possible for candidates with alternative qualifications and appropriate relevant professional experience to be considered.
Criminal Records Check: Normally the usual professional criminal record checks should be in place.
Start date: January
Application deadline: November
Apply: Visit www.qmu.ac.uk/study-here/course-a-z/, select this course from the list and select ‘Apply for this course’.
More info: Cathleen Hunter, chunter@qmu.ac.uk, +44 (0)131 474 0000
Fees: See pages 138-141

CAREERS
This course is particularly beneficial to teaching staff as part of their Professional Update. The course supports Allied Health Professional career development in line with Health and Care Professions Council (HPCP) standards, professional body standards and the NHS Knowledge and Skills Framework. This programme meets the needs of staff who want to enhance their knowledge, understanding and practice, and to develop their understanding of contemporary theories at a masters level, meeting requirements for career progression. This course aims to recruit those who wish to develop expertise in their personal practice and/ or those who are working in, or wish to progress towards, positions of responsibility with responsibility for leading innovation in collaborative working with partner agencies.

Quick Facts
- This is an innovative interdisciplinary learning opportunity for education staff and allied health professionals.
- Course tutors are experienced practitioners and research-active academics. Our very active research in this field feeds directly into this course, helping to inform the teaching and keep you up to date.
- This course is designed with working professionals in mind. There is the option to complete it fully online or you can opt for a blend of online and classroom attendance.

Careers
This course is particularly beneficial to teaching staff as part of their Professional Update. The course supports Allied Health Professional career development in line with Health and Care Professions Council (HPCP) standards, professional body standards and the NHS Knowledge and Skills Framework. This programme meets the needs of staff who want to enhance their knowledge, understanding and practice, and to develop their understanding of contemporary theories at a masters level, meeting requirements for career progression. This course aims to recruit those who wish to develop expertise in their personal practice and/ or those who are working in, or wish to progress towards, positions of responsibility with responsibility for leading innovation in collaborative working with partner agencies.

Quick Facts
- This is an innovative interdisciplinary learning opportunity for education staff and allied health professionals.
- Course tutors are experienced practitioners and research-active academics. Our very active research in this field feeds directly into this course, helping to inform the teaching and keep you up to date.
- This course is designed with working professionals in mind. There is the option to complete it fully online or you can opt for a blend of online and classroom attendance.

If you are an education or allied health professional who works with children and young people, this course may be of interest. It will equip you to support children or young people with additional support needs / special educational needs to access the curriculum and participate in school life through enhanced collaborative working.

On this course, you will:
- engage with contemporary inclusive learning issues, related legislative frameworks and policy, and relate these to your own practice context;
- learn to critique evidence-based approaches and strategies to facilitate collaboration and inclusion for children with additional support needs;
- have the opportunity to identify and advance practice in an area of innovative collaborative working within your workplace / service.

In the context of this course, ‘pupil(s)’ are defined as children or young people who are attending school (this can be within early years, primary or secondary school, in mainstream or special school settings). These pupils have additional support needs, which are currently, or could be in the future, supported by the direct or indirect assistance of education and therapy staff working collaboratively. Additional support needs or special educational needs could include challenges in the areas of:
- speech, language and communication;
- learning difficulty (eg dyslexia);
- emotional / social / mental health issues;
- physical disability and
- complex needs.

Critical evaluation of collaborative practice issues in relation to inclusive learning are central to the course. You will also have the opportunity to identify and advance practice in collaborative working and inclusive learning in schools through development of a proposal for a work-based project.

This course supports continuing professional development of education and health professionals working with children and young people, through gaining postgraduate credit.

Teaching, learning and assessment
Teaching is comprised of a combination of lectures, group exercises, projects and online discussion. A fully online (distance) option is also available. Methods of formative assessment include evaluation of critical incidents, case studies, work based projects, self appraisal and/ or reflective reports, and online discussions and postings. Summative assessments comprise written assignments submitted at the end of each module. Normally, there are less than 20 students on this course. This ensures that individuals receive excellent support and benefit from sharing their experiences with like-minded professionals.

Teaching hours and attendance
The usual timescale for completion is two years. Class contact at QMU or online (distance) learning options are available. If you choose to study with class contact, course content will be delivered through two to three Saturdays and occasional Wednesday evening sessions with additional online activities. For online (distance) learners there is no class contact and modules are accessed using Queen Margaret University’s virtual learning environment, comprising self-directed study and online activities. Online (distance) learners and classroom learners will collaborate together using the same virtual learning environment.

Modules
- Evidence Informed Inclusive Learning (15 credits)
- Enabling Effective Collaborative Working (15 credits)
- Working Together in Action (30 credits)
Ruth Aird

“I was always my ambition to be a nurse so, on leaving school, I went to nursing college. I studied various nursing specialties and on graduation I went to work in primary care as a practice nurse at a local surgery in Edinburgh.

“Recently, I had worked as a visiting lecturer at QMU on the Independent and Supplementary Prescribing course and I became aware of the PgCert Professional and Higher Education. As I was now teaching QMU students and GP registrars, my colleagues at QMU thought that the course would be a real benefit to me by expanding my knowledge, and make my teaching more credible. It was not something that I had ever planned to do, but as I really enjoyed my new teaching role, I decided to go for it.

“I knew very little about the course in advance, since I didn’t seek it out myself, but I soon found out that by doing it I would have a postgraduate qualification after completing four modules in one year. I was able to continue in my job as a practice nurse doing 27 hours a week as I studied part-time.

“I initially had no idea as to how the course would impact on my job but it allowed me to expand it into something that I could not have imagined. I developed a learning plan for teaching registrars in the practice – which the nurses are now using.

“It has also allowed me to progress my career. I went on to apply for a job as general practice nurse educational advisor for Lothian, which required this qualification, and I was delighted to be offered the position. I believe that this course has greatly benefited my career. I have gained more knowledge and I have also discovered a reason and a real love of teaching.

“I am very happy with my decision to do this course. Not only am I proud of my achievements, but I have a real sense of satisfaction. I just had a feeling that it was the right thing to do.

“The lecturers on the course were marvellous: very supportive and encouraging. Sometimes, however, I didn’t even know what help I needed – everything was all so new to me.

“I would say that one huge area of support came from other students, who all in their different ways encouraged and channelled me in the right direction, while perhaps I also offered help to them over other issues.”

This course is for people who teach and support learning in higher education, e.g., nurses and midwives, allied health professionals, social workers, doctors, lecturers in any discipline and professional services staff. It is a dynamic, interactive and work-related course which has been designed in response to the continuing professional development needs of professionals with an educational role.

The course is accredited by the Nursing and Midwifery Council (NMC) for teacher status and for Fellowship status by the Higher Education Academy (HEA). It will develop your understanding and skills of facilitating and teaching. You will become confident in facilitating and supporting the design and delivery of education and in working with technology to enhance learning.

By the end of the course you will be able to teach in a broad range of professional contexts in the sound knowledge that your practice is based on solid conceptual principles.

Teaching and assessment

You will learn through online and face-to-face group discussions, teaching practice, reading, challenge and debate, collaborative case analysis, independent study, presentations and research. Emphasis is placed on building on and developing your own personal experience. Assessments may include personal reflective critiques, e-portfolios, presentations, essays, curriculum documents and literature reviews. Class sizes vary between 8 - 50.

Teaching hours and attendance

The e-PgCert is a fully online part-time course, accessible from anywhere. Most people complete one module per semester. Some modules on the PgDip/MSc route still require attendance but are likely to become online in the future.

Links with industry/professional bodies

The e-PgCert is accredited by the NMC for teacher status (nurses and midwives only) and for Fellowship or Associate fellowship by the Higher Education Academy (HEA).

The modules listed here are correct at the time of print (August 1), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Careers

Graduates from this course have gone on to develop their educational practice within their current role, to teach in higher education, to work in practice development, and continuing professional development.

International students have returned to their home countries to develop education programmes at undergraduate and postgraduate level. Many graduates have gained promoted posts or gained additional responsibilities as a result of undertaking the course.

Quick Facts

• Integrated and dynamic course designed to be applied to your own work context.
• Online modules allow you to fit study into your busy life.
• Accredited by the Nursing and Midwifery Council (Teacher Award) and aligns with UK Professional Standards Framework, which leads to HEA Fellowship.

People with limited teaching responsibilities should apply as associate students to obtain Associate Fellowship of the HEA (by completing Education in Action A only). Recognition by other professional bodies may allow you to record a teaching qualification with your profession.
The Institute for Global Health and Development is a multi-disciplinary centre for postgraduate education and research addressing contemporary health and development challenges in low and middle income countries and their connection to global systems and trends. Our approach is marked by a commitment to critical thinking, practice engagement, and social justice. Critical thinking means we bring fresh insight and perspectives to situations, with our work frequently involving innovative methodologies and approaches. Practice engagement means that we are committed to working directly with ministries of health, international and national organisations, and local communities to develop real solutions to problems. Social justice means that we are always particularly mindful of the needs of the most disadvantaged and ways of improving their health and wellbeing.

Key Features of our Master’s Programme in Global Health and Development

A Distinguished World of Influence

Building on one of the first Postgraduate Diploma in Primary Health Care programmes in the UK targeting participants from the global south, our work in the field of global health and development has a history of more than 25 years. We were established as the Centre for International Health Studies in 1993 and became the first institute of the university – the Institute for International Health and Development - in 2005. We were recently renamed the Institute for Global Health and Development to reflect our understanding of the impact of globalization on health, and the partnership between global north and south to address it. Since our establishment, we have equipped more than 500 masters and doctoral alumni from sub-Saharan Africa, South and East Asia, the Middle-East, Europe and the Americas, for work in the health, development and humanitarian sectors.

A Teaching Approach Emphasising Active, Applied Learning

The diverse background of our students and small class size enable learning to be interactive, with lectures and online learning material supplemented with in-class group work and discussion. Assignments are diverse, and geared towards practice applications and facilitating extension of participants’ interests and development needs. The active engagement of teaching staff in applied research provides many opportunities to illustrate issues with contemporary field examples.

A Flexible Programme Structure

Within the overall structure of our Master’s Programme in Global Health and Development, students can choose between our flagship MSc Global Health or the more specialised award pathways of the MSc Sexual and Reproductive Health and MSc Social Development and Health. There are opportunities to take modules from other teaching programmes at QMU or from partner institutions in Europe through the TropEdEurop programme.

A Culturally and Disciplinarily Diverse Cohort Experience

We are proud of our reputation for providing a high-quality programme which draws together participants from diverse cultural, professional and academic backgrounds to share a student-centred experience emphasizing mutual learning and support. With a typical cohort size of around 25 students, our programme provides a learning environment focusing on active learning and interchange of ideas and views between participants and educators.

Scholarships

International applicants may apply for a Santander Scholarship of £5,000 and competitive Commonwealth Scholarships. Two Santander Scholarship are available for IGHD applicants each year. For more information on each of these scholarships, visit www.qmu.ac.uk/study-here/fees-and-funding/scholarships-for-new-students/
The Institute for Global Health and Development (IGHD) offers a range of awards through the Master’s Programme in Global Health and Development. These include the MSc Global Health, on which the majority of our students enrol, and provides the broadest range of choice. Our MSc Sexual and Reproductive Health and Development, and our two more specialised awards reflecting focused pathways through the programme, students should apply for the master’s award that best suits their career needs, but are able to revise their choice – subject to having studied appropriate modules – before progressing to the dissertation stage. For those not wishing to pursue a full master’s degree at this time, we offer a number of Postgraduate Certificate awards.

The awards on offer are:
■ MSc Global Health
■ MSc Social Development and Health
■ MSc Sexual Reproductive Health
■ PgCert Applied Social Development
■ PgCert Health in Fragile and Conflict Affected States

Teaching, learning and assessment
Teaching is comprised of a combination of lectures, seminars, tutorials, case studies, simulation exercises and projects. Assessment is continuous and incorporates assignments, action plans, projects and examinations. For their dissertation projects, students can choose to collect desk-based studies, or conduct primary data collection in collaboration with national or international organisations working in health and development.

Teaching hours and attendance
Each module which you study on campus will require you to attend classes and carry out independent work. Your exact attendance requirements at QMU will depend on which module you are studying and whether you are studying full or part time. Modules typically run over five weeks and involve two sessions of three hours in class each week. In addition, for each module students spend around 10-12 hours each week on preparatory class work independently and with colleagues, including readings and exercises available on dedicated web-based learning platforms.

MSc Global Health
Recent years have seen increased attention on the field of global health as a major driver of development, international co-operation and diplomacy. Global health is a multidisciplinary field of study that takes a global perspective on the state of people’s health, and enhances knowledge and implementation of effective intervention strategies through a systematic examination of health problems and their determinants.

This course is particularly suited to individuals working, or planning to work, in enhancing population health in middle or low-income countries, within governmental (eg Ministry of Health), non-governmental or intergovernmental organisations (eg WHO or UN agencies). It will equip you to work effectively at a senior level to promote the health and social wellbeing of populations through the development of effective and responsive health systems. It will orient you to issues in which staff at the institute are recognised to have made world-leading research contributions, such as supporting health systems strengthening in fragile and conflict-affected states, and mental health and psychosocial support for vulnerable populations. Participants are typically drawn from a broad range of backgrounds, including physicians, nurses, health ministries and the NGO sector.

Quick facts
- Global health is a multidisciplinary field of study that takes a global perspective on the factors shaping health and wellbeing across the world and seeks to identify strategies to address inequalities in health in low, middle and high income countries.
- Focus is on knowledge of concepts and approaches relevant to the study of health inequalities and skills to analyse evidence and data.

Building on the foundation of core classes studied by all IGHD Masters students, this flagship programme provides the maximum elective choice of classes available within the Institute or from other QMU programmes recognised as of relevance. The former includes modules such as Qualitative Research Methods, Gender Health and Development, Sexual and Reproductive Health, Social Development Policy and Practice and a range of elective classes available subject to student demand. The latter includes modules related to leadership, research, advocacy and specialised fields of study such as nutrition and epidemiology.

For the MSc award you will then complete a dissertation on an approved topic related to global health and development (60 credits).

MSc Sexual and Reproductive Health
One of two specialised master’s pathways within our global health and development programme, this award is relevant for those who want to mark their focused interest and expertise in aspects of sexual health and reproductive health. The course will equip you to work at a senior level to promote the sexual and reproductive health and social wellbeing of people, especially those living in low and middle income countries, through the development of effective, contextually tailored sexual and reproductive health policies, services and interventions.

The award has been designed in response to the increasing need for personnel of governments, global health institutions and non-governmental organisations to be trained to develop and support development policy and practice in this area. This award focuses on the social and political issues influencing sexual and reproductive health, with a special focus on low and middle income countries. It focuses on integration of theory and practice and enables you to draw on your experiences to develop critical thinking skills and widen your perspective on current and historical sexual and reproductive health issues.

Quick facts
- Broadens your perspective on a range of sexual and reproductive health issues (eg maternal mortality, unsafe abortion, infertility), paying particular attention to politics, gender and inequalities.
- Offers a unique opportunity to discuss sexual and reproductive health in low, middle and high income settings in an extremely diverse, international group of students.
- Equip students with insight into rights-based approaches and skills to critique and develop sexual and reproductive health policies, services and interventions.

Modules
Students study core modules totalling 105 credits. This includes foundational study of global health and development, through such subjects as Global Health and Social Policy; Researching Global Health and Development; Global Public Health; and Health Systems; and then extends through more focused study of subjects such as Sexual and Reproductive Health and Gender, Health and Development. You will also choose one 15 credit elective class from modules available within the Institute or from other QMU programmes recognised as of relevance.

For the MSc award the culmination of your study will be completion of a dissertation involving desk study or fieldwork on an approved topic related to sexual and reproductive health and development (60 credits).

CAREERS
As a graduate you will be well equipped for employment as a global health practitioner, senior health manager or policy maker working in or advising regarding, a developing country or one in economic transition. Graduates have attained positions as health programme manager; humanitarian co-ordinator; civil society programme manager; research and advocacy officer; donor agency health advisor and a variety of advanced positions within home ministries and educational institutions.

Quick facts
- Equips you with insight into rights-based approaches and skills to critique and develop sexual and reproductive health policies, services and interventions.
- Broadens your perspective on a range of sexual and reproductive health issues (eg maternal mortality, unsafe abortion, infertility), paying particular attention to politics, gender and inequalities.
- Offers a unique opportunity to discuss sexual and reproductive health in low, middle and high income settings in an extremely diverse, international group of students.
- Equip students with insight into rights-based approaches and skills to critique and develop sexual and reproductive health policies, services and interventions.

Students study core modules totalling 105 credits. This includes foundational study of global health and development, through such subjects as Global Health and Social Policy; Researching Global Health and Development; Global Public Health; and Health Systems; and then extends through more focused study of subjects such as Sexual and Reproductive Health and Gender, Health and Development. You will also choose one 15 credit elective class from modules available within the Institute or from other QMU programmes recognised as of relevance.

For the MSc award the culmination of your study will be completion of a dissertation involving desk study or fieldwork on an approved topic related to sexual and reproductive health and development (60 credits).

Scholarships
Santander Scholarships: 2 x £5,000 scholarships are available for international students undertaking a course within the IGHD. See www.qmu.ac.uk/study-here/fees-and-funding/scholarships-for-new-students/ for more information.

MODULES FOR CPD
Register as an associate student to study single modules in areas of interest. Contact IGHD (see page 90) for more information.

SINGLE MODULES
See www.qmu.ac.uk/study-here/fees-and-funding/scholarships-for-new-students/ for more information.
PgCert Applied Social Development

This award is for people who are seeking to work in social development, and wish to examine community-based strategies for enhancing health and wellbeing of a population. This includes local health planners, community health staff, health promoters and community workers addressing health improvement. The award focuses on analysing the relationship between gender, health and development; identifying the key motivators and constraints related to the social development of a community; appraisal of the impact of such opportunities and constraints on a planned health project or programme; and the effective planning and implementation of health and social interventions.

Modules

You will study a total of 60 credits, comprising the core modules Gender, Health and Development and Project Design and Management, and two 15 credit modules from IGHD modules.

PgCert Health in Fragile and Conflict-Affected States

This award is for people who have an interest in the complex policy and practice issues in diverse settings affected by conflict. Emphasis will be given to: the concepts of vulnerability and resilience of individuals, households and their interaction with health and social structures in the context of forced migration; the range of actors involved in humanitarian crises and transitional periods; the alternative approaches to psychosocial protection of individuals and communities. The objective is to identify the needs of diverse stakeholders and formulate effective and appropriate programmatic responses.

Modules

You will study a total of 60 credits, comprising the core modules Strengthening Health and Health Systems in Fragile and Conflict-affected States; Independent Study module on a topic related to health in fragile and conflict-affected states; and either Psychosocial Interventions for Displaced Populations or Global Mental Health & Psychosocial Wellbeing. You will select one 15 credit IGHD module.*

Key details

Delivery: At QMU. Some modules are available through online learning.
Duration: Full-time: 1 year; Part-time: 2 – 5 years
Entry requirements: Honours degree or diploma, preferably in a health, social science or development related subject. Diplomas should have completed the final exam of a professional body. All applicants should be able to demonstrate interest in the field of health through professional or voluntary work experience.
International: Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 6.5 and no individual component score below 5.5.
Start date: September and January
Application deadline: None
Apply: Visit www.qmu.ac.uk/study-here/course-a-z/, select this course from the list and select ‘Apply for this course’.
More info: Admissions (admissions@qmu.ac.uk) or IGHD (ighd@qmu.ac.uk); +44 (0)131 474 0000
Fees: See pages 138-141

*IGHD module options will be subject to demand.

