Queen Margaret University

EDINBURGH

Programme Specification

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 – District Nursing* PgDip Person-centred Practice – Health Visiting* BSc (Hons) Person-centred Practice – District Nursing* Community Practitioner Nurse Prescribing*
5	**Programme Title**	MSc Person Centred Practice Framework
6	**UCAS code**	n/a
7	**SCQF Level**	Level 10 and 11
8	**Mode of delivery and duration**	Full and part time
9	**Date of validation/review**	30th April 2015

10. Educational Aims of the programme

(*Words in **bold and italics** are specific to PgDip Person-centred Practice – Health Visiting)*

To enable practitioners working in a variety of contexts to develop deep and critical understandings of different sources of knowledge and of research evidence that contribute to the health and well-being of persons, groups and populations, (***children, young people, families and communities)*** in a way that is consistent with the values of person-centredness (***and child and family centred care).***

To influence and enable the transformative processes of personal and professional development through engagement, facilitation and evaluation of person-centred teaching and learning approaches.

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

NMC Standards for Specialist Education and Practice (2001)
NMC Standards of proficiency for specialist community public health nursing (2004)
NMC Standards of proficiency for nurse and midwife prescribers (NMC 2006)
NMC Standards to support learning and assessment in practice (NMC, 2008)

12. Learning Outcomes of the MSc Person Centred Practice Framework

The learning outcomes have be linked to the following categories

- Knowledge and Understanding (KU)
- Intellectual (thinking) skills (IS)

- Practical skills (PS)
- Transferable skills (TS)

(*Words in **bold and italics** are specific to PgDip Person-centred Practice – Health Visiting)*

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 their application to practice in a variety of (***child and family centred***) 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-centred ***(and child and family centred)*** practice. (KU, IS, PS, TS)
3. Demonstrate leadership in making an identifiable contribution to change and the development of person-centred cultures providing quality of care for people, ***(children***, ***young people***), families and communities in a variety of practice ***(and public health)*** contexts. (KU, IS, PS, TS)
4. Critically explore value judgments underpinning complex decisions within the current health and social care landscape in conjunction with professional, ethical and legal frameworks underpinning autonomous and collaborative practice. (KU, IS, PS, TS)
5. Create and enable communities of practice through collaborative and inter-professional working from the perspective of life-long learning. (KU, IS, PS, TS)
6. Develop responses to complex health and social care challenges experienced by ***(children, young people)***, people, families and communities across the lifespan by integrating creative approaches to promoting health and well-being. (KU, IS, PS, TS)
7. Engage and facilitate personal and professional development of self and others through critical thinking, reflective practice and transformative communicative spaces. (KU, IS, PS, TS)
8. Plan and undertake a significant project of investigation, work-based learning or research contributing to advancing practice. (KU, IS, PS, TS)

Postgraduate Certificate
Learning Outcomes
On successful completion of the Certificate, learners will be able to demonstrate the following learning outcomes:

- Framework outcomes 1-5

Postgraduate Diploma
Learning Outcomes
On successful completion of the Diploma, learners will be able to demonstrate the following learning outcomes:

- Framework outcomes 1-7

Plus optional professional Outcomes (SPQ District Nursing)
The Framework outcomes have been developed considering the NMC Standards of Specialist Education and Practice (NMC 2001), for a recordable qualification as a Specialist Practitioner District Nurse. On completion of the programme students will be able to, 'exercise higher levels of judgement discretion and decision-making' and meet the following core and specialist outcomes: clinical nursing practice, care and programme management; clinical practice leadership; clinical practice development, required by the NMC.

