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

| 1 | **Awarding Institution** | Queen Margaret University |
|---|---|---|
| 2 | **Teaching Institution** | Queen Margaret University |
| 3 | **Professional body accreditation** | Nursing and Midwifery Council (for those awards marked with *) |
| 4 | **Final Award** | MSc Person Centred Practice |
| | **Subsidiary exit awards** | PgDip Person-centred Practice |

**Plus optional professional outcomes for health visiting**
The Framework outcomes have been developed considering the NMC Standards of Proficiency for specialist community public health nursing (NMC 2004). For the PgDip in PCP (Health Visiting) students will exit with NMC registration: Specialist Community Public Health Nursing (SCPHN). Health Visiting.

**BSc (Hons) Person-centred Practice (District Nursing) with Professional Award**

where students can explore and challenge theories, practices and different sources of knowledge creatively in an atmosphere of high challenge and high support. We will achieve this learning environment through a focus on 3 pillars of learning activity.



Embedded in these pillars are methods of co-creation and production, philosophical enquiry, transformative conversations and deep critical reflective practice. 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. The engagement in life-long learning and co-creation of communities of learners and practice is integral to this process. Further study will increase breadth and depth of advancing and specialist practice nurturing both praxis and interaction with research and enquiry-based approaches to professional practice.

## 14. Assessment strategies

Assessment strategies will encourage application to practice. Ǫ |ǎ ^  ̧ǎ@ c@ Fˈæ{ ^  ̧[ ¦\ ꞯ philosophy, a wide range of sustainable strategies are used to ensure assessment diversity. V@̃  ̧ǎ| à^ æ&@ᷛç^å c@[ ˇ * @c@ ˇ •^ [ ~çæ̧ǎ̃ǎ • d̃ æ^* ̃ •  ̧@&@å¦æ̧ [ } c@ • č å^} ꞯ [  ̧} æᷝ^ æ of practice such as portfolio development, practice proposals, annotated bibliographies, simulation events, games, seminar presentations and self-determined contextual assignment topics. Tutor, peer and self-assessment, including within virtual environments (e.g. HUB@QMU, Values Exchange), will be an important component of approaches to formative and summative assessment. The assessment practices are designed to recognise the process of learning as well as the product of learning and are informed by the six tenets for transforming assessment in Higher Education (Ball et al 2012) and aim to meet professional requirements.

Undertaking this framework of study will provide students with an experience which is supportive, yet challenging and enables development of their practice (QELTA vision QMU 2012). These approaches are designed to enable individuals to attain the qualities within the QMU graduate attributes available at http://www.qmu.ac.uk/quality/qm/AZindex.htm#g

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

The programme outline below gives details of the core and elective modules available and their delivery pattern. Each module has credit points (multiples of 10 for SCQF Level 10 & 15 credits for SCQF Level 11).

The credit and module requirements for each exit qualification are as follows:

There are three core modules that underpin the MSc Person Centred Practice Framework. These, in combination with different modules from a chosen route, allow the student to select an outcome that reflects their area of professional practice and gain an award of relevance to them and their practice. Students studying for the MSc Person Centred Practice (non-NMC associated) can elect to undertake a flexible route through available modules either from the Division of Nursing or other Divisions within QMU to build a customised programme, followed by the Masters Dissertation Project. The routes associated with NMC awards have prescribed m[ å˘ |^• ɖ { ^^cơ@ ¦^*˘ |æɟ ¦ˆ ¦^˘˘ ã^{ ^} ơ. Ùč å^} ơ [ } ơ@•^ ç̧ [ ¦[˘ ơ^• &æ ̀ ±ơ^] [ ~qæ ÚG Dip level with the professional award or continue to complete the full MSc by undertaking a project.

> To achieve a BSc (Hons) with a professional award, the student needs 120 points at SCQF Level 10.
> To achieve the PgCert the student needs 60 credits made up of the core modules at SCQF level 11
> To achieve the PgDip (with a professional award if desired) the student needs 120 credits at SCQF level 11
> To achieve the Masters award the student needs 180 credits at SCQF level 11

Option routes for the programme outcomes are included as appendices.

16. **Criteria for admission to the MSc Person Centred Practice**

Candidates will normally be graduates with evidence of recent academic study.
All applicants for admission to a taught postgraduate programme offered by the University must demonstrate competence in English. The requirements for this postgraduate study is set at a standard equivalent to British Council English Language Testing Service (IELTS) test at an aggregated grade of 6.5 (or equivalent) with no element of performance lower than IELTS grade 6.0. This is set higher than the standard post-graduate regulations in light of the focus on professional communication and critical analysis of the complex interactions centred on care provision and delivery.