International Global Health and Development Case Studies

Carolyn Blake

MSc Global Health*

*I still very much remember the day I received my acceptance letter to join the MSc Global Health* at QMU. The feeling of excitement I felt that day continued throughout the whole year until graduation day.

“The interest of studying international public health came to me while volunteering for local NGOs in South Africa. At that time, a high number of babies were born HIV+ and their mothers were not receiving the required treatment and care. These newcorns, their mothers and families were the victims of a health system that was not responsive nor adequately equipped to prevent and manage cases of HIV/AIDS. This injustice fuelled my desire to work in the area of public health, and more specifically sexual and reproductive health.

“After completing a BA Social and Political Sciences and working for a few years, I applied to the MSc Global Health at IGHD because of its broad outlook on public health. The course took on the full spectrum of the health system as well as the all-important social determinants of health. I could therefore study international health, research and project management in a transdisciplinary manner, which was reflected in the diverse background of fellow students (i.e. social sciences, medicine, nursing, midwifery, biology and business).

“The flexibility of the course structure enabled me to select classes in the area of sexual and reproductive health and to carry out research in Uganda for my thesis work. Classroom discussions were engaging and dynamic and staff and fellow students were always available to support when needed. The course work was intense but also very gratifying as discussions were grounded in the reality of today’s world.

“The year at QMU was worth the investment; I gained the skills and knowledge needed to work in public health and met some amazing people who are still friends today. After graduation, I did internships and consultancies for various organisations to gain the necessary experience. This led to my current position at the Swiss Tropical and Public Health Institute where I work as a project manager in the area of sexual and reproductive health. My main focus is on the design, implementation and evaluation of programmes in Sub-Saharan Africa – a job that I have been enjoying very much.”

Eunice Sinyemu

MSc Social Development and Health

*After graduating from QMU, I stayed on in Edinburgh to work with HIV Scotland. My role helped break new ground during what was a changing cultural landscape in the NHS.

“During the time of the Mugabe regime, many Africans came to Scotland to seek asylum. A significant percentage of these Africans discovered, while living in Scotland, that they were actually HIV positive. This presented real challenges to health and social care services as there were significant cultural differences to overcome. Health professionals had no experience of dealing with Africans, and at that time, there was literally no healthcare provision for Africans with HIV and AIDS. People were trapped. They couldn’t return to their home country because there were no services in place to help manage their illness.

“After five years with HIV Scotland, I moved to London to take on the role as Deputy CEO with the African Health Policy Network where I concentrated mainly on delivering HIV and AIDS prevention programmes. After two years I returned to my home country of Nigeria to care for my mother. I juggled the demands of family life with a job with the Volunteers’ Treatment, Advocacy and Literacy Campaign. I was Training and Capacity Strengthening Co-ordinator under the project Aids and Rights Alliance for Southern Africa. This involved liaising with the Ministry of Health on human rights, HIV TB and Malari issues.

“As an experienced human rights advocate, my skills are highly sought after in African countries and in the UK. I recently began a new role with the Tropical Health and Education Trust which has its head office on London. I will work from Zambia as its country manager where I will manage the health partnership scheme which looks after doctors and nurses and focuses on capacity strengthening for the healthcare workforce. I will oversee their country programmes including nutrition and biomedical engineering projects which will help develop healthcare workers.

“My time spent at QMU was the highlight of my life. My Social Development and Health degree blended practical and academic work very successfully, which really built my skills and knowledge. The confidence that I gained at QMU has helped me secure a number of high flying jobs in the UK and in Africa. QMU helped shape my life and I have much to be thankful for.”

*Previously MSc International Health*
Abdul Manaf  
MSc Social Development and Health

“I had worked for nine years in Northern/Eastern Sri Lanka during the intensive conflict period with the internally displaced population in the North, and Tsunami-affected population in the North/East of the country. Initially, I was working for a local NGO in the central part of Sri Lanka then I moved to the North and worked for Médecins Sans Frontières (MSF). After this appointment I became the head of another local NGO, SHADE, which was created to give psychosocial support to the internally displaced population. Working with people including those in the conflict and post-conflict situations made me realise that this type of role would satisfy my desire to help people.

“I wanted to enrol on a full time course in order to quickly progress my career and was fortunate to obtain a partial scholarship from QMU. As the humanitarian field has always been of interest to me I applied for the MSc Social Development and Health at QMU. I made the right decision in choosing this course as it is very much relevant to my career. I really appreciated the support and the motivation extended to me by the lecturers during the course of my study. Since I was taking a full-time course I was able to manage the workload better and did not have to balance between employment and study. I am grateful to QMU and the lecturers for their constant support and patience with me during the course.

“Immediately after successfully completing the course I joined the MSF Holland and started to work for one of its largest comprehensive TB care projects in Uzbekistan. Many aspects of the course proved to be immensely relevant and useful in my work. After the project in Uzbekistan I worked for a year in Dhaka, Bangladesh on an environmental health and sexual gender based violence project. Currently I am working for HIV project in Uzbekistan.

“Overall studying the master’s degree in Social Development and Health gave me a greater understanding of humanitarian issues and social problems. It helped me recognise the possible solutions and impacts that these have on people and society at large, while allowing me to obtain the skills required to be successful in my chosen career path.

“Undertaking the course at QMU was a very positive experience in a very different environment to which I was accustomed. I enjoyed the study and am very grateful to all the lecturers for guiding me to successfully completing the course. I now have the desire to pursue a PhD if circumstances in the future allow me to do so.”

Hosanna Misengezi  
MSc Social Development and Health

“Before I went to QMU, I had worked in the marketing field for many years. My aim was to one day manage the marketing department of some multinational company and I decided to do an MBA at Edinburgh Napier University, specialising in international marketing strategy. Whilst studying for my MBA, I found out about the MSc Social Development and Health at QMU and was very interested.

“I knew it was going to be tough, but I decided to embark on the MSc whilst I also continued to study for my MBA.

“When I started the course, everyone in the class seemed to have a background in health except for me and I was a little nervous. My mind was focused on the commercial world and I struggled with some of the concepts and thinking on this course.

“The assignments were very daunting as the subject area was completely new to me and it was apparent that what I was being taught on the MBA conflicted with what I was being taught on the MSc – health spend and business spend are two very different areas.

“However, at the end of the year, I realised that all things linked in very well: unless people have good health, the economies will not grow and thereby remain in poverty. This is one example.

“The lecturers at QMU were very patient with me and I am very grateful for their support. The lecturing staff and students made a good crowd and I made many friends who I still keep in touch with.

“On completion of both the MBA and the MSc, I have decided to further my career down the international health route. I am now working for Terrence Higgins Trust as HIV Health Trainer for Scotland. It has been a long journey for me but I must say I now understand why so many people have died in Sub-Saharan Africa needlessly and that those deaths could have been avoided.”

Isabella Ochieng  
MSc Sexual and Reproductive Health

“After my initial training as a nurse I became increasingly involved in providing services to refugees and other displaced populations. I worked in Kakuma in Kenya – mostly around HIV counselling – and later in South Sudan as a reproductive health adviser. I was in a responsible position, providing lots of training and supervision, and I felt I really needed to upgrade my skills.

“I began a course in health system management in Kenya, but I soon realised that my passion was for reproductive health field. I searched on Google for courses and came across QMU. I was unsure about applying to a UK university after so many years away from studies, but I got a very positive response to my initial enquiry and decided to follow through with an application. Encouraged by the award of a part-scholarship, I resolved that I had to take this chance.

“When I arrived in Edinburgh I found the accommodation comfortable and welcoming. The classes were not overcrowded as I had heard had been the experience of many friends studying overseas – I was given space to learn. In that first few days I was so struck by the range of people in my classes. I had expected a few other international students, but there were people from so many different countries and backgrounds. This really gave us the chance to share so richly. I also found the lecturers so approachable and encouraging.

“I feel I am so much better equipped now for my work. I can draw on so many ideas and so many country experiences. I am keen to continue work in the field of reproductive health but now feel confident more generally about my contribution in the field of global health.

“I no longer have a national or regional outlook but a global one.”
The postgraduate portfolio which includes the MSc Person-Centred Practice Framework reflects the burgeoning focus on person-centredness set within the contemporary context of health and social care integration, and the health and wellbeing agenda. This reflects professional and service needs as identified by the relevant professional bodies, other stakeholders and policy drivers. The framework offers practitioners from different contexts the opportunity to develop their studies and to enhance their knowledge and expertise of person-centred practice through a flexible structure, designed to meet their needs and those of the wider community.

We live and work in a multi professional and multi-faceted health and social care environment. The need to be cognisant and masterful in dealing with the concepts of research, enquiry, abstraction and unpredictability has seldom been so important. The challenge of promoting person-centredness in such an environment requires skilled and talented practitioners who can operate in advanced clinical, educational, managerial and research-based roles.

What QMU? What better place to study than at an institution recognised nationally and internationally for its healthcare education. The team at QMU is working at national and international level to develop the role and reputation of nursing and healthcare working in Scotland, the UK and internationally. Our internal experts have many years of experience in education, practice research and policy. They ensure that there is a real focus on the individual student’s future working needs embedded into the postgraduate study.

Industry links

By maintaining very close links with the healthcare industry in Scotland, across the UK and internationally. Our internal experts have many years of experience in education, practice research and policy. They ensure that there is a real focus on the individual student’s future working needs embedded into the postgraduate study.

Our approach to learning and teaching

The learning and teaching approaches for our courses are underpinned and informed by three core values central to student-centred education:

- Each individual’s learning and practice experience and the context in which that learning occurs is significant. It enables the student to make explicit their values, question and defend assumptions and learn from experience and feedback.
- We value and capitalise on the individual diversity of our students and the richness that their knowledge brings to learning.
- We recognise that learning is a lifelong process for both students and educators.

Focusing on the processes of learning is fundamental to our learning and teaching approaches. You will be expected to draw on your previous knowledge and skills to inform your postgraduate study and will benefit from a variety of interesting ways to participate and share experiences and opinions with your peers. This is achieved through the provision of a facilitative environment, which encourages reflection and sharing of knowledge and experiences as a basis for personal and professional growth, along with use of humanistic and social learning theories that promote valuing and respect of others, relevance of learning and recognition of emotional aspects of learning.

Our commitment to scholarship and effective feedback will aid you in the development of new ideas and theories and lead to a questioning and analytical approach. We aim to develop your ability to challenge conventional assumptions and we actively encourage students to develop collaborative partnerships both internally and externally that will feed the healthcare sector of the future.

The learning methodologies we use focus on discussion, debate, collaborative and individual approaches to problem solving and management. Our aim is to produce enlightened and focused nursing professionals equipped to deal with the challenges of working in a complex and ever-changing healthcare sector.

Research

Our research at QMU concentrates on the advancing of knowledge, leadership, skills and expertise in developing practice and improving health outcomes for patients and families. Our research focuses on four pillars of activity:

- Services for older people with a specific focus on dementia care;
- Management of long-term conditions;
- Public health and wellness across the lifespan and palliative and end of life care.

Overall, our research is practice-focused and driven by our commitment to the development of person-centred services.

Career prospects and guideline salaries

Postgraduate study opens up a multitude of career opportunities as well as facilitating CPD for those already employed within the healthcare sector. It is possible to take individual modules or the PgCert or PgDip as part of your ongoing career and personal development.

Previous students have gone on to careers in advanced clinical practice, public health practice, government, education, management, business and research.

We prepare our students for the challenges of the 21st century and actively encourage aspiration to higher levels of the nursing profession.

<table>
<thead>
<tr>
<th>Possible career progression</th>
<th>Estimated guideline salary</th>
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<tr>
<td>Health visitor</td>
<td>£22,565 - £30,577</td>
</tr>
<tr>
<td>NHS clinical nurse manager</td>
<td>£30,000 to £40,000</td>
</tr>
<tr>
<td>Practice education facilitator/ nurse teacher</td>
<td>£30,000 to £40,000</td>
</tr>
<tr>
<td>Manager of a care home</td>
<td>£35,000</td>
</tr>
<tr>
<td>Clinical support nurse – wounds</td>
<td>£30,000+ and benefits</td>
</tr>
</tbody>
</table>
We have recently developed our innovative Master’s Person-Centred Practice (PcP) Framework with a suite of course routes which place the values of person-centredness at their core. These routes offer practitioners the opportunity to build upon their experience and develop an understanding of the knowledge and evidence that positively contributes to the health and wellbeing of persons, groups and populations. You can opt to study the route which best meets your professional background and future aspirations.

Nursing and Midwifery Council (NMC) Registered Nurses already working in, or wishing to work in, the community can undertake a specified group of modules that allows them to achieve a community qualification or registration recognised by the NMC in District Nursing, Health Visiting or School Nursing.

The routes on offer are:

<table>
<thead>
<tr>
<th>Route name</th>
<th>Who’s it for?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MSc Person-Centred Practice</strong></td>
<td>Graduates and practitioners who wish to develop their careers in the broad field of health and social care.</td>
</tr>
<tr>
<td><strong>MSc/ PgDip/ PgCert Person-Centred Practice</strong></td>
<td>Graduates and practitioners who wish to develop their careers in the broad field of public health.</td>
</tr>
<tr>
<td><strong>MSc/ PgDip/ PgCert Person-Centred Practice</strong></td>
<td>Graduates and practitioners who wish to develop their careers in the broad field of palliative care.</td>
</tr>
<tr>
<td><strong>PgDip Person-Centred Practice (District Nursing)</strong></td>
<td>Nursing and Midwifery Council (NMC) Registered Nurses already working in, or wishing to work in, the community in a district nursing capacity</td>
</tr>
<tr>
<td><strong>PgDip Person-Centred Practice (Health Visiting)</strong></td>
<td>Nursing and Midwifery Council (NMC) Registered Nurses and midwives already working in, or wishing to work in, the community in a health visiting capacity.</td>
</tr>
<tr>
<td><strong>PgDip Person-Centred Practice (School Nursing)</strong></td>
<td>Nursing and Midwifery Council (NMC) Registered Nurses and midwives already working in, or wishing to work in, the community in a school nursing capacity.</td>
</tr>
</tbody>
</table>

There are three core modules that enable you to obtain a PgCert. You will then study modules appropriate to your desired route.

The routes in the Person-Centred Practice Framework seek to influence and enable the transformative processes of personal and professional development through engagement, facilitation and evaluation of person-centred teaching and learning approaches. It is designed to meet the professional needs of practitioners from all disciplines working in a variety of different health and social care settings.

The Framework is innovative and interactive, emphasising application of theory to your practice context. It will enable you to critically engage with, evaluate and synthesise the evidence and research to promote the development and enhancement of person-centred culture and practice. This develops a pro-active, transformative and reflective approach to meeting the public health and social needs of individuals, families, groups and populations.

Careers
Graduates have taken up advanced specialist practice and leadership roles within their specialist field of practice.

Quick Facts
- Contemporary, creative and interactive learning approaches facilitate your learning.
- Teaching staff include internationally renowned Person-centred Practice academics Professor Brendan McCormack and Professor Jan Dewing.

We will achieve this learning environment through a focus on three pillars of learning activity namely:

- Student-centred experiential and collaborative learning;
- Reflexivity and critical discourse;
- Sustainable and ethical evidence-based teaching.

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.

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 assessments. Tutor, peer and self-assessment, including within virtual environments (eg HUB@QMU, Values Exchange), will be an important component of approaches to formative and summative assessment.

For students undertaking NMC recognised specialist qualification and registration (District Nursing, Health Visiting, School Nursing), the course is 50% practice-based and requires placement in an approved practice with a Practice Teacher or Sign-off Mentor or Health Visitor Mentor. Placement will be negotiated with your supporting NHS area.

“Teaching hours and attendance
Your attendance requirements at QMU will depend on which module you are studying and whether you are studying full or part-time.

Links with professional bodies
The routes allow you to gain the higher level knowledge and skills required for advanced practice. They do not gain accreditation with the NMC unless students are undertaking the Specialist Practitioner Qualification in District Nursing or registration as a Specialist Community Public Health Nurse (SCPHN).

SINGLE MODULES FOR CPD
Register as an associate student to study single modules in areas of interest. Contact the relevant Programme Leaders (see page 99) for more information.

Modules
Turn to the next page to see which modules are studied on each route.

“The MSc Person-centred Practice Framework is an innovative framework of learning and development that enables health and social care practitioners to explore what person-centredness means across a range of practice areas. The programme moves beyond superficial ideas of person-centredness and engages students in a critical understanding of what it means to be a person-centred practitioner. Students have told us about how much it has changed them as persons as well as developed their connections with service users/patients, families and communities”

Professor Brendan McCormack, Head of Division of Nursing and Associate Director Centre for Person-centred Practice Research
MSc/ PgDip/ PgCert Person-Centred Practice

To achieve a PgCert, you will complete:

Theory and Practice of Person-Centred Health and Social Care (30 credits)/ Leading Professional Practice (15 credits)/ Making Judgements and Decisions in Practice (15 credits)

To achieve a PgDip, you will also undertake a further 60 credits from an array of modules that include:

Developing Professional Practice (15, 30 or 45 credits)/ Practice Development for Person-centred Cultures (15 credits)/ Health and Wellbeing for the Individual and the Team (15 credits)/ Independent study (15 or 30 credits)/ Advancing Approaches to Patient Assessment (15 credits)

To achieve a MSc, you will also complete:

Dissertation (60 credits)

The route content is currently being redeveloped. Please check the website in autumn 2017 for updates.

PgDip Person-Centred Practice (District Nursing)

Core modules: Theory and Practice of Person-Centred Health and Social Care (30 credits)/ Leading Professional Practice (15 credits)/ Making Judgements and Decisions in Practice (15 credits)

Route specific modules: Advancing Professional Practice (15 credits)/ Child Protection and Safeguarding (30 credits)/ Practice Placements: Health Visitor Context (School Nursing)

Core modules: Theory and Practice of Child and Family Centred Health and Social Care (30 credits)/ Leading Professional Practice (15 credits)/ Making Judgements and Decisions in Practice (15 credits)

Route specific modules: Childhood Development 1 (15 credits)/ Childhood Development 2 (15 credits)/ Child Protection and Safeguarding (30 credits)/ Practice Placements: School Nursing Context

MSc/ PgDip Person-Centred Practice (Public Health and Wellbeing)

To achieve a PgCert, you will complete:

Public Health Perspectives Across the Lifespan (30 credits)

You will then undertake a further 30 credits from a range of modules which could include:

Epidemiology (15 credits)/ Risk and Resilience: Working with Vulnerable Individuals, Families and Groups (15 credits)/ Global Public Health (15 credits)/ Health Promotion and Health Education for Allied Health Professions and Nurses (15 credits)/ Interventions for Health Promotion (15 credits)

To achieve a PgDip, you will also complete:

Theory and Practice of Person-centred Health and Social Care (30 credits)/ Leading Professional Practice (15 credits)/ Making Judgements and Decisions in Practice (15 credits)

To achieve a MSc, you will also complete:

Dissertation (60 credits)

The specific Programme Leaders (opposite) can provide more detailed information as to module choices and options.

MSc/ PgDip Person-Centred Practice (Public Health and Wellbeing)

To achieve a PgCert, you will complete:

Public Health Perspectives Across the Lifespan (30 credits)

You will then undertake a further 30 credits from a range of modules which could include:

Epidemiology (15 credits)/ Risk and Resilience: Working with Vulnerable Individuals, Families and Groups (15 credits)/ Global Public Health (15 credits)/ Health Promotion and Health Education for Allied Health Professions and Nurses (15 credits)/ Interventions for Health Promotion (15 credits)

To achieve a PgDip, you will also complete:

Theory and Practice of Person-centred Health and Social Care (30 credits)/ Leading Professional Practice (15 credits)/ Making Judgements and Decisions in Practice (15 credits)

To achieve a MSc, you will also complete:

Dissertation (60 credits)

The modules listed here are correct at the time of print (August 17), but are subject to changes. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Key details

Delivery: Mainly at QMU. Specialist Palliative Care modules are delivered at St Columba’s Hospice.