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

The learning outcomes have be linked to the following categories

- Knowledge and Understanding (KU)
- Intellectual (thinking) skills (IS)
- Practical skills (PS)
- Transferable skills (TS)

On completion of the programme at Level 10, community nurses will be able to:

1. Develop a critical understanding of the connection between theories, concepts and principles underpinning person-centredness and their application to practice in a variety of community contexts. (KU, IS, PS, TS)
2. Critically analyse different sources of evidence and knowledge contributing to the advancement of safe and effective person-centred practice within community nursing practice. (KU, IS, PS, TS)
3. Demonstrate leadership in making an identifiable contribution to change and the development of person-centred cultures providing quality of care for people, families and communities in a variety of practice contexts. (KU, IS, PS, TS)
4. Explore value judgments underpinning complex decisions within the current health and social care landscape in conjunction with professional, ethical and legal frameworks underpinning autonomous and collaborative community practice. (KU, IS, PS, TS)
5. Contribute to communities of practice through collaborative and inter-professional working from the perspective of life-long learning. (KU, IS, PS, TS)
6. Develop responses to complex health and social care challenges experienced by people, families and communities across the lifespan by integrating approaches to promoting health and well-being. (KU, IS, PS, TS)
7. Engage and facilitate personal and professional development of self and others through critical thinking, reflective practice and transformative communicative spaces. (KU, IS, PS, TS)

13. Teaching and learning methods and strategies

The learning, teaching and assessment strategy is framed by our core philosophical concepts of personhood, person-centredness, human valuing, healthful relations, human potential and 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 values about learning.

Learning is a lifelong process experienced through cognitive and creative connections that are embodied through diverse learning situations and through which cognitive, practical or emotional (or by a combination of these) transformation occurs resulting in a continually changing/more experienced person (Illeris 2014, Jarvis 2009). Central to this strategy is the need for learners to engage in learning experiences, a readiness to listen and explore; preparedness to be open to experiences and a resolve to keep going. This requires an effective student-centred learning environment for learners and teachers based on intellectual space to learn, with an open andragogical relationship of shared values of honesty, trust, authenticity, respect and reciprocity. The environment will generate an ethos of engagement and criticality

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.

Figure 1 : Three 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. 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 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 modules to meet the regulatory requirements. Students on these two routes can 'step off' at PG 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.

Non-Standard Entry (BSc Hons)

Students who do not have an ordinary degree can be guided and supported in obtaining necessary academic credit through undertaking modules, an access essay or accreditation of Experiential Learning as outlined in QMU RPL guidance.

Non-Standard Entry (MSc)

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.

Standard Entry PG Diploma Person-Centred Practice (Health Visiting) and PG Diploma Person-centred Practice (School Nursing)

- All applicants must be NMC Registered Nurses (Part 1) and/or Midwives.
- 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/Health Visitor Mentor/School Nurse Mentor.

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, and with due consideration to the University's duties (including general and specific duties) under the Equality Act 2010.

Student Representatives

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.