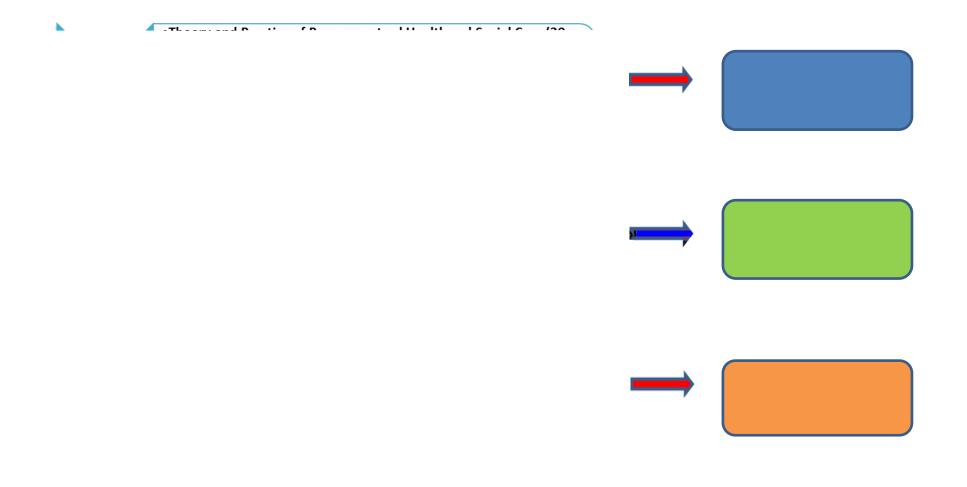**Standard Entry BSc (Hons)/PG Diploma Person-centred Practice (District Nursing)**

All applicants must be Registered Nurses (Part 1- adult) with the NMC.
Have completed a period of experience of sufficient length to have consolidated pre-registration outcomes and to have gained a deeper understanding in relevant professional practice.
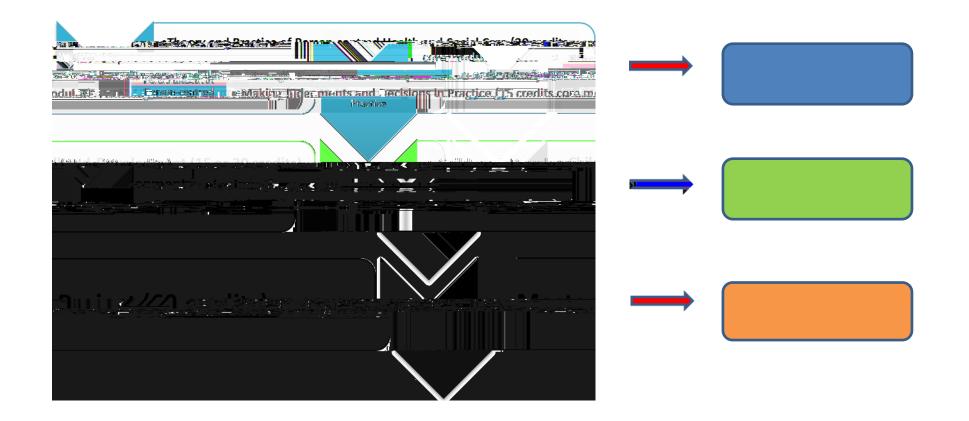Standard entry is normally a degree.
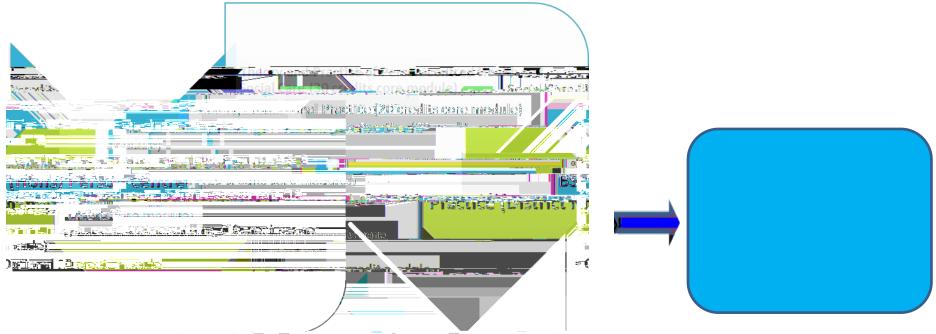Access to practice placement and Practice Teacher/Sign-off Mentor.

# District Nursing Pathway

*Theory and Practice of Person-centred Health and Social Care /20

# Health Visiting Pathway

# BSc (Hons) Person centred Practice (District Nursing)

Theory and Practice of Person-centred Health and Social Care (30 credits core module)

PG Certificate in Person-centred Practice (60 credits)

Making Judgements and Decisions in Practice (15 credit core module)

Person-centred Practice: PG Dip

Enhanced Assessment (15 credits)

Community Nurse V100 Prescribing (15 credits)

Master Project (60 credits)

MSc Person-centred Practice