Duration: Full-time: 1 year; Part-time: 2.5 – 7 years (2-3 years part-time for NMC recognised qualifications). NB The Palliative Care routes are part-time only.

Entry requirements:

MSc Person-Centred Practice MSc/ PgDip/ PgCert Person-Centred Practice (Public Health and Wellbeing) MSc/ PgDip/ PgCert Person-Centred Practice (Palliative Care)

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

PgDip Person-Centred Practice (District Nursing) PgDip Person-Centred Practice (Health Visiting) PgDip Person-Centred Practice (School Nursing)

- All applicants for District Nursing must be on part 1 of the NMC register (adult). All applicants for Health Visiting need to be on either part 1 of the NMC register (adult) and/or be a registered midwife.

- It is recommended that applicants have completed a period of experience of sufficient length to have consolidated pre-registration outcomes and to have gained a deeper understanding of relevant professional practice; have a degree and access to practice placement and Practice Teacher/Sign-off Mentor or Health Visitor Mentor.

International: Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 6.5 and no individual component score below 6.0.

Criminal Records Check: For students undertaking NMC approved qualifications a satisfactory criminal records check will be required. Compliance with the terms of the Rehabilitation of Offenders Act (1974) and mental health legislation for clinical placement and employability in statutory services, for work with children and in other sensitive areas of employment.

Start date: September

Application deadline: None (For NMC approved qualifications, May)

Apply: Visit www.qmu.ac.uk/study-here/course-a-z/, select the relevant course from the list and select ‘Apply for this course’.

More info:

MSc Person-Centred Practice: Bill Lawson (blawson@qmu.ac.uk); PgDip Person-Centred Practice (District Nursing): Caroline Dickson (cdickson@qmu.ac.uk); PgDip Person-Centred Practice (Health Visiting) & PgDip Person-Centred Practice (School Nursing): Kristina Mountain (healthvisitor@qmu.ac.uk); MSc/ PgDip Person-Centred Practice (Public Health and Wellbeing): Lindsey Ragan (lragan@qmu.ac.uk); MSc/ PgCert Person-Centred Practice (Palliative Care)*: Janice Logan (jlogan@stcolumbashospice.org.uk)

Fees: See pages 138-141
This course is for people already working in a healthcare setting (in areas including psychiatry, clinical and forensic psychology, occupational therapy, social work, nursing, general medical practitioners) who are interested in delivering Cognitive Behavioural Therapy (CBT) in clinical settings. It will provide sufficient theoretical and skills training and can develop your career as a therapist and the service you provide.

CBT is the model of psychotherapy most tested by research trials for a range of mental and even physical disorders, ranging from depression, anxiety and phobias to eating disorders, schizophrenia and chronic pain. Healthcare professionals are increasingly required to demonstrate a flexible, multidisciplinary approach to make the best use of skills and resources. The NHS actively promotes provision of evidence-based management. CBT is the evidence-based psychotherapy par excellence. It can be effective as a stand-alone treatment and can also be used in conjunction with other medical or psychological treatments. The model is versatile and creative and its techniques can be used selectively in general medical, psychological and nursing practice, as well as informing whole courses of integrated treatment.

This course will help you refine your CBT skills, empower you to use the model in a range of clinical situations, and focus on the development of a respectful and pro-active relationship with patients. The therapeutic alliance is central to the delivery of CBT and the course will teach you to forge a positive collaborative relationship with patients as a means of improving and maintaining the patient’s mental health.

Teaching, learning and assessment

The teaching and learning methods used will encourage participative and independent learning and you will arrange to see patients one day per week. Assessment methods will include essays, audio recordings of therapy sessions, case studies and supervisor assessments. Class sizes are usually around 30 for the PgCert and 15 for the PgDip. The course is delivered by staff of NHS Lothian and Greater Glasgow.

Teaching hours and attendance

You will attend a 10-day induction block followed by a four day teaching block in the first week of every month.

Links with industry/professional bodies

On completion, you can apply to be accredited by the BABCP (British Association for Behavioural and Cognitive Psychotherapies) in due course.

Modules

15 credits: CBT for Anxiety and Depression/ Principles of Cognitive Behavioural Therapy/ Research Skills in CBT/ Advanced CBT for Anxiety Disorders/ Introduction to Complex Adaptation of CBT
30 credits: Application of Cognitive Behavioural Therapy

If studying for the MSc, you will also complete a dissertation of a research project within a chosen specialist area of CBT. The components of the dissertation will include: a research proposal; a literature review; and a paper for publication.

Careers

There is a growing demand for therapists specifically trained in this field. This course will enable you to develop your career and the service you provide.

Quick Facts

- Learn the theory and practice of Cognitive Behavioural Therapy (CBT) – the best evidenced psychotherapy in mental health.
- Core CBT competencies are developed through multiple methods, including lectures, workshops, role play, academic evaluation and close clinical supervision.
- As trainee therapists, students benefit from the vast experience of expert CBT practitioners from throughout the UK delivering on our speciality postgraduate teaching course.

Key details

Delivery: QMU

Duration: Part-time: 1 year (PgCert), 2 years (PgDip), additional 12-18 months required for MSc.

Entry requirements: Honours degree or equivalent, plus mental health qualification. Applicants will be expected to be familiar with individual casework, history-taking and case load management and must normally be UK registered health professionals.

Non-standard entrants may be considered if you can demonstrate that you have the necessary work-based experience, skills and aptitude. Non-standard applications and Recognition of Prior Learning must be referred to QMU.

Start date: See NHS website

Application deadline: See website below

Apply: www.nhslothian.scot.nhs.uk/Services/A-Z/assoc/Pages/Applying.aspx

More info: Dr Kath MacDonald (kmacdonald@qmu.ac.uk), +44 (0)131 537 6932 or visit the link above.

Fees: Some students on the course are self-funded and some receive employer support. Fees are paid to NHS Lothian once a place has been offered.

“This course enabled me to gain a position as a nurse therapist in psychological therapies service. It has provided the basis for further development of my career.”

Sandy Dixon
Occupational Therapy and Arts Therapies

Allied health professionals such as occupational therapists and arts therapists make a significant contribution to Scotland's health education and social care sectors. Occupational therapists and arts therapists work in a variety of settings including the NHS, social services, schools, day centres, the voluntary sector and private practice.

At postgraduate level, QMU offers two occupational therapy courses. The first is for graduates who wish to be educated to master's level to become occupational therapists (pre-registration level). The second course is for qualified occupational therapists who wish to attain a master's degree which is now considered to be recommended for entry level advanced practice. QMU offers three distinct arts therapies courses: Music Therapy, Art Psychotherapy and MSc Play Therapy.

Both the Music Therapy and Arts Psychotherapy courses were the first to be established in Scotland and continue to be the only courses of education of their kind in Scotland. Occupational therapists and arts therapists educated to master's level can utilise their qualifications and experience abroad.

Last year we validated a MSc Play Therapy in collaboration with With Kids, a Glasgow-based charity which provides individual, social and practical support to children and families in Scotland. It is the only play therapy education validated by a Scottish university in collaboration with a Scottish charity.

Why QMU?

QMU offers pre-registration education to facilitate graduates to become qualified occupational therapists, music therapists, arts psychotherapists, and play therapists. We also offer qualified occupational therapists the opportunity to explore their own practice in more depth. As a postgraduate student, the opportunities to gain valuable experience through applying your learning directly to your workplace allow you to contribute to the modernisation of occupational therapy, the arts therapies and healthcare globally. Our staff have many years of experience in occupational therapy or arts therapies, practice education and policy, and ensure that there is a real focus on the individual student's future working needs embedded into their postgraduate study.

Industry links

Occupational therapists and arts therapists at pre-registration level undertake a series of work-based placements as part of the course in their respective fields. We have excellent links with our practice providers ensuring that our courses are current and relevant. We aim to integrate your work-based studies with your academic study to facilitate a deep understanding of the key issues that will affect your chosen profession in a rapidly changing and complex health and social care arena. Qualified occupational therapists undertaking the part-time MSc continuously utilise their daily practice in their studies.

Our approach to learning and teaching

Our learning and teaching approaches for these courses are developed using the following core values in relation to student-centred education:

- Maximise the potential of our academic and professional communities of learners, working together locally, regionally, nationally and internationally;
- Continuously enhance the student experience through the development of learner-centred educational provision, research and scholarship; and
- Enable all of our students to become independent lifelong learners.

In addition to the values stated above, we employ enquiry-based learning in the majority of our postgraduate courses. Enquiry-based learning is essentially student-centred, with an emphasis on group work and use of library, web and other information resources. Lecturers are also facilitators, providing encouragement and support to enable you to take responsibility for what and how you learn. You will reach a point where you are not simply investigating questions posed by others, but can formulate your own research topics and convert that research into useful knowledge. You will gain a deeper understanding of the subject matter, as well as the knowledge development and leadership skills required for tackling complex problems that occur in practice.

You will be expected to draw on your previous knowledge and skills to inform your postgraduate study and will benefit from a variety of interesting ways to participate and share experiences and opinions with your peers to deepen your understanding of your chosen profession.

Facilities

Students have access to the Learning Resource Centre (LRC), Effective Learning Service and a range of student support services as a postgraduate student at QMU. The LRC offers a wide range of electronic and distance learning resources. Physical resources on campus include an Occupational Performance Suite incorporating activities of daily living facilities with functional appliances /equipment to simulate a home environment. The arts therapies utilise general and custom-built studio spaces for music therapy and art psychotherapy.

Possible career progression

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<td>NHS entry level occupational therapy practitioner</td>
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</tr>
<tr>
<td>NHS entry level arts therapist</td>
<td>£31,000 to £40,000</td>
</tr>
<tr>
<td>Advanced practitioner</td>
<td>£39,000 to £47,000</td>
</tr>
</tbody>
</table>

Career prospects and guideline salaries

We prepare our students for the challenges of the 21st century and actively encourage aspiration to higher levels of the profession.

Postgraduate study of MSc Occupational Therapy opens up a multitude of career opportunities as well as facilitating CPD for those already employed within health and social care. It is possible to take individual modules or a PgCert or PgDip as part of your ongoing career and personal development.

Previous students have gone on to careers in advanced practice, health, government, education, management, business and research.

Music therapists are employed in a variety of settings throughout the health, education and community sectors, such as in schools, hospitals, residential care homes and hospices, and work with people of all ages.

Many music therapists from Queen Margaret University have created new posts in existing services, as well as successfully setting up private practice, helping the profession to continue to grow in Scotland and elsewhere. There are many opportunities to work collaboratively with other professionals, become clinical supervisors and pursue further research to add to an already rich and dynamic field.

Art psychotherapists work with a whole spectrum of clients within a variety of settings: many are employed in the NHS, but others work in mainstream primary and secondary schools, hospices, prisons and voluntary agencies for example. Many art psychotherapists welcome the flexibility of sessional employment and are able to tailor their input to the needs of the organisation. Art psychotherapists can also take on roles that extend beyond clinical work by providing supervision to other staff members, and co-working with colleagues from other professions.

Play therapists practise in many environments, including: NHS, social services, primary, secondary, further and special education, charities, private practice, etc. They work with people of all ages living with a wide range of emotional or physical conditions.
The theoretical focus of this course encompasses psychodynamic, humanistic, developmental and music-centric approaches to music therapy. Some structures in theoretical studies are shared with students from the MSc Art Psychotherapy. The training is designed to prepare students for work with vulnerable children, adolescents and adults with a wide range of needs, including learning disabilities and mental health needs.

Teaching, Learning and Assessment

Teaching includes practical and academic elements with an emphasis on experiential learning and teaching methods, including lectures, seminars and tutorials. Assessment is both practical and written. The following areas are covered:

- Therapeutic musical skills, with an emphasis on improvisation, interaction and application in a therapeutic context
- Relevant psychological, developmental, and music therapy theory
- Different client groups: knowledge of different areas of need, diagnosis, and work context
- Self-development
- Observation and critical thinking skills
- Professional issues, such as ethics and team communication

Careers

Graduates possess skills in music therapy; specific musical skills; and relevant experience in the area of the visual arts. Graduates have completed internships in a school of health sciences currently, working in a caring capacity such as psychiatry, special education, social services or facilitating art workshops. Some applicants will be asked for detailed and clear evidence of recent experience within caring roles or facilitating art workshops. The personal statement should include reasons why the applicant feels drawn to the profession of music therapy; specific musical skills; and details of relevant experience within caring professions. Applicants will be asked to attend a personal interview. They will usually include group improvisation with other applicants and an individual audition in which the applicant will play prepared pieces which do not exceed one-minute and sing a short song of their own choice, it voco is not a must requirement. The interview will assess each applicant’s suitability for this profession, ability to reflect, and readiness for the demands that the course will place on them and other bodies with a strategic interest in the development of arts organisations and festivities. The course is validated by the Health and Care Professions Council (HCPC).

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Links with industry/professional bodies

Part of our strength comes from our location. Being based in Edinburgh means that the course has developed a unique working relationship with key national cultural agencies and other bodies with a strategic interest in the development of arts organisations and festivities. Our location in the ‘festival city’ also allows for strong practical links between the course and the many arts, festival and cultural organisations based in and around Edinburgh, across Scotland and the UK. The course is validated by the Health and Care Professions Council (HCPC).

CAREERS

On graduation you will be eligible for registration with HCPC, and will have completed placements with organisations such as the NHS, education, charitable bodies, social services, and in the private sector. Music therapists are employed throughout the health, education and community sectors. Registered music therapists are eligible for full membership of the British Association for Music Therapy. Most graduates have found employment within care homes, schools, the NHS, and charities including Nordoff-Robins Music Therapy in Scotland. Many others have become freelance practitioners.

Quick Facts

- This is the only music therapy training course in Scotland.
- Exciting collaborative opportunities between this course and MSc Art Psychotherapy (International) course.
- Practice Educators for all Year One students are music therapists.

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
Kassandra e’Silva

Kassandra e’Silva from South Africa graduated from QMU in 2015. She is now working as a music therapist part-time for NHS Fife and has a growing freelance practice in Edinburgh as both a music therapist and music teacher.

Before QMU, Kassandra taught English and Music in South Africa, Thailand and the UK and, whilst teaching in the UK, she taught music in special educational needs schools. During this time, she became increasingly interested in connecting with people – something I find is integral to my life: an opportunity to pursue a career that I love.

Kassandra said: “This course marked the start of a new chapter in my life: an opportunity to pursue a career in connecting with people.”

“Although the workload was heavy at times, my interest and enthusiasm helped me through and the ‘on campus’ requirements (lectures, supervision, groups) and placement fitted around my shift-work job. The lecturers were very approachable and supportive, as were my classmates, and I left QMU with a great network of professional colleagues and friends, both peers and mentors alike, whom I continue to approach for support if needed.

“After graduation I travelled to Norway to present a case study on some work I’d completed during my training at a music therapy symposium. My approach was received well and I felt ready to pursue a career in forensic music therapy with NHS Fife.”

Exit Awards: MSc (180 credits)/ PgDip (120 credits)/ PgCert (60 credits)

This course is suitable for occupational therapists who wish to develop knowledge of the evidence-base in practice and to develop their critical thinking, clinical reasoning and understanding of research further. It is suitable for occupational therapists from a wide range of settings and will support students to change career direction to advanced practitioner, education, research or management.

The flexible nature of the course allows you to design a programme relevant to you and your career path. We offer an intellectually stimulating opportunity for you to develop your academic knowledge and research skills, which will enhance your practice. As well as core modules, you will select topics and themes which are of specific interest to you.

Teaching, learning and assessment

The learning experience promotes independent and student-led study. This encourages the student to use library, web and other resources to seek out information. Assessment on this course will be carried out through a variety of strategies such as designing a programme relevant to you and your career path. We offer an intellectually stimulating opportunity for you to develop your academic knowledge and research skills, which will enhance your practice. As well as core modules, you will select topics and themes which are of specific interest to you.

Teaching hours and attendance

Each module which you study on campus will require you to attend classes and carry out independent work. Your attendance requirements at QMU will depend on which module you are studying and whether you are studying full or part-time. Some modules are also available by distance learning.

Module

To gain an MSc, you will need 180 credits.

30 credits: Research Methods

60 credits: Dissertation

90 credits (of which 60 must be core/ specialist occupational therapy modules from:

Developing Professional Practice Through Work-Based Learning (15/30/45 credits)/ Special Practitioner Through Independent Study (15/30 credits)/ Critically Engaging with Occupation 1 (15 credits)/ Critically Engaging with Occupation 2 (15 credits)/ Working Together in the Management of Chronic Pain (30 credits)/ Rights-based Practice for AHPs Working with Dementia,

their Families and Carers (15 credits)

Careers

This course will enable occupational therapists to change career direction to advanced practitioner, education, research or management.

Quick Facts

■ You choose your topic for most of the modules offered.

■ This is a highly flexible course in terms of delivery and duration.

■ Specific modules can be selected for your Continuing Professional Development studies.

“I found the MSc intriguing and challenging, and extremely satisfying and exciting.”

Kavith Murthy
This course will attract people holding a relevant undergraduate honours degree who wish to change career and become occupational therapists. It is an intensive, professional programme of study which will develop theoretical, analytical, practical, evaluative and reasoning skills as well as professional values.

Occupational therapists assess individuals’ disruption and disengagement from their occupations, and facilitate alternative ways for them to fulfill their roles and find meaning and belonging. The programme is underpinned by person-centred, evidence-informed and occupation-focused occupational therapy practice. The course prepares graduates to work in diverse practice contexts.

Teaching, learning and assessment

This programme integrates academic and placement study. It centres on adult learning perspectives of learner responsibility, opening up participation in creative and autonomous learning and learning as a community. Problem-based learning using practice scenarios is a major feature of the learning experience where students work to develop personal reasoning, evidence-informed decision making, interpersonal and team working skills. Learning is thus facilitated by a process of acquiring enquiry skills, interpreting information, group discussion, engaging perspectives of professional creation of knowledge, and arriving at a position or judgment.

Teaching methods incorporate self-directed study, practical scenarios, group work, workshops, elearning modules, digital technology, reflection, lectures and placements. Assessment methods include peer and self-assessment, written assignments, viva voce, conference presentations, projects and placement reports. Practice placements form a core element of the course and your personal performance is also assessed. There are four placements in total: Placement 1 – full-time, 6 weeks; Placement 2 – full-time, 6 weeks; Placement 3 – part-time, 14 weeks; Placement 4 – full-time, 8 weeks. There will be additional travel and accommodation costs for every placement.

Teaching hours and attendance

Each module which you study on campus will require you to attend classes and carry out independent work. The MSc academic modules require you to attend from 9.15am – 6.15pm. You should be aware that services may operate over seven working days. Placements may involve evenings and weekend attendance. You will be expected to monitor the working hours of practice educators and be required to purchase professional indemnity insurance.

Links with industry/professional bodies

Upon successful completion of the course, you can apply for membership of the College of Occupational Therapists and will be eligible to apply for registration with the Health and Care Professions Council to work as an occupational therapist.

Modules

15 credits: Occupational Choices and Narratives in Context/ Research Methods
30 credits: Occupational Therapy Theory, Values and Skills for Practice/ Occupational Therapy Process and Practice/ Advancing Scholarship and Professional Practice
Non-credited: Manual Handling
60 credits: Research Project
You will also complete undergraduate level professional practice placements 1, 2, 3 & 4 (1000 hours in total) in order to be able to apply to register with the Health and Care Professions Council.

