Programme Specification

Queen Margaret University
EDINBURGH

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

1	**Awarding Institution**	Queen Margaret University, Edinburgh
2	**Teaching Institution**	Queen Margaret University, Edinburgh
3	**Professional body accreditation**	
4	**Final Award**	MSc (Post Reg.) in Occupational Therapy
	Subsidiary exit awards	PG Certificate
		PG Diploma in Occupational Therapy
5	**Programme Title**	MSc (Post Reg.) in Occupational Therapy
6	**UCAS code** (or other coding system if relevant)	
7	**SCQF Level**	11
8	**Mode of delivery and duration**	Full-time or Part-time
		Full-time: 1year min. 4 years max.
		Part-time: 3 years min. 7 years max.
9	**Date of validation/review**	17 March 2015

10. Educational Aims of the programme
Aim
The MSc (Post Reg.) in Occupational Therapy programme aim, is to;

produce Masters graduates who are skilled, analytical, evaluative and critically reflective occupational therapy professionals, committed to life long learning, whilst fostering transferable skills which will promote social responsiveness related to wider health and societal needs.

11. Benchmark statements/professional and statutory body requirements covered by the programme
This document outlines the MSc (Post Reg.) in Occupational Therapy. It has been designed to comply with:

- Scottish Qualifications and Credit Framework: Handbook 1 (SCQF) [online]. 2007. Available from: http://www.scqf.org.uk/ForPolicyMakers/Policy-Maker-Overview.aspx

- QUEEN MARGARET UNIVERSITY., 2008. *Taught post-graduate framework*. Edinburgh: Queen Margaret University.

- EUROPEAN NETWORK OF OCCUPATIONAL THERAPY IN HIGHER EDUCATION (ENOTHE)., 2000. *Tuning and Quality: Tuning educational structures in Europe* [online]. Available from: http://www.enothe.eu/index.php?page=tuning/default

- QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION (QAA) SCOTLAND & SCOTTISH HIGHER EDUCATION ENHANCEMENT COMMITTEE (SHEEC)., 2013. *What is mastersness? Report of the Scottish Higher Education Enhancement Committee Learning from International Practice. The Postgraduate Taught Student Experience Working Group* [online Discussion paper]. Available from: http://www.enhancementthemes.ac.uk/docs /report/ what-is-mastersness.pdf

- THE HIGHER EDUCATION ACADEMY., 2013. *Flexible learning: a practical guide for academic staff*. York: The Higher Education Academy.

12. Learning Outcomes of the Programme
Learning Outcomes
By the end of the programme, the student will be able to:
1. Initiate significant proactive, autonomous and responsible contributions to their respective practice contexts, directed by wider health and societal needs.
2. Critically debate and communicate complexity of relationships between theory, practice, research and policy.
3. Abstract knowledge and/or meanings from sources, using these to construct and demonstrate originality in the application of knowledge and/or practice.
4. Demonstrate depth of critical engagement with literature, and develop depth of knowledge in relation to strategies for research and enquiry used to create and interpret knowledge in occupational therapy and related disciplines.
5. Demonstrate salience of research and enquiry through the development and application of scientific and ethical principles to the understanding, collection and analysis of qualitative and/or experimentally generated research principles.
6. Develop autonomy and exercise responsibility, initiative and self-direction to support and further independent study and professional development.
7. Adopt a reflective, critical and analytical approach when dealing with complexity and unpredictability in their practice context, so that they can be trusted to cope with uncertainty.
8. To demonstrate professionalism by displaying professional attitudes, behaviour and values of relevance to the profession of occupational therapy, including developing academic integrity, dealing with challenges to professionalism, recognising the need to reflect on practice, and becoming part of a professional community committed to continuing professional development and ensuring evidence-based practice.

13. Teaching and learning methods and strategies
The approach to teaching and learning is underpinned by the view that adult learners on this programme bring with them a valuable array of knowledge, skills and experiences which will be built upon through presenting a variety of

purposeful and stimulating opportunities for learning within a secure and supportive environment. The programme tutors aim to engage the learners in a range of activities which further promote student autonomy and self-direction in terms of learning. Although it is anticipated that all students will be motivated to learn, and have an understanding of how they learn, it is the role of the tutors to facilitate the development of greater expertise in reflection and support the learner towards ever increasing autonomous learning i.e. by assuming responsibility for learning and knowing how to self-regulate and evaluate learning.

