Welcome from the Principal

I wish you a very warm welcome to this prospectus. I am delighted to be part of this vibrant and exciting campus university that provides such a supportive learning environment to its students. In my time here I have been impressed by the genuine sense of community spirit. I am confident that you will receive a warm welcome if you choose to visit us at one of our postgraduate open evenings or come to study with us.

Queen Margaret University is a very special place. Our high-quality learning and teaching is supported and complemented by our research activity. A high proportion of our academics participate in research and our specialist research centres have gained worldwide recognition. We have a high proportion of research active staff and we perform at the highest level in developing pioneering expertise that cuts across our specialisms in health & rehabilitation, creativity & culture, and sustainable business and our niche areas of expertise. This research activity ultimately ensures that students’ learning is fresh and relevant.

Our approachable staff plan the most appropriate support for each student, ultimately helping you reach your potential. Our approach to learning and teaching is student-centred and we will do our utmost to equip you with the expertise you need to build a successful and fulfilling career. Many of our students become accomplished leaders in their chosen field. Our courses are designed to ensure that our graduates are highly employable with skills which are sought after by the public, private and commercial sectors.

Our campus will provide you with all the facilities you need to succeed. The modern, sociable and attractive environment in which to live, learn and relax. Our approach to learning and teaching is student-centred and we will do our utmost to equip you with the expertise you need to build a successful and fulfilling career. Many of our students become accomplished leaders in their chosen field. Our courses are designed to ensure that our graduates are highly employable with skills which are sought after by the public, private and commercial sectors.

With a heritage going back to 1875, Queen Margaret University has consistently focused on improving people’s quality of life through immediately relevant education and research. We are a university of ideas and influence.

Professor Petra Word PhD FRSE FRSA
Principal and Vice-Chancellor
Why study at QMU?

There are endless reasons to study with us. For starters, our friendly and supportive staff and our welcoming community atmosphere will help you settle into university life. In addition, our purpose-built campus offers a wide range of facilities to support your lifestyle and learning. But perhaps most importantly, our courses are designed to prepare you for a successful career.

KEY CAMPUS FACTS

- Purpose-built campus (built in 2007) offering modern high-tech facilities for learning and teaching and excellent on-site student halls of residence
- Friendly and supportive campus community of more than 5,000 students
- On-site Students’ Union and sports facilities
- Outstanding Learning Resource Centre offering high-tech learning facilities and a wide range of flexible study spaces to suit different learning styles
- Excellent transport links – campus located fewer than six minutes by train from Edinburgh city centre
- Walking distance from Musselburgh town centre
- ‘Green’ university incorporating many sustainable features and recipient of numerous ‘green awards’

Study for a postgraduate qualification is a big decision – involving your time, energy and commitment. The next few pages are designed to help you learn more about our university and to establish whether QMU is the right fit for your needs.

QMU offers a fantastic campus in which to learn and live. With excellent facilities and great transport links, you can make the most of university life, as well as benefiting from our close proximity to Scotland’s beautiful capital city.

QMU – a relevant and responsive university

QMU aims to be responsive to the needs of society. We are committed to providing thoroughly relevant teaching and research. Our research is focused on making a real practical impact on everyday life, and our courses are designed to produce well-prepared, well-rounded and flexible graduates. Our staff have close links with industry, professional bodies, and governmental and non-governmental agencies, ensuring that our teaching is current and meets the needs of both our students and employers.

Improving quality of life and serving communities

Behind all of QMU’s postgraduate courses is the philosophy of enhancing quality of life and serving communities. Graduates use their new found skills to impact positively on many people’s lives – whether through implementing better business practice to improve customer service, facilitating better healthcare, equipping communities to fight for environmental justice, helping people in developing countries to rebuild their communities after conflict, or developing cultural events for public enjoyment. Whatever you choose to do with your QMU qualification, you can achieve your own personal success and with your QMU qualification, you can enjoy the freedom and flexibility to pursue your own personal passions and ambitions.

The Research Excellence Framework (REF) 2014 rated 58% of our overall research as world leading or internationally excellent. Further highlights from the REF 2014 include:

- Speech and Language Sciences ranked 2nd in the UK and 1st in Scotland for the proportion of research classed as internationally excellent or world leading.
- Ranked 1st in Scotland for Media, Film and Communication publications, with 77% of outputs rated as world leading and internationally excellent.
- In the area of Allied Health over 40% of research publications (outputs) are rated world leading or internationally excellent.
- Over 50% of the research profile in International Health and Development is internationally excellent.
- Research in Psychology resulted in outstanding impact that was rated as internationally excellent.
- Multi-disciplinary research, involving people from different specialisms and departments working together, underpins the work of the University. Most of our research also involves working with researchers from other UK and international universities, government bodies, industry and agencies. This practice reflects modern working methods and helps to shape the knowledge you gain while studying at QMU.

Research and knowledge exchange – making an impact

Our researchers lead the way in research that cuts across the major priorities for Scotland as well as responding to global challenges. Aligning with the intersection of health, economic, social and cultural policy, our work in issues including person-centred care, obesity, alcohol, social justice, consumer insight, physical activity, public relations, speech and hearing sciences, and aging is not only recognised for its excellence internationally but also makes a difference to everyday life in Scotland and beyond.

Our aim is to understand society and enhance it; to connect local and international perspectives; to engage the public and external stakeholders; and to make significant contributions to policy, planning and development. QMU staff are dedicated to building the evidence base for policy and inter-professional practice through interdisciplinary research and socially-relevant knowledge exchange. The value of our inter-disciplinary work is measured by its impact and the social usefulness, practicality and applicability of our outcomes.

QMU’s research work is underpinned by a number of research centres that draw on the research strengths of our academic divisions.

Other accolades

- We are a socially responsible university.
- We have won numerous ‘green’ awards, received much recognition for our environmental credentials, and built sustainability into the curriculum. We also have Fairtrade status and have signed the ‘See Me’ pledge to help eliminate the discrimination against people with mental ill health.
- In 2015, we were awarded an Athena SWAN Institutional Bronze Award for our commitment to the principles of the Athena SWAN Charter and have demonstrated that we value equality and diversity across our workforce.
- In 2012, our management team won the category of ‘Outstanding Leadership’ in the Times Higher Education Leadership and Management Awards. We were recognized as having the best leadership and management in the sector in the UK.
- In the last two years our Finance, Marketing and Communications, and Human Resources teams have been shortlisted for national awards including “Outstanding Finance team of 2014”, “Campaign of the Year” and “Exceptional HR”.

Want more information?

W: www.qmu.ac.uk/prospective_students

See page 146 for useful contacts, links to more information and tips and how to connect with us on Facebook and Twitter.
About our range of postgraduate courses

Your most important investment is the one you make in yourself. A QMU postgraduate qualification can equip you with the right skills, knowledge and confidence to help you climb your chosen career ladder.

Our course portfolio encompasses courses in three flagship areas: health & rehabilitation; sustainable business; and culture & creativity.

Our focus on health, rehabilitation and wellbeing

QMU provides a number of postgraduate course options associated with health and wellbeing. Together with courses in professions allied to medicine, we provide courses in therapy and support (art, music and play), the social sciences, nutrition, and courses aimed at developing your career in the health sector.

If you already hold an undergraduate qualification in one of the health professions, our range of post-registration master’s courses will allow you to specialise further in your chosen field or to develop skills to enhance your career and clinical expertise.

If you want to change career, you could opt for a pre-registration master’s course. These provide the opportunity to gain professional registration in one of the allied health profession disciplines. Another option is to look at our Institute for Global Health and Development (IGHD), which specialises in running courses that assess health issues affecting developing countries.

Our Professional Doctorate will allow people working in the field of healthcare to obtain a doctoral qualification.

Develop your management skills

Whether working as a manager of a large organisation or running your own business, our MBA courses will help you develop and hone your management skills. The University also offers diverse degrees specialising in areas such as hospitality, gastronomy, arts, creative enterprise, culture and festival management.

If you have no prior business or management experience, or your previous studies were non-business related, consider the MSc International Management and Leadership options. These will prepare you with the skills and knowledge required for a management and leadership career.

The PgCert Public Services Governance is for individuals who hold a governance or leadership role within public services organisations. The course will be of interest to anyone with an interest in the development and delivery of public services. We are also offering a MSc Public Services Leadership, MSc Dispute Resolution and a Master of Public Administration.

If you wish to develop in public relations, look no further than QMU. We are the only Scottish university to offer Chartered Institute of Public Relations (CIPR) qualifications at undergraduate and postgraduate levels. As we teach the CIPR Diploma, Internal Communication Diploma, and the Public Affairs Diploma. We also offer a MSc Strategic Communication and Public Relations.

Culture and creativity

Our MA Arts, Festival and Cultural Management is designed as a conversion degree and we welcome applicants from non-business related subjects. It is suitable for both graduates who wish to add a vocational management emphasis to their first degree and those with professional qualifications or experience. It is likely to be of interest to those who studied the arts and humanities at undergraduate level, or those with significant workplace experience who would like to gain a formal qualification via a flexible mode of study. Our MA Culture and Creative Enterprise will particularly interest those who wish to develop careers in the cultural and creative sectors.

Furtheing your research skills

If you are interested in pursuing your research skills, we offer two new master’s degrees in research. Our Masters in Research (MRes) may be of interest to graduates in psychology, sociology, film and media, performing arts and business, consumer, events and hospitality management. Graduates in medicine, nursing and allied health professionals who wish to develop their research skills and knowledge may find our Masters in Clinical Research (M ClinRes) of interest. These master’s degrees are for people wishing to pursue a career in research and are the first step on the ladder towards a PhD.

Flexible learning options

Do you want to study full-time or would part-time study, while you continue to work, be a better choice? Whether you are coming straight from your first degree or are returning to education after a long gap, QMU will endeavour to provide an environment which supports your learning. Many QMU courses can be studied part-time or have an element of online learning. These are designed to upgrade your qualifications and skills without disrupting your work and career. They usually lead to academic awards and professional qualifications. See individual course pages for further details.

Key facts about QMU’s postgraduate courses

- QMU has around 5,000 students with more than 1,000 studying for a postgraduate qualification.
- A wide range of professionally relevant postgraduate courses is available in the areas of management, business, health sciences, culture, education, international health and public relations.
- Postgraduate courses are available to students with a UK honours degree, a degree plus relevant experience, or an equivalent qualification.
- A part-time course can help you develop skills relevant to the work in which you are currently engaged.
- A master’s degree course normally takes one year to complete full-time or up to seven years part-time.
- Postgraduate diploma courses generally take between six and nine months full-time, or one to two years part-time.
- Specific courses are designed to fulfill the requirements of a number of professional and statutory bodies – see details on the relevant course pages.
- A variety of research programmes are available.

Want more information?

Visit www.qmu.ac.uk/prospective_students.htm
See page 146 for useful contacts, links to more information and films and how to link to us on Facebook and Twitter
Postgraduate study explained

There are many options available to you, from single modules to a PhD.

Taught postgraduate degrees
All postgraduate degrees on offer at QMU are designed to develop the skills of analysis, problem-solving and critical thinking with a strong theoretical basis. Specialist and broad-based courses are available. Generally, our courses have the following features:

- modular in structure
- flexible delivery formats
- designed for your ongoing career and personal development
- dissertation may be work-based
- research and theoretical based
- credit accumulation and transfer within the SCOTCAT framework
- possibility of choice of optional modules from across the taught postgraduate programmes

Many of the courses provide opportunities for an exploration of multi-agency and interdisciplinary issues, drawing on leading research and the experience of current practitioners. The various courses on offer have been designed to:

- develop areas of study relevant to a profession whether in business, healthcare, social sciences, education, media or the creative industries;
- help you acquire valuable new knowledge and skills;
- update and develop your knowledge in an area that builds on your undergraduate studies or equivalent prior experiential learning, and
- allow you to move into a brand new career (in the case of our post-registration courses).

Awards offered
- Master of Business Administration (MBA)
- Master of Public Administration (MPA)
- Master of Arts (MA)
- Master of Science (MSci)
- Postgraduate Diploma (PgDip)
- Postgraduate Certificate (PgCert)
- Professional Doctorate (ProfDoc)
- Master of Research (MRes)

Research degrees
Our level of research activity, matched by increasing success in gaining external research funds, allows QMU to provide a wide range of areas in which students can register for research programmes leading to MRes, MPhilRes, Prof Doc and PhD. Part-time research degrees, as well as taught postgraduate courses offer you flexible ways to continue professional development. However, you may simply want to challenge yourself and work towards researching an area of professional or personal interest. More information on research degrees can be found on pages 38-43.

Professional Doctors
Professional doctorates are higher degrees that aim to offer an academic experience to students through which they can demonstrate high-level knowledge and professional skills. These degrees comprise both research and work-based learning modules which currently include: Theory and Context of Professional Practice, Development and Evaluation of Professional Practice, and Doctoral research. A thesis that completes the doctoral studies, at SCQF level 12. Unlike a PhD, which requires the submission of a single thesis supported by a successful defence of your research during an oral examination. We offer both part time and full time opportunities within our School of Health Sciences and School of Arts, Social Science and Management, and more information can be found on our Graduate School website at www.qmu.ac.uk/graduate-school/.

Single modules
You can also register as an associate student and study single modules in an area of interest for continuing professional development (also see page 19).

Want more information?
For taught postgraduate degrees contact Admissions
T: 0131 474 0099
E: admissions@qmu.ac.uk

For Professional Doctorates, MPhil and PhDs visit: www.qmu.ac.uk/graduate-school/

Teaching and assessment
Teaching and assessment methods vary across the named awards, but may include essays, case study reports, simulations, projects, presentations and examinations. Courses are delivered flexibly using a variety of delivery formats to help meet students’ lifestyle/work balance needs. The delivery options may include:

- part-time (days and evenings);
- block weeks;
- weekends;
- full-time attendance;
- learning packs and modified lectures, and
- distance learning.

NB Availability of different delivery methods will vary depending on the course.

Duration
A part-time course can be spread over a two or three-year period, but it must be completed in no more than seven years, including the dissertation. A full-time master’s degree takes one calendar year of study to complete. Alternatively, you may wish to register as an associate student and study individual modules without registering for an award. Satisfactory completion of a module may provide credit towards a postgraduate award for which you subsequently register. This option is particularly useful for those returning to study after many years in work. PgDip and MSc courses that lead to eligibility for registration with a professional body normally take between a year and a half and two years to complete on a full-time basis. Please note that international students who require Tier 4 student visa are restricted to full-time modes of study.

SCQF = Scottish Credit Qualifications Framework. For more information see www.scqf.org.uk

SCOTCAT = Scottish Credit Accumulation Transfer.
If you are contemplating postgraduate study, you probably already have a clear view of how you’d like your current career to progress or are exploring ways of changing career. Whatever your intention, we offer the support you need.

Your career options

Many of our postgraduate courses are aimed at those already working in a specific field, enhancing their ability to gain promotion or move into a management position. As our pre-registration courses allows people to move into a brand new field, graduates from these should expect to start in a junior position, although career progression can often be accelerated.

Careers and student employment service

You may have clear ideas about your chosen career. On the other hand, you may be uncertain which direction to take or even what your options are.

Our ‘Careers and Employability’ service supports all students regardless of degree discipline, level of study, or stage in career planning. Our team of professionally qualified advisers work closely with each subject area to ensure that support is tailored to your needs.

The Employability Centre provides a comfortable space to conduct your career research and to chat with members of the careers team on a ‘drop-in’ basis. You can attend seminars and workshops on topics such as CV writing and preparing for interviews, and our own recruitment team puts you directly in touch with employers. You can access us online through the University’s learning intranet platform, and also the Careers and Employability Facebook and Twitter accounts. In addition, our QMU online vacancy service provides you with access to part-time jobs, seasonal work, voluntary work, internships and graduate opportunities.

As a QM graduate you will be able to continue to receive support from us throughout your career.

Internships and project funds

Various initiatives, for example internships and special funds, enable students to enhance their learning experience, build their confidence, expand their horizons, and their employability.

- **The Vice-Chancellor’s Fund**
  - The Vice-Chancellor’s Fund was set up in 2010 with the sole aim of supporting students who wish to take part in study or research abroad. These overseas projects enrich students’ academic experience, broaden their horizons and help them to make a real contribution to their field or to serving society.
  - With the help of the Vice-Chancellor’s Fund, Elsa Leung, an Occupational Therapy student, travelled to Moldova as part of the SNP (Student for Kids International Projects) Edinburgh team. The team volunteered in an orphanage for disabled boys in Orhei, Moldova for three weeks. Resources and equipment were limited and the boys were living in cramped conditions, with care facilities stretched to one care per 10 boys and with carers working 24 hour shifts. Elsa said: “Due to limited resources and being the only student occupational therapist in my group, creativity was key and I was always thinking of my feet about how to give a range of therapy to the boys.”

- **The Saltire Internship**
  - The Saltire Internship programme aims to support students from Scotland’s most talented students - an opportunity to which they might not otherwise have access.
  - Two QMU students have recently taken part in life-changing scholarship programmes with some of the world’s most influential business leaders through the Saltire Foundation. Rebecca Living, a Psychology and Sociology student, undertook a development-focused internship with Galus BioPharmaceuticals in St Louis, USA, and Sharif Fazel, an Events Management student, had the opportunity to specialise in events management with Grand Hyatt in Dubai, United Arab Emirates. Both students not only experienced working life abroad, they also immersed themselves in the culture of the country. So when they were not conducting project work or presenting their research findings to the board of directors, they were taking part in local sporting events, exploring the country’s cultural heritage and even volunteering.

- **The Student Development Fund**
  - Grants from The Student Development Fund are designed to support specific student-led projects, initiatives and activities which can be demonstrated to have a positive benefit to the student and/or the University. Whether students are continuing their personal development, building on their knowledge or expanding their horizons, the Student Development Fund helps them to avoid missing out on a unique opportunity.

- **Santander Internships and work placements**
  - QMU offers a number of internships and workplacements through the Santander Universities programmes. These programmes provide students and recent graduates with the opportunity of a paid three-month full-time internship or a four-week full-time work placement with SMEs (small to medium-sized enterprises).
  - The internships and work placements enable students and graduates to gain valuable workplace experience, to work on live projects, and put theoretical knowledge into practice.

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Our professionally relevant courses, in accordance with our mission, aim to enhance people’s everyday lives. By choosing to study at QMU, you are preparing yourself for a career that provides job satisfaction and contributes to the wellbeing of society.

With the job market becoming increasingly competitive, we want to ensure that our graduates are fully equipped with the knowledge and skills required to progress in their chosen field.

Sarah Sproule, a Speech and Language Therapy student, also benefited from the Saltire Internship programme. She recently took up a placement in Brisbane, Australia where she worked alongside speech and language therapy professionals in a completely different environment to that in the UK.

David Christian, a PhD student in Cultural Policy, spent one week at the Centre for Cultural Policy Studies at the Royal School of Library and Information Science in Copenhagen. During his time there he had the opportunity to develop a co-authored paper with international academics, network, develop contacts in his field and give two guest lectures.

“"The support offered by QMU teaching staff was instrumental in helping me to develop academic and practical research skills required to realise my career aspirations." Sean Prescott, MSc Physiotherapy (now MSc Advancing Physiotherapy Practice)
CLIMB THE CAREER LADDER

Sean Prescott, a PhD student at QMU, has taken advantage of the opportunities that QMU has to offer. Originally from New Zealand, Sean came to QMU to study for a BSc (Hons) Physiotherapy in 1996. On completion he returned to New Zealand and worked as a physiotherapist at Auckland City Hospital for five years eventually specialising in older peoples’ health and stroke rehabilitation. Sean then decided to return to the UK as he wanted to broaden his experience and explore career opportunities.

While working at a private hospital in London, he identified a growing need for community based activity programmes to improve the wellbeing of people with long-term conditions in line with current national ‘Move for Health’ initiatives. He decided to return to QMU to do a MSc. Sean said “The support offered by QMU teaching staff was instrumental in helping me to develop academic and practical research skills required to realise my career aspirations: I could think of no better place to progress my studies in my chosen field, independence and wellness through physical activity for chronic conditions.”

On completion of the MSc, Sean progressed to a PhD at QMU with his project evaluating the health benefits of different exercise programmes in people on haemodialysis. Completing his doctorate will enable Sean to become a consultant - level physiotherapist in the rapidly growing area of renal medicine. His higher level qualification and transferable academic and research skills offer further possibilities in private practice and community based condition management programmes, such as he has successfully developed for knee arthritis during his MSc.

If you opt to study for single modules or decide to complete a named short course, you will be matriculated as an associate postgraduate student. As an associate student you have the same access to all of QMU’s student learning and information technology services, as well as support from the course co-ordinators and lecturers. This means that for nurses and allied health professionals for example, you are able to meet professional requirements for maintaining your competence as a registered practitioner. If you have completed your CPD course and then decide that you would like to continue towards a degree or postgraduate qualification as an advanced practitioner then the credit you have gained as an associate student may count towards a named qualification. This will depend on the nature of the award and which CPD course you have undertaken. Most CPD modules are also available as ‘elective modules’ within undergraduate and postgraduate courses. For further details please contact the appropriate course leader, indicated on the relevant course page.

Continuing professional development

Whatever qualification you are contemplating, remember that QMU is committed to continuing professional development (CPD) and we will always have something more to offer you in terms of further study and developing your career.

You do not have to commit to a full named award (eg MSc, MBA). You can opt to study individual modules from many of the courses listed in this prospectus. As little as one module will allow you to further your knowledge in your chosen area. Over time, you can accumulate single modules to attain a named award. For more information you should contact Admissions.

We also offer short courses developed especially for CPD purposes – something which many professions require you to fulfil. Those offered by QMU are mostly in the area of the allied health professions (AHPs) and are available to view on our website www.qmu.ac.uk/prospective_students/cpd/cpd.htm. The delivery of modules and courses may vary (face-to-face courses, paper-based, distance learning courses or e-learning). Some are also described as ‘blended’, featuring a face-to-face session at the beginning of the course, followed by paper or web-based learning materials.

Business Innovation Zone and Business Gateway

QMU is the first Scottish university to have an on-campus Business Gateway service to provide advice and support for QMU students and graduates interested in starting up their own business. The Business Gateway, part of our Business Innovation Zone, aims to provide graduate business start up incubation space, and offers advice and support to students interested in setting up their own business. For more information, see page 15 and the case study opposite.

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Opportunities to meet us

We are holding a Postgraduate Open Evening on Wednesday 23 November 2016.

Campus events
The open evening is an informal event allowing you to drop in at a time that suits you. It is suitable for anyone interested in finding out more about:

- studying at postgraduate level at QMU;
- enhancing career prospects by achieving a postgraduate qualification and
- updating and developing personal skills and knowledge.

During the evening you will have the opportunity to:

- have a one-to-one discussion with subject area academic staff who can talk to you about the programmes of study on offer;
- find out about how you could build a PhD specifically into your CPD while continuing your job;
- take a campus tour and see our modern facilities including our Learning Resource Centre;
- speak to Admissions staff about the application process, and
- speak to the student funding adviser about funding options and find out how to apply for potential SAAS awards.

Virtual open days
We also plan to hold virtual open days across 16/17, for those who cannot make it along to our on-campus events. The virtual open days include presentations from academic staff on course related information such as module content, clinical placement details and assessment methods. Academic staff are also on hand to answer any course-related questions.

There will be a member of the International Student Support team available to answer questions regarding entry requirements and to provide updates for those who have already submitted an application. The virtual open days also give enquirers and applicants the opportunity to discuss scholarships, visa applications and find out all about living in Edinburgh.

Please check our website for details of forthcoming event.

Want more information?
W: www.qmu.ac.uk/events_open_days/default.cf for updates and to book online
We know how important it is that we provide you with high-quality facilities in which to study and support to help you with your learning and your personal life.

Services for students: facilities and advice

Pre-entry services

If you are contemplating undertaking postgraduate study, we recognise that it’s not only information on the course that you need. Depending on your individual circumstances, you may need to consider other factors, for instance funding, childcare or disability issues, and you may require information on these areas before making your final choice.

Staff within our Student Services team can provide information, guidance and support and are available to ensure you obtain all the information you need before and during the decision-making process associated with coming to university. You can make contact with any of the services mentioned by phone, email or in person to discuss issues in a confidential and accessible manner.

Disability

QMU aims to support all students in our diverse learning community to participate fully in their studies and university life. For students with disabilities such as sensory impairments, medical conditions, mobility issues, mental health difficulties, and specific learning difficulties such as dyslexia, we offer a wide range of support.

Working closely with a network of key academic and non-academic staff, we can offer reasonable adjustments and assessment arrangements, provide guidance for eligible students about Disabled Students’ Allowance (DSA) funding and in some cases, undertake in-house DSA Needs Assessments and recommend specific one-to-one support such as notetakers or individual dyslexia tutors where appropriate.

It is helpful to contact a disability adviser as soon as you have firmly accepted an unconditional offer of a place on a course at QMU so that support arrangements can begin to be put in place for you as soon as possible. If you would like to find out more information about our services, arrange a personal and confidential phone call or meeting, please contact our disability advisers (see opposite).

Funding

Our Student Funding Adviser provides information on funding to support you while you are studying, for example, on Professional and Career Development Loans, postgraduate student loans, scholarship opportunities, tuition fees and discretionary funds. For more information on funding, see pages 20 -21 and for more information on fees, see pages 28-31.

Post-entry services and facilities

If you decide that QMU is the right choice for you, there are further services and facilities available once you commence your studies. The majority of these are located in one central area within the University’s academic building providing a one-stop shop for all your needs.

Health and counselling services

To fulfil your potential as a student it is important to consider your health and well-being. We can support you in this through our campus-based student healthcare information and counselling services which are easily accessed and confidential. Trained counsellors offer support with any personal problems which might affect your academic work. The University also has close links with a local NHS medical practice which provides medical advice and treatment if you live on campus or locally, and register with them.

Worship

There is a contemplation room on campus which is open to all students for prayer and quiet contemplation. It is designed to reflect the multi-faith nature of the staff and student population at QMU.

Careers and employability

The careers and employability staff are here to help you explore your career options and prepare for your future beyond graduation. They can help you find employment, and develop the techniques required to market your knowledge, skills and experience in order to make a successful transition into the world of work. The team also works closely with academic staff and members of industry and the professions to ensure that our graduates are well placed to enter employment after graduation.

Our Employability Centre provides a comfortable space in which to conduct your careers research and to chat with members of the team on a ‘drop-in’ basis.

Learning Resource Centre and Effective Learning Service

The Learning Resource Centre (LRC) and Effective Learning Service (ELS) provide a range of facilities and services to support your learning needs including 24-hour access to printed and electronic resources, and access to group and individual help on enhancing your study techniques. For our international students, we can provide additional support in developing English language and academic writing skills.

Personal Academic Tutor

At QMU, each student is assigned a Personal Academic Tutor (PAT) who will help guide you through your studies with us. Your PAT will normally be your main source of advice and guidance relating to your academic studies and can also refer you to other support services if needed.

School Office

The expert team within the School Office provide a bridge between you and your academic subject area. School Office staff will be able to assist with timetabling or general subject area queries, receive and return assignments and make contact with lecturers or tutors on your behalf.

Business Innovation Zone

We are keen to encourage students and graduates to develop as entrepreneurs. We support innovation and enterprise and offer a range of pathways to connect our students and alumni to the community through enterprise start-up activities, business support and social innovation.

At QMU we have easily accessible services and facilities available to enhance the experience of our current and potential students.

“It was really beneficial to have a Personal Academic Tutor: one point of contact who I could turn to when I needed a bit of advice.”

Isabel Mendes, MA Arts, Festival and Cultural Management

Want more information?