Careers

Occupational therapists are employed in a diverse range of settings including the National Health Service, public health, education, employment services, local authority, prison service, third sector organisations and practice. Outside the UK, graduates of this course have gone on to work in Hong Kong, Australia, Europe, Canada, the USA and New Zealand.

Key details

Delivery: At QMU and on placement
Duration: Full-time: 2 years
Entry requirements: This course is not suitable for applicants already holding a qualification in occupational therapy.

For full entry requirements, please visit www.qmu.ac.uk/study-here/course-
and select this course from the list.

International: Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 6.5 and no individual component score below 6.0.

In order to be eligible to register with the HCPC, you will be required to be able to communicate in English to the standard equivalent to level 7.0, with no element below 6.5.

Criminal Records Check: A satisfactory criminal records check will be required.

Other requirements: All students are required to purchase professional indemnity insurance. In order to go on practice placements, a health clearance check and joining the Protection of Vulnerable Groups Scheme will be required. There will be additional costs incurred for the applicant for these processes.

Application deadline: September 2022

Fees: See pages 138-141

The MSc Play Therapy is a new collaboration between With Kids (a Scottish charity) and the MSc Art Psychotherapy (International) at Queen Margaret University.

The purpose of the profession of play therapy is defined by British Association of Play Therapists (BAPT):

“Play therapy is the dynamic process between child and play therapist in which the child communicates inner experiences and problems through the use of play and with his or her own agenda those issues, past events, current, conscious, and unconscious, that are affecting the child’s life in the present. The child’s inner resources are enabled by the therapeutic alliance to bring about growth and change. Play therapy is child-centred, in which play is the primary medium and speech is the secondary medium.”

The MSc Play Therapy aims to educate the next generation of play therapists to enable them to work safely and therapeutically with complex children and families.

Students will gain a thorough understanding of the fundamental inter-relatedness of the child’s physical, social and emotional world, and will develop their knowledge effectively and therapeutically to enhance emotional wellbeing and transform life chances.

Applicants should possess qualities that enable them to undertake study in an appropriate manner and at the appropriate academic level. Thus the students recruited to this course will be committed, diligent, enthusiastic and possess the skills, curiosity and drive to enhance their knowledge base.

Teaching, learning and assessment

The teaching and learning approaches used ensure you to be an independent, participative learner. These approaches will engage you in lectures, problem-based learning, workshops, small group discussion, seminars, observation and skills practice. The course team aims to enable students to learn from and with others through supportive peer-assessment and feedback, guided by the tutor. There are three play therapy practice placement modules where you will work directly with children and families of increasing complexity. Two modules include clinical observation of a child/ children from Infant to Adolescents. Assessment methods include case study analysis, collaborative presentation, observation analysis and play therapy practice placement portfolio. While as a postgraduate student you will predominantly be working independently, there is a strong structure for academic support. Normally, there are fewer than 20 students in the class ensuring that individuals receive excellent support and benefit from interaction with other students.

Teaching hours and attendance

The course runs over three years part-time. Students attend the learning centre at With Kids in the east end of Glasgow one day a week over the first two years. Students will also undertake play therapy practice placements, observations and attend clinical supervision individually or in small groups. Students are expected to attend their own personal therapy for the duration of the course, and 100% attendance is expected at all elements of the MSc Play Therapy.

Links with industry/professional bodies

This course is accredited by the British Association of Play Therapists.

Careers

Play therapists practice in many environments, including: NHS, social services, primary, secondary, further and special education, charities, private practice. They also work with people of all ages (not just children) living with a wide range of emotional or physical conditions. As of 2015 the overall majority of play therapists in the UK work in health and the voluntary sector; a significant number of them work in schools and nurseries. For further information www.bapt.info.

Quick Facts

- Rooted in the psychotherapeutic tradition of the Notre Dame Clinic which dates back to the 1890s
- The only play therapy training validated by a Scottish university in collaboration with a Scottish charity.

The modules listed here are correct at the time of print (August 17) but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
Physiotherapists work flexibility within health and social care settings and other areas such as industrial settings, schools, the leisure and sports industries, the private sector (including private practice), education (voluntary sector), and research units. In daily practice, physiotherapists apply a wide range of skills and scientific knowledge in order to make evidence-based decisions regarding assessment and treatments.

Our post-registration course is for qualified physiotherapists who wish to extend and apply their knowledge to master’s level. It is called the MSc Advancing Physiotherapy Practice and is offered either full-time (over 12-16 months) or part-time (over 3-7 years). It can also be studied by distance learning. Our MSc Physiotherapy (Pre-Registration) course (just over two years) is for non-physiotherapy graduates who wish to continue their education to master’s level in order to become physiotherapists.

Physiotherapists possessing a master’s level qualification find that this may be an important factor when applying for posts in education, for furthering research aspirations, or when applying for specialist posts or positions outside the United Kingdom.

Why QMU?
QMU has extensive experience of providing successful master’s level courses at pre- and post-registration level in physiotherapy. We attract students from the United Kingdom, Europe and further afield to all our courses, which facilitates wide-ranging discussion of health-related issues. Our courses are reviewed regularly and staff ensure that our master’s level courses take cognisance of developments in practice and UK healthcare policies to ensure our courses are fit for purpose. Physiotherapy staff at QMU have extensive experience in physiotherapy, health and exercise science education at undergraduate and postgraduate levels. Many physiotherapy staff are active in research in the physical therapy areas relating to musculoskeletal and neurological conditions, as well as cancer care. This activity helps develop professional practice and assists students and staff to make links between research and practice.

Industry links
Both courses have been developed and reviewed both internally within QMU, and also with input from external health care professionals, to ensure that the content is both current and relevant.

The MSc Advancing Physiotherapy Practice was developed from the MSc Physiotherapy (Post-Reg) which was accredited by the UK’s Chartered Society of Physiotherapy (CSP). The MSc Advancing Physiotherapy Practice will be renewed for the same accreditation. It allows students to utilise past experience to inform their learning and to apply their learning directly to the workplace both within the UK and abroad. This enables students to develop innovative practice, drive service developments and contribute to the evidence base in physiotherapy and healthcare more globally.

The MSc Physiotherapy (Pre-Registration) is approved by both the Chartered Society of Physiotherapists (CSP) and the Health and Care Professions Council (HCPC). Successful completion of the MSc Physiotherapy (Pre-Registration) confers eligibility to apply for registration with the HCPC as a physiotherapist and for membership of the CSP. The course requires both theoretical and practical study and we aim to provide this in an integrated way. We have good links with practice placement colleagues, and within the pre-registration course a number of practice-based placements are completed as an integrated part of the course.

Our approach to learning and teaching
Our learning and teaching approaches for the master’s physiotherapy courses are underpinned by the view that adult learners enter the course with a valuable array of knowledge, skills and experiences. We aim to provide student-centred education that:
- enhances the student experience through the development of learner-centred educational provision, reflection, research and scholarship;
- maximises the potential of our academic and professional communities of learners, working together locally, regionally, nationally and internationally; and
- promotes student autonomy and facilitates a culture of independent lifelong learning.

Additionally, all courses make use of electronic media, such as The Hub - our virtual learning environment - to enhance the learning experience. Group and individual study, debate, critical discussion and reflection are all core strategies employed in our master’s courses. While there are some core lectures, staff make use of tutorials, seminars and workshops to facilitate learning. Our master’s students are expected to take responsibility for their own learning, with guidance and the use of learning contracts. All master’s physiotherapy students at pre- and post-registration levels have the opportunity to undertake an independent piece of research, with staff supervision, as the culmination of their programme of studies. Pre-registration students typically select a laboratory-based or clinically based study that fits the research programme of a member of staff. Post-registration students typically develop a study pertinent to their own clinical practice and work setting. A number of our master’s physiotherapy students have gone on to present their dissertation work at national and international conferences.

Facilities
QMU has a purpose-built 21st century campus. Physiotherapy students have access to general lecture and practical rooms and specialist laboratory environments. The Learning Resource Centre on campus has an extensive collection of paper-based texts and journals as well as a broad array of electronic media and internet-based resources.

Research degrees
Physiotherapists who are seeking to develop their research skills and knowledge may be interested in the Master of Clinical Research, the Professional Doctorate or a PhD (see pages 52-41). These research degree courses aim to facilitate the skills and abilities required in order to be able to contribute to the planning, development and leading of health and social care.

Why physiotherapy at QMU?
QMU has a significant reputation for its Physiotherapy courses. Our physiotherapy students at pre- and post-registration levels have the opportunity to be involved in research. Physiotherapy staff at QMU have extensive experience in physiotherapy, health and exercise science education at undergraduate and postgraduate levels. Many physiotherapy staff are active in research in the physical therapy areas relating to musculoskeletal and neurological conditions, as well as cancer care. This activity helps develop professional practice and assists students and staff to make links between research and practice.

Industry links
Both courses have been developed and reviewed both internally within QMU, and also with input from external health care professionals, to ensure that the content is both current and relevant.

The MSc Advancing Physiotherapy Practice was developed from the MSc Physiotherapy (Post-Reg) which was accredited by the UK’s Chartered Society of Physiotherapy (CSP). The MSc Advancing Physiotherapy Practice will be renewed for the same accreditation. It allows students to utilise past experience to inform their learning and to apply their learning directly to the workplace both within the UK and abroad. This enables students to develop innovative practice, drive service developments and contribute to the evidence base in physiotherapy and healthcare more globally.

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The programme of study aims to be:

- **Clinical:** with a focus on highly topical subjects, ability to learn in and from the workplace, practical experience, and ability to take specialist clinical and practice routes: for example, musculoskeletal physiotherapy, neurological physiotherapy, cardiorespiratory physiotherapy, paediatric physiotherapy, leadership and management, and education.

- **Flexible:** with a determination to enable study for students who have a variety of circumstances, and who live in different countries. Two places of study are available (full-time and part-time) and two modes of study (distance learning, and blended learning which requires attendance). The standard full-time pace is 18 months, which can be accelerated to 12 months where relevant requirements are met. Please see the section on study routes for further details.

- **Supportive:** with a focus on helping you to adjust to master’s level study at the start of the course, to stay engaged with your profession throughout the course, and to increase your employability as you progress towards completion. Alongside modules you will be involved in a ‘Learning in Community Programme’, which includes study skills training events, careers opportunities such as Master Classes, and opportunities and guidance to increase your employability, including guidance on professional registration.

The knowledge and skills developed over the course are intended to enable you to lead and implement innovative change within physiotherapy workplaces in the UK and internationally.

### Study routes

#### Full-time, full attendance: 12-18 months

The full-time study route makes use of a blended mode of learning which includes face-to-face contact supported by online resources. This is designed with international students in mind and offers attractive practical modules as well as opportunities to learn in clinical settings (see modules).

The standard duration of the full-time route is 18 months. This is valuable if your priority is to use all opportunities to develop your professional standing and employability. If you wish to prioritise quick completion of your MSc Advancing Physiotherapy Practice, and meet requirements, you can accelerate it to 12 months duration.

#### Part-time with attendance: 3-7 years

You can study the MSc Advancing Physiotherapy Practice part-time, with a minimum duration of three years, and maximum duration of seven years. If you study this route you can select modules which involve some attendance and some online study. For example, some modules are delivered with blocks of attendance and online study between these blocks. If you study part-time you can also choose to complete distance learning modules as part of your programme.

#### Distance learning (part-time or full-time): 1-7 years

You can choose modules that enable you to complete your MSc Advancing Physiotherapy Practice entirely as distance learning. You can study distance learning at a full-time pace (12-18 months duration) or at a part-time pace (3-7 years).

#### Teaching, learning and assessment

We use a range of student-centred learning methods, including tutorials, seminars, practical classes, with facilitation of work-based learning and recognition of prior learning. Further specific strategies are used to enable distance learning.

Your performance will be assessed by coursework (assignments), presentations and practical examinations, and you are provided with structured support in learning how to develop and demonstrate your academic skills at a master’s level. Class sizes are usually 5-10 students.

### Teaching hours and attendance

Each module that is studied on-campus will require you to attend classes and carry out independent work. Your attendance requirements at QM University will vary between semesters of study, but contact time might average about 300 hours over one academic year; this would be higher during taught modules. Whether you are studying distance learning or through a mixture of face-to-face and online work (blended learning), each 30-credit module will entail around 300 hours of student work. This includes contact with tutors (online or face-to-face), supported by independent learning. When thinking about the total load of your study, you will need to consider the time you have available for learning.

This suggests up to 40 hours per week of study. A student who chooses to study part-time may be undertaking, for example, 60 credits of study, which would equate to about 20 hours per week of study.

The distance learning route can be completed over one academic year full-time or 1-7 years.

### Links with industry/professional bodies

In order to design a flexible, clinical and supportive course, we talked with current students, alumni, physiotherapists and managers locally to create opportunities for our students to contribute to the development of physiotherapy services during their course. This ensures the relevance of their studies, their professional development, and advancement of the physiotherapy profession. The MSc Advancing Physiotherapy Practice was developed from the MSc Physiotherapy (Post-Reg) which was accredited by the UK’s Chartered Society of Physiotherapy. The MSc Advancing Physiotherapy Practice will be renewed for the same accreditation. This course does not lead to HCPC registration. However, advice is given to assist the process of registration with the Health and Care Professions Council (HCPC). Course material will also help the student to develop knowledge and skills recognised by the HCPC.

You will also study Research Methods (30 credits), which is linked with the Master’s Project (60 credits), both studied full-time or part-time with attendance or via distance learning.

You will receive guidance from a Personal Academic Tutor to help you select appropriate modules for your area of expertise and preferred study route.

### Careers

This course will enable you to focus your continuing professional development in relation to clinical physiotherapy practice and physiotherapy research. It is intended to enhance your clinical, research and education career opportunities both in the UK and internationally. Gaining the qualification will increase your employment potential across the world and help you gain academic recognition in Canada, USA, Australia and other countries. Local, EU and international graduates of this course have been successful in gaining employment as junior and senior physiotherapists in the UK and other European countries, and North America; others have undertaken PhD studies or worked as research assistants.

### Quick Facts

- **The MSc Advancing Physiotherapy Practice has been designed to address the multiple needs of UK, EU and international students, with support to help transition to master’s level study.**
- **The course enables development for all students, those with and without clinical experience.**
- **Graduates of this course have gained employment across the globe as junior and senior physiotherapists, in government and private practice, and in research and doctoral positions.**

### Key details

**Delivery:** At QM University or by distance learning

**Duration:** Full-time or part-time (see opposite). For updates on the delivery of the full-time route, please see the course entry on the QMU website.

**Entry requirements:** 2:1 or equivalent. Diploma holders may be considered (contact the Admissions Tutor for advice). Ideally candidates should have up to one year of full-time postgraduate clinical experience (although this is not mandatory) and ideally an academic score of 60%, or over, for the last two years of their undergraduate degree.

**International:** Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 6.5 and no individual component score below 6.0.

**Start date:** September

**Application deadline:** 22 August (International students are advised to discuss application with the Admissions Tutor by June in order to ensure there is time for visa applications).**

**Apply:** Visit www.qmu.ac.uk/study-here/course-a-z, select this course from the list and select 'Apply for this course'.

**More info:** Admissions (admissions@qmu.ac.uk), Dr Kavi Jagadamma (kjagadamma@qmu.ac.uk), +44 (0)131 474 0000

**Tuition fees:** See pages 138-141

**Single modules for CPD:** Register as an associate student to study single modules in areas of interest. Contact Kavi Jagadamma (kjagadamma@qmu.ac.uk) to study single modules in areas of interest. Contact Kavi Jagadamma (kjagadamma@qmu.ac.uk) for more information.
Prateek Rangra

“The city of Edinburgh played a major role in attracting me to the University, but mostly I was impressed with the level of commitment shown by the lecturers and support available to international students. The University is very diverse, multicultural and open, and committed to research at the highest standard.

“I thoroughly enjoyed the self-directed learning system which allowed me to direct my post-registration MSc in accordance to my professional needs, career orientation and aspirations. This was well supported by excellent feedback and direction given by my personal academic tutor, lecturers and course co-ordinator. The University also promoted various interdisciplinary learning opportunities and research initiatives. This proved excellent for networking, learning from various other health professionals and understanding different point of views to clinical practice.

“The University is well connected to the city centre by public transport and enjoys a tranquil beach nearby. This was great, as I often enjoyed a long walk next to the beach reflecting on life, goals and my research project. I would wholeheartedly recommend Queen Margaret to other health professional students.”

The course sparked my interest in research and I decided that I wanted to focus on it a bit more by doing a PhD. I worked as a physiotherapist in the Royal Hospital for Sick Children, Edinburgh, while I looked at PhD opportunities and after six months, I left to commence a PhD at QMU. My PhD is on evaluating the effects and experiences of goal setting for exercise after a stroke.

“The University exceeded all my expectations and I would definitely recommend the course. Choosing QMU to do my PhD after completing my MSc there corroborates my belief in the excellence of the University.”

Key details

Delivery: At QMU and on placement
Duration: Full-time: 2 years
Entry requirements: Second class degree in any subject and can demonstrate knowledge of scientific enquiry. This course is not suitable for those already holding a physiotherapy qualification. Applicants from North America will normally be expected to have achieved a minimum GPA of 3.0 in their undergraduate degree. Some type of experience is essential such as shadowing, volunteering or visiting a clinic. (NHIS environment desirable).
International: Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 7.0 and no individual component score below 6.5.
Criminal Records Check: A criminal records check is required.
Start date: September
Application deadline: 31 January
Apply: Visit www.qmu.ac.uk/study- here/course-a-z/, select this course from the list and select ‘Apply for this course’.
More info: Admissions (admissions@qmu.ac.uk) Billie Hurst (bhurst@qmu.ac.uk) Kath Nicol (knicol@qmu.ac.uk) +44 (0)131 474 0000
Fees: See pages 136-141

EXIT AWARDS: PgDip (180 credits plus 105 credits at level 10) / MSc (180 credits, plus 60 credit Dissertation, plus 105 credits at level 10).

This course enables graduates from any discipline to develop the theoretical, practical, analytical and evaluative skills necessary to apply for registration with the Health and Care Professions Council as a physiotherapist. The purpose of the course is to produce physiotherapists who are self-aware, skilled, critical, analytical, reflective and evaluative, independent learners who actively contribute to shaping future health and wellbeing of the individual and society. Graduates from the course will be distinctive in their ability to synthesise evidence from current practice and research to develop an in-depth critical knowledge and understanding of the physiotherapy profession. Furthermore, they will be able to demonstrate a critical awareness of current issues within the provision of health and social care, and will be capable of demonstrating leadership in both personal and professional development.

Teaching, learning and assessment

There is a strong emphasis on student-directed learning. A variety of assessment methods are used including written assignments, practical-like exams, presentations and reflective portfolios. Practice-based learning is a major component of the course, comprising more than 1,000 hours of study at clinical sites throughout Scotland.

In Year One you will complete a two-week foundation placement in semester one and two six-week placements over the summer. In Year Two you will undertake one six-week placement in semester two and one six-week and one four-week elective placement over the summer. Any additional travel and accommodation costs associated with placement will be borne by the student. Normally there are 32–34 students per year on this course. The year group is split into smaller groups for practical classes and some tutorials. This ensures that individuals receive excellent support and benefit from sharing their experiences with their classmates.

Teaching hours and attendance

This is a full-time course and students are expected to be available from Monday to Friday. Students should expect to study for an average of 40 hours per week. Timetabled classes are approximately 12-15 hours per week.

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detriment to impact to students.

“The strong emphasis on self-directed learning, combined with the clinical relevancy of the course content, has left me feeling well prepared to undertake my first clinical post with confidence.”

Jordan Hepburn

This is a postgraduate course for students who have completed a relevant undergraduate degree with a minimum of a 2:2. A minimum of 5.5 in IELTS or an equivalent test in another language is required. All students will need to complete a Clinical Competency Assessment before starting the course.