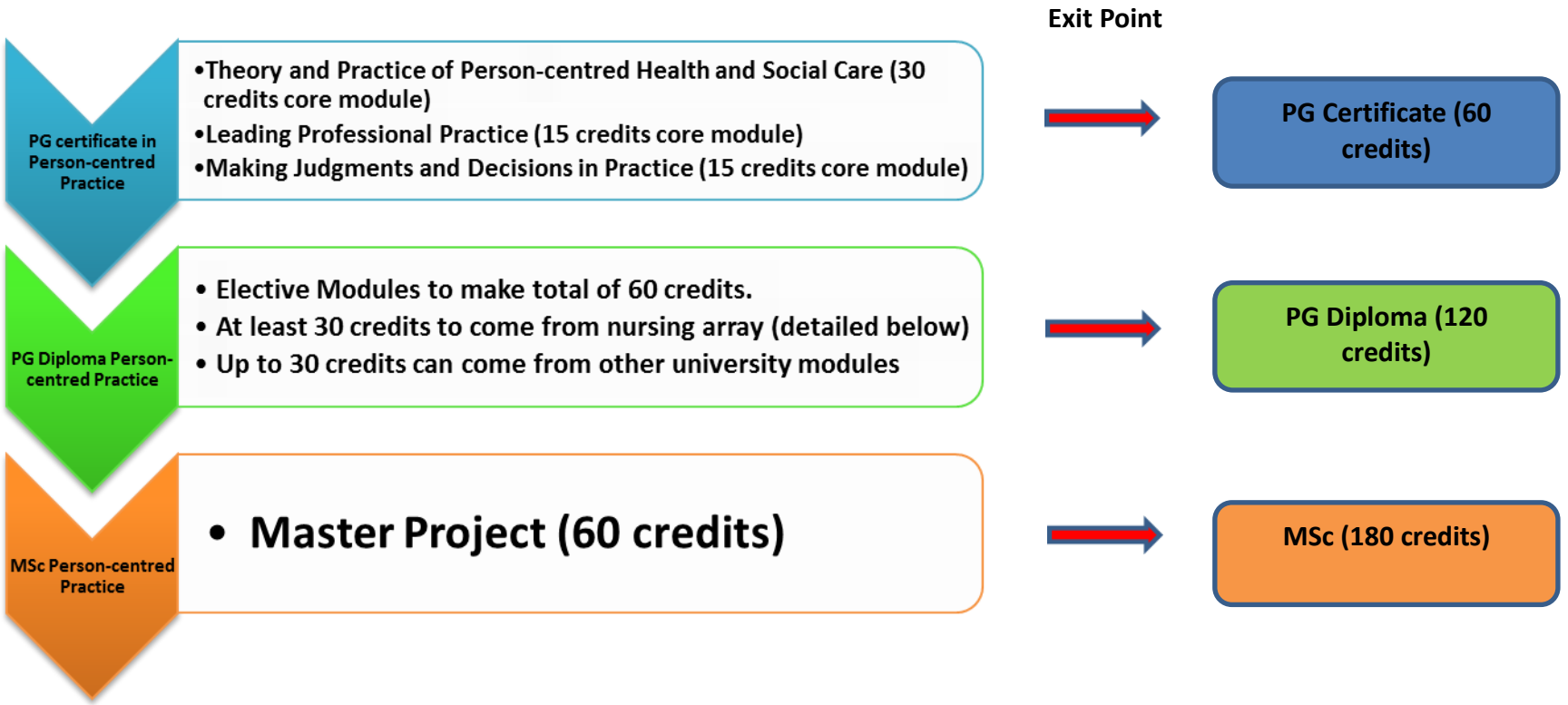
Practice Teachers/Sign off Mentors

During work-based learning practice, students seeking a professional award will be supervised by a practice teacher and or sign of mentor as professional regulations require. Live Practice Teacher/Sign off Mentor registers are maintained by NHS Boards. In terms of student support, facilitation of learning and assessment in practice registered Specialist Community Public Health Nursing (Public Health Nurse/Health Visitor/School Nurse) practitioner who has gained a Practice Teacher status (Stage 3: NMC Standards Learning and Assessment in Practice, 2008). The Practice Teacher role entails establishing and maintaining a relationship with the SCPHN student throughout the duration of the programme that will encourage reflective dialogue and enable development and achievement of NMC Standards of Proficiency for SCPHN and community nurse practitioner prescribing.