Effective Learning Service

W: www.qmu.ac.uk/ELS

Learning Resource Centre

W: www.qmu.ac.uk/lb

Student Services

W: www.qmu.ac.uk/student-services

Student Funding Adviser

E: studentfunding@qmu.ac.uk

Disability Advisers

E: disabilityadvisers@qmu.ac.uk

The Business Innovation Zone (BIZ) at QMU offers:

• desk space and office facilities;
• meeting facilities within the BIZ space;
• access to rehearsal space and editing facilities;
• easy access to the on-campus Business Gateway which provides start-up businesses with guidance and support, including one to one advice and free workshops and seminars;
• profile for your company on our website;
• support with marketing materials and access to entrepreneurial network within QMU and other universities.

To gain space in the BIZ, students need to follow an application process and gain academic approval.

Please see page 11 for a Business Innovation Zone case study.
The international study experience

We have a diverse student population with students coming from more than 70 countries.

QMU has a growing and vibrant international postgraduate community which enriches the student experience.

We are keen to ensure that you are given a warm friendly Scottish welcome. The University offers an approachable, responsive and individual experience.

Facilities at our campus are specifically designed to meet your needs and provide an excellent environment in which to study and to enjoy student life. To help you settle in and make the most of your studies and leisure time, we offer a range of services outlined on these two pages.

- Orientation programme and social events

Before joining us, you will receive our pre-arrival guide, designed to answer any questions you may have prior to departure regarding preparations for your journey to QMU, and your first few days here. We host a comprehensive international students’ induction programme prior to your course start date. It includes information on settling in and the year ahead, as well as an opportunity to meet some of your fellow students. We organise a tour around the city of Edinburgh allowing you to familiarise yourself with your surroundings. We also organise a programme of social events.

- Accommodation

Accommodation is available in our on-campus halls of residence for international students for your first year of study, provided you apply for this in plenty of time. For more information on accommodation see page 35.

- Visa and immigration advice

As an international student, depending on the country you come from, you may require a UK Tier 4 Student Visa. The University can provide you with advice, support and guidance both before applying for your student visa, as well as answering any questions you may have during your studies. We can also provide guidance on extending your student visa if required, and on the options if you wish to work in the UK upon completion of your studies. The Scottish Government also has a website offering advice to students studying in Scotland - see www.talentscotland.com.

- Employment while you study

If you require a UK Tier 4 Student Visa to study with us you will normally be allowed to work for up to 20 hours a week during term time and full-time during holiday periods, unless otherwise stated on your passport or visa documentation, provided the employment meets certain criteria. QMU’s Employability Centre is open to all students and provides help and advice about employment opportunities in Edinburgh including assistance in obtaining a UK National Insurance number which will allow you to work and pay tax in the UK.

- Scholarships

A number of scholarships are available to self-funding postgraduate international students. Each scholarship is for at least £2,000 and is discounted from your course fees. Information about how to apply for these scholarships is available on pages 20 & 21.

- Medical services

Medical and hospital treatment is available under the NHS to students resident in Scotland for more than six months. An immigration health surcharge will be required to be paid by non-EEA nationals who apply to come to the UK to study for more than six months. Those paying the surcharge will be able to access the National Health Services in the same way as a permanent resident. Further information about the immigration health surcharge can be found at www.gov.uk/healthcare-immigration-application/. Assistance with registration with QMU’s medical practice partner is provided for students moving to the local area.

- Student services

The University offers a range of services and support to students on issues concerning careers, disability, health and funding, to assist you while you are studying. See pages 14 & 15 for further information on the full range of services available.

- Contemplation room

We have a room at the campus which is open to all students and staff of all faiths and denominations for prayer and quiet reflection. Washing facilities are also provided nearby.

- Living in Edinburgh

Edinburgh is an established international centre with a reputation for academic excellence which attracts students from all over the world to its institutions. A wide variety of foods are available from specialist food shops in the city, including Chinese, Polish, Malay, Japanese and Halal foods. There are also places of worship for many religions.

- Transport connections

Edinburgh is well connected by air, road and rail to other major cities within the UK including Aberdeen, Glasgow, London, Manchester and Birmingham. Internationally, Amsterdam, Paris and Frankfurt are only one-and-a-quarter hours away by air, with direct flights to the USA, Canada, Dubai, Qatar and elsewhere possible from either Edinburgh or Glasgow airports. More links are being added reflecting the economic success and cultural diversity of Scotland and its vibrant capital. In Edinburgh you will find a quality of life that provides a thriving and safe environment in which to study. For more information on Edinburgh, see pages 32-34.
and language skills before beginning their studies. Every effort will be made to equate international qualifications with UK standards of entry and offers will be made on a like-for-like basis. Applications for entry to all our postgraduate courses should be made online via our website at www.qmu.ac.uk.

If you would like an initial assessment of your qualifications, please contact the Recruitment and International Liaison Office (RILO) or Admissions who will be able to offer advice.

English language requirements

As well as the academic requirements for your studies, you will also have to demonstrate a proficiency in English language. Where we include an English language requirement as part of your conditions we will typically refer to IELTS (although other English Language tests may be considered depending on eligibility). Our minimum IELTS requirements are an overall score of 6.0 with no individual elements lower than 5.5. This is our minimum entry level and some courses require a higher level of language proficiency. Please refer to the course pages for more information.

Pre-Sessional English course

Our intensive four-week Pre-Sessional English course helps to prepare international students for study at QMU. It also provides students with the opportunity to settle in to life here at QMU and to establish friendships with other students before the beginning of semester.

This course will be extremely useful for students wishing to develop their academic and language skills before beginning their studies, it will also build their confidence in using English in an academic environment and enable them to understand more about the cultural and study environment at a UK university.

There is a strong practical element with an emphasis on student participation. Students prepare for and deliver a presentation in their subject area, participate in seminar discussions, and conduct research for a written assignment which is submitted in the final week. Opportunities for practising these skills are integrated throughout the programme. Academic reading and writing skills are also developed and practised.

The main areas covered are:
- planning and writing academic essays;
- reading and writing critically;
- conducting effective research;
- using evidence to support claims;
- giving presentations;
- listening to lectures and taking notes;
- participating effectively in seminars, and
- improving vocabulary and grammar.

In addition to our four-week course, we also offer a 12-week Pre-Sessional English course for students who require a longer period of English language preparation prior to their university studies.

For more information on the courses, visit the webpages highlighted in the blue box.

Pre-Sessional courses require a higher level of language proficiency. Please refer to the course pages for more information.

Pre-Sessional English course

Want more information?

T: +44 (0)131 474 0099
E: international@qmu.ac.uk
W: www.qmu.ac.uk/international

For information on the Pre-Sessional English course visit our website at www.qmu.ac.uk/els/pressessional.htm and watch our film at www.youtube.com/watch?v=zDQYQTnlgXk&feature=youtu.be

Map of the UK

David Lee

After completing my science degree in my home country of Singapore, I started to work in the healthcare sector where I was involved with some nutrition-related projects. I have always been fascinated by the ability of diet to transform general public health and was keen to enter the field of dietetics so I decided to pursue a postgraduate course in this area.

With a reputation for providing high-quality higher education, I wanted to study in Scotland, and with Edinburgh continually ranking high in polls for accolades such as ‘the best city in the UK to live’, or ‘the friendliest city in the UK’, the capital was my top destination to embark on my postgraduate studies.

I was already aware of QMU having visited Edinburgh on holiday, and I was lucky enough to meet a member of the Recruitment and International Liaison Office (RILO) team in Singapore before applying. The rep from QMU was most helpful in providing all the essential information prior to my application and I felt confident moving overseas to study at QMU.

My first few days at QMU were very enjoyable and I felt very supported by the RILO team. Staff were very helpful at guiding all new international students through the orientation process and settling us into life in a new country. RILO organised a trip to St. Andrews (about 50 miles north of Edinburgh) which was a great day out and I got to meet lots of other new international students.

Apart from being a great place to study, Edinburgh is also a fantastic place to live with plenty of exhibitions and events throughout the year. The transport system is amazing and makes it easy to get around. I really enjoy the parks and gardens, also the cycle paths throughout the city. Edinburgh provides a welcoming, safe and multicultural society enabling international students to settle down easily.

I am really enjoying my MSc Dietetics course. The highly qualified teaching staff help to raise the quality of education and I would like to say QMU provides an excellent study environment. I have learned a great deal about the interaction between diet and health.

In addition, the placement opportunity has also helped me gain valuable working experience. When I graduate, I look forward to working in the dietetic field and using the skills, knowledge and experience that I have gained on the course.
We want to ensure that you know about the main sources of funding available for your studies at QMU. It is important to recognise that access to postgraduate funding can be highly competitive, so it is essential to consider your funding options fully prior to committing to a course of study.

These pages cover the current funding sources, you may like to check our website at www.qmu.ac.uk/register/scholarships.htm as more may be available.

**SAAS**

The Students Awards Agency for Scotland (SAAS) currently provides tuition fee loans for some of our postgraduate courses, mostly at diploma level. This funding is currently available for some Scottish domiciled and non-UK EU postgraduate students as well as local students. For up to date information on SAAS loans for EU students outside the UK for 2017/18 onwards, please see the SAAS website (www.saas.gov.uk).

**Postgraduate Student Loans for English Students (PGLa)**

English domiciled students can apply for PGL student loans from the Student Loans Company for courses which commence from the 2016 session onwards. These loans are available to help fund your studies and can be used to help pay for tuition fees or for maintenance costs. They are non-means tested and will be paid directly to you.

You can apply for a loan of up to £10,000 if you are applying for a full-time course over one or two years and if you’re studying part time you can study for two years (for the equivalent one year full-time course) or up to four years (for the equivalent two year full-time course). If your course is longer than one year you can get up to £5,000 in your first year and the rest in your second year. If you’re studying part time you can only get full-time payments in the first two years of your course. The loan will be paid into your bank account in three instalments during the academic year. You will not be eligible for this loan if you already hold an equivalent or higher qualification. For further information on eligibility, repayment etc. please visit www.gov.uk/postgraduate-loan.

**QMU scholarships for business postgraduate degrees**

The University has two awards of £2000 for students starting in September 2017, who have received an offer for one of the following degrees:

- MA Arts, Festival and Cultural Management
- MSc Global Health
- MSc International Management and Leadership
- MBA Tourism

These are worth £2,000 in fee reduction and are available to part-time students in areas of selected cultural organisations. See individual course page for further details.

**Postgraduate Student Loans for MA Arts and Festival Management**

The Carnegie-Cameron Taught Bursary

Queen Margaret University has a limited number of part-time bursaries for MA Arts and Festival Management students. These bursaries are worth £4,000 each and are available to students who register for a full or part-time course of study, and who have a household income below a specified threshold. To find out more contact careers@qmu.ac.uk.

**Graduate 10% Discount Scheme**

QMU offers a 10% discount in published postgraduate tuition fees for graduates of the University who hold a verified QMU undergraduate or postgraduate award and are admitted to a postgraduate award at QMU. This discount is available to students who register for a full or part-time taught postgraduate programme. The discount applies to home, EU and overseas students, and applies to the self-funding element of the postgraduate tuition fee only. This discount does not apply to any part of the tuition fee which is covered by a scholarship, funding body, your employer, a company, or any other source of funding.

**PhD Studentships**

There are a number of PhD studentships available. For more information visit www.qmu.ac.uk/post-research/book Chapman.htm.

**Professional and Career Development Loans**

A Professional and Career Development Loan is a bank loan. You make an agreement with a participating bank to borrow an amount between £300 and £10,000. The UK Government pays the interest on your loan while you’re working and for one month after you’ve stopped training. After this, you’ll pay interest at the rate fixed when you took out the loan. The loan can be used to pay course fees or other costs such as travel and living expenses. You can also use this loan to supplement other forms of support such as grants or bursaries. Further information on CDLS can be found at www.gov.uk/career-development-loans/overview.

Applicants must be Scottish by birth, descent (at least one parent born in Scotland) or have been continuously resident in Scotland for a period of at least three years for part-time students or secondary or tertiary education (FE college or university) in Scotland.

Students must be holding an unconditional offer for a one-year taught postgraduate degree. Part-time students who are taking a one year taught postgraduate degree over two years are also eligible. Application can be made online from the QMU website at www.qmu.ac.uk/register/scholarships/carnegie.cameron.htm.

The University is pleased to offer a range of competitive scholarships of at least £3,000 each for new international students undertaking their first year of study on an undergraduate or postgraduate degree in the academic year beginning September 2017. The scholarships are subject to a reduction of the tuition fee and are available to students who are self-funding with an international tuition fee of more than £9,000 for a single year of study only. Applications can be made by students who have applied to study at the University. The application form can be downloaded from our website at www.qmu.ac.uk/ international/fees_funding.htm. Please note that the application deadline for those applying to study in September 2017 will be during March 2017.

**Scotland’s Saltire Scholarships**

These awards are jointly funded by QMU and the Scottish Government. Awards worth £5,000 each are available to students from Pakistan, the USA, Canada, India, Japan, and other countries. These awards are granted as a reduction of the tuition fee payable by the student. The online application form can be found at www.scotlandland/study-in-scotland/scholarships/saltire-scholarships.htm.

**Santander International Scholarships**

QMU is pleased to announce that a limited number of Santander Scholarships will be available in 2017, up to the value of £5,000. Applications can be made by students who have applied to study at the University. The application deadline for 2017 will be during March of that year.

**Commonwealth Scholarships**

These scholarships are awarded by the British Council or the Commonwealth Commission or the Foreign and Commonwealth Office. They must be a citizen of a Commonwealth country or a country that has a Commonwealth connection. These awards are usually for postgraduate diplomas or master’s degrees lasting up to one year. There are three types of scholarships: fees only, full award and partial award. These are normally advertised locally so please contact your British Embassy, British High Commission or British Council office in your own country. Please note that UK citizens are not eligible for this award. Visit www.chevening.org/enquiry.

**British Chevening Scholarships**

This fund is available to students from countries outside the UK and the Foreign and Commonwealth Office. You must either be a citizen of a Commonwealth country or a country with a Commonwealth connection. These scholarships are for postgraduate research or study. To find out more contact the Commonwealth Scholarship Agency in your own country.

**British Marshall Scholarships**

These awards are funded by the Foreign and Commonwealth Office. These are for US citizens under 26 years old who are graduates from US universities. The award covers fees, tuition maintenance, books, thesis and travel allowances.

**Fujibright Scholarships**

This is open to UK graduates wanting to study in the UK (it is not restricted by age or subject). Each year between 10 and 14 Fujibright scholarships are awarded. They are for a minimum of one year, and are available to students of all stand-alone CPD MSc modules in "Developing Rights-Based Practice for Allied Health Professionals working with People Living with Dementia, their Families & Carers".

The Scholarship is open to Scottish domiciled students, providing that they have applied to study both clinical full-time or part-time. For more information contact Fiona Maclean (Programme Leader) at f.maclean@qmu.ac.uk.
QMU works in partnership, both in the UK and overseas, to deliver a range of degrees and short programmes. Our major international partnerships include: the Institute for Technology and Management, Mumbai; Silver Mountain School of Hotel Management and Ace International Business School, Kathmandu; East Asia Institute of Management, Singapore; AKMI Metropolitan College, Athens; and the British University in Egypt.

By working in collaboration we are able to offer access to UK higher education to students who might not be able to afford to travel to this country to study. The degrees delivered in-country are based on the degrees offered here in Edinburgh and have exactly the same academic standards. QMU staff work closely with partner organisations to make sure that students receive the same quality of education. Successful graduates receive a certificate from QMU that is recognised by employers and universities around the world.

We are also pleased to have partnerships with a number of local providers. These allow us to bring together our academic expertise with partners’ specialist knowledge in order to provide qualifications that support students’ professional and personal development. As with the overseas partnerships, the academic quality of the award is assured by QMU and graduates receive a QMU degree.

All students on collaborative programmes are matriculated with the University and receive access to our electronic library resources.

If you are interested in any of the programmes listed, please contact the partner organisation for more information.

*Subject to validation

Want more information?
Contact Sheila Adamson
T: +44 (0)131 474 0000
E: sadamson@qmu.ac.uk
If you wish to apply for a place at QMU, you must read the following Terms and Conditions and ensure that you understand them. These Terms and Conditions form the basis of the contract you will enter into with QMU should you be offered and accept a place with us.

Terms and conditions

1. Every effort has been made to ensure that the information contained in this prospectus is accurate at the time of publication. The University will use all reasonable endeavours to provide programmes of study listed in this prospectus and to deliver them in accordance with the descriptions of programmes set out. However, as the University is committed to ensuring that programmes remain up to date and relevant, it reserves the right to discontinue, merge or combine programmes and to make variations to the content or method of delivery of programmes, if such action is reasonably considered to be necessary by the University. This, combined with the need to publish the prospectus well in advance, means that changes to the information presented in the prospectus will have to be made at any time during the year. Applicants are advised to visit the University website http://www.qmuc.ac.uk/prospectives_students/default.htm or contact admissions@qmuc.ac.uk before applying. The content of curriculum of a course may change for a number of reasons, including that:

• The change is required to ensure that the course continues to deliver its key learning outcomes and the content of the course is responsive to changes and developments in the areas covered by the course;
• For courses leading to professional qualifications, accreditation or registration, the changes are required to continue to satisfy pre-requirements of a particular professional or regulatory body responsible for awarding such qualification, accreditation or registration;
• The change is not a material change to the content or curriculum;
• The change operates for the benefit of the students on the course;
• The change is required due to circumstances outside the control of the University;
• It is necessary to ensure that the programmes continue to align with the University’s aims, strategies and mission.

Remedies for students impacted by any such change may include, but are not limited to, provision of alternative course modules or courses or the option to transfer to another course at the University. It may be desirable or necessary to withdraw certain programmes from the University’s portfolio of provision as a result of a number of factors including changes in patterns of demand from prospective students, changes in staff, a strategic realignment of the University’s portfolio or a major organisational change. The University will use its best endeavours to consult meaningfully with students who would be affected by any such change in order to assess any impact on students and mitigate any disruption arising from the change and to identify appropriate alternative arrangements. Arrangements to support the academic interests of existing students impacted by any programme withdrawal will be put in place. In all cases, an academic withdrawal will make every effort to advise students at the earliest possible opportunity of any changes to the course content or curriculum that may impact upon them.

2. In the event of external factors, such as industrial action, the University undertakes to minimise any disruption that may subsequently arise, as far as is practicable.

3. An offer of a place at the University is made on the understanding that, in accepting the offer, the student undertakes to observe and comply with these Terms and Conditions and the regulation of the University, the University’s Regulations, Policies and Codes of Conduct, as amended from time to time. The University’s Regulations, Policies and Codes of Conduct are set out in full within the University’s website at the following link: http://www.qmuc.ac.uk/quality/default.htm. Changes to the University’s Regulations may be made from time to time for one or more of the following reasons: to reflect changes to the statutory requirements with which the University is required to comply; to reflect best practice regulation across the higher education sector and more broadly; to ensure that the University’s Regulations remain fit for purpose as a result of changes or developments within the University and across the higher education sector. Where the University’s regulations are changed and the operation of a new regulation would place a student at a disadvantage in terms of, for example, financial support, the University reserves the right, in its absolute discretion, to determine whether the student will be entitled to any such increased support or set of benefits and what, if any, conditions may be attached to that support.

4. Applicants will have 14 days from receipt of their offer to challenge their Fee status. Only an applicant with a legal right to cancel the contract at any time within 14 days of the date of acceptance of the offer. Where an applicant wishes to cancel the contract, he or she must do so by informing the University in writing. Where an applicant withdraws with the University after acceptance, any advance payment made by that applicant shall be refunded in full. Failure to settle tuition fees by the due date may lead to a student being excluded from attendance at classes. Each year, the University is required to maintain a register of students and, in the event of a student’s sponsoring authority refusing or failing to make payment, the University may then ask to have that student’s contract held personally liable for payment. Students will also be liable for any travel and accommodation costs incurred whilst on placement. Such costs may include, but are not limited to, travel and accommodation fees, subsistence and food. If a student is held liable for payment but should a sponsoring authority refuse or fail to do so, the student will be personally liable for such costs.

5. For some courses, an additional fee may be payable in respect of registration with a professional body. Additional charges will be made in respect of graduation and, where applicable, reassessment. Full details of registration fees and other charges are set out at www.qmuc.ac.uk/registration/1118.htm and students are also personally liable for such fees.

6. Tuition Fees become due on the first day of study and should be paid within 21 days of the student enrolling with the Finance Office for payment to be made by instalments. Where a student has opted to pay by instalments, the student must complete the payment schedule drawn up by the Tuition Fee Office and the student must be paid in full. Failure to settle tuition fees by the due date may lead to a student being excluded from attendance at classes. Each year, the University is required to maintain a register of students who would be affected by any programme withdrawal. The University is currently reviewing its Smocking Policy with a view to achieving this aspiration. Students’ attendance shall be drawn to this in any amendments to policy or conditions that may impact upon them.

7. Tuition Fees becomes payable in the first instance, as a cash payment, to the student, or to the University’s account. Any payment made with the University’s account will be held and processed according to the Data Protection Act 1998. The University will use the information obtained for the University to carry out the services of applicants for employment, the University does not warrant or guarantee that students will obtain employment as a result of successfully completing their studies. The University does not accept responsibility and expressly excludes all liability, to the full extent permitted by law, for any loss or damage, whether in negligence or otherwise, caused by the negligence of the University or its employees. In particular, the University shall not be liable for any loss or damage, to the extent permitted by law, caused by the University’s refusal to provide accommodation or the University and the student may have on his/her application, he/she must contact the course Admissions Tutor who will be able to advise accordingly.

10. To safeguard the welfare of staff, students and the general public, the University scrutinises all criminal convictions declared by applicants. Continuing students must declare at the point of matriculation any criminal conviction acquired in the previous 12 months. The existence of a criminal conviction itself does not preclude entry to the University, but admission to, or progression within particular programmes may be precluded by certain types of convictions. Any student who is found to have falsified his/her self declaration at the point of application or at matriculation will be subject to disciplinary action.

11. Whilst courses are designed to prepare students for employment, the University does not warrant or guarantee that students will obtain employment as a result of successfully completing their studies.

12. The University does not accept responsibility and expressly excludes all liability, to the full extent permitted by law, for any loss or damage, whether in negligence or otherwise, caused by the negligence of the University or its employees. In particular, the University shall not be liable for any loss or damage, to the extent permitted by law, caused by the University’s refusal to provide accommodation or the University and the student may have on his/her application, he/she must contact the course Admissions Tutor who will be able to advise accordingly.

13. Personal information on students will be held and processed according to the Data Protection Act 1998. This information will be used by the University to fulfil its part of the contract between it and the student. As part of the contract, the University is also required to release certain information on the student population to government agencies.
Application and selection

Application process

All applications for taught postgraduate courses should be made online through our website. To apply online choose your course from the postgraduate course list and select ‘apply now’ on the course information page.

Deadlines

A number of our most popular courses have set a closing deadline for applications. Where a deadline has been set this will be detailed on the individual course page in this prospectus.

Entry requirements

Details of the entry requirements for each of our postgraduate courses are given on the individual course pages. Usually applicants will be required to have an honours degree, or a diploma level qualification and considerable relevant professional experience. If you have any questions about the suitability of your qualifications please contact the Admissions team (admissions@qmu.ac.uk).

Details of our English Language requirements for international students can be found on page 18 of the application process. Applicants will be advised of the outcome within two weeks of attending an interview. Details can be obtained from Admissions.

Interviews and auditions

Where an interview or audition is required for entry to a course, we will contact you (normally by email) to invite you to attend the University and will give you full details about the requirements of the interview or audition. Details are also available on the individual course pages. Where applicants are unable to attend an interview on campus, it may be possible to arrange a telephone or Skype interview. Further details can be obtained from Admissions.

Offers

Once we have considered your application, you will be given one of the following decisions:

• an unconditional place: the offer of a firm place.
• a conditional place: the offer of a place, subject to the achievement/verification of specific entry requirements prior to entry.
• waiting list: on occasion, a course is in high demand and may become fully subscribed so a waiting list is started. Places may subsequently become available.
• unsuccessful: we will give feedback on why your application has been unsuccessful when we communicate the decision. We are always able to give further individual advice and feedback to applicants.

Assessment of prior experiential learning

We are able to offer Assessment of Prior Experiential Learning to some applicants who are seeking exceptional entry and offer advice on the action required to augment your experience. This can range from completing a portfolio of work to an assignment, which we will set. Further information is available from Programme Leaders.

Credit accumulation

Students registered for a master’s degree may exit most courses with an award at postgraduate certificate or postgraduate diploma level. This applies mostly to courses designed on a modular basis and where progression is by credit accumulation. Where a postgraduate certificate has not been validated in a certain subject, the award will be a Postgraduate Certificate in Higher Education.

Criminal convictions

All applicants are asked to disclose criminal convictions to help safeguard the welfare of our students. Applicants for certain courses of study must declare all criminal convictions, and in these cases the Rehabilitation of Offenders Act 1974 does not apply. Applicants for some health professions will be required to provide a satisfactory criminal records check from the Disclosure Scotland Protecting Vulnerable Groups (PVG) Scheme as part of the application process. Applicants from outside the UK will also be required to provide the Admissions Office with a satisfactory police check from their home country. If you have any questions or concerns regarding criminal convictions, please contact Admissions.

Fees

Fees and charges

All students pay an annual fee to the University. Fee levels are reviewed on an annual basis, and are subject to increase. For continuing students, any increase in the level of fee each year will be subject to a maximum percentage equivalent to the higher of the annual increase in the UK Retail Prices Index and 5%. With the exception of research students who have a scholarship, all research students requiring laboratory, practical or clinical experiences will pay a minimum bench fee of £1,000, which covers the cost of consumable materials and other expenses associated with the student’s research at QMU. Students undertaking a proposal involving expenses which exceed £1,000 will be required to cover these costs if they do not have sponsorship. All research students also pay an examination fee. If you exceed the normal prescribed period of study without submitting your thesis, you are registered as a continuing student, and pay the appropriate annual continuation fee.

Payment of tuition fees

Tuition fees and bench fees (research students only) become due on the first day of your programme of study. You must either pay in full within 21 days of the due date, or make arrangements with the Finance Office to pay in instalments. If you choose this option, you will be asked to complete a direct debit mandate prior to, or at the time of, your matriculation. The number of instalments by which payment may be made will depend on the length and start date of your course. Students will be personally liable for payment of any professional body registration fees as detailed in the Registration and Membership fees section of our website.

For the annual tuition fees of £9000 and above, where the student is self-funding and the fee is settled in full by 31 October 2017, a discount of five percent will be allowed. Graduates of QMU who hold a verified undergraduate or postgraduate award may be eligible for a ten percent discount on the published fee.

Funding for taught postgraduate and research students

Students applying for a masters degree or postgraduate diploma are normally self financing or sponsored by employers or other agencies. We advise all students to investigate their eligibility for support at the earliest opportunity. For more information on current funding sources, please see pages 20-21.

Funding may also be available from a number of trust funds and charities. Details are available through the www.scholarship-search.org.uk

Postgraduate students who find themselves in financial difficulty can apply for help through the Discretionary Fund administered by QMU. Details and application forms are available from Student Services. Criteria include having exhausted all other available sources of income, financial hardship and unexpected exceptional circumstances. Priority is given to final year students, students with disabilities, lone parents, mature students, students with short term medical difficulties and families on low income.

The most important sources of funding for postgraduate research students in the UK are the Research Councils. These bodies are government-funded agencies engaged in the support of research in different disciplines and postgraduate funding is just one part of a broad range of responsibilities. A full list of postgraduate funding opportunities is found on our website at www.qmu.ac.uk/graduate-school/prospective-students/funding.html

For additional information on funding for postgraduate studies please refer to the scholarship information on page 20-21.