In this context, and in line with the portfolio of other programmes offered by the occupational therapy team at QMU, Enquiry Based Learning (EBL) over-arches the MSc (Post Reg.) programme delivery. Barret & Cashman (2010) define EBL as a broad umbrella term that includes all forms of learning stimulated by enquiry including: project work, small-scale investigation and problem-based learning.

The occupational therapy programme team are experienced in the educational philosophy of EBL, and adopt this learner-centred approach which can include analysis, problem solving, discovery, and creative activities, both in the classroom and the community. Examples of these strategies in action are reflected below:

- Integration of reflective practices in different elements within the programme (e.g. Developing Professional Practice through Work Based Learning, Specialist Practice Through Independent Study)
- Incorporation of learning contracts (e.g. Specialist Practice Through Independent Study, Developing Professional Practice through Work Based Learning).
- Enabling students to learn from and with others, through supportive peer-assessment and feedback, guided by the tutor (available through e-learning also)
- Where applicable, use problem-based scenarios and/or case studies within learning sessions and promote collaborative working which is aligned with the context of current occupational therapy practice (e.g. Developing Occupation-Based Practice).
- E-learning, class debate and critical discussion within interactive sessions where students can incorporate and/or build upon prior experiences and knowledge (embedded within all modules).
- Development of work-based projects to explore real-life contexts associated with practice (e.g. Work Based learning, Developing Occupation-Based Practice).

14. Assessment strategies

A range of assessment methods relevant to post-graduate education, are used within the MSc (Post Reg.) in Occupational Therapy programme, however there are no written or practical examinations. Examples of assessment include case based work, presentations, essays, systematic and literature review, a research proposal outline, and development of learning contracts. In general, the assessment pattern for each module reflects the aims, learning outcomes and the learning approaches for that module. Where

appropriate, modules allow a degree of student centred choice in terms of the potential to choose the topic to be studied, shaping of assessment outcome and/or involvement in negotiating assessed learning contracts. A separate project handbook is made available to students in order to support the completion of the School of Health Sciences Research Project Module (0M108).

Formative assessment has been incorporated both formally and informally. For example, as part of the Learning Methodologies module (non credit bearing) formative assessment is available in the submission of an essay style written piece of work, with feedback provided by the student's personal academic tutor. Other modules also include presentations of student work in progress to enable both peer and tutor feedback; some modules include submission of on-line class discussion concerning assignments. Informal formative assessment is on going through out all modules, however specific formative assessment linked to the summative components of each assessment has been highlighted within the module descriptors, core to occupational therapy.

A separate project handbook is available to support students undertaking the School of Health Sciences Research Project module (0M108). All supervision and assessment will comply with University policies. Refer to assessment regulations and related documents at:

http://www.qmu.ac.uk/quality/documents/Assessment%20Regulations.pdf

http://www.qmu.ac.uk/quality/documents/Taught_Postgraduate_Framework.pdf

The assessment process uses appropriate marking criteria aligned to the post-graduate performance attributes for each grade banding

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

There is a choice of full-time or part-time routes and, if students wish, some modules on both the part-time and full-time route can be studied via distance learning. Table 1 illustrates this.

Table 1: Programme structure.

Student Learning Route: Full Time/Part Time
Compulsory (90 credits): Research Methods: 30 credits School of Health Sciences Research Project: 60 credits
Plus 90 credits: 60 must be core Occupational Therapy
Developing Specialist Occupational Therapy Practice Through Independent Study: 15 or 30 credits
Developing Professional Practice Through Work Based Learning: 15, 30 or 45 credits
Working Together in the Management of Chronic Pain: 30 credits
Critically Engaging With Occupation: Translating Theory to Practice: 15 or 30 credits
Developing Rights-Based Practice for Allied Health Professionals Working With People With Dementia, Their Families and Carers: 15 credits
*Potential to choose a maximum of 30 credits from QMU Masters catalogue. RPL of learning may also be considered

As such, the MSc (Post Reg.) in Occupational Therapy offers essentially two routes of student learning pathways, or delivery, (part-time and full-time study), however 'modes' of delivery can be flexibly chosen. This may incorporate distance learning, for example, on either route. The student learning routes are outlined in table 2.

Table 2: Potential student routes available on the MSc (Post Reg). in Occupational Therapy.