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/

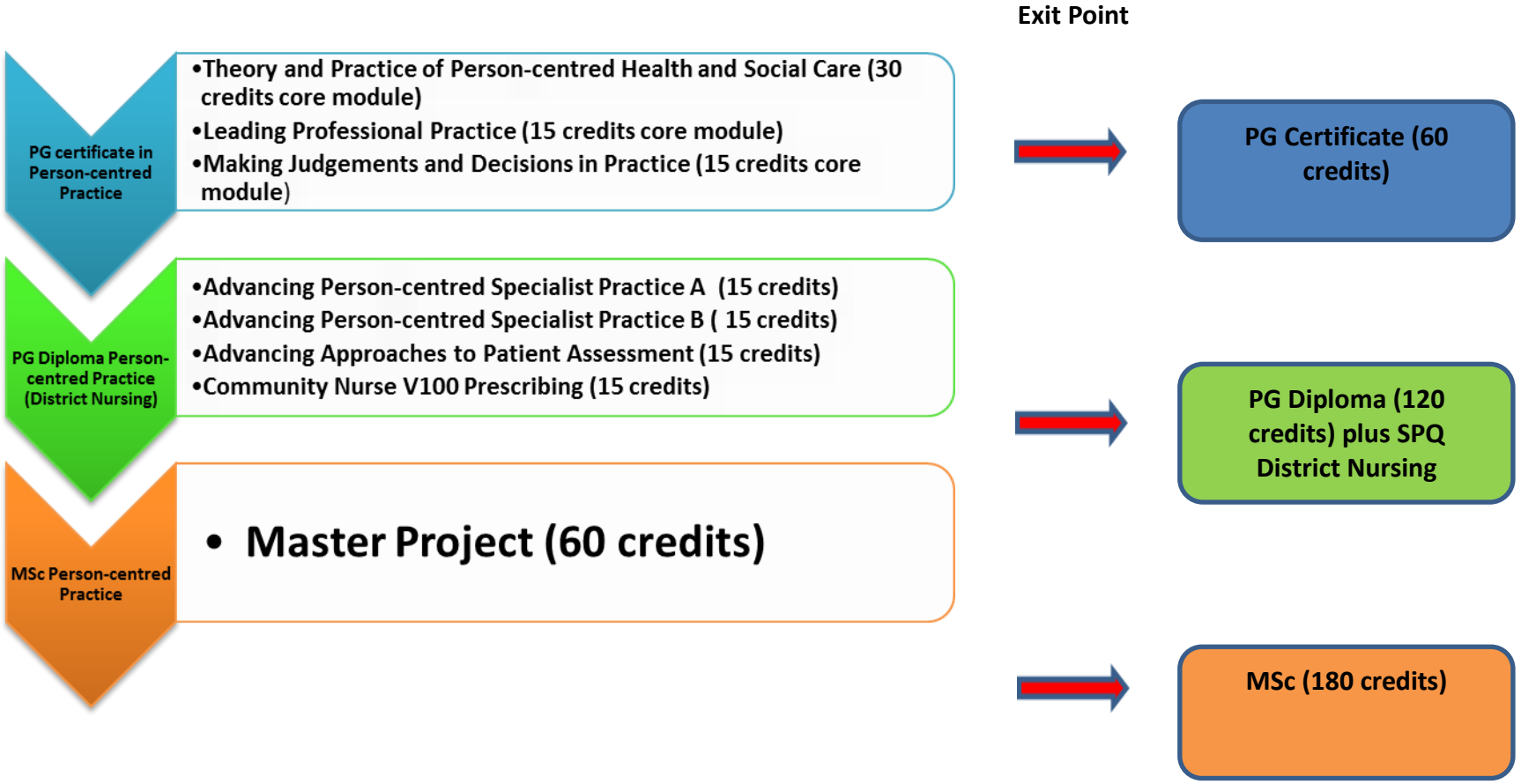
MSc Person-centred Practice



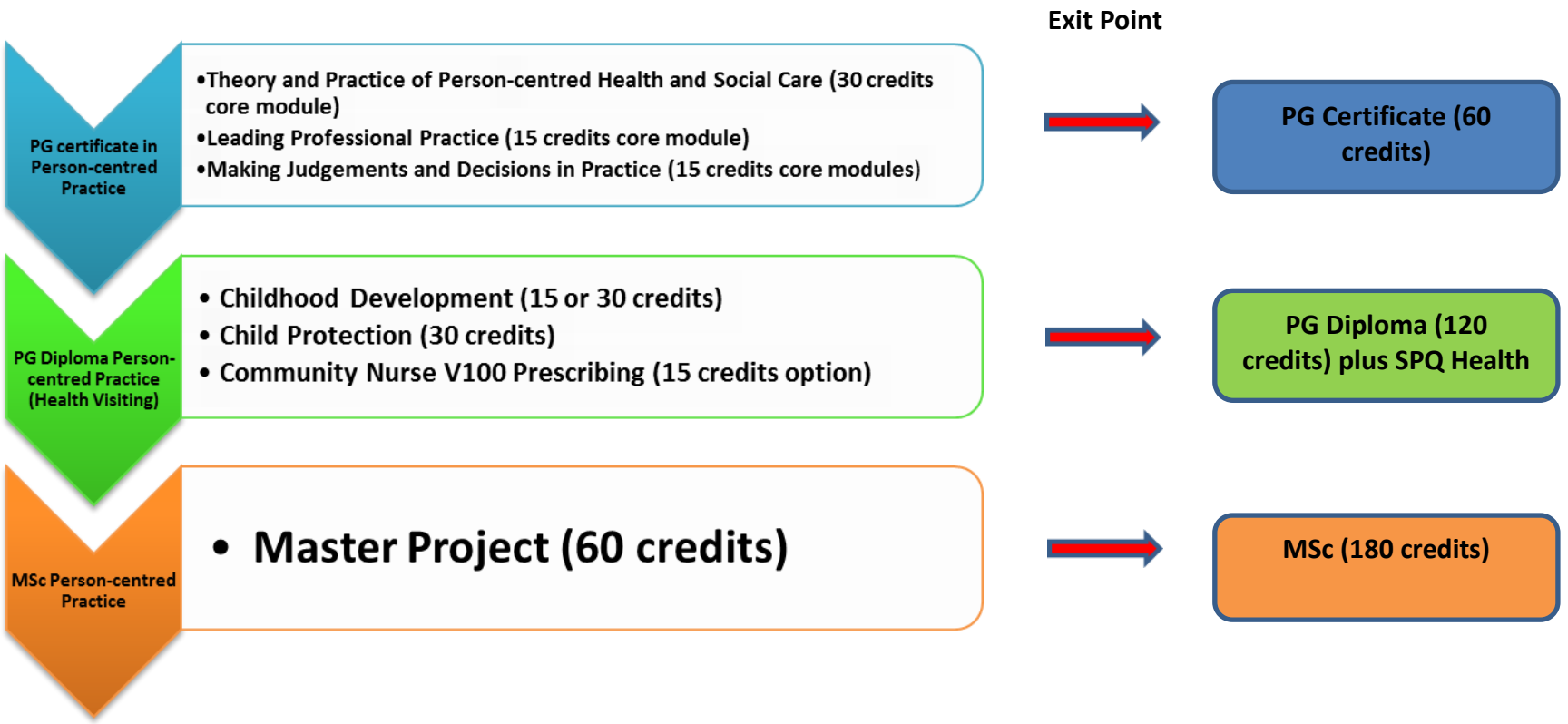
Elective Nursing Modules Array (examples)
Advancing Approaches to Patient Assessment (15 credits)
Practice Development for Person-centred Cultures (15 credits)
Developing Professional Practice (15, 30, 45 credits)
Developing Professional Education (15, 30, 45 credits)
Independent Study (15, 30 credits)
Health and wellbeing for the individual and the team (15 credits)
Advancing Person-centred Healthcare across the Lifespan (15 credits)

QMU Module Array (examples)
Research Methods
Managing and Developing the Health Workforce
MSc Palliative Care modules
MSc Diabetes modules
MSc Professional and Higher Education modules
Global Health Workforce Planning