Tuition fee deposits

International students who need a student visa are required to pay a £2,000 tuition fee deposit prior to making their visa application. The £2000 deposit will be deducted from the overall fees payable.
**Course fees for 2017/18**

*(All fees quoted are per year unless otherwise stated)*

Following the UK’s referendum on EU membership, we can confirm that for students entering in 2017/18, the home fee will continue to apply to EU postgraduate students for the duration of their programme. For more information, see www.qmu.ac.uk/marketing/EU-referendum-guidance.htm.

### POSTGRADUATE CLASSROOM-BASED COURSES

**MA Arts, Festival & Cultural Management/ MA Culture and Creative Enterprise/ MSc Gastronomy/ PgCert/PgDip MSc Professional & Higher Education/ PgCert Public Services Governance/ MSc Strategic Communication and Public Relations**

<table>
<thead>
<tr>
<th>Region</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Part-time Dissertation</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK/EU</td>
<td>£4500</td>
<td>£475 per 15 credit module</td>
<td>£950</td>
<td>£870</td>
</tr>
<tr>
<td>International</td>
<td>£11500 (includes dissertation)</td>
<td>£1250 per 15 credit module</td>
<td>£2600</td>
<td>£2800</td>
</tr>
</tbody>
</table>

* Home fees funded for a limited number of places

### POSTGRADUATE LABORATORY/ STUDIO-BASED COURSES

**PgCert Collaborative Working: Education & Therapy/ MSc Mammography/ MSc Medical Imaging/ MSc Occupational Therapy (Post-Registration)/ MSc Person-Centred Practice (Palliative Care)/ MSc Person-Centred Practice (Public Health and Wellbeing)/ MSc Advancing Physiotherapy Practice (Post-Registration)/ MSc Public Health Nutrition/ MSc Radiotherapy**

<table>
<thead>
<tr>
<th>Region</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Part-time Dissertation</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK/EU</td>
<td>£4500</td>
<td>£475 per 15 credit module</td>
<td>£950</td>
<td>£870</td>
</tr>
<tr>
<td>International</td>
<td>£11500 (includes dissertation)</td>
<td>£1250 per 15 credit module</td>
<td>£2600</td>
<td>£2800</td>
</tr>
</tbody>
</table>

* 30 Credit Work Based Learning modules are charged at 15 credit module rate.

**PgCert Palliative Care**

<table>
<thead>
<tr>
<th>Region</th>
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</tr>
</thead>
<tbody>
<tr>
<td>UK/EU</td>
<td>£1900</td>
</tr>
</tbody>
</table>

**PgCert Public Health and Wellbeing**

<table>
<thead>
<tr>
<th>Region</th>
<th>Full-time/Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK/EU</td>
<td>£1900</td>
</tr>
</tbody>
</table>

### DISTANCE LEARNING COURSES

**Distance Learning Courses: MSc Diabetes/ MSc Podiatry/ MSc Rehabilitative/ Audiology (Post-Registration)**

<table>
<thead>
<tr>
<th>Region</th>
<th>Part-time</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK/EU/International</td>
<td>£475 per 15 credits</td>
<td>£950</td>
</tr>
</tbody>
</table>

### SPECIFIC INDIVIDUAL MODULES

**Radiography postgraduate work-based modules**

<table>
<thead>
<tr>
<th>Region</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK/EU</td>
<td>£475 per module</td>
</tr>
</tbody>
</table>

### NON-STANDARD POSTGRADUATE FEES

**MSc/PgDip Audiology (Pre-Registration)/ MSc/PgDip Diagnostic Radiography/ MSc/PgDip Occupational Therapy (Pre-Registration)/ MSc/PgDip Physiotherapy (Pre-Registration)/ MSc/PgDip Radiotherapy & Oncology/ MSc/PgDip Speech & Language Therapy (Pre-Registration)**

<table>
<thead>
<tr>
<th>Region</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK/EU</td>
<td>£8500 per annum (excludes dissertation)</td>
<td>Pro rata to full time fee</td>
<td>£950</td>
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<tr>
<td>International</td>
<td>£1250</td>
<td>Pro rata to full time fee</td>
<td>£2760</td>
</tr>
</tbody>
</table>

*fees to remain fixed for duration of course

### OTHER NON-STANDARD POSTGRADUATE FEES

**MSc Art Psychotherapy (International) & MSc Music Therapy**

<table>
<thead>
<tr>
<th>Region</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK/EU</td>
<td>£6000 per annum *</td>
<td>£4250 per annum</td>
<td>£950</td>
</tr>
<tr>
<td>International</td>
<td>£12500 per annum *</td>
<td>£2500</td>
<td>£2760</td>
</tr>
</tbody>
</table>

*fees to remain fixed for duration of course

**MSc/PgDip Dietetics**

<table>
<thead>
<tr>
<th>Region</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK/EU</td>
<td>£12000</td>
<td>£1400 per 15 credit module</td>
<td>£2800</td>
</tr>
</tbody>
</table>

**MBA/ MBA Hospitality/ MBA Family & Smaller Enterprises/ MBA Tourism**

<table>
<thead>
<tr>
<th>Region</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK/EU</td>
<td>£11000</td>
<td>£1250 per 15 credit module</td>
<td>£2800</td>
</tr>
<tr>
<td>International</td>
<td>£13500</td>
<td>£1400 per 15 credit module</td>
<td>£2800</td>
</tr>
</tbody>
</table>

**MSc International Management & Leadership/ MSc International Management and Leadership with Events/ MSc International Management and Leadership with Family & Smaller Enterprises/ MSc International Management and Leadership with Hospitality/ MSc International Management and Leadership with Tourism/ MSc Dispute Resolution/ Master of Public Administration (MPA)**

<table>
<thead>
<tr>
<th>Region</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK/EU</td>
<td>£6500</td>
<td>Pro Rata</td>
<td>Pro Rata</td>
</tr>
<tr>
<td>International</td>
<td>£12000</td>
<td>Pro Rata</td>
<td>Pro Rata</td>
</tr>
</tbody>
</table>

*fees to remain fixed for duration of course
Research (including Professional Doctorate)

<table>
<thead>
<tr>
<th>UK/EU</th>
<th>Full-time</th>
<th>£4500</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK/EU</td>
<td>Part-time</td>
<td>£2300</td>
</tr>
<tr>
<td>International</td>
<td>Full-time</td>
<td>£11250</td>
</tr>
<tr>
<td>International</td>
<td>Part-time</td>
<td>£5625</td>
</tr>
<tr>
<td>Bench Fees - Laboratory Based Research*</td>
<td>See below</td>
<td></td>
</tr>
<tr>
<td>Examination Fee**</td>
<td>£230</td>
<td></td>
</tr>
<tr>
<td>Continuation Fee***</td>
<td>£500</td>
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</table>

*With the exception of research students who have a studentship, all research students requiring laboratory, practical or clinical expenses will pay a minimum bench fee of £1,000, which covers the cost of consumable materials and other expenses associated with the student’s research at QMU. Students undertaking a proposal involving expenses which exceed £1,000 will be required to cover these costs if they do not have sponsorship.

**All research students must pay the examination fee, which is charged at the time of the appointment of examiners, before submission of the thesis for examination. A second fee is charged for any re-examination.

***All research students exceeding their normal prescribed period of study without submitting their thesis are registered as continuing students, and pay the appropriate annual continuation fee.

**Postgraduate Registration and Membership Fees**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LEVEL</th>
<th>NATURE OF FEE</th>
<th>FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc/PgDip Occupational Therapy</td>
<td>All</td>
<td>Registration Fee – College of Occupational Therapists (payable directly to Professional Body)</td>
<td>TBC</td>
</tr>
<tr>
<td>MSc Physiotherapy (Pre Registration)</td>
<td>All</td>
<td>Registration Fee – Chartered Society of Physiotherapy (payable directly to Professional Body)</td>
<td>TBC</td>
</tr>
<tr>
<td>MSc Diagnostic Radiography</td>
<td>2</td>
<td>Registration Fee – College of Radiographers (payable directly to Professional Body)</td>
<td>TBC</td>
</tr>
<tr>
<td>MSc/PgDip Radiotherapy &amp; Oncology</td>
<td>2</td>
<td>Registration Fee – College of Radiographers (payable directly to Professional Body)</td>
<td>TBC</td>
</tr>
</tbody>
</table>

**Other Fees**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>£120</td>
<td>RPL Investigation Fee – Undergraduate (Experiential Learning)</td>
</tr>
<tr>
<td>£180</td>
<td>RPL Investigation Fee – Postgraduate (Experiential Learning)</td>
</tr>
<tr>
<td>£40 (Maximum of £120)</td>
<td>Re-Assessment Fee per module</td>
</tr>
<tr>
<td>£50</td>
<td>Late Matriculation Fee</td>
</tr>
<tr>
<td>£50</td>
<td>Late Reassessment Registration Fee</td>
</tr>
<tr>
<td>£25</td>
<td>Replacement Certificate Fee</td>
</tr>
<tr>
<td>£20</td>
<td>Replacement Transcript Fee</td>
</tr>
<tr>
<td>£15</td>
<td>Confirmation of Award</td>
</tr>
<tr>
<td>£10</td>
<td>Certified copy of Certificate</td>
</tr>
<tr>
<td>£50</td>
<td>Course Document</td>
</tr>
<tr>
<td>£45</td>
<td>Graduation Fee</td>
</tr>
<tr>
<td>£45</td>
<td>Fee for Graduation in Absentia</td>
</tr>
<tr>
<td>£20</td>
<td>Replacement Student Smart Card</td>
</tr>
</tbody>
</table>
An exciting city in which to study and live

Edinburgh, Scotland’s capital, is among one of the most beautiful and exciting cities in the world. Situated in the central belt of Scotland, south of the Firth of Forth estuary, the city is easily accessible from all areas of the UK and beyond. There’s always something going on in the city making it an exciting place in which to study and live.

Ancient city

Edinburgh’s historic past is evident in the city’s museums and architecture. Queen Margaret University is named after Queen (Saint) Margaret who died in 1093 at Edinburgh Castle. There, St Margaret’s Chapel was built by her son, King David I, surviving in the 12th century. It is now the oldest building in Edinburgh.

Destination Edinburgh

Each year thousands of people descend on Edinburgh to live, work, study or visit on holiday. This vibrant city is rich in things to see and do, and regularly appears in the top ten places to visit in the world. It has been listed as being the top place to live in the UK by public opinion surveys.

Although there are always visitors to the city, the most popular period for tourists is August, when the acclaimed Edinburgh International Festival and Fringe Festival take place, and in December, to celebrate the New Year, including the famous Hogmanay street party – one of the original and largest New Year parties in the world. As a student at QMU you will be able to enjoy these events during your period of study.

Culture and sport

It’s easy to pass your free time in Edinburgh. There are many multiplex and art-house cinemas, theatres, concert venues and galleries. As the home to the Edinburgh International Film Festival, the city also plays host to a number of movie premieres during the year. In the summer, the Edinburgh International Festival brings music, dance, opera and theatre to the city, while the Festival Fringe offers every conceivable art form, including street theatre, comedy and performances, in all manner of venues. Throughout the year, the capital also plays host to the renowned Jazz, Book, Science and Folk Festivals, and every August the Royal Military Tattoo takes place against the stunning backdrop of Edinburgh Castle.

If you are a sports fan, the city and surrounding area plays host to Scottish Premier League football, Six Nations rugby, ice hockey, golf, cycling and athletics events. There are also numerous leisure centres, private health clubs, swimming pools, a sports stadium, Europe’s largest dry ski slope, golf courses, tennis courts, horse riding and much more.

Dance enthusiasts can make use of the state-of-the-art Dance Base facility in the city centre offering an array of classes. Shop ‘til you drop

Edinburgh’s famous Princes Street, in the heart of the city centre, offers major high street chains. For more unique shops, look to the city’s old town, a hive for students, specialising in vintage clothing stores, boutiques selling creations from local designers and independent record shops. QMU’s campus is located near Fort Kinnard, an outdoor shopping complex offering many high street chains, a cinema and a variety of eateries, with a 24-hour supermarket adjacent.

Eat, drink and dance

When it comes to food and drink, Edinburgh has something to suit every taste bud. From Michelin-starred restaurants to cosy coffee shops, you never need to go hungry in the city and many restaurants offer special deals for students. Pubs range from the traditional to the modern and there’s a nightclub to suit every musical preference.

Tourist attractions

If you are seeking culture or history, visit some of the major attractions including Edinburgh Castle, Holyrood Palace, the Royal Mile, the Whisky Heritage Centre, Royal Observatory and the Scottish Parliament. Edinburgh is also home to the National Museum of Scotland – rated among the top ten tourist attractions in the UK. Both it and the capital’s Scottish National Gallery and Galleries of Modern Art, regularly host international exhibitions of the highest calibre. You can also opt to visit other Scottish landmarks and the Highlands are only a few hours away by car.

A thriving academic city

As a centre of learning, Edinburgh is home to thousands of students attending one of its four universities or other educational institutions. Much of the culture and activity of the city is focused around student life with students able to share many of the facilities that each institution has to offer, both socially and academically.

A hop, skip and jump to the wider world

Transport links to and from Edinburgh are excellent – you can easily head north to spend a weekend skiing or hill walking. You are only 45 minutes from Glasgow by train or four hours from London by train. Trains offer a frequent and reliable service linking the airport and the city centre. Interchange with rail services is available at Edinburgh Park and Haymarket stations. Air links are widespread – it takes just over an hour to get to Paris, Dublin or Amsterdam. In the city centre, the bus services are extensive, providing frequent links in and around the city.
The campus local area

Location
Our campus is situated to the east of Edinburgh, by Musselburgh, with Edinburgh city centre fewer than six minutes away by train.

Local amenities
Musselburgh has a population in the region of 22,000 and offers a theatre, a sports centre with swimming pool, supermarkets and shops, a racecourse, two golf courses, a harbour, a beach, restaurants and bars, a public library, and a peaceful riverside.

If you chose to live on campus, you are within easy reach of various supermarkets where you can buy your groceries, with many offering online shopping and delivery services to the campus.

The campus is also only a short walk or bus trip from Fort Kinnaird, an ever expanding building providing additional floorspace and a self-service unit close to QMU entrance. Unfortunately, family/couple flats are currently limited and are allocated according to specified criteria.

Transport and directions
The campus was built with environmental sustainability in mind and to minimise car use. There are a variety of public transport options to get from campus.

The campus is located next to Musselburgh train station and the journey between the campus and Edinburgh city centre only takes six minutes or fewer. Local students can also make use of the train services to North Berwick and Dunbar, and from Newcraighall station (a 10 minute walk from the campus), which allows connections to Edinburgh and The Borders.

By bus, the campus is well served by frequent services between the University, Edinburgh city centre, the west of Edinburgh and to Midlothian. A nightbus also operates to the campus. Students can buy a discounted bus pass, Ridacard, allowing unlimited use of the bus network. The Student Ridacard provides free travel on night bus services.

For cyclists using the National Cycle Network link into the campus, there are showering and locker facilities and the Student’s Union offers a Rent-A-Bike scheme.

Further information on getting to the campus, including information on parking, can be found on pages 144 -145.

Living in the halls of residence is a great way to make new friends and will help you settle in quickly to student life.

Convenience
Living on campus is very convenient for students as you only two minutes’ walk from the main academic building, Learning Resource Centre, Students’ Union and sports facilities. We offer a safe environment in which to study and relax, with hassle-free rents which include electricity and heating bills, basic contents insurance, Wi-Fi and 24/7 security.

Our Accommodation Services team and ‘ResLife’ co-ordinators are on hand to ensure that you quickly feel at home and have the necessary facilities and support to make the most of your studies.

Facilities
Our campus houses 800 study bedrooms, each of which form part of a self-contained flat for either 3, 4, 5 or 6 students sharing. Each flat has a kitchen and comfortable living area and each bedroom is equipped with an en-suite shower and toilet, wireless internet connection and well-designed, spacious storage. Self-service laundry facilities are available on campus. A number of premium rooms are available providing additional floorspace and a double-bed. Unfortunately, family/couple accommodation is not available on campus.

Living in the halls of residence is a great way to make new friends and will help you settle in quickly to student life.

Residence Life
By choosing to stay on campus, you will become part of a friendly and supportive community of like-minded people. In addition to our dedicated postgraduate accommodation block we have an exciting ResLife programme in place to ensure you have the best possible experience at QMU, including social events, activities and welfare support.

Price
In the academic year 2016/17 the all-inclusive cost of a standard room was £99 per week and a premium room was £118 per week. Prices for 2017/18 will be published in March 2017.

How to apply
You can apply for accommodation online by visiting www.qmu.ac.uk/accommodation. It is important that you apply as early as possible as demand for our on-campus accommodation is high. Please contact us to check availability if you join after the start of term. During the application process students can indicate particular requirements such as being placed in an all-male or all-female flat. Please note that we will also try to place postgraduate and mature students together. Whilst priority is given to those students who live beyond reasonable commuting distance from the University, we have in recent years been able to accommodate the majority of requests for accommodation from local students. Further information on the application and allocation process can be found on our website.

Parking and transport
Parking on campus is not normally available for students living in our accommodation. Students living on campus can however make use of the many public transport options available, including train links offering access to the city centre, frequent daily bus services and night bus services.

Safety
Our on-campus residences are designed with safety and security in mind. Each block of accommodation is accessed by swipe card entry with each flat having its own entry phone system. The entire campus is monitored by CCTV and security staff also regularly patrol the area 24/7.

Disability needs
QMU is committed to providing a comfortable environment that is easily accessible for students with disabilities. If you have a disability of any kind and are thinking of applying to live in the halls, it is essential that you contact Accommodation Services prior to confirming a place on a course to determine if the existing accessible features fully meet your needs. Where possible, QMU will work with you to make adaptations or install equipment that may be necessary.

Commuting
If you decide to live off campus, transport links are excellent (see pages 144-145). Accommodation Services can also advise you on finding off-campus accommodation. We also offer students the opportunity to buy a parking permit to park on campus, however permits are limited and are allocated according to specified criteria.

Want more information?
www.eastlothian.gov.uk/west/transport
www.qmu.ac.uk/accommodation
W: www.eastlothian.gov.uk
E: accommodation@qmu.ac.uk
T: +44 (0)131 474 0000

Want more information?
The University has its own on-site sports centre offering a range of sports and activities. Our highly qualified sports staff provide a safe, friendly and informative environment so you can enjoy your chosen sport to the full, be it a stress busting spin class, an energetic game of badminton, or a relaxing Pilates session.

Our recently refurbished 35 station fitness suite contains a range of cardio-vascular and fixed resistance machines as well as a selection of free weights. On your first visit, you will receive an induction on the use of all gym equipment. Training programmes are provided free of charge to sports centre members and can be reviewed at any time.

Free weights are available free of charge to sports centre members. The majority of classes are included in your sports centre membership.

The sports centre also contains an outdoor astro turf suitable for 5/7-a-side football and a large indoor sports hall which can be used for a variety of activities including badminton, basketball, football and table tennis. Equipment is available to borrow free of charge from the sports reception.

To use the centre, you can ‘pay as you go’ or you can purchase a sports centre membership. Membership includes access to the fitness suite, sports hall, astroturf, selected fitness classes, induction and creation of your individual training programme. Please visit our website for further information and current prices.

Local facilities
QMU students are welcome to join local teams and to make use of the many sporting facilities in the area which include swimming pools, a velodrome, an athletics track, and football, rugby and cricket pitches.

Sports success
We have a variety of different sports clubs on offer at the Students’ Union. A number of clubs compete in BUCS (British Universities & College Sports) and SSS (Scottish Student Sport) leagues facing teams throughout the country. In addition, an increasing number of clubs operate as social teams, providing fitness, fun and banter. There is sure to be something to suit your sporting taste. Our recent successes include:

- our Carnegie team competing in the national Semi-Finals;
- our Gaelic Football team competing in the national Semi-Finals;
- our netball team reaching the final of a national competition and
- our rugby and netball teams finishing second in their respective leagues.

The Students’ Union (SU)

The Students’ Union (SU) is the home of student activity at QMU. It offers support and representation as well as housing student social space, the Student Café and Maggie’s Bar.

Want more information?
Contact the Sports Centre
T: +44 (0)131 474 0000
E: sportsreception@qmu.ac.uk
W: www.qmu.ac.uk/sports

Sports

- Maggie’s Café: serving made-to-order breakfast rolls and porridge, as well as barista made coffees. The café also doubles as a more relaxed area when the main bar opens, with comfy pod seats and a quieter atmosphere than the main bar, enabling you to socialise or study in comfort.
- Maggie’s Bar: During the day this is the place to grab a bite to eat with friends, whether you’re having a tasty panini or trying one of our freshly made specials.

In the evening, Maggie’s is the venue for a variety of events from a pub quiz to student run activities. Maggie’s also has a covered outdoor seating area.

The SU is much more than a bar. The Union runs a wide range of sports clubs and societies for you to get involved with, from our Scottish league winning netball team, to our prolific theatre company Cultsweb, or up and coming ‘Society of the Year’ winners the Good Food Society. As well as sports and societies, the SU also offers students the opportunity to get involved in various projects. The SU co-ordinates volunteering opportunities in Edinburgh, the UK and around the world, to give you that crucial work experience. And if there’s nothing that takes your fancy, we can help you set up a whole new initiative.

Maggie’s Bar
Maggie’s Bar is your social space on campus, where you can socialise, grab a drink, a coffee or a bite to eat. The SU Bar is split up into two distinct areas:

The Help Zone
The Help Zone is here to help you with any issues you have during your time at QMU - whether it’s academic or personal. All advice and support is free, impartial and confidential and we’ve got experience working with students from all years, so whatever your level of study, we can help.

Postgraduates in the SU
At the SU, we cater for all of our students. All our activities and services are open to students at every level of study, so don’t be afraid to come and get involved. We’re always increasing the services and activities we provide specifically for postgraduate students, so if you let us know what you’d like us to do, we will do our best to make it happen.

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The Students’ Union
The Students’ Union is the home of student activity at QMU. It offers support and representation as well as housing student social space, the Student Café and Maggie’s Bar.

Want more information?
Contact the Students’ Union
T: +44 (0)131 474 0000
E: union@qmu.ac.uk
W: www.qmusu.org.uk

Your voice
The Students’ Union is run independently by students for students, providing a focal point for the representative, welfare, sporting, cultural and recreational needs of QMU students. The Students’ Union is the main base for QMU’s elected student representatives, two of whom (the President and Vice President) are full-time officers, taking time out of their studies to ensure students are represented at all levels throughout QMU. The SU is affiliated to the National Union of Students, and is involved with student issues and representation at a national level as well as on campus.

Facilities and activities
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“I was keen to get involved with the Students’ Union. Aside from being interested in the range of activities that the SU is involved in, I thought the experience would be great to add to my CV. I managed to gain a part-time position as Student Engagement Assistant, meaning I could fit the job at the SU around my studies. I thoroughly enjoyed being part of the SU team, the ability to promote postgraduate engagement, and improving life on campus for students as a whole. This experience has allowed me to integrate fully into life at QMU and has prepared me well for seeking full-time employment.”

Alison Sweeney, PgDip Radiotherapy and Oncology
Queen Margaret University awards two higher degrees by research to students. The Doctor of Philosophy (PhD) is a degree awarded solely on the satisfactory completion of a supervised research project. Proposals are accepted in a range of research areas in which the University specialises. In addition, we offer a Professional Doctorate. This is equivalent in level to a PhD, but offers the opportunity to work towards doctoral qualifications through focusing on research and development in the work environment through work-based learning.

We currently have more than 150 research students, who form a significant and valuable part of the University’s research community. You may consider a research degree as a means of continuing professional development (CPD) as well as a route to an academic career.

QMU’s research identity
QMU is dedicated to improving quality of life and building the evidence-base for policy and practice through world leading multidisciplinary, translational research and international collaboration. The value of our work is measured by its impact and the social usefulness, practicality and applicability of its outcomes.

The vitality of our research environment and our commitment to researcher development promotes synergy between teaching, research and knowledge exchange to achieve maximum impact.

Our strategic Research Centres work at the intersection of conventional disciplinary groupings to create innovative approaches to contemporary societal challenges and public discourse. All Centres welcome applications for research degrees.

Centre for Health, Activity and Rehabilitation Research (CHEAR)
The Centre for Health, Activity and Rehabilitation Research (CHEAR) offers postgraduate research supervision expertise across our three sub-themes of physical activity and exercise, rehabilitation, musculoskeletal and orthopaedic rehabilitation; and clinical nutrition and biological science.

We welcome applications from individuals with interests in research that focuses on health, nutritional status and quality of life of people, the professional practice of health and care professionals, and the development of health and care policy. A key driver of our postgraduate research training is the use of collaborative partnerships to facilitate applied research programmes of high relevance to our key stakeholder communities (e.g. consumers, patients, industry, NHS).

Contact: Professor Chris McVittie
(mcvittie@qmu.ac.uk)

Centre for Person-Centred Practice Research (CPcPR)
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Person-centredness is a concept that is focused on placing ‘the person’ at the heart of decision-making and to do that effectively requires a commitment to understanding how the context of care impacts on individual, team and organisational experience.

We especially welcome applications for research that involves collaboration with practitioners, policy-makers and other relevant users in the fields of gerontology, dementia care, public health, long-term conditions and palliative/end of life care.

Contact: Professor Jan Dewing
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Clinical Audiology, Speech and Language Research Centre (CASL)
This centre has two broad themes that explore speech, hearing and language, providing insights into the nature of typical and atypical communication:

• discourse, communication, mediation and negotiation in applied settings; and
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“The Professional Doctorate has contributed significantly to giving me confidence to think differently and to challenge. I can now apply research and evidence-based practice more effectively which makes me more proficient in my professional capacity.”

Gill Walker, Professional Doctorate

Support for research degree students
QMU is a forward-thinking higher education institution with an exciting future. It is a particularly good time to consider study at QMU. With a dedicated team of supervisors for each student and specialist training offered in key aspects of academic research, we believe that you will have the best possible chance of success in your studies.

Each student is allocated a team of two or three supervisors to provide support and advice. In addition, we provide:
- a research training programme at the beginning of your programme to help you get started;
- opportunities to attend further workshops for training in specific skills;
- a dedicated research librarian to help you make the best use of our library and electronic databases;
- a network of peer support from other research students in our Graduate School and
- opportunities to attend research seminars and learn from other experienced researchers.

How to apply for a doctoral degree
QMU offers two routes for doctoral level study, the PhD and Professional Doctorate. You may apply for either part-time or full-time study. More information can be obtained at Queen Margaret University. In certain circumstances applications may be considered for non-resident status. Such applications will only be considered where circumstances applications may be considered for non-resident status. Such applications will only be considered where

Applying to this programme
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It is essential that you check whether QMU has any expertise in your chosen field. See our website, www.qmu.ac.uk/graduate school/prospective-students/default.htm for further information on the areas we cover.

The proposal should be around 1000 words long. The proposal should:
- summarise what the research is about and say why it is important, making reference to current literature;
- identify provisional research questions;
- suggest how the questions can be investigated;
- maintain a vibrant community of doctoral students;
- grow the doctoral student population;
- seek new opportunities for new international business;
- promote an inclusive and interdisciplinary research environment for PhD and Professional Doctorate students;
- promote collaboration within the University and with external partners;
- To apply you must provide the following documents:
- a copy of certificates for your highest level academic qualification (normally Masters / undergraduate degree);
- evidence of English language ability

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Within the health and care professions, the demand for evidence-based practice has led to an increasing need for high-quality research to underpin practice. A Master of Clinical Research will provide graduates with the education and experience necessary in order to plan and undertake health-related, evidence-based research.

