



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

1 Awarding Institution	Queen Margaret University (QMU)
2 Teaching Institution	AKMI Metropolitan College (AMC), Athens
3 Professional body accreditation	None
4 Final Award	MSc in Advanced Dietetic Practice
Subsidiary exit awards	Postgraduate Diploma in Health Studies [120 credits, including the Research Methods module] Postgraduate Certificate in Health Studies [60 credits]
5 Programme Title	Taught PG MSc in Advanced Dietetic Practice
6 UCAS code (or other coding system if relevant)	N/A
7 SCQF Level	11
8 Mode of delivery and duration	Both full time and part time

<i>Programme</i>		<i>Maximum period for completion</i>	<i>Minimum period for completion</i>
<i>Masters</i>	<i>FT</i>	4 calendar years	1,5 calendar year
	<i>PT</i>	7 calendar years	2,5 calendar years

11. Benchmark statements/professional and statutory body requirements covered by the programme

The programme incorporates learning outcomes that are in line with European Dietetic Advanced Competences (EDAC), the SCQF Level 11, the UK Level 7 Career Framework for Health and Level 7 Post Registration Career Framework of NHS Education for Scotland, QAA Quality Code for Higher Education and QMU QELTA strategy, Student Experience Strategy and Graduate Attributes.

12. Learning Outcomes of the Programme

On completion of the programme, the graduate will be able to display competency in a range of skills, relevant to the field of dietetics, according to the exit award. The learning outcomes are categorised below:

Competency to apply knowledge skills and understanding in using a significant range of the principal professional skills, techniques, p

be able to critically review, consolidate and extend knowledge, skills, practices and thinking in Dietetics.

Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.

Practical Skills

The holder of the *MSc in Advanced Dietetic Practice* will be able to use a wide range of routine

14. Assessment strategies

Other **assessment approaches** include:

Problem Solution:

Problem solving assessment offers students the opportunity to apply knowledge and extend the boundaries of logical thinking in an applied situation. This may be done under examination conditions, for instance through evaluation of video or technical material, or through independent or group work. Problem-solving may use real or simulated exercises and this form of assessment allows the process as well as the outcome of students' work to be assessed.

Case Studies:

Case studies describe a situation in which the student's powers of analysis, creative thinking, communication and self-evaluation are used in addressing and resolving specific situations. Presentation may be written and/or verbal.

Critical Reviews:

Critical review of a body of literature or other material enables students to address ideas which are new to them in a mature and discriminating manner.

Essays:

Essays at Master's level allow students to present analysis of existing material and closely reasoned argument about the relative merits of a variety of approaches to a topic. Essays are presented in acceptable prose, within a given word limit.

Student Led Seminars:

Assessed student led seminars allow students to present material in a form accessible to their peers. The skills required include an understanding of the subject area, the ability to present the information in a coherent, cohesive and concise manner and the ability to motivate peers to be engaged in the presentation. This is one method of demonstrating oral presentation skills. Peer and self-assessment may be built into the marking of such presentations.

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

There are two **core** modules for the MSc award, but optional for the subsidiary exit points, for the graduate to be able to operate efficiently in both clinical and "business" environments:

- *Contemporary issues in Clinical dietetics* (Semester 1) addresses the need to interpret

- *Advanced education & facilitation skills* (Semester 2) provides an overview of educational techniques, skills and methods appropriate to be used for client groups, individuals, students and other professionals in clinical settings. The basic principles and key concepts are introduced and critically examined. Generic skills and specific techniques will be considered. Key education skills will be developed and the student will undertake, through the critical evaluation and

selection committee following an interview with the applicant. The standard precepts of the University Admissions Regulations apply. (These can be found on the Quality website: <http://www.qmu.ac.uk/quality/gr/default.htm>)

A summary of standard entry requirements for the programme is given below.

Language requirements

The language of instruction & assessment will be English. All applicants whose first language is not English must provide evidence of proficiency in English language as part of the admission processes. All applicants for admission to the programme must demonstrate competence in English at a standard equivalent to British Council English Language Testing Service (IELTS) test at an aggregated grade of 6.0 (or equivalent) with no element of performance lower than IELTS grade 5.5.

Academic and work-experience requirements

Candidates must hold a BSc (Honours) degree or a BSc degree plus substantive work