



**Practical skills (PS)**

**Transferable skills (TS)**

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

1. Develop a critical understanding of the connection between theories, concepts and principles underpinning person-centredness and application to practice in a variety of public health and wellbeing contexts. (KU, IS, PS, TS)
2. Critically analyse, evaluate and synthesise different sources of evidence and knowledge contributing to the advancement of safe and effective person-

development, supportive and enabling environments. Critical to our approach are broad humanistic and transformative theories of adult learning that are synthesised in our approach through shared  
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**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 modules available and their delivery pattern. Each module has credit points (15 or 30 credits for SCQF Level 11).

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

Applications for non standard entry will be assessed by the Programme Team and will be based on the following criteria:

- Evidence of appropriate work experience and supporting CPD activity which maps against the SCQF level descriptors for level 10;
- A statement of what the applicant has learnt from the above activity, showing how the learning has been at the equivalent of SCQF level 10;
- Evidence of motivation to study at Masters level;
- Supporting references.

It may be appropriate for applicants without academic qualifications to be admitted initially as an associate student. Should they be successful in their first module as an associate student, they may then transfer to the full programme.

## **17. Support for students and their learning**

QMU is committed to meeting the needs of learners with disabilities. All applicants are asked to declare any illness or disability during the application process. If they are offered a place then they are invited to an appointment with the Disability Advisor as early as possible to discuss their requirements.

Applicants will not be discriminated against and reasonable adjustment will be made in accordance with the QMU policy and anti-discriminatory laws.

The University will take appropriate steps to ensure that its responsibilities under the Disability Discrimination Act 1995 (DDA) as amended by the Special Educational Needs and Disability Act (2001), and extended by the Disability Discrimination Act 2005 (DDA 2005), are enacted in a way that promotes the independence of disabled students and staff and which tackles and eliminates discrimination against such individuals. The University will also be guided by the Quality Assurance Agency Code of Practice: Student with Disabilities (1999) to embed inclusivity and equality of provision for all students and staff (including the University's general and specific duties) under the Equality Act 2010.

Opportunities are offered to students to become student representatives on the programme student/staff consultative committee and also the programme committee. As is usual with part time mature learners who have commitments external to postgraduate degree study, uptake of these opportunities is negligible and other strategies are offered to enable the student voice to be heard. One way in which this has been addressed is by providing an electronic medium for student comments (anonymous) throughout the duration of each semester.

### Personal Academic Tutors

All students are allocated a personal academic tutor (PAT) who offers support and academic advice on the module choices, academic work and other support services. Personal Academic Tutors with due regard will be allocated for student undertaking the programme with a professional outcome. Students are encouraged to meet with their PAT once a semester and an agreed record is maintained of all meetings. Students may also consult their module co-ordinators on an individual basis for information about specific modules. PATs are allocated by the programme leaders and school office who takes cognisance of the relevant discipline, experience and knowledge of the PAT team in making decisions particularly for issues of culture, equality and diversity. Nurses are usually offered a PAT who is also a nurse to meet NMC requirements.

QMU programmes normally provide the following student support:

- a. Personal Academic Tutors
- b. Personal Development Portfolios
- c. Student handbooks
- d. Access to Student Learning Services, Library and IT support
- e. Access to Student Services: careers, counselling, disability advice
- f. Representation through Student-Staff Committees