This multi-disciplinary course aims to provide a broad, foundational research training for nurses, midwives and other health and care professionals who wish to develop careers in clinical or academic research as well as those who may wish to continue on to doctoral studies. The course will focus on preparing students to undertake projects relevant to their practice through the development of skills and knowledge in research methodologies, project management, research governance and evidence-based practice.

Teaching, learning and assessment

The course will comprise of two 30-credit taught modules - Research Methods and Applied Research - plus an extended research project. These modules will focus on research methodologies, quantitative and qualitative data analysis, research ethics, patient and public involvement, research governance, project management and disseminating research. The two taught modules will incorporate a range of teaching and learning activities which will be underpinned by the assumption that the adult learners on this course will already possess transferrable skills and knowledge related to evidence-based practice.

Considering learning will be made of the virtual learning environment through which students will be supported to develop their autonomy and self-directedness in terms of learning further. Central to this will be the development of a community of practice through which students will support each other to develop their research skills.

Within this context, students will have the opportunity to engage with diverse teaching and learning activities which can include lectures, tutorials, asynchronous online discussions, collaborative working towards group presentations and/or seminar production, case study analysis, individual presentations and directed study.

A key aspect of course is the research project. Assessment of the project will be staged, providing students with opportunities for formative feedback and development throughout. The final assessment will focus on the dissemination of the study findings in such a way as to have the maximum possible influence on practice.

Teaching hours and attendance

Research Methods classes run weekly over semesters one and two and are delivered face-to-face. During the research project, you will have up to 20 hours of one-to-one support from your supervisor.

Key details

Delivery: At QMU, through distance learning and in the workplace
Duration: Part-time: minimum 2.5 years, maximum 7 years
Entry requirements: At least an upper second class honours degree in nursing, midwifery or allied health subject. Candidates with alternative qualifications and appropriate relevant professional experience will also be considered.

International: Applicants whose first language is not English must provide evidence of proficiency in English language. Acceptable evidence is an overall IELTS score of 6.5 with individual component scores of at least 6.0.

Start date: September
Application deadline: August
Apply: www.qmu.ac.uk
More info: Admissions (admissions@ qmu.ac.uk) or Dr Judith Lane (jlane@ qmu.ac.uk), +44 (0)131 474 0000
Fees: See pages 28-31

Careers

A non-clinical medical academic has been defined as a nurse, midwife or allied health professional who combines clinical expertise with research. A key aspect of their research is that it is focused on providing effective, quality healthcare services. Clinical academics will work within, and contribute to, an environment that will lead the way in achieving excellence in healthcare and health outcomes through evidence-based practice.

The introduction of our Master of Clinical Research, intended to support the development of clinical academics, will contribute to meeting this need. The Non- Clinical Medical Allied Health Professions (NMAHP) Clinical Academic Research Career Framework recommends this type of MRes education for those in early stages of a clinical academic career and therefore the course will fit well with identified training needs of the NMAHP professions. Graduates may go on to develop research in their own practice areas, or continue to doctoral level study.

Quick Facts

- This course provides students with the skills to develop a career in clinical or academic research.
- Students can focus their studies on their own area of clinical interest while working in highly enjoyable working environment.
- The extended research project allows students to address questions that are clinically relevant.

This course is for experienced professionals working in various professional contexts. It enables the development of high level skills in the application of research, communication, leadership and consultancy in practice. The professional doctorate is designed to provide professionals who are competent and confident in using their skills to tackle emergent problems in their professional practice, and to develop practice to meet the demands of the 21st century. You will be creating, conceiving, developing and undertaking doctoral projects that require a strong emphasis on individually determined learning and self directed study. The focus of the learning is on collaborative enquiry, shared learning, individual learning, individual exploration and mutual challenge and support where you and your supervisors relate as professional equals. Emphasis is placed on facilitated learning to enable you to develop detailed, analytical leading edge and lateral ways of thinking that enhance your critical insights into professional and work-based issues. Autonomy of learning is promoted through registration of a Doctoral learning plan developed in conjunction with your own learning requirements.

Facilitation of learning

Your learning is facilitated through a mix of seminar presentations and workshops alongside your colleagues undertaking PhDs. Web-based tools (The Hub and E-Portals) are used to facilitate discussion groups online to support a specific learning framework. Summative and formative assessment and discussions maximise opportunities for problem solving, analysis and synthesis of material, project planning and implementation, construction of written reports, reflection and reflective analysis and assimilation and presentation of evidence. Assessment strategies are designed to encourage reflection and thinking to promote the achievement of your personal and professional goals, augmenting individuals’ experiences and expertise. Normally a cohort of at least six students commences annually. This cohort approach supports doctoral level development, pertinent both to your individual practice and to the wider professional arena.

Teaching hours and attendance

You will attend QMU for three, one week blocks of study in September, January and April. Further to this, you will meet with your Supervisory Team at least once a semester, but more often monthly, and you will require to undertake a significant amount of independent study. Part-time students should consider carefully how they will achieve this while undertaking their work role.

Links with industry/professional bodies

This is a high-level academic award, extremely relevant to a broad range of arenas across health, business, hospitality, creative industries and social sciences. Doctoral graduates are in a position to influence and develop professional practice developments. In addition, any work-related project is carried out in conjunction with the student’s workplace, ensuring partnership working with all involved, and communication with peers, professional colleagues and policy makers.

Careers

Graduates will already be well established as a professional in their specialist field, but will now have high levels of knowledge and investigative and research skills, which advance their professional practice. The professional doctorate offers you recognition of your expertise and professional standing acknowledged worldwide.

Quick Facts

- As you choose the focus of your learning you will make your own professional arena, this course is highly relevant and flexible to your particular context.
- The aim of the course is to lead you to develop expertise professionally, personally, and in research skills, enabling you to take forward your profession.
- This course will give you an internationally recognised high level of qualification.

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
Grace Farhat

I hold an undergraduate degree in Nutrition and Dietetics and a Master’s degree in Human Nutrition at Saint Joseph University in Beirut, Lebanon. Following that, I worked as a Lecturer in Nutrition for four years in many universities in Lebanon and did clinical work for some time. I was keen to progress my career and I was particularly interested in carrying out research in the area of Nutrition and Endocrinology, so I decided to embark on a PhD.

I saw an advert for a scholarship for PhD study at QMU, and with my interests and background, the place on offer in the department of Dietetics, Nutrition and Biological Sciences, seemed perfect.

My PhD focused on finding the effect of polyphenols in dark chocolate on health. I was interested in the topic as it is an emerging public health area and it involves many aspects of science such as Biochemistry, Nutrition, Endocrinology and Physiology. We found out promising results regarding the implication of polyphenols in dark chocolate in helping prevent diabetes type II and heart diseases. I thoroughly enjoyed doing my PhD at QMU. As a smaller university, there was a good sense of community and the support from staff was great. It took me three years to complete the PhD. During this time, I was doing teaching on a semester basis in the department. I have also been a co-chair for the PhD association during my second year, which was a great opportunity to be in contact with my colleagues and to be more involved in the University life.

Since completing the PhD, I have remained at QMU and I am currently working on the exciting, innovative ‘Academy’s’ project. The project helps school pupils to smooth the transition to University and to develop career prospects in the food industry. I am the co-ordinator for the Food Science and Nutrition Academy and encourage the involvement in our health sciences courses. The PhD will also help me should I wish to return to lecturing or progress with a career in research.

What is a PhD?

A PhD is both a product and also a process. A product: a substantial piece of work reflecting three or more years’ worth of endeavour which may have commercial, cultural or social value. A process: it is the process through which a person acquires advanced research skills and expertise, through which an individual is challenged and changed.

A doctoral student is able to demonstrate understanding of research methodology, show originality in application of research methods, and understand how the boundaries of knowledge are advanced through research, as well as being able to extend the forefront of a discipline by making an original contribution to knowledge. Doctoral students are able to develop an area of research that interests them based upon research areas currently conducted within the University. These can be found at www.qmu.ac.uk/research_Knowledge/default.htm.

Teaching Learning and Assessment

Unlike the Professional Doctorate, there are no taught module elements to a PhD. The student is allocated a supervisory team upon joining QMU and the student and the supervisory team work together to establish a learning contract and a timetable for meeting milestones.

There is a longitudinal induction available for doctoral students. This consists of week-long sessions that run in September, January and April, which all students are expected to attend. Alongside this longitudinal induction, the Centre for Academic Practice at QMU offers workshops that support students to develop key skills that are relevant to their studies and/or their future career development.

Students are assessed in the following ways:

- A probationary viva voce document of 5000 words is submitted five months after matriculation for full-time students (10 months for part-time students). At ‘probationary assessment’, the student will normally include a chapter from the student’s thesis and their plan of how they intend to disseminate their research.

Notional student hours and attendance

The expectation is that full-time students will devote approximately 35 hours per week and part-time students approximately 18.5 hours per week to their studies. Student meetings with their supervisory team should normally be monthly throughout the prescribed period of study, and bi-monthly for part-time students. However this is negotiable between the student and the supervisory team.

Careers

Wherever possible, doctoral students are given the opportunity to hone and develop their academic teaching skills within their department, and are supported by staff within their discipline, as well as by staff from the Centre for Academic Practice. Opportunities are also available for students to develop other skills in academia, within research or within industry.

Quick Facts

- As you choose the focus of your learning, the course is highly relevant and flexible to your particular context.
- PhD graduates go on to work in a wide range of sectors. During the course of your studies you will be many opportunities for professional and personal development.
- A PhD will give you an internationally recognised high-level of research capability, which may be conduct in person, by Skype, or by phone.

International:

Where your honours degree has not been studied in English, you will need a minimum of IELTS overall score of 6.5 and no individual component score below 6.0.

Start date: Normally September

Application deadline: Preferred by June, but will accept at other times. Each year QMU offers a limited number of funded bursary places for specific topic areas. Further details are available on our website.

Apply: www.qmu.ac.uk

More info: researchdegrees@qmu.ac.uk

See pages 28-31

**Doctor of Philosophy (PhD)**

**EXIT AWARDS: Doctor of Philosophy (PhD) (540 credits)**

**What is a PhD?**

A PhD is both a product and also a process. A product: a substantial piece of work reflecting three or more years’ worth of endeavour which may have commercial, cultural or social value. A process: it is the process through which a person acquires advanced research skills and expertise, through which an individual is challenged and changed.

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See pages 28-31

“A PhD from Queen Margaret University equips you to engage with leading researchers in your field. With a long standing reputation for excellence in specific areas of research, a PhD from Queen Margaret University places you in a strong position for future employment.”

Professor Brendan McCormack, Head of Division of Nursing and Head of Graduate School
The subject area of Business, Enterprise and Management at QMU is responsive, dynamic and progressive. We are experienced at delivering focused, industry-relevant, quality courses that are continuously refreshed, responding to the rapidly changing environment, while also shaping society. We offer the following postgraduate courses:

- MBA
- MBA Family and Smaller Enterprises
- MBA Hospitality
- MBA Tourism
- MSc International Management and Leadership
- MSc International Management and Leadership with Events
- MSc International Management and Leadership with Tourism
- MSc International Management and Leadership with Family and Smaller Enterprises
- MSc International Management and Leadership with Hospitality

Our MBA and MSc International Management and Leadership courses will be of interest to applicants with diverse backgrounds and experiences. Depending on whether you choose the MBA or the MSc, entry criteria can vary.

The MBAs are designed for candidates who already have academic and/or professional business experience. The MSc courses have been developed to include those who may not have a background or experience in business, but who would now like to develop their knowledge and skills further.

Our courses will give you the opportunity and space to develop your personal management and leadership skills and help you build a robust subject knowledge base and engage with critical debates. All of this will prepare you with the confidence to become highly employable and effective.

The MBA will allow you to develop your business and management skills, whilst those who select to specialise will also be able to focus part of their study in their chosen area.

The focused International Management and Leadership course will allow you to explore and critically appraise management and leadership. Those who follow a specific route will specialise part of their studies in the areas of family business and smaller enterprises, hospitality, tourism or events.

Why QMU?

In Business, Enterprise and Management our culture is defined by strong personal relationships, informality and flexibility. We encourage our students to be truly ambitious, to experiment, innovate, and take risks. To drive this we foster a culture of respectful challenge and debate, which blends research-based academic excellence with current business experience.

By engaging with research excellence and the dynamic world of business, staff and students benefit from the latest developments in the field and can use practical and academic expertise to develop their learning and careers. Focused on demand-led programmes, the master’s degree courses draw heavily on staff expertise and experience in academia, business and beyond.

Our approach to teaching and learning

All our courses are modular and we offer full-time and part-time options with both September and January starts. It is also possible to study some individual modules for CPD purposes. We facilitate visits to external organisations and allow you to enjoy a true teamwork experience with your peers.

One of our strengths is our small class sizes which enhances the student experience. It allows us to develop much more than just the traditional classroom format: the team is able to know and support you as an individual. Classes regularly take part in external visits offering a range of experiential opportunities, only available to small groups. In addition, we have regular speakers from industry and support agencies with whom you will be able to interact.

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The MBA and MSc International Management and Leadership experience is unlike the traditional dissertation-based master’s courses offered by many other universities. We want to ensure that your experience is not only student-centred, but is also focused on you as an individual. We have replaced the conventional dissertation with a ‘hands on’ business or community based project where you will work with either a commercial business, community, voluntary or social enterprise in order to practise and develop your management or leadership skills.

Through the process and journey of taking a project from idea through execution and evaluation, students will build up practical business experience and develop opportunities to enhance their employability. We also want our graduates to be both more aware of the wider societal impact, and of the responsibility of managers and leaders toward business and global sustainability.

Industry links

We work continually with a wide range of business organisations and public services, as well as the third sector, individual business leaders and industry experts to develop our courses. This ensures that along with in-depth theoretical underpinnings, the courses are rooted in relevance and industry practice. As your course progresses you will hear from guest lecturers, participate in visits to a wide range of industries and organisations, and engage in a range of other networking opportunities with staff and industry experts. In recent years we have engaged with: Diageo; New Lanark Heritage Centre and Hotel; Nairns; AG Barr (Irn-Bru); Waldorf Astoria, Edinburgh; Glenkinchie Distillery; Henderson’s restaurants; Isle of Eriska Hotel; Scottish Ambulance Service; Turcan Connell; and Dakota hotels, to name but a few.

Career prospects

Our postgraduate courses are designed to enhance your career prospects by opening up a wide range of global opportunities. Our graduates take with them enhanced employability and confidence whether they obtain a position with a multinational organisation, work within the public sector, create their own business, gain employment in the third sector or go on to further studies.

Masters in Research

You may also be interested in our Master of Research – see page 41.
MBA & MSc routes in Business, Management and Enterprise

EXIT AWARDS: MBA/ MSc (180 credits)/ PgDip (120 credits)/ PgCert (60 credits)
SINGLE MODULES: Register as an associate student to study single modules in areas of interest. Modules are also available as separate CPD options. CPD fees are available on request.

MBA routes

MBA

The MBA fulfils the University’s vision of developing ‘ideas and influence’. We consulted widely with employers and industry experts in devising this course. We know that employers look beyond qualifications when recruiting and desire employees with real experiences. As well as regular engagement with industry, our courses take a clear and consistent focus on leadership, teams and group dynamics, challenging you to take on different roles in delivering objectives. In a global business environment that is constantly changing, this MSc will develop your ability to consider the environment that is constantly changing, this MSc will develop your ability to consider the

MBA Family and Smaller Enterprises

Family business is the most prevalent model of business in existence, accounting for between 65-90% of all businesses and existing across different countries, continents and geopolitical boundaries. The MBA Family and Smaller Enterprises starts from the premise that anyone working in a family business requires at least two forms of expertise: business and hospitality modules to complete a project with a hospitality organisation.

MBA Tourism

The MBA Tourism route was designed to provide students with the management skills and specific knowledge required to succeed in this growing industry. The focus on tourism allows students to review a range of key issues, challenges, and developments in leadership and management, with opportunities to study the interrelationships between tourism and the wider social, cultural, economic, and ecological frameworks. The tourism industry is recognised as a growing and diverse sector and one of the most important drivers of economic growth on a global scale. The modules on this course address the challenges faced by leaders in this constantly changing business environment by supporting the development of the critical thinking skills needed to analyse, evaluate, and make decisions in public and private international tourism organisations. You will complete a project with a tourism organisation.

MSc routes

MSc International Management and Leadership

The MSc International Management and Leadership is designed to be an innovative course that focuses on best practice in management and leadership while developing a clear and consistent focus on leadership. The tourism route is specifically designed for anyone who may be looking to complement their non-business degree and has little or no prior business background. Alternatively, you may have completed to ordinary degree level and be aiming to enhance your qualifications. You will study a range of modules and complete a community based project where you will work with either a commercial business, community, voluntary or social enterprise. You can study for the general MSc International Management and Leadership or tailor your studies with our routes in Events, Leadership with Hospitality, Hospitality and Tourism (as follows).

MSc International Management and Leadership with Events

The events focus to the MSc will enhance the knowledge and skills of those interested in a leadership role within a public or private organisation. Events have become a key tool for both organisations and participants to network, promote, and sell their products and services. Their popularity and scale around the world means that individuals with the knowledge, skills, and ability to lead in this field are in high demand by private companies and public organisations. Employers seek managers capable of helping them to achieve their goals through this fast growing and dynamic industry. Throughout this course there will be an emphasis on developing a wide range of managerial skills that are aligned with QMU’s extensive knowledge of current issues in events management. You will study a range of business and events modules and complete an events project designed to achieve a community benefit.

MSc International Management and Leadership with Family and Smaller Enterprises

The family business route of the MSc will allow you to focus your studies on the most prevalent type of business in existence, accounting for between 65-90% of all businesses and existing across different countries, continents and geopolitical boundaries. The importance of leadership in this route starts from the premise that anyone working in a family business requires at least two forms of expertise: business/leadership expertise and the ability to consider the family dimension. By studying some general business leadership modules and some that focus directly on the family dimension, you will look at business in a family business or within the business advisory community. You will study a range of generic business and family business modules and complete a project with a family or smaller enterprise focus.

MSc International Management and Leadership with Hospitality

This MSc focuses on best practice in management, leadership and hospitality while developing a reflective international focus. It underlines challenges and critical issues in contemporary hospitality leadership. You may choose to develop an international focus in business plan or investigate the dynamics of consumer behaviour via the behavioural finance module.

You will study a range of business and hospitality modules and complete a hospitality focused project designed to provide benefits to a wider community.

Teaching learning and assessment

You will attend lectures and seminars, work in groups and carry out independent learning. You will be expected to participate in discussions, develop ideas and engage with experiential learning. Assessment methods will include project reports, essays, web-based discussions, reflections on practice and group work with presentations. A central part of the course experience is the regular involvement with industry, through specific visits, guest speakers and events all of which provide valuable insights into practice, contemporary trends and thinking. Class sizes are normally 10-30.

Links with industry/professional bodies

See the ‘Industry links’ paragraph on page 47.

“The modules were a mixture of topics relating to management and leadership and I embraced learning about aspects of management I hadn’t previously known much about.”

Des Quinn, MSc International Management and Leadership

Careers

Our postgraduate courses are designed to enhance your career prospects by opening up a wide range of global opportunities. Your graduate work within the sector, create their own business, gain employment in the third sector or go on to further studies.

Quick Facts

- There is a practical project instead of a dissertation. Students are challenged to research, plan, manage and evaluate a project in conjunction with an external business or organisation, allowing them to develop career-enhancing skills, confidence and opportunities.
- Reflecting contemporary working practice, our teaching and assessment takes a strong group and team focus.
- Class sizes are beneficially small; it enables students to work closely with fellow students from diverse backgrounds and allows lecturers to develop strong relationships with the students. The smaller cohort of students also allows for participation in regular visits and events.

Continued over...
All MBA students will then take three further modules in their specific area, for example:

**Family Business Insight (FASE)/ International Tourism Management (Tourism)/ Operations and Supply Chain Management (General MBA)/ Global Issues and Challenges for Hospitality Managers (Hospitality)**

You will also complete a 60 credit project (Business Impact and Practice) focused towards your specialism in partnership with an external organisation. This is your opportunity to discover, propose, plan, lead and deliver an externally driven project, whilst developing your skills of reflective practice and personal development planning.

All MSc students will study the following core modules:

- Contemporary Issues in International Management/ Strategic Thinking/ International Marketing/ Introduction to Management Accounting and Finance/ Organisational Behaviour
- More information: Admissions (admissions@qmu.ac.uk), Richard Bent Jr (rjbent@qmu.ac.uk) or +44(0)131 474 0000.
- We would be delighted to arrange a visit to the University when we can tell you even more about the courses and facilities.
- Fees: See pages 28-31

The modules listed here are correct at the time of print (July ’16), but are subject to change. In the event that modules have to change, QMUL will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

**Modules**

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**Key details**

**Delivery:** At QMUL

**Duration:** Full-time: 1 year; Part-time: 2 – 7 years

**Entry requirements:**

**MBA** - Traditionally, postgraduate students have a business-related honours degree or equivalent and industry experience. We will consider recent graduates who can demonstrate additional capabilities. In addition we also welcome applications from graduates with an ordinary degree who can show a period of post-graduation work experience or from those with substantial industry experience and a commitment to CPD.

**MSc** - Designed for graduates or experienced professionals from any discipline. Students normally have an honours degree or equivalent. In addition, we also welcome applications from recent graduates with an ordinary degree in a business-related area or those who can show a period of post-graduation work experience.

**International:** Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 6.5 with no individual component score less than 5.5.

**Accreditation of prior learning:** You may be granted exemption from studying a module or modules up to a maximum of 60 credit points, provided you can demonstrate successful achievement of all the learning outcomes.

**Start date:** September and January

**Application deadline:** Flexible

**Apply:** www.qmu.ac.uk

**More information:** Admissions (admissions@qmu.ac.uk), Richard Bent Jr (rjbent@qmu.ac.uk) or +44(0)131 474 0000.

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**Mark Johnson**

“After leaving school, I worked in the operations function in a manufacturing environment, learning about production, logistics, research and development, and quality control. My career progressed into financial services, providing advice to high net worth individuals and businesses. During this time I gained professional accountability and finance qualifications which enabled me to critically review both individual and organisational business/financial plans.

Eventually I decided to take the opportunity to start my own consultancy business. Drawing on my own experience of manufacturing and finance, I decided to establish a small business offering bespoke microfiltration solutions to the healthcare, petrochemical, engineering, and general industrial sectors. I eventually sold the business contracts and decided to take the opportunity to attend university to consolidate my business knowledge.

"I had not completed an undergraduate degree, but I decided to apply to QMUL after a recommendation. I was accepted onto the MBA as mature student based on my previous business experience and the professional qualifications I’d gained in finance and accounting. I wanted to fill in the holes in my business knowledge and was interested in learning about new techniques and business theory, as well as the practical application of these techniques.

“The MBA course was interesting and one aspect that I greatly appreciated was the ability to access a wide range of knowledgeable staff whose door was always open. Regards course content, the most enjoyable parts of the course for me were the strategic marketing, operations management, and finance and accounting modules. I found the combination of lectures, case studies, group work and presentations to be both informative and important for developing transferable business skills. I was subsequently able to draw on all aspects of the course to design and implement a real world case study for my final dissertation.

“Completing the MBA allowed me to reflect on my business career and consider how to develop further. I am able to integrate new knowledge and theories, building upon and enhancing my previous work experience. Having enjoyed the study experience, especially the research aspect I was keen to progress in this area. I am now undertaking a PhD at the Hunter Centre for Entrepreneurship at the University of Strathclyde and expanding on my MBA thesis, investigating academic entrepreneurship, value creation, and its importance to the economy.”

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**Sarah Webb**

“After graduating from a masters in law, I worked within the psychiatric arena, enjoying the practical application of the legal knowledge I had acquired. I was particularly interested in learning about new techniques and business theory, as well as the practical application of these techniques.

Many of the jobs I wanted to apply for asked for masters level qualification or equivalent experience. Although I had suitable experience I felt I needed a masters qualification to really strengthen my hand. As a manager in healthcare I held a number of leadership roles so this course seemed like a perfect fit for me.

I had known about QMUL through a family connection and was impressed by the different projects and initiatives that were being conducted. The size of QMUL appealed as I wanted to study somewhere I could develop relationships with the lecturers and fellow students.

The course modules were a mixture of topics relating to management and leadership and, while some were more enjoyable than others, I embraced learning about aspects of management I hadn’t previously known much about. Most of the assignments required some sort of collaborative approach with fellow students and I found this a great learning experience. I think it worked well because the process of learning together meant we gained more than if we were working on our own. One aspect of the course that I particularly valued was the engagement with people and businesses outside of the University. We had access to places and guest lecturers that we would never normally come across in our working lives. Getting different perspectives on how other industries worked in the real world was a real strength of the course.

I went through a brief period when I felt a bit overwhelmed with the workload. However, the lecturers and library staff were fantastic and the advice and support they offered really encouraged me. I had a real sense of all staff feeling strongly invested in helping students achieve their goals.

Whilst studying I did some work as a “bank” Staff Nurse at a small hospital that specialised in young people with mental health issues. I also wrote court reports on mentally disordered offenders and was involved in a court case where I had extensive experience. I’m now the Hospital Director at this hospital and also I am working on a digital product that the University helped me to develop through one of the course modules. This has gone from simply being an idea to occasionally talked about to something with real potential.

The year of study was a real roller-coaster of a journey and I often talked about to something with real potential. After 30 years of living in England, working as a therapist in a specialist NHS service in a prison with high risk men, I moved to Edinburgh. I knew that as a nurse, with my specialist background, I would be able to get sufficient work in the short term.

Many of the jobs I wanted to apply for asked for masters level qualification or equivalent experience. Although I had suitable experience I felt I needed a masters qualification to really strengthen my hand. As a manager in healthcare I held a number of leadership roles so this course seemed like a perfect fit for me.

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The year of study was a real roller-coaster of a journey and I would recommend it to anyone who wants to enrich their life.

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**MBA case studies**
Sarah Morgan

“Originally from Pennsylvania, USA, I graduated with a BA Communication before starting this course. On the MSc, I have learned about various management and leadership styles and theories, aspects of international marketing, including supply chain logistics, and business development.

“The learning methods consist of a mix of group assignments, case studies, field trips, classroom-based and online consultations, guest speakers, assessments. And, as the lecturers continuously integrate the material from the classroom with “real world” applications, it makes for a very interesting learning experience. The diverse backgrounds of both the students and lecturers also enhance the experience, especially during group projects and discussions.

“For the Community Impact Project, I worked with a Scottish business that produces artisan oils, dressings and marinades to create a branding assessment for an upcoming line of products. I designed, conducted and analysed market research, then integrated my research with current marketing trends, techniques and theories. At the end of my project, I presented a summary of my findings and recommendations including labelling, potential partnerships and marketing ideas. Through this MSc, I not only gained theoretical knowledge of various management and leadership approaches, I also gained experience utilising reflection for continuing professional development, as well as experience in my desired areas of interest, such as market research.”

Des Quinn

“After 30 years of living in England, working as a therapist in a specialist NHS service in a prison with high-risk men, I moved to Edinburgh. I knew that as a nurse, with my specialist background, I would be able to get sufficient work in the short term. Many of the jobs I wanted to apply for asked for master’s level qualification or equivalent experience. Although I had suitable experience I felt I needed a master’s qualification to really strengthen my hand. As a manager in healthcare I held a number of leadership roles so this course seemed like a perfect fit for me.