Career opportunities

Graduates may use this qualification to: apply for registration with the Health and Care Professions Council as a practising physiotherapist; gain a recognised qualification in physiotherapy; work in management or organisations; work in teaching and learning; work in research; or work in private practice.

Fees

2016/17 fees: £7500 International; £4450 Home; £0 EU/Overseas students.

Modules

10 credits: Introduction to Practice-based Learning H-level
15 credits: Preparing for Practice as and AHP/ Research Methods for Health Professionals/ Developing Innovative Physiotherapy Practice/ Supporting Health and Wellbeing
20 credits: Clinical Studies 1 CRP/ Clinical Studies 2 NMSK/ Clinical Studies 3 Neuro/ Advancement of Physiotherapy Practice
40 credits: Foundations of Health Science

Careers

The majority of graduates work as physiotherapists within the National Health Service – either in major hospitals or in the community. With further post-registration experience, graduates can choose to specialise in a particular area, which may include for example: sports, neuro-rehabilitation, respiratory, orthopaedics or private practice.

Some graduates choose to follow a research career path.

Quick Facts

- Offers an accelerated route for graduates from any discipline to gain a recognised qualification in physiotherapy practice
- Highly regarded postgraduate course which prepares graduates for success in a competitive jobs market
- The course offers a balance of university and practice-based experiences with students completing over 1000 hours of placement in sites around Scotland.
Podiatry

Qualified at undergraduate level, a podiatrist will diagnose and treat a vast range of problems relating to the health and wellbeing of the foot and the lower limb. A qualified podiatrist will be able to recognise and diagnose a broad range of mobility and medical conditions that have a direct effect on foot health, including diabetes, arthritis, heart, and blood disorders, and disorders of the nervous system. It is a rewarding career with practitioners electing to extend their expertise by developing their academic skills in an aspect of clinical specialisation, an area of specific interest or current development. In addition to our undergraduate podiatry course, QMU offers the MSc Podiatry by Distance E-Learning and MSc Theory of Podiatric Surgery. Our postgraduate courses can be studied full-time, part-time, through block attendance or through distance e-learning. Our distance e-learning courses also mean that you can access the course from outside the UK and never need to attend the University. We offer fantastic tutor support through our electronic teaching resource, The Hub, which is a facility enabling students studying by distance learning to access all course materials and to communicate electronically with other learners and with tutors on the course.

Industry links

Extensive links with the NHS and with private practice enhances the podiatry team’s awareness of current developments in podiatry practice and has influenced the relevance of the suite of master’s courses. There is also opportunity for learners to bring their own influence to their postgraduate study, such as through the research projects. The MSc Theory of Podiatry Surgery in conjunction with Glasgow Caledonian University offers students the expertise of two institutions, both of which have a strong reputation and long successful history in Scotland for podiatry education. Students will be given access to the resource facilities of both QMU and Glasgow Caledonian University.

Our approach to learning and teaching

Details of course structure and learning methods are highlighted on the following individual course pages. Each course employs a range of student-centred learning methods including tutorials, seminars and, where appropriate, experimental laboratory classes. This is supported by electronic resources and virtual learning environments which can be accessed for learning interaction anywhere in the world. The podiatry master’s courses attract and welcome international podiatry students. This informs and maintains the currency of the international podiatry perspective of these innovative courses.

Research degree opportunities

QMU is a small university, specialising in education which is socially and professionally relevant. The research interests of staff cover a vast range of problems relating to the health and wellbeing of the foot and blood flow.

Facilities

You will have access to the Learning Resource Centre (LRC), Effective Learning Service and a range of student support services as a postgraduate student at QMU. The LRC is designed to be accessed from anywhere in the world and boasts access to the latest relevant books, eBooks, DVDs, eJournals and websites.

As a distance e-learning QMU student you will be provided with access to our Virtual Learning Environment (The Hub) where you will be supported by a tutor, given access to course material and be in contact with students studying the same course. You will also be provided with access to the range of QMU computer software throughout your period of study, given electronic storage space within the QMU network, and be provided with a QMU email address throughout your period of study.

Why QMU?

The podiatry staff at QMU are all registered with the Health and Care Professions Council and have a wealth of clinical, teaching and research experience. The subject area has a great reputation for its courses in the area of podiatry and we recruit students from across the globe. The podiatry staff have a wealth of experience in distance e-learning and have pioneered undergraduate and postgraduate education for podiatrists and other healthcare professionals within the UK, and in as the international arena. An investment in IT has allowed students to access QMU’s electronic teaching and library resources from any part of the world at any time to best suit individual learning needs.

Career prospects and guideline salaries

QMU’s postgraduate courses offer variety as well as specialisation and the course which you choose will depend, in part, on what you want to study and where you want to direct your career. Students can also elect to move to professional doctorate study before completion of the master’s degree. Progress to professional doctorate study can be requested once 120 master’s credits have been obtained and progression on to surgical practice can be obtained once students have gained their MSc Theory of Podiatric Surgery.

Students studying at postgraduate level may be private practitioners or may be employed in the NHS. An example of salary scales within the NHS is available below.

<table>
<thead>
<tr>
<th>Possible career progression</th>
<th>Estimated guideline salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 5</td>
<td>£21,000 to £27,000</td>
</tr>
<tr>
<td>Band 6</td>
<td>£25,528 to £34,189</td>
</tr>
<tr>
<td>Band 7</td>
<td>£30,460 to £40,157</td>
</tr>
<tr>
<td>Band 6 (a,b,c,d)</td>
<td>£36,851 – £80,810</td>
</tr>
<tr>
<td>Band 9 (consultant level)</td>
<td>£77,079 – £97,478</td>
</tr>
</tbody>
</table>
MSc Theory of Podiatric Surgery

Exit Awards: MSc (180 credits)/PgDip (120 credits)/PgCert (60 credits)

This innovative course will provide podiatrists with a theoretical underpinning of podiatric surgery and the opportunity to specialise in surgery.

Podiatric surgery has developed rapidly over the last 15 years as a post-registration professional development, and provides the podiatrist working within the NHS or in private practice with the opportunity to extend their scope of practice to include surgical management of foot and ankle pathologies. This course provides the podiatrist with the theoretical underpinning required to pursue this career route. The modular course is a collaborative initiative offered in partnership with Glasgow Caledonian University.

Teaching, learning and assessment A range of student-centred learning methods including tutorials, seminars and experimental laboratory classes are utilised. Your performance will be assessed by a variety of methods including course work and examination. Class sizes are normally around 10-15.

Teaching hours and attendance This course is delivered by attendance and by online learning. You will generally be required to attend QMU/Glasgow Caledonian University a few days a week to participate in classes. You will also be required to engage in additional self-directed independent work. Your exact attendance (days and hours) at QMU/GCU will depend on which modules you are studying. The part-time route enables you to spread your studies out over a longer period of time to suit your needs.

Links with industry/professional bodies The course is approved by the Royal College of Surgeons and Physicians, Glasgow, The Royal College of Surgeons, Edinburgh, and the Society of Chiropodists and Podiatrists (SOCAP). On completion of the MSc you will be eligible to apply for a surgical training post. Surgical training posts are not part of the academic programme of study and are not arranged by either university.

Modules

15 credits: Anatomy for Surgical Practises + Principles of Diagnostic Investigations + (online)/ Podiatric Mechanics + Pharmacology for Podiatric Surgery + (online)/ Medicine and Pathology + (online) 30 credits: Diagnostic Imaging + Interpretative + (online)/ Research Methods* (online)

If studying for an MSc, you will also complete a dissertation (60 credits).

* delivered by QMU + delivered by Glasgow Caledonian University (GCU)

Careers

This course will provide the theoretical underpinning for those students wishing to pursue a career in podiatric surgery.

Quick Facts

• Accredited by the Royal College of Surgeons Edinburgh, and the Royal College of Physicians and Surgeons Glasgow.
• The course provides the theoretical underpinning required for surgical training.
• It also provides an academic programme for those podiatrists working or having ambitions to work in extended MSK (musculoskeletal) roles.

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Key details

Delivery: You must attend both QMU and Glasgow Caledonian University with additional online learning.
Duration: Part-time: 3 – 7 years
Entry requirements: Students registered on this named award will be podiatrists registered with the Health and Care Professions Council (HCPC). However, the individual modules are available to healthcare professionals with an interest in the area. Candidates should have at least two years professional experience and be able to demonstrate a portfolio of continued professional development.
International: Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 6.5 and no individual component score below 6.0.
Start date: September and January
Application deadline: None
Apply: Visit www.qmu.ac.uk/study-here/course-a-z/, select this course from the list and select ‘Apply for this course!’
More info: Admissions@qmu.ac.uk, John Vetko, jvetko@qmu.ac.uk
Fees: See pages 138-139

MSc Podiatry/MSc Podiatry by Distance e-Learning

Exit Awards: MSc (180 credits)/PgDip (120 credits)/PgCert (60 credits)

This flexible MSc course provides an opportunity for podiatrists to develop their own programme of study at master’s level when studying from their own home or work base. It does not lead to registration with the Health and Care Professions Council. This innovative course will allow you to choose from a range of modules to develop your own master’s qualification, or to customise the course content in response to modern day podiatry practice, keeping you up to date with the latest developments and improving your career prospects.

The course can be studied at a time most suitable for you, through a distance e-learning route with tutor support and no requirement to attend QMU.

Teaching, Learning and Assessment Distance e-learning modules will be taught using QMU’s virtual learning environment which requires access to the internet at a time most suitable to you. The virtual learning environment will be used to deliver course content, group tutorial discussion, tutor support and course work assignment submissions. Your performance will be assessed by coursework assignments, however, some modules require an examination. Class sizes are usually less than 15 students.

Teaching Hours and Attendance Course content will depend on the module size. Single modules worth 15 credits will run for a shorter time, usually 3 to 4 months, whereas double modules, which are worth 30 credits, run for approximately 6 months. Double modules will begin in September and single modules can begin in either September or January.

Links with industry/professional bodies The Pharmacology for Podiatrists module has been approved by the Health and Care Professions Council for annotation on their professional register.

Careers

This course will help you incorporate your new-found skills and can contribute to continuing professional development.

Quick Facts

• The distance learning option means that this course can be studied anywhere in the world without the need to attend classes on campus.
• All year round access to tutor support enables the student to study through the year.
• The course has flexible content which can be customised to suit the student’s own professional requirements.
Radiography is the skilled application of controlled amounts of radiation in order to gain a medically useful result, either as an aid to diagnosis or as treatment for specific diseases. Radiography is a caring profession which also calls for considerable technological expertise. The profession has two branches, diagnostic radiography and therapeutic radiography. Radiography is a core component of the NHS and is one of the most rapidly changing allied health professions. It is widely accepted that radiography will remain an essential component of healthcare for many years to come and that the demand for radiographers will continue for the foreseeable future. Pre-registration ‘fast-track’ courses have been developed for graduates wishing to enter into these rewarding careers.

Recent modernisation within the NHS has raised the profile and extended the scope of practice for allied health professionals. Radiographers, as one of the fifteen registered allied health professions groups, are now required to build and extend their scope of professional expertise within a multi-professional setting. Radiographers are required to engage in lifelong learning to support service delivery in response to the healthcare needs of today and for the future. Our post-registration modules and courses in mammography, medical imaging and radiotherapy have been designed with this in mind.

Why QMU?

QMU provides a wide range of academic expertise and facilities as well as a stimulating student environment. Radiography undergraduate courses have been delivered at QMU since 1993, and postgraduate courses since 2003. Radiography staff have strong links with employers, are active in clinical research, and play a significant role in the development of the professions of diagnostic and therapeutic radiography.

At postgraduate level, we offer the following courses:

- MSc Diagnostic Radiography (Pre-Registration)
- MSc Mammography
- MSc Medical Imaging
- MSc Radiotherapy and Oncology
- MSc Radiotherapy (Post-Registration)

In 2016, we launched a new post-registration MSc Medical Imaging course with named routes: Ultrasound; Magnetic Resonance Imaging; Computed Tomography; Image Interpretation. These specialist routes will be of interest to radiographers. Other health care professionals (nurses, podiatrists, physiotherapists) may be interested in the stand-alone modules for CPD purposes or to attain a PgCert or a PgDip. See pages 125 for more information.

Professional placements

Diagnostic radiography students at QMU have access to facilities within the clinical departments of Lothian, Borders, Tayside, Forth Valley, Ayrshire and Arran, and Fife Health Boards whilst therapeutic radiography students have access to cancer centres in Edinburgh, Aberdeen, Dundee, Inverness and Glasgow, thus reinforcing the collaborative ventures between QMU and healthcare providers.

Students enrolled onto pre-registration courses leading to qualification in diagnostic radiography or therapeutic radiography will be eligible to apply for registration with the Health and Care Professions Council (HCPC) on successful completion. This is required for employment within the National Health Service (NHS).

Our approach to learning and teaching

Students will bring with them an extensive range of skills and experiences, and a number of different approaches will be used to facilitate 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. These strategies will emphasise the development of critical, innovative and creative ways of thinking. To ensure that current issues are analysed and debated, relevant personnel and specialist lecturers bring academic knowledge, research and professional expertise to the delivery of modules. By sharing in this breadth of expertise, students will be able to enhance their status as reflective practitioners and to develop their personal, academic and professional skills to master’s level.

Career prospects and guideline salaries

Radiography is a fast-moving and continually changing profession, and long-term career prospects include clinical work, research, teaching and management. During the course of education, training and clinical practice, radiographers develop a wide range of transferable skills including psycho-social, organisational, managerial, technical and scientific skills. This ensures individuals are prepared for work in any situation that best suits their skills and interests. This can extend to general management at all levels within and outside the NHS, in industry and in higher education.
The aim of this course is to develop the analytical, theoretical and practical skills learned as a graduate and focus on the professional and clinical skills required to be a successful diagnostic radiographer. This course is not suitable for applicants already holding a qualification in diagnostic radiography.

Diagnostic radiographers provide an imaging service for most departments within the hospital setting, including accident and emergency, outpatients, operating theatres and wards. X-rays are an imaging technique used by diagnostic radiographers to visualise injuries or disease, or monitor changes inside the body. Diagnostic radiographers carry out a range of procedures, which may include cross-sectional imaging techniques such as computerised tomography (CT), magnetic resonance imaging (MRI), ultrasound and radionuclide imaging (RNI).

Teaching, learning and assessment
Academic study will be learner-centred with the analysis and synthesis of knowledge being of paramount importance. You will be expected to take overall responsibility for your learning. Teaching methods include keynote lectures, clinical workshops and tutorials, student-led seminars, group discussions, clinical observation and practice. Directed learning materials will be delivered via a virtual learning environment (Hub) and comprise readings, self-assessment quizzes, workshops, tutorial questions with answers and narrated lectures.

Clinical skills will be developed in work placements in radiology departments in hospitals in central Scotland, eg Lothians, Fife, Forth Valley, Ayrshire, Tayside and the Borders. In Year One there are 18 weeks of placement and 23 weeks in Year Two. Four of these weeks are on elective placement which can be taken anywhere in the world. A variety of assessment methods will be used, including online examinations, Objective Structured Clinical Examinations (OSCEs), self-appraisal, course work, ePortfolio, viva voce examinations and clinical assessment.

The MSc Diagnostic Radiography programme has a small cohort of 12-15 students to ensure that the clinical experience can be tailored to individual needs. Some academic modules have larger class sizes as students engage with other allied health professionals.

Teaching hours and attendance
Each module which you study on campus will require you to attend classes and carry out independent work. The pattern of attendance at QMU will depend on the modules you are studying. In the first semester, attendance will be mainly on Wednesdays and Fridays for professional modules.

Attendance at professional modules is monitored to ensure safety to work in the clinical environment. In clinical placements the normal hours of a radiographer (ie full-time, Monday to Friday) will be followed.

Links with industry/professional bodies
Successful completion will enable application for registration with the Health and Care Professions Council (HPC), a requirement for employment in the NHS. Student rates have been negotiated for membership of the Society and College of Radiographers (for the first year of study and £48 for the subsequent year).

Key details

**MSc Diagnostic Radiography**

**Exit Awards:** MSc (180 credits at SCQF Level 11) and 120 credits at SCQF Level 10/ PgDip (120 credits at SCQF Level 11) and 120 credits at SCQF Level 10/ MSc Applied Health Studies (180 credits at SCQF Level 11)/ PgDip Applied Health Studies (120 credits at SCQF Level 11)/ PgCert Applied Health Studies (80 credits at SCQF Level 11)

**Quick Facts**

- A fast-track course to convert your existing degree into a caring profession.
- Clinical placements provide the integration of theory to practice by working with patients and qualified staff.
- This course is accredited by the Society and College of Radiographers.

**Careers**

Following graduation and registration with the HPC, you can work as a registered diagnostic radiographer within the NHS. Diagnostic radiography is a fast-moving and continually changing profession, and long-term career prospects may include specialisation, management, research and teaching.

**Louise Blinestone**

“I reached a stage in my life where I sought a career change. I had the opportunity to take up full-time study in order to pursue this goal because I was fortunate to have the finances and the time. My children were small, and I wanted to find a balance between rearing my children at home and developing new skills to enable me to re-enter the labour market within the following two to three years with up-to-date, employable skills.

“I had worked for ten years as a Financial Adviser, prior to that I had qualified as a Secondary School French Teacher. More recently and since having children, I qualified as an Early Years Montessori Teacher. I enjoy learning and was excited at the thought of a complete change into a healthcare role. Radiography appealed to me as an interesting mix of sciences, diagnostics and working with people face to face to deliver a high quality healthcare service.

“I chose QMU as it had an accredited course open to students without necessarily a background in health sciences, the duration of the course fit my timescale and it was close to home. The course was challenging and varied with focus on many areas such as physics, anatomy, patient-care, academic research, and self-reflection as well as practical placements in hospitals. I enjoyed the evidence-based research dissertation experience in which I studied an area of patient communication in the radiology setting. The QMU lecturers were knowledgeable, enthusiastic and keen to support students through all aspects of the course.

“After completing my MSc I secured work as a radiographer. I am enjoying my new career and the contribution I make to diagnostic services and the patient journey. The QMU experience enabled me to change career, to develop new skills and adapt existing ones to a new profession. My learning has not stopped since leaving QMU as I learn continuously on the job and also through professional development. I therefore have no immediate plans for further formal studies. I would recommend others to consider radiography as a career choice and QMU as the educational institution through which to achieve a valuable training and qualification in this growing and rapidly developing profession.”

The QMU experience enabled me to change career, to develop new skills and adapt existing ones to a new profession.”
MSc Mammography

EXIT AWARDS: MSc (180 credits)/ PgDip (120 credits)/ PgCert (60 credits)

Key details
Delivery: At Scottish Mammography Education Centre, Glasgow and by distance learning (PgDip and MSc only).
Duration: Part-time: 3-7 years
Entry requirements: A degree or diploma in Diagnostic Radiography or Therapeutic Radiography with HCPC Registration, or equivalent. Current employment in a clinical environment offering mammography experience.
International: Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 6.5 and no individual component score below 6.0.
Start date: PgCert – May & October
PgDip/MSc – September
Application deadline: None
Apply: Visit www.qmu.ac.uk/study-here/course-a-z/; select this course from the list and select ‘Apply for this course’.
More info: Admissions (admissions@qmu.ac.uk), +44 (0)131 474 0000
Fees: See pages 138-141

This course is for radiographers who are currently working in a clinical environment offering mammography experience. The course will focus on the evaluation of healthcare 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 you to focus, extend, develop and strengthen skills in mammography to a level of advanced professional competence.

Radiographers who already possess ‘The Certificate of Competence’ can apply for an exemption from the work-based learning modules. The work-based learning element 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.