Student route 1	Full time	Pace, place & mode of delivery designed to allow a degree of student control & flexibility over when, where, how & sometimes what they study.
Student route 2	Part time	

Some students will work towards the MSc (Post Reg.) in Occupational Therapy award; others may pursue selected modules as an Associate Student for CPD purposes. Students may wish to consider the three exit points available throughout the journey to an eventual MSc (Post Reg.) in Occupational Therapy. These exit points are highlighted in table 3.

Table 3: Three exit points throughout the MSc (Post Reg.) in Occupational Therapy.

Award	Level	Credit Points
Postgraduate Certificate in Occupational Therapy	M	60
Postgraduate Diploma in Occupational Therapy	M	120
Master of Science in Occupational Therapy	M	180

To achieve the named award, **MSc (Post Reg.) in Occupational Therapy**, the student must
- complete 180 SCQF Credits
- be a qualified occupational therapist
- Complete Research Methods module (PM051), 30 credits
- Complete Research Project module (0M108), 60 credits
- Complete an additional 90 credits (60 of which must be core **occupational therapy** modules).

In summary: complete M-level modules to the equivalent of 90 credits (of which 60 credits must be from core occupational therapy modules). In addition, complete 90 credits from research based academic work from module PM051 and module 0M108.

To achieve the named award, **PG Diploma in Occupational Therapy**, the student must:
- complete 120 SCQF Credits.
- Be a qualified occupational therapist,
- Complete Research Methods module (PM051), 30 credits

- Complete additional 90 credits (60 of which must be **core occupational therapy** modules).

In summary: complete M-level modules to the equivalent of 90 credits (of which 60 credits must be from core occupational therapy modules). In addition, complete 30 credits from the research methods module (PM051).

To achieve the named award, **PG Cert in Occupational Therapy**, the student must
- complete 60 SCQF Credits.
- Be a qualified occupational therapist,
- Complete Research Methods module (PM051), 30 credits
- Complete additional 30 credits which must be a core **occupational therapy** module.
- In summary: complete two (30 credit) modules. One must be a core/specialist occupational therapy module and one a research module.

Table 4 therefore, highlights the availability of modules, credit points associated with each module and availability through full time, part time or via distance learning (where attendance is not necessary). Students can opt to undertake an optional 30 credits maximum, from other M-level modules identified in the QMU masters catalogue and where this is agreed by the module co-ordinator.

Table 4: Delivery pattern and module credits available for the MSc (Post Reg.) in Occupational Therapy.

Module	Credit	ECTS	Available Distance Learning	Available Full Time	Available Part Time
Developing Specialist Occupational Therapy Practice Through Independent Study	15 or 30	7.5 or 15	Yes (negotiated with programme leader & module co-ordinator)	Yes	Yes
Critically Engaging With Occupation: Translating Theory to Practice	15 or 30	7.5 or 15	No	Yes	Yes
Developing Rights-Based Practice for Allied Health Professionals Working With People With Dementia, Their Families and Careers	15	7.5	No	Yes	Yes
Working Together in the Management of Chronic Pain	30	15	Yes	Yes	Yes
*Work Based Learning (NM164, NM107, NM165)	15, 30 or 45	7.5, 15 or 22.5	No	Yes	Yes
**Research Methods (PM051)	30	15	Yes	Yes	Yes
**Research Project Module (0M108)	60	30	Yes (negotiated with programme leader & module co-ordinator)	Yes	Yes

*Module accessible to MSc (Post Reg.) in Occupational Therapy programme students. Module contributes to core occupational therapy teaching credits, however module descriptor not considered as part of MSc (Post Reg.) in Occupational Therapy as these are 'owned' by the Division of Nursing.**Compulsory research based MSc (Post Reg.) in Occupational Therapy modules. These modules are core to the MSc (Post Reg.) in Occupational Therapy programme but are not considered as part of the MSc (Post Reg.) in Occupational Therapy programme re-validation as they cover all of the School of Health Sciences MSc taught programmes.

16. Criteria for admission

The standard precepts of the University Admissions Regulations apply. These can be found on the Quality website:

http://www.qmu.ac.uk/quality/documents/Taught_Postgraduate_Framework.pdf

To enter the programme students should normally possess an honours degree in occupational therapy from a WFOT recognised institution. Alternative occupational therapy qualifications, with relevant work experience, may be considered. International students who are registering for the named award normally must have gained their professional qualification from a school recognised by the World Federation of Occupational Therapists. They are also required to have the appropriate visa for studying in the UK. Students may register for the named award or as an Associate student.

17. Support for students and their learning

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: http://www.qmu.ac.uk/quality/