“The course modules were a mixture of topics relating to management and leadership and I embraced learning about aspects of management I hadn’t previously known much about. Most of the assignments required some sort of collaborative approach with fellow students and I found this a great learning experience. I think it worked well because the process of learning together meant we gained more than if we were working on our own. One aspect of the course that I particularly valued was the engagement with people and businesses outside of the University. We had access to places and guest lecturers that we would never normally come across in our working lives. Getting different perspectives on how other industries worked in the real world was a real strength of the course.

Whilst studying I did some work as a ‘bank’ Staff Nurse at a small hospital that that specialises in young people with mental health issues. I also wrote court reports on mentally disordered offenders as this was an area where I had extensive experience. I’m now the Hospital Director at this hospital and I am also working on a digital product that the University helped me to develop through one of the course modules. This has gone from simply being an idea I occasionally talked about to something with real potential.

“The year of study was a real roller-coaster of a journey and I would recommend it to anyone who wants to enrich their life.”

Samantha K Hamilton

“I initially studied for a BA (Hons) Tourism Management at QMU. During this time, I undertook a summer work placement in Disney World Florida and also worked on reception at a Holiday Inn which introduced me to working in the hotel industry.

“When I graduated, I took up a post at the Old Course Hotel in St Andrews in Guest Relations, but after almost a year there, I was keen to expand my knowledge and undertook a postgraduate certificate course in Australia which included a month’s work experience at the Langham Melbourne. Two years after graduating, I joined Dakota Hotels, initially as a Training Executive, before becoming Assistant Manager of Dakota Edinburgh. I undertook the MBA Hospitality part-time alongside work, which really heightened all understanding of operations in my daily life, as well as the theory I was learning. QMU were extremely flexible in supporting me to base my assignments on experiences I had accumulated, as well as challenging me to explore theory which could be applied to my business.

“In completing the MBA Hospitality, I have become the Brand Development Manager for the group. Our brand is our team, so my primary focus is people by way of group-wide recruitment, on-going development, and the way we deliver guest service. Undoubtedly, my studies in QMU have accelerated my career within hospitality, as well as encouraged me to challenge the way my organisation strategises and operates on a micro-level.”
Governance, Justice and Public Management

Queen Margaret University has a long-standing track record in the area of Governance, Justice and Public Management. Our vision and values as an institution emphasise the importance of social justice in all that we do. We also have significant experience in working with employers such as Academi Wales, City of Edinburgh Council, Ombudsman Association and the International Ombudsman Institute to deliver both standard courses and bespoke training and development.

Within our niche specialism of Governance, Justice and Public Management we offer a range of postgraduate qualifications, professional development courses and short master’s classes. Our postgraduate programmes are: MSc Dispute Resolution, Master of Public Administration (MPA), PgCert Public Services Governance, and MSc Public Services Leadership.

Our innovative MSc Dispute Resolution, largely available by distance learning, is hosted by our Consumer Dispute Resolution Centre. The course gives those with a strong interest in dispute resolution a deep understanding of both theory and practice in this crucial area. The course provides tailored and flexible learning for professionals seeking to deepen and widen their skills and knowledge of disputes and how they are resolved. The Consumer Dispute Resolution Centre is formed of a highly experienced team of dispute resolution professionals and academics who have delivered professional development courses to organisations across the UK and internationally.

The Master of Public Administration (MPA) is an internationally recognised professional postgraduate degree. The course is targeted primarily at public service professionals working in a range of organisational contexts. It addresses some of the key challenges facing our public services such as financial accountability, partnership working, governance, effective leadership and responding to change. This MPA has an innovative ‘leadership exchange’ element, working with the Association of Chief Officers of Scottish Voluntary Organisations (ACOSVO), to enable students to partake in an appropriate exchange with another public service organisation.

Our PgCert Public Services Governance is for individuals who hold a governance or leadership role within public services organisations. The first ever postgraduate course in this area in the UK, it will be highly relevant to anyone with an interest in the development and delivery of public services. As well as exploring the wider context of public services governance, the course reflects the latest developments in theory and practice relating to governance such as accountability, finance and leading change. Each module on the programme takes place over two campus-based days followed by four fortnightly online tutorials in order to fit with busy working lives.

The MSc Public Services Leadership is a collaborative course with Dundee City Council and Orkney Islands Council. Each of the two local authority partners host the programme within their organisation and delivery takes place on site with a range of learning and development professionals, experienced consultants and academics jointly delivering the content. Students must be employed by one of the three local authorities or by one of their partners. The course explores the latest thinking in leadership with a particular emphasis on coaching.

Why QMU?

All of our courses are professionally relevant. We use guest speakers, external consultants and experienced professionals alongside research-active academics to ensure our content is context-driven and practice-oriented. Our philosophy as an institution emphasises student support and our relatively small size means that we can develop strong working relationships with all our students.

Our approach to teaching and learning

All of our courses are designed to enable students who are full-time professionals to study on a part-time basis. With our PgCert Public Services Governance each module is delivered over two days on campus followed by four fortnightly online tutorials. The MSc Dispute Resolution is delivered largely online by distance learning with a limited amount of campus-based block teaching. The MSc Public Services Leadership programme is delivered within council premises with each module running over two days followed by a number of online exercises. Our new MPA programme offers options for both full-time study and part-time study which will fit with busy working lives.

Career Prospects

In Scotland 21% of the workforce is employed in the public sector. This does not include the many private and third sector organisations that help deliver vital public services. At a time of increasing pressure on public finances it is increasingly important that all those who support the delivery of our public services continue to develop their professional skills and knowledge. Our public services courses support those seeking to develop these skills.

Dispute resolution is a growth industry – the UK Government alone spends an estimated £1.5 billion a year on resolving disputes with citizens. With more and more people employed in dispute resolution roles, the MSc Dispute Resolution will help you become a leader in the field.

Industry links

Organisations that we have worked with or have sponsored students to attend our courses include: Academi Wales, Asian Ombudsman Association, Birmingham Women’s Hospital, Blackpool Teaching Hospitals NHS Trust, Care Inspectorate, City of Edinburgh Council, Financial Ombudsman Service, Highland Council, International Ombudsman Institute, London Borough of Islington, Manchester City Council, NHS Scotland, Orkney Islands Council, Police Investigation and Review Commissioner, Scopotail, Scottish Courts Service, Scottish Qualifications Authority, Strathclyde Police, The Army Personnel Centre, Welsh Language Commissioner.

Employer endorsements

“We have been delighted to work with Queen Margaret University on the delivery of this course. Their blend of academic rigour, experience and expertise has enabled them to deliver a course which not only develops the knowledge and skill of participants, but is set very much in the context of the Welsh public service, and wider UK public service. This makes the course wholly relevant to delegates, enabling effective transfer of learning to the workplace.”

Jo Carnhuvers, Director of Academi Wales, Welsh Government.

Student Endorsements

“Clear understanding of our work and the issues affecting it, everything was relevant and applicable to our organisation, extremely useful”

Welsh Language Commissioner, Complaint Investigation.

“I am really enjoying the course. I was looking for a challenge so it was great to find a master’s that perfectly matched my interests. The course is mostly online which makes it easier to fit in around work. It’s been excellent to meet other students online and to get a chance to share ideas into the theory and research on dispute resolution. The course tutors are very supportive and the whole experience so far has been great!”

Current student on MSc Dispute Resolution.

“A key aspect for me is the supportive nature of the group itself and of the academic staff. I have been out of formal learning for a long time and did have worries about coming back into this situation, but these have been proved to be unfounded.”

Margaret Irvine, Employee Development Adviser, Highland Council.

“The course has enabled me to apply some theory behind my actions in work. It is enjoyable, thought-provoking and has meant that I am more reflective in what I do. The format works – two delivery days is enough, not too long out of work.”

Eunice Jones, Group Manager (Social Care), Torfaen County Borough Council.

“The course gave an interesting, thought provoking insight into the way in which complaints are dealt behind my actions in work. It is enjoyable, thought-provoking and has meant that I am more reflective in what I do. The format works – two delivery days is enough, not too long out of work.”

Huw Evans, Head of Democratic Services, Swansea City Council.

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Huw Evans, Head of Democratic Services, Swansea City Council.
There are several distinctive aspects to the SINGLE MODULES: Register as an associate student to study single modules in areas of interest. MSc/ PgDip/ PgCert Dispute Resolution

- We focus on a particular type of dispute - those between ordinary individuals and powerful organisations - such as consumers and banks, for example, or citizens and the state - and we are particularly concerned with the mechanisms and principles which relate to these areas.
- We provide both theoretical and practice-related learning, drawing on our expert team to provide a learning experience that is theoretically rich as well as highly practical.
- The course is available as a PgCert, PgDip or MSc according to each student’s preferred outcome. The PgDip is available entirely online while the PgDip and MSc are available by blended learning (a mix of online and campus-based modules).

The MSc Dispute Resolution provides a comprehensive survey of the main forms of dispute resolution and the principles that underpin each one. This includes looking at mediation, investigative and adjudicative approaches, and complaint handling. In addition, the course allows students to consider issues that are relevant to all forms of dispute resolution through modules such as Communication in Dispute Settings. In keeping with the practice-related nature of the course, we offer students the opportunity to undertake a project-based module in an area of particular interest to them. Students completing the full MSc also undertake a significant piece of research. PGDip: Those above, plus Communication in Dispute Settings/ Research Methods/ plus two from the following modules: Complaint Handling Practice (campus-based)/ Mediation Practice (campus-based)/ Dispute Resolution Project.

If studying for an MSc, you will complete all modules above, plus a dissertation (60 credits).

Teaching, learning and assessment

The teaching team are enthusiastic about their areas of expertise and just as enthusiastic about sharing their knowledge with you. Your fellow students will come from a wide range of both geographical and organisational backgrounds, enhancing the overall experience. What our students have in common is an enthusiasm for learning and an ambition to succeed. If you are considering applying and can add your own enthusiasm and ambition to the course we would be delighted to discuss entry.

Teaching hours and attendance

Each module requires approximately 150 hours of learning. For the PgDip and MSc attendance on campus is required for at least one of the campus-based modules (Complaint Handling and Practice and Mediation Practice).

Modules

- PgCert: The Fundamentals of Dispute Resolution/ Independent Investigation/ Complaint Handling/ Mediation Theory.
- PgDip: Those above, plus Communication in Dispute Settings/ Research Methods/ plus two from the following modules: Complaint Handling Practice (campus-based)/ Mediation Practice (campus-based)/ Dispute Resolution Project.

Innovative teaching by an expert team.

Careers

This course allows interested professionals to develop within their current roles or branch out into related or completely new areas of dispute resolution.

Quick Facts

- Interactive learning, designed for professionals in the workplace.
- Unique dispute resolution focus.
- Innovative teaching by an expert team.

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
MSc Public Services Leadership

EXIT AWARDS: MSc (180 credits)/ PgDip (120 credits)/ PgCert (60 credits)
SINGLE MODULES: Register as an associate student to study single modules in areas of interest. Modules are also available as separate CPD options – CPD fees available on request.

This course has been designed in collaboration with learning and development professionals from Dundee City Council and Orkney Islands Council.

As such it equips managers with skills and knowledge to implement real improvements within their workplace.

Quick Facts
■ Partnership course between public service employers and university experts.
■ Delivered collaboratively with learning and development professionals and academic experts.
■ Practice-oriented assignments require that the learning is put into practice.

Key details
Delivery: At local authority facilities plus online learning
Duration: Part-time: 1 – 4 years
Entry requirements: Applicants must be currently employed by one of the three collaborative partners (see opposite) or a partner organisation (such as a member of the Community Planning Partnership in participating areas). Applicants will normally possess an honours degree or equivalent and at least two years relevant management experience. Applicants without a degree will also be considered (subject to interview) if they can demonstrate that they have the necessary work background, skills and aptitude to achieve the award.

Accreditation of prior learning: You may be granted exemption from studying a module provided you can demonstrate successful achievement of all the learning outcomes.

Start date: Various points throughout the year
Application deadline: None
More info: Admissions (admissions@qmu.ac.uk), Dr Ian Elliott (ielliott@qmu.ac.uk) or +44 (0) 131 474 0000
Applicants without a degree will also demonstrate successful achievement of all the learning outcomes.

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Careers
This is the only full MSc course in Scotland designed in collaboration with three public service organisations. It is for those who aspire to lead our public services in the future.

Quick Facts
■ Partnership course between public service employers and university experts.
■ Delivered collaboratively with learning and development professionals and academic experts.
■ Practice-oriented assignments require that the learning is put into practice.

■ Entry requirements:
■ Academic qualifications or substantial management experience working in the public services.
■ Experience working in the public services.
■ A range of practice-based learning experiences.
■ You will only be required to attend the QMU campus for two days per module.

• Teaching and assessment
Delivery is predominately by web-based learning along with two day blocks of campus-based learning in each module. This will include lectures from senior public service professionals. A range of practice-relevant assessment methods are used including management reports, essays and presentations.

Links with industry/professional bodies
A number of highly experienced public service professionals support delivery of the course by contributing to campus-based sessions.

Modules
15 credits: Public Services Governance: Themes and issues (core module)
You will also complete three 15 credit modules from: Public Finance/ Leading Change in Public Services/ Managing Customer Complaints/ Engendering Policy and Practice/ Internal Communications/ Accountability in Public Services/ Multi-level Governance in Europe

The programme has previously been delivered to public service managers on behalf of Academi Wales.

Jo Carruthers, Director of Academi Wales, Welsh Government, said: “We have been delighted to work with QMU on the delivery of this course. Their blend of academic rigour, experience and expertise has enabled them to deliver a course which not only develops the knowledge and skill of participants, but is set very much in the context of the Welsh public service, and wider UK public service. This makes the course wholly relevant to delegates, enabling effective transfer of learning to the workplace.”

Teaching, learning and assessment
Delivery is predominately by web-based learning along with two day blocks of campus-based learning in each module. This will include lectures from senior public service professionals. A range of practice-relevant assessment methods are used including management reports, essays and presentations.

Teaching hours and attendance
You will only be required to attend the QMU campus for two days per module.

The rest of your teaching and support will be delivered online.

EXIT AWARDS: PgCert (60 credits)
Single modules in areas of interest. Modules are also available as separate CPD options – CPD fees available on request.

SINGLE MODULES: Register as an associate student to study single modules in areas of interest. Modules are also available as separate CPD options – CPD fees available on request.

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Teaching hours and attendance
You will only be required to attend the QMU campus for two days per module.

The rest of your teaching and support will be delivered online.

EXIT AWARDS: MSc (180 credits)/ PgDip (120 credits)/ PgCert (60 credits)
SINGLE MODULES: Register as an associate student to study single modules in areas of interest. Modules are also available as separate CPD options – CPD fees available on request.

This course has been specifically designed to support managers who are currently charged with delivering public services, from within the public sector or from private and third sector organisations.

Our public services courses have always delivered excellence in the facilitation of academic qualifications and knowledge in a practice-focused setting. This course introduces the emerging field of New Public Governance in the light of recent developments such as The Christie Commission on the Future Delivery of Public Services and the HM Government Open Public Services White Paper. As such this course is context-driven and problem-focused.

Accreditation of prior learning: You may be granted exemption from studying a module provided you can demonstrate successful achievement of all the learning outcomes.

Start date: September and at set points throughout the year (CPD)
Application deadline: None
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Fees: See pages 28-31

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Delivery is predominately by web-based learning along with two day blocks of campus-based learning in each module. This will include lectures from senior public service professionals. A range of practice-relevant assessment methods are used including management reports, essays and presentations.

Teaching hours and attendance
You will only be required to attend the QMU campus for two days per module.

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Teaching hours and attendance
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The rest of your teaching and support will be delivered online.

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SINGLE MODULES: Register as an associate student to study single modules in areas of interest. Modules are also available as separate CPD options – CPD fees available on request.

This course has been designed in collaboration with learning and development professionals from Dundee City Council and Orkney Islands Council.

As such it equips managers with skills and knowledge to implement real improvements within their workplace.

Quick Facts
■ 80% of our graduates say that their studies were instrumental in their career advancement.
■ Students are only required on campus for eight days over the academic year, the rest of the course is supported by our modern learning resources.
■ Completion of this course may be used as credit towards our MBA and MSc courses.

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

At the time of print, the course was in collaboration with Dundee City Council and Orkney Islands Council. Please check the course entry on our website for updates.
Gastronomy and Hospitality

Building upon more than 140 years of experience within the University and its predecessor institutions, the current hospitality and gastronomy lecturers at QMU consider themselves the custodians of the expertise passed down from the founders of the former Edinburgh School of Cookery. Our courses are underpinned by some of the simple philosophies that were at the heart of the institution’s teaching over a century ago. Our academic ancestors endeavoured to reach out to local communities by lecturing on the practicalities of delivering good food and hospitality to people everywhere. They were renowned for their efforts to travel the country and deliver their expertise wherever required, from the Shetland Islands to the Channel Islands and any points in between. Today, our academics are similarly agile in their teaching and lecture in arenas from Edinburgh to South East Asia, including India, Singapore and Nepal.

The courses which are delivered today may still have the driving ethos of education relating to the provision of good, safe and healthy food and nutrition, except they are more than that in the 21st century. Challenges are many for those who wish to progress in a career in hospitality either via a service route, or the food and drink production and/or management route. As modern businesses fight to minimise losses or maintain even minimal profitability, pressure is constant for the contemporary manager who needs to have a holistic knowledge of general business management, including finance, facilities, resources, quality/benchmarking, marketing, operational challenges and hospitality, food and drink and quality service delivery. During your study with us, we will expose you to guest speakers from industry as well as visits to external companies which will add value to the learning experiences.

Industry links

Our industrial contacts and liaisons are numerous and represent companies large and small across Scotland, the UK and throughout the world. We work with vibrant organisations that have vision, are leaders in their field and are passionate about hospitality, food and drink and quality service delivery. During your study with us, we will expose you to guest speakers from industry as well as visits to external companies which will add value to the learning experiences.

Our approach to teaching and learning

Courses are delivered on a full-time or part-time basis. As the courses are modular, it is possible to design a variety of study patterns.

Why QMU?

The QMU way of doing things is reflected in our courses and methods. Our culture is defined by strong personal relationships, informality and flexibility. We encourage our students to be truly ambitious, to experiment, be innovative, take risks, even fail!, and learn. To drive this we foster a culture of respectful challenge and debate. Regular interaction with colleagues from frontline industry helps provide our students with insights into the realities of the workplace.

The QMU hospitality postgraduate experience is unlike the traditional postgraduate courses offered by many other universities. We want to make sure that your experience is not only student-centred, but is also focused on you as an individual. We keep our group sizes small, giving you unvaluable access to tutors and allowing you to enjoy a true teamwork experience with your peers. Additionally, you will be taught by a lecturing team who have spent a considerable number of years actually working in industry and are not constrained by theoretical dogma.

Our module delivery therefore has been designed to test not only relevant subject knowledge but also to provide useful skills and competencies in our graduates – presentation skills, report writing, research, analysis and evaluation techniques for business.

For information on the MBA Hospitality and MSc International Management and Leadership with Hospitality, see pages 46-50.

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Industry links

Our industrial contacts and liaisons are numerous and represent companies large and small across Scotland, the UK and throughout the world. We work with vibrant organisations that have vision, are leaders in their field and are passionate about hospitality, food and drink and quality service delivery. During your study with us, we will expose you to guest speakers from industry as well as visits to external companies which will add value to the learning experiences.

Our approach to teaching and learning

Courses are delivered on a full-time or part-time basis. As the courses are modular, it is possible to design a variety of study patterns.

Why QMU?

The QMU way of doing things is reflected in our courses and methods. Our culture is defined by strong personal relationships, informality and flexibility. We encourage our students to be truly ambitious, to experiment, be innovative, take risks, even fail!, and learn. To drive this we foster a culture of respectful challenge and debate. Regular interaction with colleagues from frontline industry helps provide our students with insights into the realities of the workplace.

The QMU hospitality postgraduate experience is unlike the traditional postgraduate courses offered by many other universities. We want to make sure that your experience is not only student-centred, but is also focused on you as an individual. We keep our group sizes small, giving you unvaluable access to tutors and allowing you to enjoy a true teamwork experience with your peers. Additionally, you will be taught by a lecturing team who have spent a considerable number of years actually working in industry and are not constrained by theoretical dogma.

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MSc Gastronomy

EXIT AWARDS: MSc (180 credits)/PgDip (120 credits)/PgCert (60 credits)

SINGLE MODULES: Register as an associate student to study single modules in areas of interest.

Modules are also available as separate CPD courses. CPD fees are available on request.

Key details
Delivery: At QMU and on location
Duration: Full-time: 1 year; Part-time: 2 years

Entry requirements: There are several routes to entry.
- Applicants may have a first degree in an associated subject, for example, a BA (Hons) in Hospitality, Culinary Arts, or related.
- An honours degree (or equivalent) in a different discipline but where the applicant has a demonstrable passion for food and drink.
- An applicant may potentially be a mature student who has spent a considerable period of time in industry and wishes to formalise their education.

All shortlisted candidates will be interviewed as part of the application process.

International: Where your honours degree has not been studied in English, you will be required to provide evidence of English language competence at no less than IELTS 6.5 with no individual component score below 5.5.

Start date: September
Application deadline: end of August
Apply: www.qmu.ac.uk

More info: Admissions (admissions@qmu.ac.uk), Charlotte Maberly (cmaberly@qmu.ac.uk) and Ana Tominc (atominc@qmu.ac.uk), +44 (0) 131 474 0000

Fees: See pages 28-31. Fifteen fully funded places available per year until 2017. Funding is available on a competitive basis to applicants who meet QMU’s criteria which is closely aligned to SAAS residency criteria. This funding is awarded by QMU only. For more information, please contact Admissions.

As instances of global and local food injustice are reported with more frequency, the dysfunction of our food system and complexity of food culture is being more widely recognised. Increasingly, it is understood that reductionist approaches to solving food related issues are ineffective. A more comprehensive understanding and holistic approach is greatly needed.

This MSc provides an opportunity to study food and food systems in a more complete sense. This innovative new course – the first of its kind in Scotland - acknowledges the truly complex nature of food and includes studies in nutrition, production and consumer culture, but also delves deeper to consider food culture within the contexts of anthropology, environment, sustainability, politics and communications.

Through experience of diverse food related businesses - from soup kitchens to Michelin Star restaurants, community allotments to large-scale agri-business - students will gain all important insights to the diverse dynamics affecting how we consume, produce, represent and understand food. Scotland will often be the case for this, however the concepts are transferable to other countries, for one thing that people require irrespective of nationhood is the ability to feed themselves.

Whether you are looking to enhance your career in the food industry or are simply interested in cultivating a fuller understanding of food, you will gain all important insights to the diverse dynamics affecting how we consume, produce, represent and understand food. Scotland will often be the case for this, however the concepts are transferable to other countries, for one thing that people require irrespective of nationhood is the ability to feed themselves.

Teaching hours and attendance
Each module consists of 60 hours of teaching time over a 10-week period. There are two core modules planned for each semester, plus a research module that spans the first two semesters. You will be required to carry out independent work and also complete a dissertation.

Links with industry/professional bodies
This course has been developed in collaboration with a broad range of stakeholders involved in the food and drink industries.

Modules
30 credits: Food & Drink: The Relationship to People and Food/ Science of Food/ The System: From Field to Market/ Food Communications
15 credits: Research Methods
If studying for an MSc, you will also complete a dissertation (60 credits).

Careers
Graduates will place themselves in the enviable position of having had exposure to a range of industry experiences and contemporary food issues that will enable them to make interventions and transformations in a wide variety of areas. These may range from education or community work, to advocacy and policy work within the non-profit sector.

Quick Facts
- This is the first MSc in Gastronomy in the UK.
- The course has 15 funded places available for potential students resident in Scotland and the EU.

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
The importance of culture, in its many forms, and the creative attitudes that support it is recognised by politicians and intellectuals at national, international and global level. Culture is a significant contributor to measures of economic wealth and prosperity, and to the growth of social diversity and progress. Culture is a defining characteristic of identity and heritage, and creates experiences that stimulate individual curiosity and the expansion of the imagination. People enjoy culture and contribute to it in diverse ways.

Postgraduate study at QMU is focused on the challenges and problems that arise in moving from the imagination and curiosity to creation and organisation. It addresses a variety of situations, from globally recognised companies to individual creators, from corporate conglomerates to state supported institutions, from cultural dives to voluntary associations. By mobilising practical experiences and the knowledge and understanding gained through research, postgraduate study at QMU is built on the recognition that the value of culture derives from innovation, change and uncertainty, and that cultural experiences are different and singular.

Why QMU?

QMU offers three taught postgraduate courses in the area of culture and creativity; the MA Arts, Festival and Cultural Management, the MA Culture and Creative Enterprise, and the MA Stage Management*. These courses differ in focus, but provide students with opportunities to understand and critically reflect on the competencies and skills that produce culture, and the contexts and environments that sustain it.

Teaching and research staff at QMU have experience of cultural production and organisation and maintain close links with cultural organisations across the UK as part of their on-going practice. Research at QMU is interested in cultural production and economy, and cultural management and policy. Teaching is complemented by contributions from professionals who work in and with culture industries and organisations.

QMU benefits from its location in a city recognised globally for its cultural activity, from large scale festivals to lone novelists.

Edinburgh provides a variety of cultural experiences such as theatre, art, museums, cinema, music and performance, which are supported by a thriving and idiosyncratic cultural and creative sector. That environment provides postgraduate students with opportunities to gain practical experience, which in turn can feed into an individual programme of study.

Industry links

The MA Arts, Festival and Cultural Management provides organisational and institutional links as part of the curriculum. Professional contributors support students with experiences of the complexities of cultural management, from finance and human resources to project management and fundraising. In addition, students take part in field trips in order to deepen their understanding of the challenges faced by the creative and cultural sector.

The MA Culture and Creative Enterprise benefits from contributions from professionals who provide reflective insights into the problems and challenges of enterprise in the creative and cultural sectors. The course is also supported by staff with experience of establishing their own creative practices.

The MA Stage Management includes two professional practice modules that give students the opportunity to work on live productions both at the university and in cultural organisations throughout Scotland and beyond.

Our approach to learning and teaching

Postgraduate students admitted to the courses may have already acquired cultural and creative experience in a range of disciplines and work contexts. Students are encouraged to exploit their knowledge and understanding of these experiences in contributing to their study, and the curriculum is designed to be flexible enough to accommodate this. Collaboration with other students or external organisations and individuals can be combined with teaching delivery through lectures, seminars, workshops and tutorials.

Students undertaking the block-taught PgCert complete four modules, each picked for their practical and immediate relevance to those working in a cultural organisation:

- Managing Cultural Projects and Festivals
- Strategic Management and Finance
- Marketing Cultural Organisations and Festivals
- Fundraising and Development for Cultural Organisations and Festivals

There is also an option to replace one module with a period of personal reflective learning in the workplace.

After completion of the block-taught PgCert, students have the option to complete the remainder of the MA Programme on a part-time basis the following year.

Rishaad Ait El Moudden
MA Arts, Festival and Cultural Management

“The PgCert Arts, Festival and Cultural Management course is a viable, effective and rewarding way for those pursuing a career in the arts to gain a postgraduate qualification. The block-taught structure of the course allows you to enrich your professional development without restricting your current employment and even provides you with opportunities to directly apply your learning and assignments to projects in your own work.

“With the nature of arts management creating the need for flexibility and a wide range of skills, this course delivers applicable knowledge and a strong foundation in multiple fields. The course enhanced my employability skills within the cultural sector, improved my own productivity at work and fostered important industry connections with fellow classmates.”

Block taught PgCert

We are now offering a PgCert Arts, Festival and Cultural management delivered via a block-taught route. This route is ideal for those currently working in the sector, keen to develop new skills and knowledge but unable to commit to full-time weekly study. This route is delivered on campus in four blocks of four days spread across the year. These intensive blocks of teaching are planned to be delivered at the end of September, the beginning of November, the end of January and the beginning of March.