Depending on your modules choice, you are able to follow a pathway within mammography that will lead to either advancement in specialist clinical skills, education and training or healthcare management.

Teaching, learning and assessment
As this course places the student at the heart of the learning process, you will be expected to take overall responsibility for your learning. The teaching and learning strategies are designed to enable independent progression within a supportive framework. Your performance on the course will be assessed by a case study, reports, seminar presentations, a clinical assessment, essays, portfolio and a research project. Class sizes are variable and can range from 8 - 25 approximately.

Teaching hours and attendance
If completing the course part-time over three years, it is likely that you will attend classes at the beginning of each module at the West of Scotland Breast Screening Centre in Glasgow and then carry out further independent work. The Research Methods module is taught electrically, so no attendance is required.

Links with industry/professional bodies
Membership of the College of Radiographers.

Careers
This course is part of continuing professional development and designed to improve the delivery of the breast care service. Gaining this qualification may enhance your career prospects within the profession of radiography.

Quick Facts
• This course is accredited by the Society and College of Radiographers.
• The course offers advanced practice modules.
• The course offers a flexible approach to learning.

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Alex Cathcart

“The main benefit of completing my MSc was that it changed the way I think. I have been given the skills to question objectively and have gained the confidence to voice ideas. As a mammographer, I found the course provided an excellent channel to develop my expertise in my day-to-day clinical role and has also allowed me to progress my career in new, previously unexplored, ways.”

MSc Medical Imaging:

EXIT AWARDS: MSc Medical Imaging (Ultrasound)/ MRI/ CT/ Clinical Reporting
PgDip Medical Imaging (Ultrasound)/ MRI/ CT/ Clinical Reporting
PgCert Medical Imaging (Ultrasound)/ MRI/ CT/ Clinical Reporting

Key details
Delivery: At QMU
Duration: Part-time: 2 - 7 years
Entry requirements: Normally an honours degree and be registered and practising healthcare professional in the UK. The course may not be suitable for overseas applicants - please contact the Programme Leader for advice.
Start date: September
Application deadline: None
Apply: Visit www.qmu.ac.uk/study-here/course-a-z/; select this course from the list and select ‘Apply for this course’.
More info: Admissions (admissions@qmu.ac.uk), MRI/CT: CA enquires: Simon Kenyon (sk@qmu.ac.uk), +44 (0)131 474 0000. Ultrasound enquires: Dawn Walker (dwalker@qmu.ac.uk).
Fees: See pages 138-141

Diagnostic radiography and medical imaging are core components of modern healthcare and rely on rapidly changing diagnostic modalities. It is widely accepted that medical imaging will remain an essential component of diagnostic services for many years to come and that the demand for imaging services will continue to rise.

Recent modernisation within the NHS has raised the profile and extended the scope of practice for allied health professionals (AHPs). Diagnostic radiographers, as one of the sixteen registered AHP groups, are now required to build and extend their scope of professional expertise within a multi-professional setting.

Continuing professional development (CPD) is a requirement for all AHPs in the UK in order to secure re-registration with the Health and Care Professions Council (HCPC) and to retain the right to practise within the UK. Radiographers are therefore required to evidence their learning and to demonstrate how this learning has influenced their practice.

Diagnostic radiography is a profession which is both intellectually and scientifically demanding. Professional responsibility includes a need to be able to formulate imaging standards and strategies as well as assume a greater degree of autonomy within different imaging modalities. To practise effectively, the radiographer needs to be able to analyse and evaluate the requirements of healthcare delivery and to be aware of the roles and skills of other healthcare professionals. In particular, the patient care the diagnostic radiographer must adopt a critical approach to decision-making in the context of patient care.

This MSc provides CPD opportunities for diagnostic radiographers and other healthcare professionals, but does not lead to UK registration with the HCPC or the right to practice within the UK. Therefore, this course aims to foster an intellectual approach to personal and professional development, encouraging diagnostic radiographers to challenge and progress radiography practice in response to evolutionary change. The course aims to provide flexibility in learning with the opportunity for learners to select modules in order to support individual practice development.

Teaching, learning and assessment
This course uses a wide range of learning and teaching methods, based on a problem-based learning approach with students working independently and collaboratively. The teaching and learning strategies are designed to enable independent progression within a supportive framework.

Teaching hours and attendance
The course is modular and offers a variety of attendance pathways for study: work-based learning; online and block attendance. A range of modules related to the development and progression of the Radiography profession can be used to form the course content.

Modules
To obtain a PgCert in any route, you will study 60 credits from the profession specific modules outlined below. To obtain a PgDip, you will study a further 60 credits taken from either profession specific modules or elective modules from the QMU Postgraduate Module Catalogue.

Ultrasound
15 credits: Physics and Instrumentation of Ultrasound*/ Principles of Ultrasound Imaging*/ Diagnostic Ultrasound in Clinical Practice*/ Obstetric Ultrasound in Clinical Practice*/ Breast Ultrasound in Clinical Practice* / Musculoskeletal Ultrasound in Clinical Practice*/ Musculoskeletal Ultrasound in Clinical Practice for AHPs*

MRI

CT

Clinical Reporting
15 credits: Pathophysiology for Musculoskeletal Image Evaluation*/ Principles of Image Evaluation* / Advanced Practice in Musculoskeletal Imaging

30 credits: Clinical Reporting of the Axial and Appendicular Musculoskeletal System*
A sample of relevant elective modules are: 15 credits: Epidemiology (distance)/ Developing Professional Practice*/ Leading Professional Practice*/ Practice Development for Person-centred Cultures* / Developing Professional Practice*
30 credits: Current Developments (distance)/ Developing Professional Practice* / 45 credits: Developing Professional Practice* / 60 credits: Research Methods (distance)/ Research Methods (distance)/ Research Methods (distance)/ Research Methods (distance)/ Research Methods (distance)/ 60 credits: Research Project (in an area relevant to medical imaging) (distance)/

Key: * attendance and work-based + Block/ day release.

CAREERS
This qualification may enhance your career prospects within the allied health professional (AHP) workforce. It may be used to form the course content.

Quick Facts
• A flexible approach to learning is taken.
• The course is accredited by the Society and College of Radiographers.
• Ultrasound route is accredited by the Consortium of Sonographic Radiographers.

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
Radiotherapy and Oncology case study

Nicola Logan

“Before starting this course I was working as a project manager for a pharmaceuticals company in the Edinburgh area, having completed an undergraduate degree in Immunology and Microbiology and a PgDip Information Technology. When the site I was working in closed down, I took some time off to travel and decide on a new career path. While I enjoyed my work, it wasn’t a job that I found particularly satisfying. I had always wanted to work with people in a more caring capacity, something my previous job did not offer me. As is unfortunately the case with many, my family has been touched with cancer and I decided to look into the possibilities of working in that area.

“While researching jobs in this sector I came across the role of a radiotherapist. As I looked further into what the job entailed it seemed like the perfect combination of providing a service, caring for and working with others, as well as offering me the opportunity to challenge myself to learn a new skill set and knowledge base. I looked into what qualifications were necessary and which universities offered appropriate courses. Admittedly, it was the fact that QMU offered a two year postgraduate course - which wasn’t an option with some other universities - that first attracted me to QMU.

“However, as I read more about the University it became clear that its health science courses were comprehensive and well respected. The fact that I could complete a qualification in therapeutic radiography in the area of radiotherapy and oncology. However, as I read more about the University it became clear that its health science courses were comprehensive and well respected. The fact that I could complete a qualification in therapeutic radiography in the Edinburgh area, having completed an undergraduate degree in Microbiology and a PgDip Information Technology.

“While researching jobs in this sector I came across the role of a radiotherapist. As I looked further into what the job entailed it seemed like the perfect combination of providing a service, caring for and working with others, as well as offering me the opportunity to challenge myself to learn a new skill set and knowledge base. I looked into what qualifications were necessary and which universities offered appropriate courses. Admittedly, it was the fact that QMU offered a two year postgraduate course - which wasn’t an option with some other universities - that first attracted me to QMU.

“However, as I read more about the University it became clear that its health science courses were comprehensive and well respected. The fact that I could complete a qualification in therapeutic radiography in the Edinburgh area, having completed an undergraduate degree in Microbiology and a PgDip Information Technology.

This course will offer me a career change. One that will hopefully align more with the personal and professional goals I wish to achieve for myself. I was slightly apprehensive about returning to academia has been out of education for a number of years. The prospect of studying new subject matter was also initially daunting. However, I found that the workload, while intensive, was manageable. There are a number of resources available to you to help with this transition. The library is a great source of information, both in terms of the electronic and physical resources available to you, but also the services provided by the library staff who are also willing to help. The greatest support I received however was from the teaching staff. Not only were they knowledgeable and resourceful on the course material, but they went above and beyond to help support every student with any issue, academic or personal. In my undergraduate course the student intake was so large that lecturers did not have much direct interaction with students. This made the course seem impersonal. This was certainly not the case with this course. Each lecturer knew each student which made it easy to ask for help or support if it was required. This was something I truly valued.

“A large amount of this course is conducted in the workplace. The academic side is of course important, but it is the ‘on the job’ experience that you gain from being on placement, which for postgraduates is up to five months in the summer, that really gives you an insight into the job and what is required of you. I personally found this extremely useful. I think the course struck the right balance of paper-based learning, to give you the background information and confidence to be in a clinical environment, with the on the job skills and knowledge you obtain while being on placement. I believe this will serve me well and act as a solid base for when I graduate and join the workplace.

“The one tip I would give to future students is just to be prepared. Self-study is an important aspect of this course. The lecturers are of course there to guide and help, but a lot of emphasis is placed on students being responsible for their own learning. Reading lists and learning materials are provided but I would advise students to check the scheme of work and read up on subjects in advance: this way the student led tutorials will be a real benefit.

“I found the subject matter interesting and so enjoyed the source material, but for me the main thing about this course was the smaller classes and the personal aspect this afforded. I really appreciated getting to know the lecturers a little, and them getting to know you and take an active role in your progression. The support and encouragement this allowed really made the experience enjoyable and was totally different from my previous experiences.

“My main objective once I graduate is to get a job. Having worked in a number of hospitals during placement (at least in Scotland) the location doesn’t bother me so much. Ideally, I’d like to gain a few years’ experience while working towards my MSc. I’d then like to work abroad for a few years, potentially Canada or New Zealand.”

The support and encouragement this allowed really made the experience enjoyable and was totally different from my previous experiences.

PgDip/MSc Radiotherapy and Oncology (Pre-Registration)

EXIT AWARDS: PgDip (120 credits)/ MSc (180 credits)

Key details
Delivery: At QMU and on placement across Scotland.
Duration: Full-time - 2 years
Entry requirements: Normally a science or healthcare-related honours degree. This course is not suitable for applicants already holding a qualification in therapeutic radiography.
International: Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 6.5 and no individual component score below 6.0.
Interview: Applicants are expected to attend an interview at QMU. Interviews will take place on set dates, normally in February, April and June. All applicants are expected to undertake a visit to a radiotherapy department prior to the interview.
Criminal Records Check: A satisfactory criminal records check will be required.
Start date: September
Application deadline: None
Apply: Visit www.qmu.ac.uk/study/here-course-a-2/; select this course from the list and select ‘Apply for this course’.
More info: Admissions (admissions@qmu.ac.uk); Dora Meikle (dmeikle@qmu.ac.uk), +44 (0)131 474 0000
Fees: See pages 138-141

This course will allow individuals to retrain in areas of radiotherapy and oncology. It is not suitable for people already holding a qualification in therapeutic radiography. Students normally complete a PgDip in two years. Some choose to return to progress to an MSc on a part-time basis.
Radiography is a caring profession that calls for technological expertise. Therapeutic radiographers use radiation to give radiotherapy treatment to patients with cancer. If you are considering this career move, it is essential that you have good interpersonal skills as radiographers have to interact with other healthcare professionals as well as with patients and their families, many of whom may need considerable reassurance.

This course will focus on the professional elements required of a therapeutic radiographer. The aim of the course is to further develop the analytical, theoretical and practical skills of an honours graduate so that they can demonstrate the necessary attributes required for a registered therapeutic radiographer. This will enable employment within the UK.

Teaching, learning and assessment
This course uses a wide range of learning and teaching methods, based on a paper-based learning approach with students working independently and collaboratively. The teaching and learning strategies are designed to enable independent progress within a supportive framework.

Clinical work-based learning will be undertaken, on a rotational basis, within regional cancer centres in hospitals in Aberdeen, Dundee, Edinburgh, Glasgow and Inverness, and your personal performance will be assessed. These placements will take place over May to September. In general, you will be assessed by a variety of methods including case studies, essays and presentations. Normally there are fewer than 15 students on this course, this ensures individuals receive excellent support and guidance. Joint teaching with other courses is utilised within this course. This allows individuals to benefit from a shared teaching and learning approach where discussion and experiences between students can occur.

Teaching hours and attendance
All academic modules will be studied on campus where you will be required to attend classes and carry out independent work. The number of classes on campus along with required independent study will depend on the size of the module. Both work-based learning modules will be undertaken whilst on clinical placement in any of the five cancer centres in Scotland. In Year One clinical placement runs for 16 weeks May-Aug. In Year Two placement lasts for 20 weeks, May-Sept.

Links with industry/ professional bodies
You can become a member of the College of Radiographers as a student and the Health and Care Professions Council (HCPC) on graduation. The course leads to eligibility to register as a therapeutic radiographer with the HCPC.

Modules
15 credits: Preparing for Practice as an Allied Health Professional/ Radiotherapy Science/ Research Methods for Health Professionals
30 credits: Introduction to Cancer and its Management/ Radiotherapy and Oncology Practice 1/ Radiotherapy and Oncology Practice 2
10 credits: Introduction to the Human Body/ Science and Technology
50 credits: Work-based learning 1/ Work-based Learning 2
If progressing to MSc, you will also complete a research project (60 credits).

Careers
Graduates are eligible for apply for registration with the HCPC and to work as therapeutic radiographers with the NHS in the UK. Currently, graduates from QMU have a high employment rate.

Many graduates have worked abroad. However, although HCPC is recognised in many overseas countries, you may have to apply to the registration body of the country in which you wish to work.

Quick Facts
• A starting salary of £21,959 with excellent opportunity for career progression up to consultant level.
• A professional career in which you are eligible to register within just two years of graduation.
• A caring profession that calls for technological expertise in the rapidly developing area of cancer treatment.

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
EXIT AWARDS: MSc (180 credits)/PgDip (120 credits)/PgCert (60 credits)

This course is for therapeutic radiographers and will enable you to develop your professional knowledge and enhance your clinical and research skills. The modules on this course have been selected with the development and progression of the therapeutic radiography profession in mind.

Teaching, learning and assessment
The teaching and assessment strategies will enable you to develop your full potential by recognising and building on prior knowledge and experience and by facilitating development of subject-related and transferable skills. There are various forms of assessment including case study analysis, portfolio of evidence of practice, essays, written examination and a project containing evidence of research methods and analysis will be used to monitor your progress. Class sizes for attendance based modules are normally around 8-10 students. This ensures that students receive excellent support from tutors and benefit from sharing experiences with peers.

Teaching hours and attendance
Each module which you study on campus will require you to attend classes and carry out independent work. Your attendance at QMU will depend on which module you are studying.

Links with industry/professional bodies
On graduation you will be accredited by the Society and College of Radiographers.

Modules
The full MSc Radiotherapy award of 180 credits will require study of two modules of 90 credits - Research Methods (30 credits), a project (60 credits), and the remaining 90 credits to be taken from the following modules:

- 30 credits (distance learning): Emerging Technologies in Radiotherapy/ Management of Prostate Cancer/ Management of Breast Cancer

This course is due for revalidation in Spring 2018. It is likely that this will result in module changes. Please check the website for updates.

Key details
Delivery: By a mix of block attendance at QMU, distance learning or work-based learning
Duration: Part-time: 3-7 years
Entry requirements: BSc (Hons) Therapeutic Radiography or equivalent. Normally, you will be an HCPC registered professional practising in an oncology-related setting
Start date: September
Application deadline: None
Apply: Visit www.qmu.ac.uk/study-here/course-a-z/, select this course from the list and select ‘Apply for this course’.
More info: Admissions (admissions@qmu.ac.uk), Gareth Hill (ghill1@qmu.ac.uk), +44 (0)131 474 0000
Fees: See pages 138-141

Careers
This course is part of continuing professional development and is designed to improve the delivery of the service. Gaining this qualification may enhance your career prospects within the profession of radiography.

Quick Facts
- This course is accredited by the Society and College of Radiographers.
- The course offers advanced practice modules.
- The course offers a flexible approach to learning.

“I have undertaken three brachytherapy radiotherapy and oncology based modules to date which has resulted in me attaining an advanced practitioner therapeutic radiographer, specialising in brachytherapy. The course has enabled me to undertake duties which were previously deemed to be part of a doctor or physician’s role. If it wasn’t for these modules, I would not have had the opportunity for my career progression.”

Lindsay Thear

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
Speech and Hearing Sciences

Speech and language therapists and audiologists make a significant contribution to Scotland’s health and social care sectors, which include the NHS, social services, schools, day centres, the voluntary sector and private practice.

At postgraduate level, the subject area of Speech and Hearing Sciences at QMU offers three distinct courses. There are two pre-registration courses for graduates who wish to be educated to master’s level in order to qualify as either a speech language therapist or audiologist. There is also a post-registration course for qualified audiologists who wish to attain a master’s degree that is recommended for advanced practice. Modules from this course may also be accessed by speech and language therapists, teachers of the deaf or other professionals with a specialist interest in hearing impairment and/or deaf culture and may lead to a PgCert Hearing and Communication.

Why QMU?

Speech and Hearing Sciences at QMU offers prospective students a small and friendly environment for learning, and our professionally-relevant courses are designed to meet the changing needs of students, employers, and society. The presence of audiology, and speech and language therapy, courses within the same subject area is unusual in the UK, but has significant potential benefits, given the complex interplay between the biological, psychological, social and cultural factors that underpin communicative behaviour. Students on both pre-registration courses will be educated by speech and language therapists, teachers of the deaf or other professionals with a specialist interest in hearing impairment and/or deaf culture and may lead to a PgCert Hearing and Communication.

Our approach to learning and teaching

Our learning and teaching approaches are developed using the following underpinning core values in relation to student-centred education:

■ Learning is embedded in the principles of equality, valuing and capitalising on the individual diversity of students and the richness of their knowledge and experience.

■ Learning is a continuous lifelong process for both students and educators.

A focus on the processes of learning is fundamental to our learning and teaching approaches. It is expected that students entering any of the offered courses will already have well-developed learning skills and a high level of motivation, so that they will be able to build on previously established skills, experiences and knowledge. Staff will aim to facilitate an independent, autonomous approach to learning, while providing a supportive but challenging learning environment, together with constructive evaluation and feedback about student performance. This is achieved through the provision of a facilitating environment, which encourages reflection, and sharing of knowledge and experiences as a basis for personal and professional growth, along with use of the humanistic and adult learning theories that promote valuing and respect of others, relevance of learning and recognition of emotional aspects of learning.

Students will be able to engage in a range of learning and teaching methods, in a way that suits each student’s individual learning style. Assessment is an integral part of the learning process and is designed to encourage an analytical approach to practice, which draws on a deep understanding of theoretical principles and critical evaluation of available evidence. The emphasis is on active learning approaches which encourage deep learning.

In summary, the courses are designed to allow progressive development and integration of practical skills, intellectual development and theoretical knowledge.

Research degree opportunities

Doctoral studies are available through both the PhD and Professional Doctorate routes. Please refer to the QMU website at www.qmu.ac.uk/study-here/postgraduate-research-study/graduate-school-and-doctoral-research/ for further details.