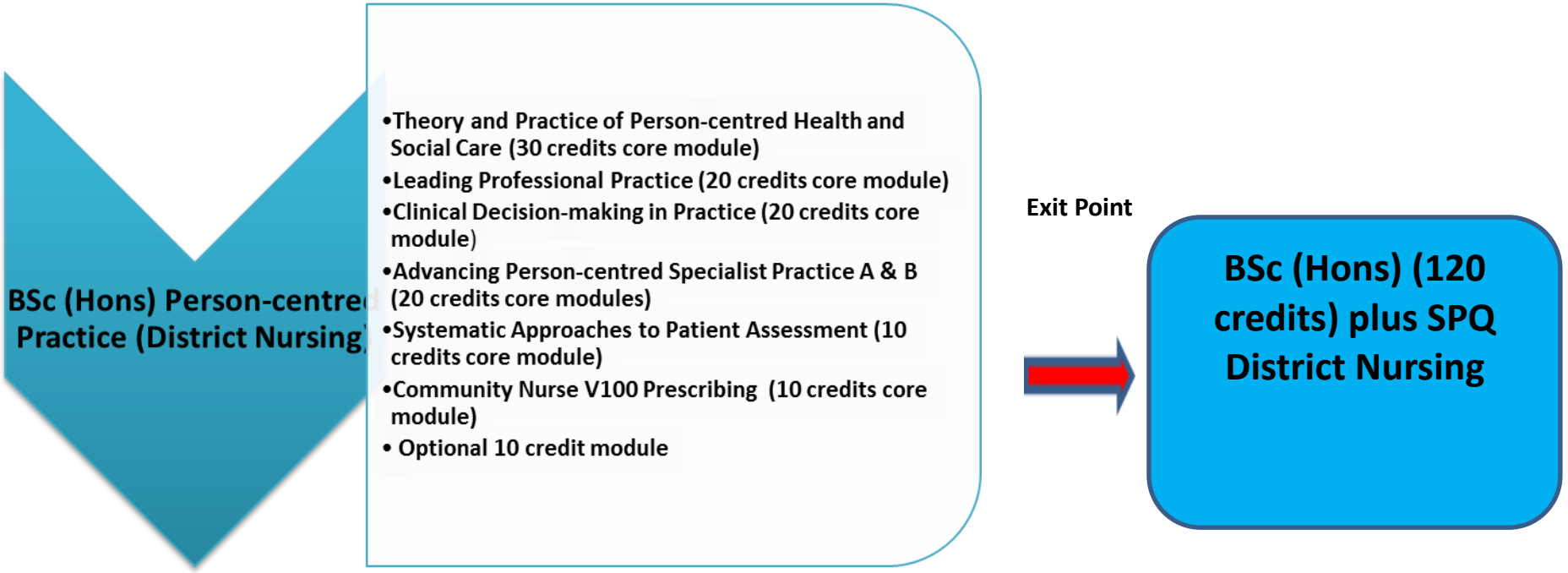
District Nursing Pathway

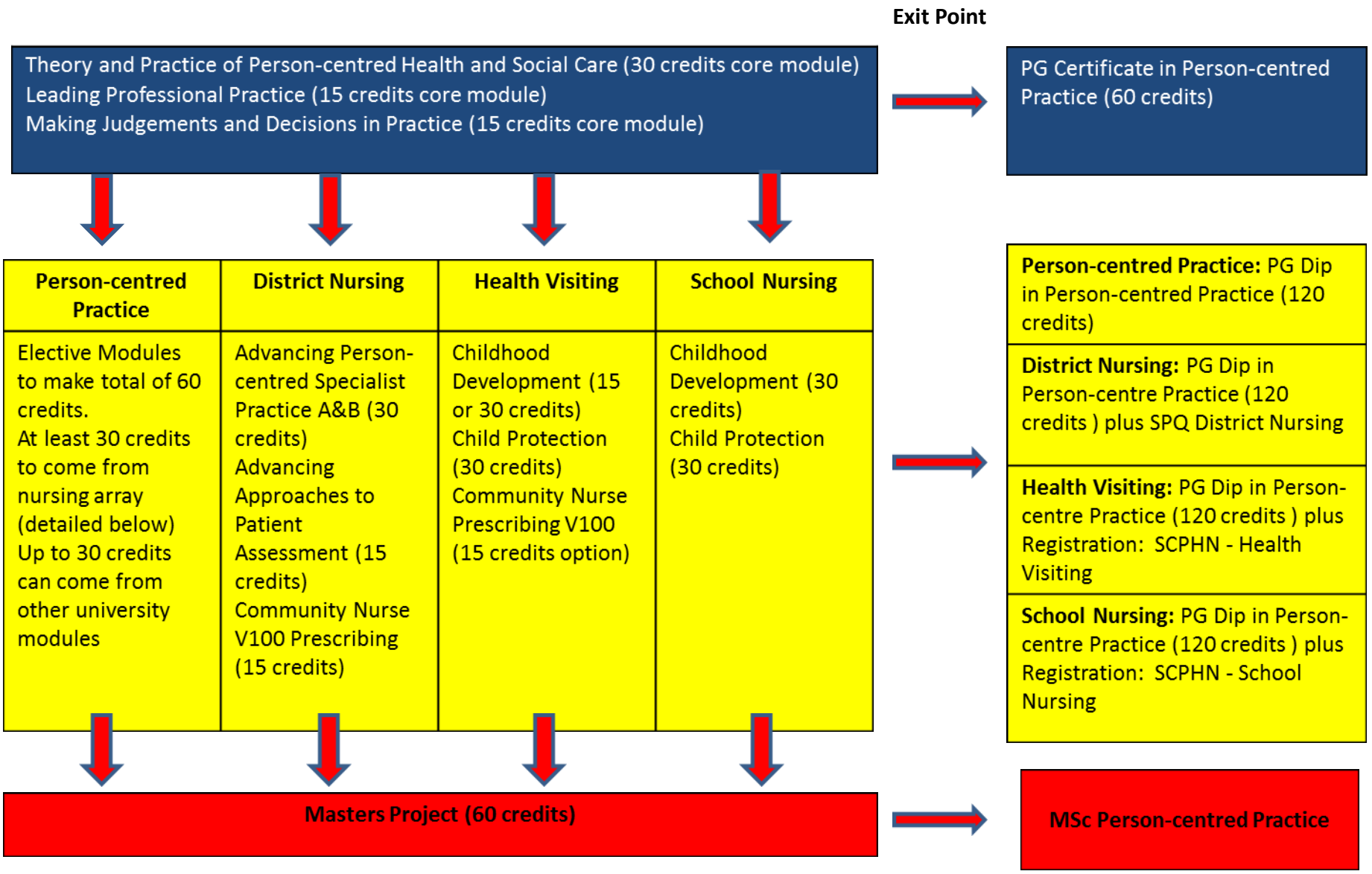


Health Visiting Pathway



BSc (Hons) Person centred Practice (District Nursing)




Exit Point
Theory and Practice of Person-centred Health and Social Care (30 credits core module)
Leading Professional Practice (15 credits core module)
Making Judgements and Decisions in Practice (15 credits core module)
PG Certificate in Person-centred Practice (60 credits)
Person-centred Practice
District Nursing
Health Visiting
School Nursing
Elective Modules to make total of 60 credits.
At least 30 credits to come from nursing array (detailed below)
Up to 30 credits can come from other university modules
Advancing Person-centred Specialist Practice A&B (30 credits)
Advancing Approaches to Patient Assessment (15 credits)
Community Nurse V100 Prescribing (15 credits)
Childhood Development (15 or 30 credits)
Child Protection (30 credits)
Community Nurse Prescribing V100 (15 credits option)
Childhood Development (30 credits)
Child Protection (30 credits)
Person-centred Practice: PG Dip in Person-centred Practice (120 credits)
District Nursing: PG Dip in Person-centre Practice (120 credits) plus SPQ District Nursing
Health Visiting: PG Dip in Person-centre Practice (120 credits) plus Registration: SCPHN - Health Visiting
School Nursing: PG Dip in Person-centre Practice (120 credits) plus Registration: SCPHN - School Nursing
Masters Project (60 credits)
MSc Person-centred Practice