The course will stimulate your understanding and develop your knowledge of contemporary issues affecting the management of arts organisations and festivals. It balances practice with theory to enable students to develop a broader and deeper understanding of the processes of arts management and is designed to support your career development.

“Subject to validation

Photo credit: Edinburgh International Book Festival, Edinburgh Jazz and Blues Festival, Edinburgh International Festival.
Sheila Murray

“She is a believer in lifelong learning. The MA Arts, Festival and Cultural Management updated my skills by providing valuable insight into contemporary issues affecting the management of arts organisations and festivals today. The course introduced me to new ways of looking at the arts through practical application and academic research, which are essential for becoming an effective leader in the arts. I’ve just been appointed as a board member of Creative Scotland - the government agency in charge of promoting Scotland’s arts, screen and creative industries. My studies at QMU allowed me to build upon my 25-year former career in the arts, furthering my knowledge, skills and understanding - all of which helped me to secure the Creative Scotland role. The next step in my career is a great opportunity for me to contribute to the future development of Scotland’s arts sector and its international objectives.”

Key details
Delivery: At QMU with some industry-based learning
Duration: Full-time: 1 year; Part-time: 2 years. We also offer a block-taught PgCert - see page 65.
Entry requirements: A UK honours degree or equivalent CR significant work experience in cultural organisations or festivals.
International: Where your honours degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 6.5 and no individual component score below 6.0.
Start date: September
Application deadline: August
Apply: www.qmu.ac.uk
More info: Admissions (admissions@qmu.ac.uk), David Stevenson (dstevenson@qmu.ac.uk) or +44 (0)131 474 0000
Fees: See pages 28-31. In a bid to support skills development within the cultural sector in Scotland, QMU offers a limited number of bursaries to staff from selected Scottish cultural organisations in order to support them in undertaking the MA part-time. For more information on eligible organisations, contact David Stevenson.

Within a rapidly changing domestic and international environment, the work of arts and cultural managers is becoming more complex and significant. The creative industries are growing rapidly and patterns of cultural work are changing. Cultural organisations and festivals are in a period of fundamental, pervasive and long-term change; managers must deal with a host of dramatic, often contradictory demands and challenges. This leads to a situation where there is a need for graduates with more holistic and integrated perspectives regarding the management of cultural organisations and the political, economic, social and environmental conditions in which they function. This course has been developed in response to this need and is rooted in a belief that great leaders in the acknowledging that approaches may need to be adapted to meet the particularities of cultural organisations and festivals. Throughout encouraging you to become critically reflective, the course will develop your knowledge of the contemporary issues affecting the management of arts organisations and festivals while equipping you with the practical management skills that are essential for developing a career in the field. Mindful of the need for students to develop vocational skills, a number of assignments are orientated towards developing the knowledge and skills required to become an effective practitioner in the field. In addition, students are encouraged to arrange and undertake practical experience within cultural organisations to complement their studies.

This MA is designed as a conversion degree and we welcome applicants from non-business related subjects. It is suitable for both graduates who wish to add a vocational management emphasis to their first degree and those with equivalent professional qualifications or experience. It is likely to be of interest to those who studied the arts and humanities at undergraduate level or those with significant workplace experience who would like to gain a formal qualification in a flexible manner.

Teaching, learning and assessment
Teaching comprises a combination of lectures, seminars, tutorials, case studies, simulation exercises, field trips and projects. You will also be required to arrange a period of industry based learning. Your performance on the course will be assessed by essays, reports, exams, presentations and a dissertation or project (MA only). Normally, there are around 30 to 35 students undertaking the course each year.

Teaching hours and attendance
Each module will require you to attend classes and carry out independent work. Most modules consist of two to three hours of class time each week of the semester. Where possible, all teaching takes place over two days per week. Your specific timetable will depend on whether you study full or part time. Flexible study options and a diverse curriculum mean that this course is suited to both those already working in the arts and those who are looking to start a career in the sector.

Links with industry/professional bodies
Part of our strength comes from our location; being based in Edinburgh means that the course has been developed over time in co-operation with key national cultural agencies and other bodies with a strategic interest in the development of arts organisations and festivals. Our location in the ‘festival city’ also allows for strong practical links between the course and the many arts, festival and cultural organisations based in and around Edinburgh, across Scotland and the UK.

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Modules

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SINGLE MODULES: Register as an associate student to study some single modules in areas of interest

Key facts
- Small cohort of students working closely and collaboratively with staff.
- Range of guest lecturers and field trips to key cultural organisations and festivals.
- The only postgraduate course of its kind in Scotland.

Careers
You will be qualified for a broad range of management positions within a wide spectrum of cultural organisations and festivals. Previous graduates have gone on to work in theatres, performing arts organisations, galleries, local government, and cultural agencies. In addition, many now work in festivals within the UK, Europe and internationally. Potential careers might include producing, fundraising, marketing, programming, or audience development, as well as many other roles across the cultural industries.
Inga Rudzitis

“The support from the tutors has been fantastic. Working full-time while having a young family and balancing study is difficult, but the tutors are understanding of these demands and do their best to support you. Without their support I would not have been able to complete the course. Being able to take modules individually is great - the study routes are so flexible they fit in well around my work and family commitments.”

Katherine Shreves

“I came from the USA to study at QMU and what attracted me was the holistic way the course is approached. Lectures are taught by experienced academics and arts professionals, and this has allowed me to gain a deep and nuanced understanding of the issues relevant to arts management today. Each module is also carefully crafted to allow space for me to gain a deep and nuanced understanding of academics and arts professionals, and this has allowed me to develop my career in the sector.”

Tigho Ayovuare

“The flexible QMU learning experience has allowed me to continue working for the Edinburgh Festival Fringe Society while studying part-time. The course has helped me to develop a variety of practical management skills and gain a deeper understanding of the arts and cultural sector. These new skills and knowledge are already helping me to develop my career in the sector.”

Dinda Putri

“My hometown in Indonesia is so rich with cultural events and festivals that they inspired me to make it my career. I choose this course because QMU is the only university to offer such a well-tailored programme and the location in Edinburgh, a city famed for culture and festivals, has only added to my student experience and learning opportunities.”

Sharon May

“I was already working as an Arts Manager when I started the course and joined to support my professional development, hoping to fill gaps I had identified within my CV in order to increase my employability and help advance my career. It worked! I successfully secured a new role, thanks to being able to use what I learnt from the course on the application and all interview. I originally thought I would only undertake a couple of modules, as skills development. However having found the lectures inspiring, informative and so useful to my work, I decided to complete the full MA part-time and keep my full-time job.”

Helen Terry

“To quote Steve Jobs and at the risk of offending grammar pedants, I can honestly say that this course taught me to ‘Think Different’.

“Coming back into education after a long career in the media was a daunting prospect. However by the second seminar I was starting to re-evaluate my working practices and learning to embrace new ways of thinking.

“The structure of the course allows a student the flexibility to focus on areas of the cultural sector that are specific to their own professional development. At the same time it gives them a practical set of tools that can be used in almost any contemporary workplace. It’s not all theory either: visiting speakers from a diverse range of practices provided illuminating insights into the nooks and crannies of Scotland’s arts organisations. If I ever need to hang an exhibition of 18th century portraits or lobby Government I now know where to start and how to get it right.

“The beauty of the course structure is that it allows students to understand both hands-on management and contemporary cultural theory. Your final project can be based upon either, or both. This freedom allows students to either build upon their existing skills or, like me, to test new ground.

“By the end of my course a fellow student had lodged a grant application for her own festival and, after a successful placement, had been asked to return to work with Sadler’s Wells. Both projects were undertaken as part of the course. The tutorial staff actively encourages this strategic approach to education and give exemplary levels of support to those who want to embrace the practical applications of their newly acquired knowledge.”

MA Culture and Creative Enterprise

The philosophy of the MA Culture and Creative Enterprise is that the meanings and experiences of culture are produced by assembling aesthetic, social and economic values. Enterprise and innovation are important contributions to that process because cultural production is characterised by change and unpredictability, risk and uncertainty. Enterprise and innovation, making new, occurs across the scale of cultural production, from the very big to the very small, and through the value chain of cultural production, from near to far. It’s not restricted to the future because new ways can be invented for making the past present, and it’s not confined to the profit motive because some cultural production is good in itself.

The point of the MA is to offer an opportunity to study how culture is produced and to think about new ways of doing that. Teaching combines critical, conceptual and analytical approaches to cultural production with practical laboratory experience and nuts and bolts knowledge. Teaching staff combine practical experience from cultural disciplines such as screenwriting, drama, performance, film, music and arts journalism with internationally recognised research on a variety of aspects of cultural production. The MA also benefits from external contributions by people who work in various aspects of cultural production, from small scale to large organisations to large organisations and institutions.

The MA is designed to interest students from a variety of educational backgrounds and practical experiences in order to reflect the real world diversity of cultural production. Students work together in small seminar groups, workshops and projects and are required to possess motivation, show initiative and take responsibility for their development. Individual students have the opportunity to produce a project, enterprise plan, or research dissertation. The MA does not provide basic training in particular cultural disciplines but supports students in developing their ideas. The MA also supports students who are interested in developing research ideas and policy applications.

Teaching, learning and assessment

Teaching combines lectures, seminars, tutorials, case studies, simulation exercises and projects and covers a broad range of topics informed by research and a creative approach to problems. Performance is assessed through a variety of methods including essays, reports, presentations, portfolios and a dissertation or project. The final dissertation or project is designed to develop individual interest and curiosity. Class sizes will be around 15 students.

Teaching hours and attendance

Normally course modules require eight hours contact time per week. In most instances this will be delivered across two days full-time, one day part-time.

Links with industry/professional bodies

Course staff have a range of formal and informal relationships with individuals and organisations across the culture and creative sector who contribute advice, support and teaching.

Career opportunities

The course provides knowledge and insight for culture and creative enterprise development at whatever stage of the process applicants are at. The course is also suitable for people who are interested in developing knowledge of culture and creative enterprise for academic development, such as research and teaching, and support agency policy development.

Quick facts

- Small cohort of students
- Established connections with external agencies, forums and networks
- Individual development support
- Funded places available for Scottish and EU residents

MA Culture and Creative Enterprise

Exit awards: MA (180 credits)/ PgDip (120 credits)/ PgCert (60 credits)

Single modules: Register as an associate student to study some single modules in areas of interest

Modules

- 15 credits: The Creative Sector and Entrepreneurship/ Introduction to Culture and Economy/Understanding Research/ Writing Art and Culture/Creative Enterprise Development/Work Organisation and Production in Culture and Creative Enterprise/ plus a further 30 credits from Elective modules
- 60 credits: Dissertation/Creative Development Project

Key details

- Delivery: At QMU
- Duration: Full-time: 1 year; Part-time: by arrangement
- Entry requirements: A UK honours degree or equivalent
- International: Where your honours degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 6.5 with individual component scores of no less than 6.0
- Start date: September
- Application deadline: August
- Apply: www.qmu.ac.uk

More info: Admissions (admissions@qmu.ac.uk), Dr Jeremy Valentine (valentinej@qmu.ac.uk) or +44 (0)131 474 0000

Fees

See pages 28-31. Fee funding is available on a competitive basis to applicants who meet QMU’s criteria which is closely aligned to SAAS residency criteria. This funding is awarded by QMU only.

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
The course has not only equipped me with wider knowledge of culture and creative industries, but also fresh entrepreneurial skills.
Face-to-face teaching is supported by a virtual learning environment where students work in virtual groups and access readings and resources preparing personal portfolios and development plans aimed at enhancing prospects for employment.

**Facilities**
All students benefit from the entire range of QMU learning facilities which includes full access to all resources (including electronic books and journals) even when off campus, through remote access software.

**Career prospects and guideline salaries**
The average salary in PR agency is £52,000 and in an in-house role is £48,000. Check out Chartered Institute of Public Relations: state of the profession 2016 at www.cipr.co.uk/stateofpr for more information.

**New course**
We plan to offer a new MSc Communication Management & International Development in 2017. This course is aimed at people working or intending to work as communications officers/managers for a wide range of (international) organisations dealing with social development and social justice issues. This innovative new course will be taught by a multidisciplinary team with combined expertise in communication, public relations, public affairs as well as international health and development policy and practice. For more information, please contact Dr Magda Pieczka, (mpieczka@qmu.ac.uk).

Queen Margaret University was instrumental in developing and pioneering Chartered Institute of Public Relations (CIPR) Diploma qualifications. These were launched in 1999 to raise professional standards and offer PR practitioners a platform for continuous professional development. Queen Margaret University is the only CIPR teaching centre in Scotland.
This course is for experienced internal communication practitioners or PR professionals who want to develop their strategic internal communication and management skills. It provides those working in internal communications with a platform for continuous development. On this course, you will take an in-depth look at the role that internal communications plays in organisations and in particular those going through change. You will develop your ability to use research to inform effective internal communication strategies and develop successful plans. The course focuses on core topics such as: internal communication; audit; change management theory; using research to inform and help develop internal communication strategies; moving from one-way communications to engagement; communication psychology; and the role and function of technology.

Teaching, learning and assessment

Twenty hours of on campus teaching comprises a variety of approaches including lectures, workshops, group work and input from senior practitioners and QMU academics. Work is set and contact maintained between teaching blocks through online discussions. Students also receive supervision support throughout the course.

CIPR Internal Communication Diploma students learn alongside CIPR Diploma and MSc Strategic Communication and Public Relations students ensuring that you benefit from sharing experiences and developing a network of colleagues. Assessment is through submission of a 6,000 word research project. Support is offered with research project preparation. Further information is available on the QMU website at www.qmu.ac.uk/content/qualifications/internal-communication-diploma.

Teaching hours and attendance

Teaching is normally delivered in one or two day blocks three/four times a year. Details will be available on the QMU website.
This course, developed by the CIPR and recognised as the benchmark for professional practice in public relations by the private and public sectors, offers practitioners a real opportunity to develop their professionalism – both by reflecting critically on their current practice and by focusing on the very hands-on teaching of strategic PR planning and its role in the achievement of broader organisational objectives.

It is ideal for people wanting to develop their professional public relations expertise at a number of different stages in their career. Typical students include:

- experienced journalists who need to develop their knowledge and strategic planning in order to facilitate a move into public relations;
- ambitious practitioners who need to take time to reflect critically on their practice in light of latest thinking and theory in order to develop their career and
- graduates who need to quickly gain an in-depth knowledge of the debates, practices and critical thinking within the profession to help them gain enough understanding to practice professionally.

This course provides PR practitioners with the knowledge and understanding of theory and practice to develop as effective and efficient professionals. You will understand the practice of public relations as a strategic management function, and will develop planning expertise as well as being encouraged to analyse existing practice from a critical perspective. You will benefit from sharing experiences and developing a professional network of colleagues in similar situations.

The individual project which forms part of the course offers you the opportunity to work with a supervisor over a number of months to produce a well-researched piece of work focusing on an area of your choice. Students often choose to devote this opportunity to help develop or improve specific work projects, or to develop their expertise in a particular area of public relations practice.

Teaching, learning and assessment

On campus teaching comprises a variety of approaches including lectures, workshops, case study, group work and input from senior practitioners and QMU academics. Work is set and contact maintained between teaching blocks through online discussions. Your performance will be assessed through a combination of examinations, reports and projects.

Teaching hours and attendance

Teaching is normally delivered in one or two days block three/four times a year. Details will be available on the QMU website.

Links with industry/professional bodies

Students on the course are eligible for student membership of the Chartered Institute of Public Relations (CIPR) and, on graduation, can upgrade their membership to full or associate status depending on professional experience.

Careers

The CIPR Diploma is recognised as the benchmark for professional practice in PR by employers in the private and public sectors. It helps participants to develop or diversify their careers by fostering a strategic approach to managing PR, as well as expanding knowledge of areas such as internal communication, corporate culture and research. QMU graduates have gone on to progress their careers in a number of ways – from PR practitioners to PR Directors and occupying a wide range of senior positions.

Quick Facts

- QMU has a long history of teaching the Chartered Institute of Public Relations Diploma and remains the only Scottish institution to deliver it.
- QMU is accredited by the Chartered Institute of Public Relations (CIPR).
- At QMU you will be taught by some of the world’s best-known PR academics as well as professionals with a depth of PR experience.
- Through our intensive workshops, you will build a network of your own peers which will aid your continuing professional development.
MSc Strategic Communication and Public Relations

EXIT AWARDS: MSc (180 credits)/PgDip (120 credits)/PgCert (60 credits)

SINGLE MODULES: Register as an associate student to study some single modules in areas of interest

Key details

Delivery: Mainly block attendance at QMU supported by online learning

Duration: Full-time: 1 year; Part-time: 2-7 years

Entry requirements: A UK honours degree or equivalent from a relevant subject area (arts, humanities or social sciences). Students without traditional honours degrees may be admitted (subject to interview) if they have other relevant qualifications and/or appropriate work experience.

International: Where your honours degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 6.5 with no individual component score below 6.0.

Accreditation of prior learning: Students who have already been awarded a Chartered Institute of Public Relations (CIPR) Diploma receive 45 credits towards the MSc Strategic Communication and Public Relations, exempting them from specified parts of the course. Students who have already been awarded the CIPR Internal Communication Diploma/CIPR Public Affairs Diploma receive 30 credits exempting them from specified parts of the course.

Start date: September for full-time and part-time students. Part-time students can also start in January.

Application deadline: None

Apply: www.qmu.ac.uk

More info: Admissions (admissions@qmu.ac.uk), Sally Chalmers (schalmers@qmu.ac.uk), +44 (0)131 474 0000

Fees: See pages 29-31

The MSc Strategic Communication and Public Relations offers an unparalleled balance in UK postgraduate courses of teaching in internal and external communication, as well as strategic communication, for both private and public sectors. Students learn from an academic team which includes internationally published researchers and practitioners with years of professional experience.

QMU is an accredited teaching centre of the UK’s professional body, the Chartered Institute of Public Relations (CIPR) and a partner institution of the UK’s Public Relations Consultants Association (PRCA).

Is this the right course for me?

It is if you:

- want to start a career in communication and public relations (PR). You’ll do an industry placement and we’ll support you in developing knowledge and skills, producing a portfolio and providing you with opportunities to meet, work alongside and network with current practitioners;
- already work in a communication or PR role and want professional development. You can tailor your studies to your own development needs and study part-time, or
- want to progress to a research career in communication or PR. Members of QMU’s teaching team are already associate or full CIPR members, the MSc counts towards the Institute’s Continuing Professional Development (CPD) programme.

Teaching, learning and assessment

Teaching is delivered face-to-face at our modern campus in Scotland’s capital city of Edinburgh. You are also supported by QMU’s online virtual learning environment. As well as lectures, seminars and workshops you will also work with live clients, respond to communication briefs, undertake analysis and research, blog, reflect, create materials and content, engage in digital media, work in groups, make presentations and develop proposals.

Teaching hours and attendance

Our carefully designed delivery pattern provides continuous and frequent face-to-face teaching for full-time students. On many modules you will learn alongside communication and PR practitioners and students. This helps you start your professional network and develop a deep understanding of the relevance of theory to practice. Our shared community of learners approach also provides access to a busy programme of activities and events offered across our PR programmes. On your 20 day placement you’ll gain invaluable professional experience and develop your learning in a work setting.

Part time students benefit from a delivery pattern which requires attendance at short intensive blocks and which you can fit alongside other commitments.

Modules

Modules include: Communication and Digital Skills for Working in PR/Communication Planning/Communications Impact on Policy Making/Strategic Internal Communication in a Digitized World/Masters Communication Placement */Project

Students who already work in communication and PR can select from a list of modules, including business focused ones, instead of those marked "above. If you select to do the Master’s Communication Placement module, you can undertake this with your employer. You can also focus your Project on a topic which is relevant to your professional role. If you already have CIPR Diploma, CIPR Internal Communications Diploma or CIPR Public Affairs Diploma you are awarded credits and exempted from selected modules including the Master’s Communication Placement.

CAREERS

As a CIPR accredited course, the MSc Strategic Communication and Public Relations is benchmarked against CIPR career progression requirements. This means there is a clear articulation between the course and developing your career. For students who are already associate or full CIPR members, the MSc counts towards the Institute’s Continuing Professional Development (CPD) programme.

Quick Facts

- QMU is the only CIPR accredited UK institution to offer undergraduate and postgraduate courses and teach the CIPR Diploma, CIPR Internal Communication Diploma and CIPR Public Affairs Diploma.
- The block face-to-face teaching approach enables students to combine studying with working.
- Our PR accreditations are recognised nationally and internationally for their excellence in research.
PgCert Collaborative Working: Education and Therapy

EXIT AWARDS: PgCert (60 credits)
SINGLE MODULES: Register as an associate student to study some single modules in areas of interest

Entry requirements Relevant professional or practical experience is essential. Successful completion of a relevant degree or an equivalent qualification will normally be required. It is possible for candidates with alternative qualifications and appropriate relevant professional experience to be considered.

Criminal Records Check: Normally the usual professional criminal record checks should be in place.

Course tutors are experienced practitioners and research-active academics. Our very active research in this field feeds directly into this course, helping to inform the teaching and keep you up to date.

Careers
This course is particularly beneficial to teaching staff as part of their Professional Update. The course supports Allied Health Professional career development in line with Health and Care Professions Council (HCPC) standards, professional body standards and the NHS Knowledge and Skills Framework. This programme meets the needs of staff who want to enhance their knowledge, understanding and practice, and to develop their understanding of contemporary theories at a Masters level, meeting requirements for career progression. This course aims to recruit those who wish to develop expertise and skills in their personal practice and/or those who are working in, or wish to progress towards, positions of expertise with responsibility for teaching staff and young people, this course may be of interest.

The usual timescale for completion is two years. Class contact at QMU or distance learning options are available. If you choose to study with class contact, course content will be delivered through two to three Saturday and Wednesday evening sessions with additional on-line activities. For distance learners there is no class contact and modules are accessed using Queen Margaret University’s virtual learning environment: comprising self-directed study and on-line activities. Distance learners and classroom learners will collaborate together using the same virtual learning environment.

Teaching hours and attendance
Distance learners and classroom learners can choose to study with class contact, teaching hours and attendance will be determined by the course delivery method you choose to study with class contact, teaching hours and attendance will be determined by the course delivery method you choose to study. If you choose to study with class contact, course content will be delivered through two to three Saturday and Wednesday evening sessions with additional on-line activities. For distance learners there is no class contact and modules are accessed using Queen Margaret University’s virtual learning environment: comprising self-directed study and on-line activities. Distance learners and classroom learners will collaborate together using the same virtual learning environment.

Quick Facts
- This is an innovative interdisciplinary learning opportunity for education staff and allied health professionals.
- Course tutors are experienced practitioners and research-active academics. Our very active research in this field feeds directly into this course, helping to inform the teaching and keep you up to date.
- This course is designed with working professionals in mind. The course can be accessed by distance learning or classroom attendance.

If you are an education or allied health professional who works with children and young people, this course may be of interest. It will equip you to support children or young people with additional support needs, and to develop your understanding of contemporary theories at a Masters level, through enhanced collaborative working.

On this course, you will:
- engage with contemporary inclusive learning issues, related legislative frameworks and policy, and relate these to your own practice context;
- learn to critique evidence-based approaches and strategies to facilitate collaboration and inclusion for children with additional support needs;
- have the opportunity to identify and advance practice in an area of innovative collaborative working within your workplace/service.

In the context of this course, ‘pupil/s’ are defined as children or young people who are attending school (this can be within early years, primary or secondary school, in mainstream or special school settings). These pupils have additional support needs, which are currently, or could be in the future, supported by the direct or indirect assistance of education and therapy staff working collaboratively. Additional support needs or special educational needs could include challenges in the areas of:
- speech, language and communication;
- learning difficulty (eg dyslexia);
- emotional/ social/ mental health issues;
- physical disability and
- complex needs.

Critical evaluation of collaborative practice issues in relation to inclusive learning are central to the course. You will also have the opportunity to identify and advance practice in collaborative working and inclusive learning in schools through development of a proposal for a work-based project.

This course supports continuing professional development of education and health professionals working with children and young people, through gaining postgraduate credit.

Teaching, learning and assessment
Teaching is comprised of a combination of lectures, group exercises, projects and on-line discussion. A fully distance (on-line learning) option is also available. Methods of formative assessment include evaluation of critical incidents, case studies, work based projects, self appraisal and/or reflective reports, and online discussions and postings. Summative assessments comprise written assignments submitted at the end of each module. Normally, there are less than 20 students on this course. This ensures that individuals receive excellent support and benefit from sharing their experiences with like-minded professionals.

Teaching hours and attendance
The usual timescale for completion is two years. Class contact at QMU or distance learning options are available. If you choose to study with class contact, course content will be delivered through two to three Saturday and Wednesday evening sessions with additional on-line activities. For distance learners there is no class contact and modules are accessed using Queen Margaret University’s virtual learning environment: comprising self-directed study and on-line activities. Distance learners and classroom learners will collaborate together using the same virtual learning environment.

Modules
- 15 credits: Evidence informed inclusive learning; 15 credits: Enabling effective collaborative working; 30 credits: Working together in action
Ruth Aird

“It was always my ambition to be a nurse so, on leaving school, I went to nursing college. I studied various nursing specialities and on graduation I went to work in primary care as a practice nurse at a local surgery in Edinburgh.

“Recently, I had worked as a visiting lecturer at QMU on the Independent and Supplementary Prescribing course and I became aware of the PgCert Professional and Higher Education. As I was now teaching QMU students and GP registrars, my colleagues at QMU thought that the course would be a real benefit to me by expanding my knowledge, and make my teaching more credible. It was not something that I had ever planned to do, but as I really enjoyed my new teaching role, I decided to go for it.

“I knew very little about the course in advance, since I didn’t seek it out myself, but I soon found out that by doing it I would have a postgraduate qualification after competing four modules in one year. I was able to change my career in a major way and I decided to go for it. I didn’t even know what help I needed – everything was all new to me.

“I would say that one huge area of support came from other students, who all in their different ways encouraged and channelled me in the right direction, while perhaps I also offered help to them on other issues.”

This course is for people who facilitate and support learning in their current job, including nurses and midwives, allied health professionals, social workers, doctors, lecturers in higher, further and community education, librarians and police trainers. It is a dynamic, interactive, and work-related course which has been designed in response to the continuing professional development needs of professionals with an educational role. By the end of the course you will be able to teach in a broad range of professional contexts in the sound knowledge that your practice is based on solid conceptual principles.

The course will entitle you to apply to the Nursing and Midwifery Council (nurses and midwives) for teacher status and for fellowship status to the Higher Education Academy (HEA). It will also develop your understanding and skills of facilitation and teaching. You will become confident in facilitating and supporting the design and delivery of education and in working with technology to enhance learning.

Teaching learning and assessment

You will learn through online and face-to-face group discussions, teaching practice, reading, challenge and debate, collaborative case analysis, independent study, presentations and research. Emphasis is placed on building on and developing your own personal experience. Assessments may include personal reflective critiques, e-portfolios, presentations, essays, curriculum documents and literature reviews. Class sizes vary between 8 – 30.

Teaching hours and attendance

The e-PgCert is a fully online part-time course, accessible from anywhere. Mostly online with some elements face-to-face and you will need access to a computer to work on the modules.

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Emma Wilson, a student at QMU who is currently studying for a Master of Science in professional and higher education, is the first to graduate this year.

Emma has always been interested in education, and the course has helped her to develop her teaching skills.

“I have always been interested in education, and the course has helped me to develop my teaching skills. The lecturers on the course were marvellous: very supportive and encouraging. Sometimes, however, I didn’t even know what help I needed – everything was all new to me.”