Facilities

We have fully-equipped clinical environments for both speech and language therapy and audiology. A suite of clinic rooms, situated around a clinic reception area, provides accommodation for clinical activities and research. There are two speech science laboratories. One is used primarily for undergraduate and postgraduate student laboratory work, and has an adjacent recording studio. The second laboratory is primarily for research purposes and contains specialist speech science equipment. The audiology suite consists of purpose-built test rooms, sound-proof booths and includes a full range of audiological equipment, supporting the development of clinical skills within the university environment before going out on clinical placement.

Career prospects

Postgraduate study in speech and hearing sciences opens up a multitude of career opportunities as well as facilitating CPD for those already employed within the healthcare sector. It is possible to take specific individual modules or the PgCert or PgDip as part of your ongoing career and personal development. Previous students have gone on to careers in advanced clinical practice, public health practices, government, education, management, business and research. We prepare our students for the challenges of the 21st century and actively encourage aspiration to higher levels of their chosen profession. It is difficult to estimate guidelines for salaries for either profession, as this is dependent on the context of employment as well as individual expertise.
I always wanted to work directly with people and to provide support, empathy and encouragement to them. I knew that I wanted to work within a hospital setting, yet I wasn’t sure what speciality. I decided to do some work experience in various areas of a hospital to get a better insight, and developed an interest in audiology, especially as I have two elderly family members who are hard of hearing. When looking at going to university after I finished school, unfortunately there were no audiology degree courses running in Northern Ireland (I wasn’t keen on moving away from home when I was 18 years old), I looked into all my options and decided to do a BSc (Hons) Anatomy at Queen’s University Belfast, with the hope of progressing on to this pre-registration course at QMU to enable me to become an audiologist.

In my first year at Queen’s, I completed a dissertation on “Deaf awareness training in medical schools within the United Kingdom and Ireland”, which involved working with PND (now known as Action on Hearing Loss). Additionally, following graduation I went to a local hospital to shadow an audiologist to give me a greater understanding of what they did every day within the clinic, and the work they carry out. Both these reinforced my decision that audiology was a suitable career for me.

I have just completed this course and I found it very interesting and enjoyable. It involves attending lectures, seminars, clinical skills sessions, hearing aid manufacturer days, and 34 weeks of clinical placement over the two years – a real good mix of theory and practical work. The support I received was very good at QMU as well as on clinical placement. Each student has a personal academic tutor to turn to for advice on any personal concerns or worries that they may have, and all staff are very friendly and approachable. Lectures also kept in touch when I was on placement to ensure that it was going well.

I really enjoyed my days on placement: they included varied appointments and have really helped me build up confidence and my abilities. The appointments have included performing diagnostic tests at a busy ENT clinic (ears, nose and throat), seeing patients who have been referred by their GP or ENT consultant for hearing aid provision, issuing and fitting hearing aids, repairing hearing aids, and testing young children and babies who have been referred for hearing tests from the newborn hearing screening programme. It can be challenging to work with a wide range of people from newborn babies to the elderly, but extremely rewarding and fulfilling work. There are three 10-12 week placements throughout the two years and this provides great opportunity to put theory into practice. Within the University there is a good range of audiology equipment to practice with, and a number of sound proof booths.

When I left school, I went to the University of Strathclyde to study Psychology. In my first year, I studied Russian, along with a few other subjects, and I had a real affinity for it so decided to continue it to a Joint Honours degree in Russian and Psychology. After completing that, I stayed on to do an MRes, in a paid postgraduate/teaching role, where I taught Russian language to undergraduate students. After completing the MRes, I began working at the BBC working subtitles for the deaf and hard-of-hearing. I did this for eight years until I was accepted to start the PgDip/MSc course.

Having had a deep personal and academic interest in language and linguistics previously, my move to the BBC provided access to people with disabilities and it made me want to pursue both elements more deeply than that job would allow. I have experience of social care and volunteering with the Children’s Panel, and also at the Speech and Language Therapy department of Erskine Care Home near Glasgow. All of these experiences led me to want to try something brand new and challenging but also to use the skills I’d developed in a productive way. This led me to investigate speech and language therapy courses around the country, and QMU’s two-year course was ideal, as I didn’t want to go back to undergraduate level to study.

“The course has been intensive, varied, rigorous and very enjoyable. It’s hard work, but that’s to be expected. The staff are always happy to support you in any aspect of the course you’re not sure about or need further work on. They are very flexible in terms of the method of teaching. You provide - they’ve offered revision classes and are quick to respond when there’s an issue you need to discuss. I’d say so far the best things have been the placements, both clinical and non-clinical. Being able to start applying and amassing more knowledge and experience out in the community almost immediately is daunting at first but the therapists I’ve met so far have been completely supportive and sympathetic to someone coming in to a new field. You learn so much on placement – it’s a really valuable and necessary aspect of the course.”

This course provides a fast-track route to an audiology qualification for individuals who hold a degree (or equivalent) in a related discipline (linguistics, psychology, physics, developmental or acquired disorders of speech, language and language processing). An audiologist should also be able to identify and assess hearing and/or balance disorders, recommending and providing appropriate rehabilitation and management.

Careers
Graduates may work within the National Health Service and private sector. A further assessment is required in order to work as a registered Hearing Aid Dispenser. The course provides graduates with eligibility to register with the Registration Council for Clinical Physiologists (RCCP) in the United Kingdom Academy of Health Care Scientists.

Module 15 credits: Audiology/ Linguistics and Culture in Signed and Spoken Languages/ Advanced Audiology Assessment/ Multidisciplinary Working
30 credits: Audiology Assessment/ Aural Habilitation and Rehabilitation/ Technology for Hearing Impairment/ Vestibular Assessment and Rehabilitation/ Research Methods
Level 10 credits
20 credits: Audiology Clinical Skills/ Professional Practice for Audiology
40 credits: Clinical Audiology 1.2 & 3 (placement module)
If studying for the MSc you will also complete a dissertation (60 credits)

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
This course is suitable for audiologists from a wide range of clinical settings who are interested in aural rehabilitation. The course will provide you with further knowledge and skills in adult and paediatric aural rehabilitation to support career development and to improve your practice.

The course aims to create an intellectually stimulating opportunity for you to develop academic knowledge and research skills, thus enhancing your practice in rehabilitative audiology. Suitable for international, UK and local audiologists, the course will develop knowledge of the evidence base in practice and further develop critical thinking, clinical reasoning and research knowledge.

The course is organised in three broad strands:
- Research: Research Proposal and Dissertation
- Rehabilitative Audiology
- Professional Practice

Knowledge, understanding and skills acquired across the course will be integrated and applied in the clinical setting throughout all modules. This course will ensure that the audiologist acquires the advanced knowledge required to work with complex cases, including international or multilingual auditory conditions as well as managing service input.

PgCert in Hearing and Communication
The PgDip/MSc (Post-Registration) in Rehabilitative Audiology is open to qualified audiologists but includes modules that are of interest to a range of professionals.

The PgCert in Hearing and Communication has been developed to allow students from a variety of non-audiological backgrounds the opportunity for further study in relation to hearing impairment and auditory/vestibular rehabilitation.

Students may take up to four years to complete the 60 credits required to be awarded a PgCert. Applicants might include: speech and language therapists, classroom teachers of the deaf; linguists; any health professional who are working as Audiologists in the UK need qualified audiological experience PLUS a continuing professional development (CPD) portfolio. Each application will be considered individually.

Key details:
- Duration: At QMU and on placement
- Entry requirements: Upper second class degree/masters level degree in related degree (eg: psychology, linguistics) is required. Experience of working with people with speech or communication impairments, for example through professional or voluntary work or shadowing a speech and language therapist.

The course is for people with a relevant degree seeking to refocus their studies into the area of speech and language therapy. It will provide graduates in a related discipline in psychology, linguistics, speech and language therapy or another health science.

Teaching, learning and assessment
This is a distance learning course and students engage with all materials online. This allows maximum participation. Discussions and seminars will also be archived to allow students to review the content after the event.

Teaching hours and attendance
We suggest that a student should spend an average of 18 hours on independent learning/work per week module. This could include online discussions.

Modules
Advanced counselling: Theory and Practice (15 credits)/ Research Methods (30 credits)/ Adult Aural Rehabilitation: Advanced Practice (30 credits) OR Paediatric Aural Rehabilitation (30 credits)
A further 45 credits from: Hearing Technology: Audiology (30 credits)/ Paediatric Aural Habilitation (30 credits)

If studying for the MSc, you may also complete a dissertation (60 credits).

Career opportunities for research in universities and research institutes.

Quick Facts
- This course is delivered completely online.
- It offers flexible learning pathways and draws from clinical experience.
- This course provides interaction with students from various backgrounds and contexts which supports critical evaluation.

PgDip/ MSc Speech and Language Therapy (Post-Registration)

EXIT AWARDS: PgDip (120 credits)/ MSc (180 credits)/PgCert Hearing & Communication (60 credits open to non-audiologists)

Register as an associate student to study single modules for CPD purposes (+1 credit offered)*. Please request an application pack from audiology@qmu.ac.uk or call +44 (0)131 474 0000.

The minimum entry requirement for the PgCert in Hearing and Communication will normally be a first or second class BSc (Hons) degree in psychology, linguistics, speech and language therapy or another health science.

Teaching, learning and assessment
This is a distance learning course and students engage with all materials online. This allows maximum participation. Discussions and seminars will also be archived to allow students to review the content after the event.

Teaching hours and attendance
We suggest that a student should spend an average of 18 hours on independent learning/work per week module. This could include online discussions.

Modules
Advanced counselling: Theory and Practice (15 credits)/ Research Methods (30 credits)/ Adult Aural Rehabilitation: Advanced Practice (30 credits) OR Paediatric Aural Rehabilitation (30 credits)
A further 45 credits from: Hearing Technology: Audiology (30 credits)/ Paediatric Aural Habilitation (30 credits)

If studying for the MSc, you may also complete a dissertation (60 credits).

Career opportunities for research in universities and research institutes.

Quick Facts
- This course is delivered completely online.
- It offers flexible learning pathways and draws from clinical experience.
- This course provides interaction with students from various backgrounds and contexts which supports critical evaluation.

The modules listed here are correct at the time of print (August 17), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Links with industry/professional bodies
The course provides graduates, including those who complete the PgDip, with opportunities for research, training, introduction to Speech and Language Therapists and the Health and Care Professions Council to practice in the UK.

Modules

If studying for the MSc, you will also complete a dissertation (60 credits).

CAREERS
Most graduates work within the NHS in community clinics, schools and private practices. A number of graduates have gone on to achieve higher degrees. Some graduates are now more busy with research, while others work as senior audiologists.

Quick Facts
- The diploma course is the only postgraduate pre-registration course of its kind in Scotland.
- The course is the only one in the UK whereby speech and language therapists and audiologists are trained in the same department.
- Both these awards qualify you to register as a speech and language therapist in the UK.
Fees

Fees and charges
All students pay an annual fee to the University. Fee levels are reviewed on an annual basis, and are subject to increase. For continuing students, any increase in the level of fee each year will be subject to a maximum percentage equivalent to the higher of the annual increase in the UK Retail Prices Index and 5%. With the exception of research students who have a studentship, all research students requiring laboratory, practical or clinical expenses will pay a minimum bench fee of £1,000, which covers the cost of consumable materials and other expenses associated with the student’s research at QMU. Students undertaking a proposal involving expenses which exceed £1,000 will be required to cover these costs if they do not have sponsorship. All research students also pay an examination fee. If you exceed the normal prescribed period of study without submitting your thesis, you are registered as a continuing student, and pay the appropriate annual continuation fee.

Payment of tuition fees
Tuition fees and bench fees (research students only) become due on the first day of your programme of study. You must either pay in full within 21 days of the due date, or make arrangements with the Finance Office to pay in instalments. If you choose this option, you will be asked to complete a direct debit mandate prior to, or at the time of, your matriculation. The number of instalments by which payment may be made will depend on the length and start date of your course. Students will be personally liable for payment of any professional body registration fees as detailed in the Registration and Membership fees section of our website.

For the annual tuition fees of £9000 and above, the student is self-funding and the fee is settled in full by 31 October 2017, a discount of five percent will be authorised. Graduates of QMU who hold a verified undergraduate or postgraduate award may be eligible for a ten percent discount on the published fee.

Funding for taught postgraduate and research students
Students applying for a master’s degree or postgraduate diploma are normally self financing or sponsored by employers or other agencies. We advise all students to investigate their eligibility for support at the earliest opportunity. For more information on current funding sources, including loans available to Scottish and EU students, please see pages 22 & 23.

Funding may also be available from a number of trust funds and charities. Details are available through the following website www.scholarship-search.org.uk.

Postgraduate students who find themselves in financial difficulty can apply for help through the Discretionary Fund administered by QMU. Details and application forms are available from Student Services. Criteria include having exhausted all other available sources of income, financial hardship and unexpected exceptional circumstances. Priority is given to final year students, students with disabilities, lone parents, mature students, students with short term medical difficulties and families on low income.

The most important sources of funding for postgraduate research students in the UK are the Research Councils. These bodies are government-funded agencies engaged in the support of research in different disciplines and postgraduate funding is just one part of a broad range of responsibilities. A full list of postgraduate funding opportunities is available at www.prospects.ac.uk. Details of research degree funding sources can be found on our website at www.qmu.ac.uk/study-here/postgraduate-research-study/graduate-school-and-doctoral-research.

For additional information on funding for postgraduate studies please refer to the scholarship information on pages 22 & 23.

Tuition fee deposits
Self funding international students who need a Tier 4 student visa are required to pay a £2,000 tuition fee deposit prior to receiving a Confirmation of Studies (CAS) which is required to apply for a visa. The £2000 deposit will be deducted from the overall fees payable.
Course fees for 2018/19

All fees quoted are per year unless otherwise stated. Please see our Terms and Conditions as they relate to fees - 142 & 143).

Following the UK’s referendum on EU membership, we can confirm that for students entering in 2018/19, the home fee will continue to apply to EU postgraduate students for the duration of their course. For more information and updates, see our website.

### POSTGRADUATE CLASSROOM-BASED COURSES

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<td>MA Arts, Festival &amp; Cultural Management/ MSc Gastronomy/ PgCert/PgDip/MSc Professional &amp; Higher Education**/ MSc Strategic Communication and Public Relations</td>
<td>£5500</td>
<td>£550 per 15 credit module</td>
<td>£1100</td>
<td>£12000</td>
<td>£1280 per 15 credit module</td>
<td>£2560</td>
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| * Home fees funded for a limited number of places  
** This course is delivered predominately online. For e-PgCert Professional & Higher Education, see opposite.  
PGCert Collaborative Working: Education & Therapy/ MSc Mammography/ MSc Medical Imaging/ MSc Occupational Therapy (Post-Registration)/ MSc Person-Centred Practice (Palliative Care)/ MSc Person-Centred Practice (Public Health and Wellbeing)/ MSc Advancing Physiotherapy Practice (Post-Registration)/ MSc Public Health Nutrition/ MSc Radiotherapy (Post-Registration) | £5500                  | £550 per 15 credit module   | £1100                             | £13000                  | £1430 per 15 credit module         | £2860                                 |
| PgCert Person-Centred Practice (District Nursing)/ PgDip Person-Centred Practice (Health Visiting)*/ PgDip Person-Centred Practice (School Nursing)/ PgDip Person-Centred Practice (Public Health and Wellbeing)/ PgDip Person-Centred Practice (Palliative Care) | £5500                  | £550 per 15 credit module   | £1100                             | £13000                  | £1430 per 15 credit module         | £2860                                 |

### NON-STANDARD POSTGRADUATE FEES

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<td>MSc/PgDip Audiology (Pre-Registration)/ MSc/PgDip Diagnostic Radiography (Pre-Registration)/ MSc/PgDip Occupational Therapy (Pre-Registration)/ MSc/PgDip Physiotherapy (Pre-Registration)/ MSc/PgDip Radiotherapy &amp; Oncology/ MSc/ PgDip Speech &amp; Language Therapy (Pre-Registration)</td>
<td>£8700 per annum (excludes dissertation)*</td>
<td>Pro rata to full-time fee</td>
<td>£970</td>
<td>£1280</td>
<td>£16300 per annum (excludes dissertation)*</td>
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### OTHER NON-STANDARD POSTGRADUATE FEES

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<th>Course</th>
<th>Scot/UK/EU Part-time</th>
<th>International Part-time</th>
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<tr>
<td>e-PgCert Professional &amp; Higher Education (Delivered fully online)</td>
<td>£550 per 15 credit module</td>
<td>£1280 per 15 credit module</td>
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<tr>
<td>MSc Art Psychotherapy (International) &amp; MSc Music Therapy (full-time only)</td>
<td>£6100 per annum *</td>
<td>£12800 per annum *</td>
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### MSc/PgDip Dietetics

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<td>Yr 1 £8700, Yr 2 £4340 (excludes dissertation)</td>
<td>£5500</td>
<td>£550 per 15 credit module</td>
<td>£1100</td>
<td>£13000</td>
<td>£1430 per 15 credit module</td>
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### MBA/ MBA Hospitality/ MBA Family & Smaller Enterprises/ MBA Tourism

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<td>£6600</td>
<td>£11200</td>
<td>£1280 per 15 credit module</td>
<td>£13800</td>
<td>£1430 per 15 credit module</td>
<td>£2820</td>
<td></td>
</tr>
</tbody>
</table>

### SPECIFIC INDIVIDUAL MODULES

<table>
<thead>
<tr>
<th>Course</th>
<th>Scot/UK/EU Full-time</th>
<th>Scot/UK/EU Part-time</th>
<th>Scot/UK/EU Part-time Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiography postgraduate work-based modules</td>
<td>£4400</td>
<td>£550 per module</td>
<td></td>
</tr>
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</table>

### DISTANCE LEARNING COURSES

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Diabetes/ MSc Podiatry/ MSc Rehabilitative Audiology (Post-Registration)</td>
<td>£550 per 15 credits</td>
<td>£1100</td>
<td>£12200</td>
<td>£1020 per 15 credit module</td>
<td>£2820</td>
<td></td>
</tr>
</tbody>
</table>
**Course fees cont...**

### Master of Public Administration (MPA)

<table>
<thead>
<tr>
<th>Type</th>
<th>Scot/UK/EU</th>
<th>International</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>£6600</td>
<td></td>
<td>£12200</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>£740 per 20 credit module</td>
<td></td>
<td>£1360 per 20 credit module</td>
</tr>
</tbody>
</table>

### MSc Dispute Resolution

<table>
<thead>
<tr>
<th>Type</th>
<th>Scot/UK/EU</th>
<th>International</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>£688 per 20 credits</td>
<td></td>
<td>£1315</td>
<td></td>
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</tbody>
</table>

### MA Stage Management

<table>
<thead>
<tr>
<th>Type</th>
<th>Scot/UK/EU</th>
<th>International</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>£6600</td>
<td></td>
<td>£1160 per 15 credit module</td>
<td></td>
<td>£1320</td>
</tr>
</tbody>
</table>

### Master of Research (MRes)

<table>
<thead>
<tr>
<th>Type</th>
<th>Scot/UK/EU</th>
<th>International</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Dissertation</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>£4100</td>
<td></td>
<td>£11100</td>
<td>£1750</td>
</tr>
</tbody>
</table>

### Master of Clinical Research (MClinRes)

<table>
<thead>
<tr>
<th>Type</th>
<th>Scot/UK/EU</th>
<th>International</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Dissertation</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>£1160 per 30 credits</td>
<td></td>
<td>£11500</td>
<td>£1750</td>
</tr>
</tbody>
</table>