Teaching learning and assessment

You will learn through online and face-to-face group discussions, teaching practice, reading, challenge and debate, collaborative case analysis, independent study, presentations and research. Emphasis is placed on building on and developing your own personal experience. Assessments may include personal reflective critiques, e-portfolios, presentations, essays, curriculum documents and literature reviews. Class sizes vary between 8 – 30.

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MSc Diabetes

EXIT AWARDS: MSc (180 credits)/ PgDip (120 credits)/ PgCert (60 credits)
SINGLE MODULES: Register as an associate student to study single modules in areas of interest

Key details
Delivery: Distance e-learning only
Duration: Full-time: 1 year; Part-time: maximum of 7 years
Entry requirements: An honours degree or equivalent in a health or health-related discipline.
International: Where your honours degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 6.0 and no individual component score below 5.5.
Start date: September or January
Application deadline: None
Apply: www.qmu.ac.uk, +44 (0)131 474 0000
More info: Admissions (admissions@qmu.ac.uk), Derek Santos (dsantos@qmu.ac.uk), +44 (0)131 474 0000
Feas: See pages 28-31

This course is for doctors, nurses, allied health professionals and pharmacists with an interest in diabetes care. It aims to develop the scientific basis for improvement in diabetes clinical practice and public health using robust epidemiological, evidence based and social science methodologies.

Diabetes is becoming an increasingly common condition among every population group, both in the developed and developing countries. It has a major impact on the physical, psychological and general wellbeing of individuals and their families. It can lead to disabilities, for example blindness, chronic morbidity, and mortality through heart disease, stroke and renal failure. Yet, there is evidence that effective treatment can increase life expectancy, reduce the risk of complications and even delay or prevent onset. This course will prepare you to take an evidence-based approach to diabetic care and will allow you to specialise in an area of your choice. It has been developed with clinical colleagues and blends the theoretical perspectives with practicalities of implementing an effective diabetic care programme. This course emphasises the effective use of multidisciplinary teams in problem solving and patient care.

The course is based at QMU, but there is opportunity to study the international dimension of diabetes and apply the principles to care in developing countries.

Teaching, learning and assessment
A range of student-centred e-learning methods including online tutorials are utilised. Your performance will be assessed by systematic reviews, presentations and posters.

Teaching hours and attendance
Both the full-time and part-time routes are taught by distance e-learning. The full-time route allows the student to complete the online programme over one year, and would probably be best suited for students in part-time employment.

The part-time route allows you to place your studies aside for a longer period of time to suit your needs and there is flexibility in which modules you undertake each year. On average you will be required to spend approximately 150 hours of study per module depending on credit rating.

Links with industry/professional bodies
All local Edinburgh hospitals have links to the course.

Modules
Core modules
30 credits: Research Methods / Diabetes: Pathology, Physiology and Complications/ Management of Diabetes and its complications
Elective modules
30 credits: Tissue Viability
15/30 credits: Developing Professional Practice Work-Based Learning
15 credits: Digital Literacies/ Epidemiology

If studying for the MSc, you will also complete a dissertation (60 credits).

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

QMU has built me academically and personally and I leave with a totally different view of education.

Verna Eugene

“I had worked as a registered nurse/family nurse practitioner in St Lucia for almost 14 years, having undertaken both an undergraduate degree at the Sir Arthur Lewis Community College in St. Lucia, and a Masters degree in Family Nurse Practitioner at the University of the West Indies in Jamaica. When an opportunity arose for a funded placement for the MSc Diabetes at QMU, I was so happy – what an opportunity!”

“QMU has built me academically and personally and I leave with a totally different view of education. The staff were always on hand to support - many of them felt like family. “The part of the MSc Diabetes that inspired me most was the lecture on the nutritional aspects of diabetes - in fact I even lost 10lbs myself!”

“It was also interesting to learn diabetes management and the process within the Scottish/UK health system, compared to back home in St Lucia. It’s inspired me to look for opportunities to implement the things I have learned with confidence when I return to work.

“I already feel inspired to do my PhD and can’t think of doing it anywhere else but QMU, QMU is my home!”

This is an evidence driven course.

The course is taught by consultant physicians, allied health professionals and nurses.

The new Diabetes National Service Framework Standards will also influence the care and will allow you to specialise in an area of your choice. It has been developed with clinical colleagues and blends the theoretical perspectives with practicalities of implementing an effective diabetic care programme. This course emphasises the effective use of multidisciplinary teams in problem solving and patient care.

Careers
Career prospects on completion of the course are likely to be within specialist teams, either within the acute or primary care sector. Opportunities also exist internationally. The new Diabetes National Service Framework Standards will also influence the services provided to diabetic patients. Graduates of this course will be in an excellent position to lead specialist multi-professional teams. There will also be opportunities in education and pharmaceutical industries. Graduates may also like to apply for study at higher degree (MPhil or PhD).

Successful graduates have gone on to undertake PhD research, employment in pharmaceutical companies and have gained work place promotion as physicians, nurses and allied health professionals.

Quick Facts
- The course is taught by consultant physicians, allied health professionals and nurses.
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Successful graduates have gone on to undertake PhD research, employment in pharmaceutical companies and have gained work place promotion as physicians, nurses and allied health professionals.

Quick Facts
- The course is taught by consultant physicians, allied health professionals and nurses.
- This is an evidence driven course.
An understanding of the nutritional status of the individual is of key importance in the ongoing quest to develop a healthier population, both in Scotland and the wider world. Therefore it is essential to have a provision of care that can both reduce the occurrence of the major diseases and improve the quality of life of those who have, in some cases, a severely debilitating illness. It is to this end that the education and training of both public health nutritionists and dietitians, respectively, is essential. The link between promoting a better understanding of the importance of nutrition, in both healthy and at risk groups of students can engage.

Why QMU?

QMU is a leading provider of courses in dietetics and nutrition, and at postgraduate level we offer an MSc Dietetics and an MSc Public Health Nutrition. The Dietetics, Nutrition and Biological Sciences (DNBS) subject area has an established reputation in national research assessments. Students are at the core of our priorities, and we aim to enrich both the teaching and the research. In addition to teaching, the core staffing complement in DNBS area being taught.

Professional links

Our proximity to Edinburgh city centre positions us close to many of the leading players in both national and local government, as well as many large hospitals, companies, research laboratories, and government offices. The link to our hospital partners across Scotland is essential to ensure that our dietetic students have access to the high-quality placement experiences that are at the core of their training with us. The staff within the Dietetics, Nutrition and Biological sciences subject area have very close links with the dietetic profession across Scotland and the rest of the UK. Regarding public health nutrition, the high number of policy and decision makers who are found in the Edinburgh area, together with many local community nutrition projects, offers the ideal setting in which to provide a teaching environment for our public health nutrition students.

Our approach to learning and teaching

At postgraduate level, we appreciate that you will come to us with a whole host of skills and knowledge that you have acquired from a previous undergraduate degree or work experience. We anticipate that you will draw on your previous knowledge and skills to enhance both your learning and that of your fellow students. Our courses are taught by a variety of methods including lectures, seminars and tutorials. We believe that as a student you will benefit from a variety of interesting ways to learn, participate and share experiences and opinions with classmates. One of the key aspects of our teaching methods is to provide the ideal environment to enhance the critical analysis and reflective skills of our student group.

Facilities

The students studying on the postgraduate dietetics and public health nutrition courses have access to a number of specialist areas to enhance their learning experience, including a postgraduate area in the learning resource centre, and a clinical skills laboratory.

Research

In the recent research excellence framework, our joint submission with rehabilitation sciences showed our research to be rated as world leading, internationally excellent, and/or internationally recognised. Research conducted in nutrition and metabolism in health and disease is both basic and applied. Since it is well established that the quality of the diet impacts on both development and progression of disease, we investigated how food modifies the risk of diet-related disorders and physiological impairment. For example, we have been exploiting the increasing prevalence of coeliac disease in adolescence, the impact of food texture on appetite and nutritional status of older people and of children with cancer, and how this can be improved. We are also investigating the use of functional foods to optimise dietary intake.

Our knowledge exchange activities have identified potential sources of antioxidants and novel ways to introduce them into the diet.

Dietetics, Nutrition, Biological Sciences (DNBS) staff have a broad range of expertise which support research activity, teaching and knowledge exchange and these include:

- Biological and environmental
- Biochemical methods
- Microbiological and cell culture techniques
- Physiological and metabolic measurements
- Steroid hormone analysis and identification

Staff

Currently the staffing complement which constitutes the core teaching team includes two registered nutritionists, four registered dietitians and seven biological scientists. Of the 16 members of academic staff within DNBS, 12 have PhDs, one has an MSc, and one is currently registered for an MSc. Technical support staff also contribute significantly to the successful provision of the undergraduate and postgraduate curriculum delivery by facilitating laboratory and workshop provision.

All subjects are taught by staff with relevant subject and specialist knowledge and expertise. Relevant aspects of teaching are carried out by public health nutritionists, dietitians, biological scientists and other healthcare professionals who have relevant experience in the area being taught.

In addition to teaching, the core staffing complement in DNBS are active researchers which enhances the student learning experience. Research-teaching linkages are a considerable strength of all courses delivered by DNBS and this can be demonstrated through the integration of research into the curriculum including the dissertation component of the courses. DNBS is also one of the most successful subject areas within QMU for educating postgraduate research students to PhD level.

Career prospects and guideline salaries

<table>
<thead>
<tr>
<th>Possible career progression</th>
<th>Estimated guideline salary</th>
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</thead>
<tbody>
<tr>
<td>MSc Dietetics – Entry level dietitian (Band 5)</td>
<td>from £21,176</td>
</tr>
<tr>
<td>MSc Public Health Nutrition – Food company nutritionist</td>
<td>£25,000</td>
</tr>
<tr>
<td>Public health nutritionist employed within a community nutrition programme</td>
<td>£21,000 to £25,000</td>
</tr>
<tr>
<td>For those who wish to embark on a research career</td>
<td>£12,000 to £18,000</td>
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<tr>
<td>PhD studentship</td>
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</table>
This course is for graduates of biological sciences who want to extend their studies into the professional field of dietetics. Dietetics is the management of diseases that are amenable to dietary intervention and the prevention of nutrition related disorders. A dietitian influences food selection and eating behaviour of an individual based on specific nutritional or food requirements.

With a clinical and health promotion focus, this course includes three blocks of integrated practice placements of 4, 12 and 12 weeks duration within a hospital and/or primary care setting.

Teaching, learning and assessment
The emphasis is on student-centred learning where your previous knowledge and skills are used to develop your new subject area. Learning activities include lectures, tutorials, workshops and practical classes and are guided using web-based supported materials.

You will also attend three practical placements to enable the integration of theoretical knowledge with practical experience. A variety of assessment methods are used across the course. Normally, there are 12 – 15 students on this course. This ensures that individuals receive excellent support and benefit from sharing their experiences with classmates.

Teaching hours and attendance
Each module is equivalent to a notional 150 hours of work which is made up of attendance in class and independent work. The structure of each module is different with different attendance requirements for each timetabled module. Over an average semester the expectation is that during 14 weeks of teaching this will equate to approx. 40 hours per week of student effort (contact classes plus independent study time). Students normally complete the course via a full time route but part-time routes are available and can be discussed with the Programme Leader.

All placements are completed on a full-time basis normally Monday – Friday 9am – 5pm.

Links with industry/professional bodies
This course provides eligibility to apply for registration as a dietitian with the Health and Care Professions Council. It is also accredited by the British Dietetic Association.

You will also carry out practice placements, which you must pass but which do not carry any credit.

If studying for an MSc, you will also complete a dissertation (60 credits).

Careers
Career prospects on completion of the course are varied. Most graduates normally choose to work within the NHS as dietitians. Others will work in health education, health promotion, general practice, private healthcare and government advisory posts. Opportunities also exist in the food and pharmaceutical industries in, for example: food labelling; nutrient profiling; product and recipe development; product evaluation and special diet foods. Some graduates may apply for the opportunity to study for a higher degree (MPhil or PhD).

Quick Facts
• The MSc/ PgDip Dietetics course is well established, extremely popular, and well respected throughout the profession and has good graduate employability rates.
• The teaching team includes four registered dietitians who have strong links with the dietetic profession both within Scotland and across the UK.
• The university’s clinically relevant research along with the broad range of experience of the teaching team ensures that the course remains current.

Key details
Delivery: At QMU and on placement
Duration: Full-time: 1 year, 7 months
(Pgdip) 1 year 10 months (MSc)
Entry requirements: A good honours degree (normally an upper second class or above) that includes significant emphasis on human physiology and biochemistry. An application should illustrate what has been done by the applicant to research, and understand more about the role of a dietitian.

International: Where your honours degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 7.0 and no individual component score below 6.5.

Criminal Records Check: A satisfactory criminal records check will be required.

Start date: September
Application deadline: January
Apply: www.qmu.ac.uk

More info: Admissions (admissions@ qmu.ac.uk) Dr Jacklyn Jones (jjones@ qmu.ac.uk) or +44 (0)131 474 0000
Fees: See pages 28-31

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Lisa Williams

“I really enjoyed biology at school and after I left, I went to the University of Durham to do a BSc in Biology. When I graduated, I knew that I wanted to go on to study dietetics, but due to personal reasons I remained in Durham for a year where I worked in a luxury hotel as part of the food and beverage team, while applying for and waiting to begin the dietetics course. Part of the application process for the dietetics course required gaining some insight into the role of a dietitian. Having enjoyed the modules in my biology degree, which looked at the biochemical changes that occur during illnesses and the mechanisms behind metabolic diseases, I was keen to progress my career in the area of dietetics. I also had a personal interest in the area as I have type 1 diabetes since the age of 11, which I had to learn to control through diet and medication. It was clear that dietitians played a significant part in my care and I found it very fascinating. For me, I saw dietetics as a career that would allow me to combine my interest in science with a wish to help people.

“QMU is one of only a few places in the UK to offer an MSc Dietetics and because I had family close by, it seemed a good choice for me. I had also heard from dietitians through my work experience that the QMU course was excellent. I really enjoyed the course, particularly the opportunity to go on clinical placements. I went on one in Aberdeen, one in Edinburgh and one in Dundee – my favourite as it was in a large, acute hospital.

“Module-wise, I really enjoyed ‘Therapeutic Interventions’ where we learned all about the dietetic process and how to access and treat patients, covering a wide range of clinical conditions and working through patient scenarios.

The support at QMU was really good. All the lecturers are friendly and approachable, and a personal tutor was always on hand to help with any problems. The support that I received during my final project was great. My supervisors even helped me submit abstracts of my work to the British Association for Parenteral and Enteral Nutrition (BAPEN) with the possibility of presenting them at a big malnutrition conference which was a great opportunity.

On graduation, I was immediately offered a job as a dietitian at a large, acute hospital in Cambridge where I have been working since. I work across the hospital in a vast variety of wards as well as covering outpatient clinics and cardiac rehabilitation sessions. I really love working here and I have great training opportunities in a wide range of different clinical areas. I enjoyed the acute hospital work most on my placements so working here is just right for me.

“I am very glad I chose to do this course to enable me to get this job. In order to work as a dietitian you need to be registered with the Health and Care Professions Council which you can only do if you complete a course which confers eligibility to register with them, which this one does.”

QMU is one of only a few places in the UK to offer an MSc Dietetics.
Public health nutrition is a new and interesting subject area that concentrates on achieving a sound knowledge in nutrition and public health providing participants with the expertise to work in a variety of settings to promote nutrition for the benefit of public health. A public health nutritionist influences food selection and eating behaviour of a population, based on research and national dietary guidelines. Public health nutritionists can expect to find themselves in advisory and policy/advocacy roles as well as engaged in research in the UK and internationally.

This course will allow graduates of biological sciences to build on their knowledge, and aims to promote the critical appraisal of the theory and application of public health nutrition, and nutrition policy planning and practice, to improve the health of the population through nutrition.

Teaching, learning and assessment
The emphasis is on independent problem-based learning where your previous knowledge and skills are used to develop an understanding in the new subject areas you will be studying. The course is taught using a variety of interactive learning methods including lectures, tutorials, seminars, workshops, laboratories, group work, role-play and interactive computer sessions. Development of interpersonal skills and professional skills and attitudes are also a major focus of the learning and teaching programme. Learning activities are guided using web-based programmes. The course is modular and each module is assessed mainly by coursework, except for one examination in Food and Nutrition. Normally, there are approximately 12 students on this course but some modules are shared with the MSc Dietetics which can result in a class of no more than 24 students. These small class sizes ensure that students receive excellent support and benefit from sharing their experiences with classmates.

Teaching hours and attendance
Each module which you study on campus will require you to attend classes and carry out independent work. It is estimated that each module will require 150 hours of your time. Your attendance requirements at QMU will depend on which module you are studying and whether you are studying full or part-time.

Links with industry/professional bodies
The course is accredited by the Association for Nutrition. This enables graduates to register with the Association for Nutrition as an Associate Nutritionist.

Modules
15 credits: Food and Nutrition/ Principles of Nutrition Science/ Food Policy and Planning/ Public Health Nutrition/ Epidemiology/ Clinical Foods/ Research Methods/ Detriments for Health
If studying for an MSc, you will also complete a dissertation (60 credits).

Careers
Opportunities exist for public health nutritionists in the following areas: public health; health promotion (specialising in nutrition); government; advisory posts; food companies; research; health media and pharmaceutical industry.

Quick Facts
- Lecturers are experienced registered nutritionists who are research active.
- The full MSc is accredited with the Association for Nutrition (APN), UK.
- The broad range of staff research skills in Dietetics, Nutrition and Biological Sciences offer students a wide range of MSc dissertation topics.

Key details
Delivery: At QMU
Duration: Full-time: 1 year; Part-time: 2-7 years
Entry requirements: An honours degree, that includes significant emphasis on human biochemistry and/or physiology, normally at 2:2 classification or above
International: Where your honours degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 6.0 and no individual component score below 5.5.
Start date: September
Application deadline: None
Apply: www.qmu.ac.uk
More info: Admissions (admissions@qmu.ac.uk) Dr Douglas McBean (dm McBean@qmu.ac.uk) or +44 (0131) 474 0000
Fees: See pages 28-31

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
The Institute for Global Health and Development is a multi-disciplinary centre for postgraduate education and research addressing contemporary health and development challenges in low and middle income countries and their connection to global systems and trends. Our approach is marked by a commitment to critical thinking, practice engagement, and social justice. Critical thinking means we bring fresh insight and perspectives to situations, with our work frequently involving innovative methodologies and approaches. Practice engagement means that we are committed to work directly with ministries of health, international and national organisations and local communities to develop real solutions to problems. Social justice means that we are always particularly mindful of the needs of the most disadvantaged and ways of improving their health and wellbeing.

Key features of our Master’s Programme in Global Health & Development

A Distinguished History of Influence

Building on one of the first Postgraduate Diploma in Primary Health Care programmes in the UK targetting participants from the global south, our work in the field of global health and development has a history of more than 25 years. We were established as the Centre for International Health Studies in 1993 and became the first institute of the university – the Institute for International Health and Development - in 2005. We were recently renamed the Institute for Global Health and Development to reflect our understanding of the impact of globalization on health and the partnership between global north and south to address it. Since our establishment, we have equipped more than 500 masters and doctoral alumni from sub-Saharan Africa, South and East Asia, the Middle-East, Europe and the Americas, for work in the health, development and humanitarian sectors.

A Setting for World Leading Research

The Institute hosts world leading research in the areas of health systems, particularly in fragile and low-income settings, and the psychosocial wellbeing, protection and integration of migrant, refugee and other vulnerable populations. In the former area our team is heavily engaged with the UK Department for International Development-funded ReBUILD consortium. ReBUILD’s work is focused in Sierra Leone, Zimbabwe, Uganda and Cambodia. Other recent and ongoing health systems work has been funded by the WHO, MRC, ESRC and the NIH, addressing issues ranging from human resources for health in Africa, to analysis of systems resilience in the Middle-East and strategies supporting victims of stroke in Asia. In the latter area our work is typically with inter-governmental, governmental and non-governmental partners (such as UNICEF and World Vision). Recent projects include humanitarian situations (for example, in Nepal, in Malawi post-floods, in Iraq) and contexts of refugee resettlement (including the current settlement of Syrian refugees in Scotland).

A Culturally and Disciplinarily Diverse Cohort Experience

We are proud of our reputation for providing a high-quality programme which draws together participants from diverse cultural, professional and academic backgrounds to share a student-centred experience emphasising mutual learning and support. With a typical cohort size of around 25 students, our programme provides a learning environment focusing on active learning and interchange of ideas and views between participants and educators.

A Teaching Approach Emphasising Active, Applied Learning

The diverse background of our students and small class size enables learning to be interactive, with lectures and online learning material supplemented with in-class group work and discussion. Assignments are diverse, and geared towards practice applications and facilitating extension of participants’ interests and development needs. The active engagement of teaching staff in applied research provides many opportunities to illustrate issues with contemporary field examples.

A Flexible Programme Structure

Within the overall structure of our Master’s programme, students can choose between our flagship MSc Global Health or the more specialised award pathways of the MSc Sexual and Reproductive Health and MSc Social Development and Health. There are opportunities to take modules from other teaching programmes at QMU or from partner institutions in Europe through the TropEdEurop programme.

Career prospects and guideline salaries

Our degrees lead to careers in a variety of settings. Many of our graduates are looking to progress into higher level technical or management positions and others are looking for a complete change of career. We counsel students that the first job after study is not always the perfect one, but that it can be an important step in gaining experience. At IGHD we circulate a range of job opportunities in our partner organisations and are often able to suggest candidates for vacancies that our partners are looking to fill. After this, they do very well obtaining employment in the health or social sectors in ministries of health, national or local NGOs and international organisations. Salaries are difficult to estimate as our graduates are working in countries as diverse as Sudan, France, Sri Lanka and USA. Postings to humanitarian organisations such as MSF or the Red Cross/Crescent may require a substantial salary sacrifice. However, graduates are often interested in these due to job satisfaction, their personal ethics and values, or for work experience. Jobs in this sector can range from £20,000 to £80,000+ depending on settings and experience.

<table>
<thead>
<tr>
<th>Job description</th>
<th>Salary Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting with MSF or similar (volunteer post)</td>
<td>£10,500</td>
</tr>
<tr>
<td>NGO worker</td>
<td>£22,000</td>
</tr>
<tr>
<td>Consultant in international health</td>
<td>£20-£30,000</td>
</tr>
<tr>
<td>Health services manager middle income country</td>
<td>£30,000</td>
</tr>
<tr>
<td>Human resources for health manager</td>
<td>£30,000</td>
</tr>
<tr>
<td>International organisations such as UN, DFID, WHO</td>
<td>£50-£80,000</td>
</tr>
</tbody>
</table>

Scholarships

International applicants may apply for a Santander Scholarship of £5000 and competitive Commonwealth Scholarships. Two Santander Scholarship are available for IGHD applicants each year. For more information on each of these scholarships, visit www.qmu.ac.uk/international/fees_funding.htm#scholarships
areas of interest

SINGLE MODULES: Register as an associate student to study some single modules in

including readings and exercises available

three hours in class. In addition, for each

studying and whether you are studying

Each module which you study on-

working in health and development.

with national or international organisations

projects. Assessment is continuous and

studies, simulation exercises and

• PgCert Applied Social Development

• MSc Sexual and Reproductive Health

The awards on offer are:

• MSc Global Health

• MSc Social Development and Health

• MSc Sexual Reproductive Health

• PgCert Applied Social Development

• PgCert Health in Fragile and Conflict-affected States

Teaching, learning and assessment

Teaching involves a combination of lectures, seminars, tutorials, case studies, simulation exercises and projects. Assessment is continuous and incorporates assignments, action plans, projects and examinations. For their dissertation project, students can choose to collect desk-based studies or conduct primary data collection in collaboration with national or international organisations working in health and development.

Teaching hours and attendance

Each module which you study on-

open for 10-12 hours of each week on preparatory class

work independently and with colleagues, including readings and exercises available on dedicated web-based learning platforms.

MSc Global Health

Recent years have seen increased attention on

the field of global health as a major
driver of global development, international co-

operation and diplomacy. Global health is a multidisciplinary field of study that takes a
global perspective on the state of people’s health, and enhances knowledge and

implementation of effective intervention strategies through a systematic examination of

health problems and their determinants.

This course is particularly suited to

individuals working, or planning to work, in

enhancing population health in middle or

low-income countries, within governmental

(e.g Ministry of Health), non-governmental or

intergovernmental organisations (e.g WHO or

UN agencies). It will equip you to work

effectively at a senior level to promote the

health and social wellbeing of populations

drawn from a broad range of backgrounds,

including physicians, nurses, health

ministries and the NGO sector.

For the MSc award you will then complete a

dissertation on an approved topic related
to global health and development (60 credits).

Careers

As a graduate you will be well equipped for

employment as a global health practitioner.

This flagship programme provides the maximum
elective choice of classes and thus the

flagship programme provides the maximum

advantage of local engagement, participation and

of the key factors and forces shaping the

experience, developing their understanding

of local engagement, participation and

of all IGHD Masters students, this

building on the foundation of core classes

studied by all IGHD Masters students, this

focus is on knowledge of concepts and

research contributions, such as supporting

health systems strengthening in fragile and
crisis-affected states, and mental health

and psychosocial support for vulnerable

populations. Participants are typically
drawn from a broad range of backgrounds,

Teaching involvement involves a com-

bination of lectures, seminars, tutorials,

case studies, simulation exercises and

projects. Assessment is continuous and

involves desk study or fieldwork on an

approved topic related to sexual and

reproductive health and development (60

credits).

Careers

As a graduate you will be well equipped for

employment as a global health practitioner

with a particular focus on sexual and

reproductive health issues. Graduates have

secured technical, advocacy and leading

roles with national and global

programmes, addressing such issues as

safe motherhood, adolescent friendly sexual

health and reproductive health, HIV

treatment and prevention, and FGM.

Quick facts

-Broadens your perspective on a range of

sexual and reproductive health issues (eg

maternal mortality, unsafe abortion, infertility),
paying special attention to politics, gender

and inequalities.

MSc Sexual and Reproductive Health

One of two specialised Masters pathways

within our global health and development

programme, this award is relevant for those

who want to market their focused interest and

expertise in aspects of sexual health and

reproductive health. The course will equip

you to work at a senior level to promote the

sexual and reproductive health and social

wellbeing of people, especially those living

in low and middle income countries, through

the development of effective, contextualised

sexual and reproductive health policies,

services and interventions.

The award has been designed in response
to the increasing need for personnel of

governments, global health institutions and

non-governmental organisations to be

trained to support development in this

area. This award focuses on the sexual

and political issues influencing sexual and

reproductive health, with a special focus on

low and middle income countries. It focuses

on integration of theory and practice and

enables you to draw on your experience,

develop critical thinking skills and widen your

perspective on current and historical and

sexual and reproductive health issues.

MSc Social Development and Health

This is the second of two specialised

Masters pathways within our global health

and development programme. This award

particularly attracts social science graduates,

health and social care professionals and

others who have an interest in issues such

as gender equity and globalisation and their

effects on the health and wellbeing of

people in developing countries.

The ‘mainstreaming’ of social development

is a key element of current development

policy and practice. This pathway enables

students to focus on key issues considered

within social developments, including

socioeconomic awareness, the development of

civil society, empowerment, and the linkages

between healthcare and other sectors.

For the MSc award the culmination of your

study will be completion of a dissertation

involving desk study or fieldwork on an

approved topic related to sexual and

reproductive health and development (60

credits).