### MSc Global Health/ MSc Social Development and Health/ MSc Sexual and Reproductive Health

<table>
<thead>
<tr>
<th>Type</th>
<th>Scot/UK/EU</th>
<th>International</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>£6900 (includes dissertation)</td>
<td></td>
<td>£1360</td>
<td>£1430</td>
</tr>
</tbody>
</table>

### Research (including Professional Doctorate)

<table>
<thead>
<tr>
<th>Type</th>
<th>Scot/UK/EU</th>
<th>International</th>
<th>Part-time</th>
<th>Full-time</th>
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<th>Dissertation</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>£4600</td>
<td></td>
<td>£2350</td>
<td>£11500</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>£740</td>
<td></td>
<td>£1360 per 15 credit module</td>
<td></td>
<td>£1375</td>
</tr>
</tbody>
</table>

- **Bench Fees - Laboratory Based Research**
  - £1000
- **Examination Fee**
  - £300
- **Continuation Fee**
  - £500

- With the exception of research students who have a studentship, all research students requiring laboratory, practical or clinical expenses will pay a minimum bench fee of £1,000, which covers the cost of consumable materials and other expenses associated with the student’s research at QMU. Students undertaking a proposal involving expenses which exceed £1,000 will be required to cover these costs if they do not have sponsorship.
- **All research students must pay the examination fee, which is charged at the time of the appointment of examiners, before submission of the thesis for examination. A second fee is charged for any re-examination.**
- **All research students exceeding their normal prescribed period of study without submitting their thesis are registered as continuing students, and pay the appropriate annual continuation fee.**

### POSTGRADUATE REGISTRATION AND MEMBERSHIP FEES (Check relevant professional body website for details)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LEVEL</th>
<th>NATURE OF FEE</th>
<th>FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc/PgDip Occupational Therapy</td>
<td>All</td>
<td>Registration Fee – College of Occupational Therapists (payable directly to Professional Body). See <a href="http://www.rcot.co.uk/about-us/join-us">www.rcot.co.uk/about-us/join-us</a></td>
<td>TBC</td>
</tr>
<tr>
<td>MSc Physiotherapy (Pre Registration)</td>
<td>All</td>
<td>Registration Fee – Chartered Society of Physiotherapy (payable directly to Professional Body). See <a href="http://www.csp.org.uk/membership/join-csp/students/fees">www.csp.org.uk/membership/join-csp/students/fees</a></td>
<td>TBC</td>
</tr>
<tr>
<td>MSc Diagnostic Radiography</td>
<td>2</td>
<td>Registration Fee – College of Radiographers (payable directly to Professional Body). See <a href="http://www.sor.org/being-member/join-us">www.sor.org/being-member/join-us</a></td>
<td>TBC</td>
</tr>
<tr>
<td>MSc-PgDip Radiotherapy &amp; Oncology</td>
<td>2</td>
<td>Registration Fee – College of Radiographers (payable directly to Professional Body). See <a href="http://www.sor.org/being-member/join-us">www.sor.org/being-member/join-us</a></td>
<td>TBC</td>
</tr>
</tbody>
</table>

### OTHER FEES

- **RPL Investigation Fee – Undergraduate (Experiential Learning)**
  - £120
- **RPL Investigation Fee – Postgraduate (Experiential Learning)**
  - £180
- **Re-Assessment Fee per Module**
  - £40 (Maximum of £120)
- **Late Matriculation Fee**
  - £50
- **Late Reassessment Registration Fee**
  - £50
- **Replacement Certificate Fee**
  - £25
- **Replacement Transcript Fee**
  - £20
- **Confirmation of Award**
  - £15
- **Certified Copy of Certificate**
  - £10
- **Course Document**
  - £30
- **Graduation Fee**
  - £45
- **Fee for Graduation in Absentia**
  - £45
- **Replacement Student Smart Card**
  - £20

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- Please check the fees section of the QMU website for updates.
If you intend to apply for a place at QMU, you must read the following Terms and Conditions and ensure that you understand them. These Terms and Conditions are governed by the law of Scotland.

You acknowledge that in the event of a contract you will enter into with QMU should you be offered and accept a place with us.

1. Every effort has been made to ensure that the information contained in this prospectus is accurate at the time of publication (July 2017). The University will use all reasonable endeavours to provide courses of study described in the prospectus and to deliver them in accordance with the descriptions of courses set out. However, as the University is committed to ensuring that courses remain up to date and relevant, it reserves the right to discontinue, merge or combine courses and to make variations to the content or method of delivery of courses, if such action is reasonably considered to be necessary by the University. This, combined with the need to publish the prospectus well in advance, means that changes to the information presented in the prospectus may have occurred, intended to be discontinued, or intended to be combined, prior to that publication date. The content or curriculum of a course may change for a number of reasons, including that:

- the change is required to ensure that the course continues to deliver its key learning outcomes and the content of the course is responsive to changes and developments in the academic discipline;
- for courses leading to professional qualifications, accreditation or registration, the course is required to satisfy pre-requisites of a particular professional or regulatory body responsible for awarding the qualification, accreditation or registration;
- the change is not a material change to the content or curriculum;
- the change is necessary for the benefit of the students on the course;
- the change is required due to circumstances outside the control of the University;
- it is necessary to ensure that the programmes continue to align with the University’s aims, strategy and mission.

Remedies for students impacted by any such change may include, by instalment, provision of alternative course modules or courses or the option to transfer to another course at the University. It may be desirable or necessary to withdraw certain courses from the University's portfolio of provision as a result of a number of factors including changes in provision demanded from prospective students, changes in staffing, a strategic realignment of the University’s portfolio or a major organisational change. The University will use all reasonable endeavours to provide alternative courses or the option to transfer to another course at the University. It may be desirable or necessary to withdraw certain courses from the University's portfolio of provision as a result of a number of factors including changes in provision demanded from prospective students, changes in staffing, a strategic realignment of the University’s portfolio or a major organisational change.

The University's endeavours to provide courses of study described in the prospectus and to deliver them in accordance with the descriptions of courses set out. However, as the University is committed to ensuring that courses remain up to date and relevant, it reserves the right to discontinue, merge or combine courses and to make variations to the content or method of delivery of courses, if such action is reasonably considered to be necessary by the University. This, combined with the need to publish the prospectus well in advance, means that changes to the information presented in the prospectus may have occurred, intended to be discontinued, or intended to be combined, prior to that publication date. The content or curriculum of a course may change for a number of reasons, including that:

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Application and selection

Application process
All applications for taught postgraduate courses should be made online through our website. To apply online, visit www.qmu.ac.uk/study-here/course-a-z, select your course from the list and click ‘Apply for this course’.

Deadlines
A number of our most popular courses have set a closing deadline for applications. Where a deadline has been set this will be detailed on the individual course page in this prospectus.

Entry requirements
Details of the entry requirements for each of our postgraduate courses are given on the individual course pages. Usually applicants will be required to have an honours degree, or a diploma level qualification and considerable relevant professional experience. We normally look for entry requirements to have been taken within five years of starting a course. Where an applicant’s qualifications are older than this, we normally require additional evidence of recent study and relevant experience. If you have any questions about the suitability of your qualifications please contact the Admissions team (admissions@qmu.ac.uk).

Details of our English Language requirements for international students can be found on each course page.

Receipt of application
Once you have submitted your online application, you will receive an automatic acknowledgement email confirming receipt of your application. We would strongly recommend that you check your email settings before applying to ensure that ‘qmu.ac.uk’ email addresses are not blocked or sent to your spam or junk mail folders. If you do not receive an email please contact Admissions.

When will I receive a decision on my application?
You should expect a decision on your application within four weeks of submitting a completed application.

■ Where courses have set closing dates, decisions will be notified within four weeks of the closing date.
■ Where courses select via an interview process, applicants will be advised of the outcome within two weeks of attending an interview.

What is a completed application?
This may vary slightly by course but the Admissions team will notify you if there are any documents which we need before we can assess your application. The usual documents required are:

- Completed application form
- Transcript of grades
- Degree certificate (if appropriate)
- Two letters of reference, one of which may be from an employer, on headed paper, signed and dated or sent from a professional email account.
- English language results (if appropriate)

Interviews and auditions
Where an interview or audition is required for entry to a course, we will contact you by email to invite you to attend the University and will give you full details about the requirements of the interview or audition. Details are also available on the individual course pages. Where applicants are unable to attend an interview on campus, it may be possible to arrange a telephone or Skype interview. Further details can be obtained from Admissions.

Offers
Once we have considered your application, you will be given one of the following decisions:

■ an unconditional offer*
■ a conditional offer: the offer of a place, subject to the achievement/verification of specific entry requirements prior to entry
■ waiting list: on occasion, a course is in high demand and may become fully subscribed so a waiting list is started. Places may subsequently become available.
■ unsuccessful: we will give feedback on why your application has been unsuccessful when we communicate the decision.

Conditional professional development (CPD) applications
The application for CPD courses varies depending on the course you are applying for. For details of how to apply for our range of short courses, please see the individual CPD course page on our website. If you wish to apply for a single module select ‘Apply for this course’ on the webpage for the full degree course. You will then have the opportunity to specify the module that you wish to study as part of your application.

Interviews and auditions
Where an interview or audition is required for entry to a course, we will contact you by email to invite you to attend the University and will give you full details about the requirements of the interview or audition. Details are also available on the individual course pages. Where applicants are unable to attend an interview on campus, it may be possible to arrange a telephone or Skype interview. Further details can be obtained from Admissions.

Offers
Once we have considered your application, you will be given one of the following decisions:

■ an unconditional offer*
■ a conditional offer: the offer of a place, subject to the achievement/verification of specific entry requirements prior to entry
■ waiting list: on occasion, a course is in high demand and may become fully subscribed so a waiting list is started. Places may subsequently become available.
■ unsuccessful: we will give feedback on why your application has been unsuccessful when we communicate the decision.

Credit accumulation
Students registered for a master’s degree may exit most courses with an award at postgraduate certificate or postgraduate diploma level. This applies mostly to courses designed on a modular basis and where progression is by credit accumulation. Where a postgraduate certificate has not been validated in a certain subject, the award will be a Postgraduate Certificate in Higher Education.

Criminal convictions
All applicants are asked to disclose criminal convictions to help safeguard the welfare of our students. Applicants for certain courses of study must declare all criminal convictions, and in these cases the Rehabilitation of Offenders Act 1974 does not apply. Applicants for some health science courses will be required to provide a satisfactory criminal records check from the Disclosure Scotland Protecting Vulnerable Groups (PVG) Scheme as part of the application process. Applicants from outside the UK will also be required to provide the Admissions Office with a satisfactory police check from their home country. If you have any questions or concerns regarding criminal convictions, please contact Admissions.

Assessment of prior experiential learning
We are able to offer Assessment of Prior Experiential Learning to some applicants who are seeking exceptional entry and offer advice on the action required to augment your experience. This can range from completing a portfolio of work to an assignment, which we will set. Further information is available from Programme Leaders.

MORE INFO?
Contact Admissions
+44 (0)131 474 0000 or Email: admissions@qmu.ac.uk

*If you have satisfied the requirements for entry to your chosen course.
Find us: in person, by phone and on social media
How to get to our campus

From central Edinburgh by train
The campus is fewer than six minutes by train from central Edinburgh. QMU is located directly beside Musselburgh station, whilst New Craighall Park and Ride Station is located to the north west of the site, approximately ten minutes away on foot. Musselburgh station is served by trains from Edinburgh and East Lothian, whilst New Craighall is served by trains from Edinburgh and the new Borders Railway line. Trains run from Waverley Station to Musselburgh and from both Haymarket and Waverley to New Craighall. Detailed information can be found on the ScotRail website at www.scotrail.co.uk.

From central Edinburgh by bus
QMU is served by the frequent number 30 Lothian Bus service, which also operates a night bus service. Other services are also in operation at peak times. Further bus options are available on our website at www.qmu.ac.uk/prospective_students/how_to_find_us.htm.

Walking from Fort Kinnaird
From Fort Kinnaird walk along New Craighall Road and continue on underneath the Musselburgh bypass and past the New Craighall Park and Ride (on your right). Just past the Park and Ride, walk underneath the bridge and take the first road on your right, this is the National Cycle Network path. Continue on this path past the New Craighall Rugby club which is on your left – until you reach the QMU campus.

Driving from central Edinburgh
From Princes Street, going east, follow signs for A1 to Berwick, along Waterloof Place (continuation of Princes Street), and then onto the A90 into Edinburgh. At the Barnton Junction, turn right onto the A90 and cross the Forth Road Bridge. Continue forward on to the A90 into Edinburgh. At the Barnton junction, turn right onto Musselburgh Road – A902. At the junction adjacent to New Restalrig Church Roundabout, take the 3rd exit onto The City of Edinburgh Bypass – A720. Through Old Craighall Junction, at roundabout take the 1st exit onto the A720 until Sheriffhall Roundabout, take the 3rd exit onto The City of Edinburgh Bypass – A720. Through Old Craighall Junction, at roundabout take the 1st exit, then merge onto the A1. Take the exit signposted Queen Margaret University.

Driving from West Lothian
Take the M9, at the Newbridge Junction roundabout take the 2nd exit, to continue on the M9. At the junction with the M8, branch left onto the M8 then take the A1. At the junction of the A1 with the A720, take the 2nd exit onto The City of Edinburgh Bypass – A720. Through Old Craighall Junction, at roundabout take the 1st exit, then merge onto the A1. Take the exit signposted Queen Margaret University.

Walking from the Newcraighall Rugby club
Go through the roundabout and past the sliproad for New Craighall, and follow signs for Queen Margaret University to the next sliproad. From the end of this road turn to the left and the carpark entrance is on the right hand side.

Driving from Forth Road Bridge
Take the M90 south towards Edinburgh (signposted City Bypass South). Continue forward, then merge onto the Edinburgh Bypass – A720. Travel along the A720 until Sheriffhall roundabout, take the 3rd exit onto to The City of Edinburgh Bypass – A720. Through Old Craighall Junction, at the roundabout take the 1st exit, then merge onto the A1. Take the exit signposted Queen Margaret University.

Cycling from central Edinburgh
National Cycle Route 1 runs from Edinburgh Waverley Station to the rear of the campus. There are also many quiet roads in the Musselburgh area which allow for safe cycling. These can be seen on the cycle map on our website.

Driving from central Edinburgh
Starting from the High Street, walk south towards the River Esk, continue along this road (it becomes Mill Avenue then Olivebank Road) until the junction of Olivebank Road and Eskview Terrace. Turn left into Eskview Terrace, keep walking until you come to Stoneybank Terrae. Turn right at Stoneybank Terrace, continue on until the road becomes Whitehill Farm Road. Walk down Whitehill Farm Road, passing the Musselburgh train station (on your right), then onto the pedestrian entrance to QMU.

Driving from Fife
Starting from the High Street, walk north along the A90 into Edinburgh. At the Barnton Junction, turn left onto the A90 and cross the Forth Road Bridge. Continue forward on to the A90 into Edinburgh. At the Barnton junction, turn right onto Musselburgh Road – A902. At the junction adjacent to New Restalrig Church Roundabout, take the 3rd exit onto The City of Edinburgh Bypass – A720 (signposted Berwick upon Tweed). Travel along the A720 until Sheriffhall Roundabout, take the 3rd exit onto The City of Edinburgh Bypass – A720. Through Old Craighall Junction, at roundabout take the 1st exit, then merge onto the A1. Take the exit signposted Queen Margaret University.

Driving from M90
Take the M90 south towards Edinburgh (signposted City Bypass South). Continue forward, then merge onto the Edinburgh Bypass – A720. Travel along the A720 until Sheriffhall roundabout, take the 3rd exit onto to The City of Edinburgh Bypass – A720. Through Old Craighall Junction, at the roundabout take the 1st exit, then merge onto the A1. Take the exit signposted Queen Margaret University.

Driving from West Lothian
Take the M9, at the Newbridge Junction roundabout take the 2nd exit, to continue on the M9. At the junction with the M8, branch left onto the M8. At M8 junction 1, keep in right hand lane to continue forward (signposted City Bypass South). At Hermiston Junction roundabout take the 3rd exit on to the A720 (signposted City Bypass South). Continue forward, then merge on to the Edinburgh Bypass – A720. Travel along the A720 until Sheriffhall roundabout, take the 3rd exit onto to The City of Edinburgh Bypass – A720. Through Old Craighall Junction, at the roundabout take the 1st exit, then merge onto the A1. Take the exit signposted Queen Margaret University.

Car use at QMU
We operate a needs-based parking policy for staff or students, meaning that those who have a genuine need, such as childcare, will receive a permit in preference to others. You will require a parking permit to park on campus. Permits are priced according to the CO2 emissions of the vehicle. Our car park has several disabled parking spaces located close to the main entrance. Where appropriate, a Disabled Parking Permit can be provided as a reasonable adjustment for an eligible disabled student at no cost. If you would like to find out if you qualify for a disabled parking permit, please email disability@qmu.ac.uk. Car users MUST access the campus off the A1. Please note that some Sat Nav systems direct you to Musselburgh Station – cars cannot access QMU at this point.

For more information email: parking@qmu.ac.uk

The campus is fewer than six minutes by train from central Edinburgh, and Musselburgh station is located at the entrance to the campus.
Useful contacts, more information and online social media

Useful contacts and more information on our website
Please feel free to contact us if you have any queries. Each contact can also be reached by telephone on +44 (0)131 474 0000. You will access a voice activated system through which you should ask for the appropriate area.

Accommodation Office
E: accommodation@qmu.ac.uk
W: www.qmu.ac.uk/campus-life/accommodation/

Admissions
E: admissions@qmu.ac.uk
W: www.qmu.ac.uk/registry/admissions.htm

Careers and employability
E: careers@qmu.ac.uk
W: www.qmu.ac.uk/campus-life/careers-and-employability/

Effective Learning Service
E: els@qmu.ac.uk
W: www.qmu.ac.uk/study-here/student-services/effective-learning-service-els/

Learning facilities
E: is-helpdesk@qmu.ac.uk
W: www.qmu.ac.uk/study-here/learning-facilities/

International Office
E: international@qmu.ac.uk
T: +44 (0)131 474 0099
W: www.qmu.ac.uk/study-here/international-students/

Student Disability Adviser
E: DisabilityService@qmu.ac.uk
W: www.qmu.ac.uk/study-here/student-services/disability-service/

Student Funding Adviser
E: studentfunding@qmu.ac.uk
W: www.qmu.ac.uk/study-here/student-services/funding-advice-service/

Sports
E: sportsreception@qmu.ac.uk
W: www.qmu.ac.uk/campus-life/qmu-sports-centre/

Student Counsellor
E: counselling@qmu.ac.uk
W: www.qmu.ac.uk/study-here/student-services/counselling-service/

Students’ Union
E: union@qmu.ac.uk
W: www.qmu.ac.uk/campus-life/students-union/

QMU on Facebook and Twitter
Connect with us on Facebook at www.facebook.com/QueenMargaretUniversity or follow us on Twitter, “QMUniversity”.

Films on QMU
We have produced a number of videos which you may like to check out. Our videos are accessible on the QMU You Tube Channel at www.youtube.com/QMUniversity. You can view videos on the following:

Welcome to QMU
W: https://www.youtube.com/watch?v=k0Z1lmJbys

Step Ahead at QMU
W: https://www.youtube.com/watch?v=gePuur27LKA

Edinburgh and East Lothian
W: https://www.youtube.com/watch?v=6UZ9FCuwJBg

Pre-Sessional English Programme
W: https://www.youtube.com/watch?v=D69QTxnpgXi

Accommodation
W: https://www.youtube.com/watch?v=Kk-3kMyKvqj

You will also find a number of postgraduate student case studies if you use the search term “Step Ahead at QMU” once you are on our You Tube channel.

For an aerial view of our campus go to: https://goo.gl/CYzpUL

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Map on page 149

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We look forward to hearing from you.