Careers

As a graduate you will be well equipped for

employment as a global health practitioner

with a particular focus on sexual and

reproductive health issues. Graduates have

secured technical, advocacy and leading

roles with national and global

programmes, addressing such issues as

safe motherhood, adolescent friendly sexual

health and reproductive health, HIV

treatment and prevention, and FGM.

Quick facts

-An opportunity to analyse the relationship

between aspects of social development including

globalisation, inequality, poverty, the role of

civil society and gender relations with health and

wellbeing.

- Opportunity to focus on processes of

local engagement, participation and

agency in shaping health and development

in the UK or internationally for

others who have an interest in issues such

as gender equity and globalisation and their

effects on the health and wellbeing of

people in developing countries.

- Students often collaborate with

organisations in the field of social

development in the UK or internationally for

their dissertation projects.

Continued over...
Carolyn Blake

MSc Global Health

“I still very much remember the day I received my acceptance letter to join the MSc Global Health* at QMU. The feeling of excitement I felt that day continued throughout the study year until graduation day. “The interest of studying international public health came to me while volunteering for local NGOs in South Africa. At that time, a high number of babies were born HIV+ and their mothers were not receiving the required treatment and care. These newborns, their mothers and families were the victims of a health system that was not responsive nor adequately equipped to prevent and manage cases of HIV/AIDS. This injustice fuelled my desire to work in the area of public health, and more specifically sexual and reproductive health. “After completing a BA Social and Political Sciences and working for a few years, I applied to the MSc Global Health at IGHD because of its broad outlook on public health. The course took on the full spectrum of the health system as well as the all-important social determinants of health. I could therefore study international health, research and project management in a transdisciplinary manner, which was reflected in the diverse background of fellow students (i.e. social sciences, medicine, nursing, midwifery, biology and business). “The flexibility of the course structure enabled me to select classes in the area of sexual and reproductive health and to carry out research in Uganda for my thesis work. Classroom discussions were engaging and dynamic and staff and fellow students were always available to support when needed. The course work was intense but also very gratifying as discussions were grounded in the reality of today’s world. “The year at QMU was worth the investment; I gained the skills and knowledge needed to work in public health and met some amazing people who are still friends today. After graduation, I did internships and consultancies for various organisations to gain the necessary experience. This led to my current position at the Swiss Tropical and Public Health Institute where I work as a project manager in the area of sexual and reproductive health. My main focus is on the design, implementation and evaluation of programmes in Sub-Saharan Africa – a job that I have been enjoying very much. “

Eunice Sinyemvu

MSc Social Development and Health

“After graduating from QMU, I stayed on in Edinburgh to work with HIV Scotland. My role helped break new ground during what was a changing cultural landscape in the NHS. “During the time of the Mugabe regime, many Africans came to Scotland to seek asylum. A significant percentage of these Africans discovered, while living in Scotland, that they were actually HIV positive. This presented real challenges to health and social care services as there were significant cultural differences to overcome. Health professionals had no experience of dealing with Africans, and at that time, there was literally no healthcare provision for Africans with HIV and AIDS. People were trapped. They couldn’t return to their home country because there were no services in place to help manage their illness. “After five years with HIV Scotland, I moved to London to take on the role as Deputy CEO with the African Health Policy Network where I concentrated mainly on delivering HIV and AIDS prevention programmes. After two years I returned to my home country of Zambia to care for my mother. I juggled the demands of family life with a job with the Volunteers Treatment Advocacy and Literacy Campaign. I was Training and Capacity Strengthening Co-ordinator under the project Aids and Rights Alliance for Southern Africa. This involved liaising with the Ministry of Health on human rights, HIV TB and Malari issues. “As an experienced human rights advocate, my skills are highly sought after in African countries and in the UK. I recently began a new role with the Tropical Health and Education Trust which has its head office in London. I will work from Zambia as its country manager where I will manage the health partnership scheme which looks after doctors and nurses and focuses on capacity strengthening for the healthcare workforce. I will oversee their country programmes including nutrition and biomedical engineering projects which will help develop healthcare workers. “My time spent at QMU was the highlight of my life. My Social Development and Health degree blended practical and academic work very successfully, which really built my skills and knowledge. The confidence that I gained at QMU has helped me secure a number of high flying jobs in the UK and in Africa. QMU helped shape my life and I have much to be thankful for.”

*Previously MSc International Health
Abdul Manaf
MSc Social Development and Health

“I had worked for nine years in Northern/Eastern Sri Lanka during the intensive conflict period with the internally displaced population in the north, and Tsunami-affected population in the North/East of the country. Initially, I was working for a local NGO in the central part of Sri Lanka then I moved to the north and worked for Médecins Sans Frontières (MSF). After this appointment I became the head of another local NGO, SHADE, which was created to give psychosocial support to the internally displaced population. Working with people including those in the conflict and post-conflict situations made me realise that this type of role would satisfy my desire to help people.

“I wanted to enrol on a full time course in order to quickly progress my career and was fortunate to obtain a partial scholarship from QMU. As the humanitarian field has always been of interest to me I applied for the MSc Social Development and Health at QMU. I made the right decision in choosing this course as it is very much relevant to my career. I really appreciated the support and the motivation extended to me by the lecturers during the course of my study. Since I was taking a full-time course I was able to manage the workload better and did not have to balance between employment and study. I am grateful to QMU and the lecturers for their constant support and patience with me during the course.

“Immediately after successfully completing the course I joined the MSF Holland and started to work for one of its largest comprehensive TB care projects in Uzbekistan. Many aspects of the course proved to be immensely relevant and useful in my work. After the project in Uzbekistan I worked for a year in Dhaka, Bangladesh on an environmental health and sexual gender based violence project. Currently I am working for a HIV project in Uzbekistan.

“Overall studying the masters degree in Social Development and Health gave me a greater understanding of humanitarian issues and social problems. It helped me recognise the possible solutions and impacts that these have on people and society at large while allowing me to obtain the skills required to be successful in my chosen career path.

“Undertaking the course at QMU was a very positive experience in a very different environment to which I was accustomed. I enjoyed the study and am very grateful to all the lecturers for guiding me to successfully completing the course. I now have the desire to pursue a PhD if circumstances in the future allow me to do so.”

Hosanna Msengezi
MSc Social Development and Health

“Before I went to QMU, I had worked in the marketing field for many years. My aim was to one day manage the marketing department of some multinational company and I decided to do an MBA at Edinburgh Napier University, specialising in international marketing strategy. Whilst studying for my MBA, I found out about the MSc Social Development and Health at QMU and was very interested.

“I knew it was going to be tough, but I decided to embark on the MSc whilst I also continued to study for my MBA.

“When I started the course, everyone in the class seemed to have a background in health except for me and I was a little nervous. My mind was focused on the commercial world and I struggled with some of the concepts and thinking on this course.

“The assignments were very daunting as the subject area was completely new to me and it was apparent that what I was being taught on the MBA conflicted with what I was being taught on the MSc – health spend and business spend are two very different areas.

“However, at the end of the year, I realised that all things linked in very well: unless people have good health, the economies will not grow and thereby remain in poverty. This is one example.

“The lecturers at QMU were very patient with me and I am very grateful for their support. The lecturing staff and students made a good crowd and I made many friends who I still keep in touch with.

“On completion of both the MBA and the MSc, I have decided to further my career down the international health route. I am now working for Terrence Higgins Trust as HIV Health Trainer for Scotland. It has been a long journey for me but I must say I now understand why so many people have died in Sub-Saharan Africa needlessly and that those deaths could have been avoided.”

Isabella Ochieng
MSc Sexual and Reproductive Health

“After my initial training as a nurse I became increasingly involved in providing services to refugees and other displaced populations. I worked in Kakuma in Kenya – mostly around HIV counselling – and later in South Sudan as a reproductive health adviser. I was in a responsible position, providing lots of training and supervision, and I felt I really needed to upgrade my skills.

“I began a course in health system management in Kenya, but I soon realised that my passion was for reproductive health field. I searched on Google for courses and came across QMU. I was unsure about applying to a UK university after so many years away from studies, but I got a very positive response to my initial enquiry and decided to follow through with an application. Encouraged by the award of a post-scholarship, I resolved that I had to take this chance.

“When I arrived in Edinburgh I found the accommodation comfortable and welcoming. The classes were not overcrowded as I had heard had been the experience of many friends studying overseas – I was given space to learn. In that first few days I was so struck by the range of people in my classes. I had expected a few other international students, but there were people from so many different countries and backgrounds. This really gave us the chance to share so richly. I also found the lecturers so approachable and encouraging.

“I feel I am so much better equipped now for my work, I can draw on so many ideas and so many country experiences. I am keen to continue work in the field of reproductive health but now feel confident more generally about my contribution in the field of global health.

““I no longer have a national or regional outlook but a global one.”
The Postgraduate portfolio which includes the MSc Person-centred Practice Framework reflects the burgeoning focus on person-centredness set within the contemporary context of health and social care integration and the health and wellbeing agenda. This reflects professional and service needs as identified by the relevant professional bodies, other stakeholders and policy drivers. The framework offers practitioners from different contexts the opportunity to develop their studies and to enhance their knowledge and expertise of person-centred practice through a flexible structure, designed to meet their needs and those of the wider community.

We live and work in a multi-professional and multi-faceted health and social care environment. The need to be cognisant and masterful in dealing with the concepts of research, enquiry, abstraction and unpredictability has seldom been so important. The challenge of promoting person-centredness in such an environment requires skilled and talented practitioners who can operate in advanced clinical, educational, managerial and research-based roles.

Why QMU?
What better place to study than at an institution recognised nationally and internationally for its healthcare education. The team at QMU is working at national and international level to develop the role and reputation of nursing and healthcare throughout the world. With collaborations in many countries across the globe, QMU has developed a reputation as a major contributor to practice development on an international basis. Students on our master’s courses also reap the benefits of learning with students from other cultures. As a postgraduate student, the opportunities to gain invaluable experience through applying your learning directly to your workplace allow you to contribute to the modernisation of healthcare and nursing globally.

QMU is a leading provider of master’s level studies in Scotland. We offer a MSc Person-centred Practice Framework which incorporates the:
- MSc Person-centred Practice (PcP);
- MSc/PgDip Person-centred Practice (Public Health and Wellbeing);
- MSc/PgDip Person-centred Practice (Palliative Care);
- PgDip Person-centred Practice (District Nursing);
- PgDip Person-centred Practice (Health Visiting); and
- PgDip Person-centred Practice (School Nursing).

In addition, we work in partnership with St Columba’s Hospice, Edinburgh, to offer the PgCert Palliative Care (as well as the MSc/PgDip Person-Centred Practice (Palliative Care)). We also contribute to the core modules for the MSc Professional and Higher Education (see page 88) which gives recording of teacher qualifications with the Nursing and Midwifery Council. These courses focus on the application of knowledge to practice through offering sound work-based elements which are clinically focused and practice orientated to ensure participants can maximise and focus their learning in their own specialist areas. We also offer the MSc Cognitive Behavioural Therapy and a new PgCert Public Health and Wellbeing.

All of our modules can be taken as stand-alone CPD modules, where you register as an associate student to study single modules as CPD, that can be packaged to offer you either a degree top-up or graduate certificate award. For more information on our CPD courses, please visit www.qmu.ac.uk/prospective_students/cpd/cpd_list.cfm.

We have close links with the healthcare industry in Scotland, across the UK and internationally. Our internal experts have years of experience in education, practice research and policy. They ensure that there is a real focus on the individual student’s future working needs embedded into the postgraduate study.

Industry links
By maintaining very close links with the healthcare industry, we ensure that our courses are current and relevant. The linking of your experiences as a nurse with academic study allows for the development of an understanding of the key issues affecting nursing and healthcare working in Scotland, the UK and international healthcare sectors.

Our approach to learning and teaching
The learning and teaching approaches for our courses are underpinned and informed by three core values central to student-centred education:
- Each individual’s learning and practice experience and the context in which that learning occurs is significant. It enables the student to make explicit their values, question and defend assumptions and learn from experience and feedback.
- We value and capitalise on the individual diversity of our students and the richness that their knowledge brings to learning.
- We recognise that learning is lifelong process for both students and educators.

Focusing on the processes of learning is fundamental to our learning and teaching approaches. You will be expected to draw on your previous knowledge and skills to inform your postgraduate study and will benefit from a variety of interesting ways to participate and share experiences and opinions with your peers.

This is achieved through the provision of a facilitative environment which encourages reflection and sharing of knowledge and experiences as a basis for personal and professional growth, along with use of humanistic and adult learning theories that promote valuing and respect of others, relevance of learning and recognition of emotional aspects of learning.

Our commitment to scholarship and effective feedback will aid you in the development of new ideas and theories and lead to a questioning and analytical approach. We aim to develop your ability to challenge conventional assumptions and we actively encourage students to develop collaborative partnerships both internally and externally that will feed the healthcare sector of the future.

Careers
The learning methodologies we use focus on discussion, debate, collaborative and individual approaches to problem solving and management. Our aim is to produce enlightened and focused nursing professionals equipped to deal with the challenges of working in a complex and ever changing healthcare sector.

Research
Our research at QMU concentrates on the advancing of knowledge, leadership, skills and expertise in developing practice and improving health outcomes for patients and families. Our research focuses on four pillars of activity:
- Services for older people with a specific focus on dementia care;
- Management of long-term conditions;
- Public health and wellness across the lifespan and;
- Palliative and end of life care.

Overall, our research is practice-focused and driven by our commitment to the development of person-centred services.

Career prospects and guideline salaries
Postgraduate study opens up a multitude of career opportunities as well as facilitating CPD for those already employed within the healthcare sector. It is possible to take individual modules or the PgCert or PgDip as part of your ongoing career and personal development.

Possible career progression
- Health Visitor
  - £25,565 - £30,577
- NHS Clinical Nurse Manager
  - £30,000 to £40,000
- Practice Education Facilitator/ Nurse Teacher
  - £30,000 to £40,000
- Manager of a Care Home
  - £35,000
- Clinical Support Nurse – Wounds
  - £30,000+ and benefits

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- Health Visitor
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- Manager of a Care Home
  - £35,000
- Clinical Support Nurse – Wounds
  - £30,000+ and benefits

Previous students have gone on to careers in advanced clinical practice, public health practice, government, education, management, business and research.
MSc Person-Centred Practice Framework

We have recently developed our innovative Masters in Person-Centred Practice (PcP) Framework with a suite of course routes which place the values of person-centredness at their core. These routes offer practitioners the opportunity to build upon their experience and develop an understanding of the knowledge and evidence that positively contributes to the health and wellbeing of persons, groups and populations. You can opt to study the route which best meets your professional background and future aspirations.

Nursing and Midwifery Council (NMC) Registered Nurses already working in, or wishing to work in, the community can undertake a specified group of modules that allow them to achieve a community qualification or registration recognised by the NMC in District Nursing, Health Visiting or School Nursing.

The routes on offer are:

<table>
<thead>
<tr>
<th>Route name</th>
<th>Who's it for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Person-Centred Practice</td>
<td>Graduates and practitioners who wish to develop their careers in the broad field of health and social care.</td>
</tr>
<tr>
<td>MSc Person-Centred Practice (Public Health and Wellbeing)</td>
<td>Graduates and practitioners who wish to develop their careers in the broad field of public health.</td>
</tr>
<tr>
<td>PgDip Person-Centred Practice (Palliative Care)</td>
<td>Graduates and practitioners who wish to develop their careers in the broad field of palliative care.</td>
</tr>
<tr>
<td>PgDip Person-Centred Practice (District Nursing)</td>
<td>Nursing and Midwifery Council (NMC) Registered Nurses already working in, or wishing to work in, the community in a district nursing capacity.</td>
</tr>
<tr>
<td>PgDip Person-Centred Practice (Health Visiting)</td>
<td>Nursing and Midwifery Council (NMC) Registered Nurses and midwives already working in, or wishing to work in, the community in a health visiting capacity.</td>
</tr>
<tr>
<td>PgDip Person-Centred Practice (School Nursing)</td>
<td>Nursing and Midwifery Council (NMC) Registered Nurses and midwives already working in, or wishing to work in, the community in a school nursing capacity.</td>
</tr>
</tbody>
</table>

There are three core modules that enable you to obtain a PgCert. You will then study modules appropriate to your desired route. The routes in the Person-Centred Practice Framework seek to influence and enable the transformative processes of personal and professional development through engagement, facilitation and enablement of person-centred teaching and learning approaches. It is designed to meet the professional needs of practitioners from their learning disciplines working in a variety of different health and social care settings. The Framework is innovative and interactive, emphasising application of theory to your practice context. It will enable you to critically engage with, evaluate and synthesise the evidence and research to promote the development and enhancement of person-centred culture and practice. This develops a pro-active, transformative and reflective approach to meeting the public health and social needs of individuals, families and groups.

You can personalise your learning to your own situation eg mental health, social care, infection control, acute care and community health. International students are particularly welcome as they offer a varied and different perspective to the context in which the learning occurs.

Teaching, learning and assessment

Our teaching, learning 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. Central to this strategy is the need for learners to engage in the learning experiences, a readiness to listen and explain, a readiness to be open to experiences and a resolve to keep going. This 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 three pillars of learning activity namely:

- Student-centred experiential and collaborative learning.
- Reflexivity and critical discourses.
- Sustainable and ethical evidence-based teaching.

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 enrich the processes of learning.

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 student self and peer-assessment, including within virtual environments (eg HUB@QMU, Values Exchange), will be an important component of approaches to formative and summative assessment.

For students undertaking NMC recognised specialist qualification and registration (District Nursing, Health Visiting, School Nursing), the course is 50% practice-based and requires placement in an approved practice with a Practice Teacher or Sign-off Mentor or Health Visiting Mentor. Placement will be negotiated with your supporting NHS area.

Teaching hours and attendance

Your attendance requirements at QMUL will depend on which module you are studying and whether you are studying full or part-time.

You will achieve this learning environment through a focus on three pillars of learning activity namely:

<table>
<thead>
<tr>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc/ PgDip/ PgCert Person-Centred Practice</td>
</tr>
<tr>
<td>Core modules: Theory and Practice of Person-Centred Health and Social Care/ Leading Professional Practice/ Making Judgements and Decisions in Practice</td>
</tr>
<tr>
<td>Route specific modules: Childhood Development (30 credits)/ Child Protection (30 credits)</td>
</tr>
<tr>
<td>PgDip Person-Centred Practice (Public Health and Wellbeing)</td>
</tr>
<tr>
<td>Core modules: Theory and Practice of Child and Family Centred Health and Social Care/ Leading Professional Practice/ Making Judgements and Decisions in Practice</td>
</tr>
<tr>
<td>Route specific modules: Public Health Perspectives Across the Lifespan (30 credits)/ Theory and Practice of Person-Centred Health and Social Care (30 credits)/ Leading Professional Practice (15 credits)/ Making Judgements and Decisions in Practice</td>
</tr>
<tr>
<td>PgDip Person-Centred Practice (School Nursing)</td>
</tr>
<tr>
<td>Core modules: Theory and Practice of Child and Family Centred Health and Social Care/ Leading Professional Practice/ Making Judgements and Decisions in Practice</td>
</tr>
<tr>
<td>Route specific modules: Childhood Development (15 or 30 credits)/ Making Judgements and Decisions in Practice</td>
</tr>
<tr>
<td>MSc Dissertation (60 credits)</td>
</tr>
<tr>
<td>It is also possible to study for a PgCert Public Health and Wellbeing. Please see page 106.</td>
</tr>
</tbody>
</table>

PgDip Person-Centred Practice (Palliative Care) * 
15 credits: Supporting the Patient and Family in Palliative Care/ Developing Advanced Communication Skills in Palliative Care

For those in a clinical role, you will also complete: Working with Vulnerable Individuals, Families and Groups (15 credits)/ Global Public Health (15 credits)/ Health Promotion and Health Education for Allied Health Professions and Nurses (15 credits)/ Interventions for Health Promotion (15 credits)

MSc Person-Centred Practice (Palliative Care) 
10 credits: Developing the Tuberculosis Specialist Practitioner Qualification in District Nursing or registration as a Specialist Community Public Health Nurse (SCPHN).

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMUL will seek to use reasonable endeavours to ensure that there is no detrimental impact on students.

PgDip Public Health Perspectives Across the Lifespan (30 credits)/ Theory and Practice of Person-Centred Health and Social Care (30 credits)/ Leading Professional Practice (15 credits)/ Making Judgements and Decisions in Practice

PgDip Person-Centred Practice (Public Health and Wellbeing)

PgDip Person-Centred Practice (School Nursing)

PgDip Person-Centred Practice (Palliative Care) *
The specific Programme Leaders can provide more detailed information as to module choices and options.

Key details
Delivery: Mainly at QMU. Specialist Palliative Care modules are delivered at St Columba’s Hospice.
Duration: Full-time: 1 year; Part-time: 2.5 – 7 years (2-3 years part-time for NMC recognised qualifications). NB The Palliative Care routes are part-time only.
Entry requirements:
MSc/ PgDip Person-Centred Practice/ MSc/ PgDip Person-Centred Practice (Public Health and Wellbeing)/ MSc/ PgDip Person-Centred Practice (Palliative Care)
- Candidates will normally be graduates with evidence of relevant recent academic study.
- All applicants for Specialist Community Public Health Nurse (SCPHN) need to be on either part 1 of the NMC register (adult) and/or on part 2 of the NMC register (child) and/or have a degree in Public Health/Health Visiting/Sciences/Early Years or equivalent evidence of relevant recent academic study.

PgDip Person-Centred Practice (District Nursing)/ PgDip Person-Centred Practice (Health Visiting)/ PgDip Person-Centred Practice (School Nursing)
- All applicants for District Nursing must be on part 1 of the NMC register (adult). All applicants for Specialist Community Public Health Nurse (SCPHN) need to be on either part 1 of the NMC register (adult) and/or on part 2 of the NMC register (child) and/or have a degree in Public Health/Health Visiting/Sciences/Early Years or equivalent evidence of relevant recent academic study.
- Candidates will normally be graduates with evidence of relevant recent academic study.
- Applicants must have evidence of recent relevant postgraduate study and/or previous experience in a health or social care role.
- Applicants should also demonstrate an ability to work collaboratively and in a team.

Criminal Records Check: For students undertaking NMC approved qualifications a satisfactory criminal records check will be required. Compliance with the terms of the Rehabilitation of Offenders Act (1974) and mental health legislation for clinical placement and employability in statutory services, for work with children and in other sensitive areas of employment.
Start date: September
Application deadline: None
Application: www.qmu.ac.uk
More info:
MSc Person-Centred Practice: Bill Lawson (blawson@qmu.ac.uk);
PgDip Person-Centred Practice (District Nursing): Caroline Dickson (cdickson@qmu.ac.uk);
PgDip Person-Centred Practice (Health Visiting)/ & PgDip Person-Centred Practice (School Nursing): Kristina Mountain (kmountain@qmu.ac.uk);
MSc/ PgDip Person-Centred Practice (Public Health and Wellbeing): Lindsey Regan (lregan@qmu.ac.uk);
MSc/PgDip Person-Centred Practice (Palliative Care): Janice Logan (j.logan@stcolumbashospice.org.uk)
Fees: See pages 28-31

This course is for health and social care professionals working with patients requiring palliative care and their families. It has been developed in partnership with St Columba’s Hospice by an interdisciplinary planning team. It has been designed to prepare experienced practitioners from all disciplines involved in the care of patients and families at the end of life for advanced roles in palliative care.

It is relevant to those providing specialist or generalist palliative care. Practitioners may be in posts involving clinical practice, research, management and/or education. The course is based on the belief that palliative care is interdisciplinary and therefore requires interdisciplinary education.

Teaching, Learning and Assessment
The teaching and learning approaches used encourage you to be independent and participative learners using a blended approach with face to face and online using the Hub at QMU. These approaches, for example, will engage you in modified lectures, problem-based learning, small group discussion and communication skills rehearsal. Assessment methods include case study analysis, poster presentation, collaborative presentation and portfolio. While as a postgraduate student you will predominantly be working independently, there is a strong structure for academic support. Normally, there are fewer than 20 students in the class. This ensures that individuals receive excellent support and benefit from interaction with other students.

Teaching hours and attendance
Each taught specialist module requires approximately five days of attendance at the St Columba’s Hospice Education Centre. Other modules have different study patterns. The Hospice Education Team would be delighted to discuss the time commitment with you.

Modules
Core modules (both 15 credits):
- Developing Advanced Communication Skills in Palliative Care
- Working with People with Complex Pain and Symptoms

Advancing Palliative Care Practice (15 credits)
- Shadows and Horizons: Advancing Palliative Care Practice
- Making Judgements and Decisions

Skills in Palliative Care
- Person-centred Health and Social Care

An additional 15 credits module can be selected from the following options:
- Developing Communication Skills in Palliative Care
- Leading Professional Practice
- Advocacy in Health and Social Care
- Challenges of Palliative Care Practice
- Palliative Care in Practice
- Strategies for Improving Palliative Care Practice

Duration: Part-time: 2 – 4 years
Entry requirements: A degree/professional equivalent, evidence of recent academic study, two years post-qualification registration experience and access to a practice setting that offers learning opportunities related to palliative care.
International: Where your degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 6.5 and no individual component score below 6.0.
Start date: September
Application deadline: None
Application: www.qmu.ac.uk
More info: Admissions (admissions@qmu.ac.uk) or Janice Logan (j.logan@stcolumbashospice.org.uk), +44 (0)131 551 1381
Fees: See pages 28-31

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
PgCert Public Health and Wellbeing

EXIT AWARDS: PgCert (60 credits)
SINGLE MODULES: Register as an associate student to study single modules in areas of interest

This modular, interprofessional course offers graduates and practitioners from different health and social care contexts the opportunity to build advanced knowledge and skills in order to support and enhance their practice and career development within the broad field of public health and wellbeing. The programme is suitable for international, UK and local graduates.

**Teaching, learning and assessment**

Our teaching and learning approaches are broadly humanistic and transformative, encouraging you to be an independent and participative learner. Lifelong learning, readiness to listen and explore and openness to new experiences are encouraged through a mixture of lectures, seminar and small group work and online learning. Assessment methods vary according to which modules you select to study; they all encourage application of theory to practice and include a mixture of essay, examination and poster presentation. While as a postgraduate student you will predominantly be working independently, there is a strong structure for academic support. Normally, there are fewer than 20 students in the class. This ensures that individuals receive excellent support and benefit from interaction with other students.

**Teaching hours and attendance**

The modules within the PgCert Public Health and Wellbeing are flexible in their delivery and can be studied full or part-time. Modules are offered in a variety of formats including day release, short blocks, separate days or online learning.

**Modules**

Public Health Perspectives Across the Lifespan (30 credits)

You will then undertake a further 30 credits from the following elective modules:

- Epidemiology (15 credits)/ Risk and Resilience: Working with Vulnerable Individuals, Families and Groups (15 credits)/ Global Public Health (15 credits)/ Health Promotion and Health Education for Allied Health Professions and Nurses (15 credits)/ Interventions for Health Promotion (15 credits)

**Careers**

The PgCert can support the continuous professional development of those working in public health and wellbeing. We welcome diversity and encourage applications from people working in statutory, non-statutory settings and third sector organisations. Students who complete this programme may wish to continue their studies and complete a PgDip Person-Centred Practice (Public Health and Wellbeing) or a MSc Person-Centred Practice (Public Health and Wellbeing) (see page 102-104).

**Key details**

**Delivery:** At QMU

**Duration:** Full-time: 1 year; Part-time: 2.5 – 7 years.

**Entry requirements:** Candidates will normally be graduates with evidence of relevant recent academic study.

**International:** Where your degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 6.5 and no individual component score below 6.0.

**Criminal Records Check:** A satisfactory criminal records check will be required.

Compliance with the terms of the Rehabilitation of Offenders Act (1974) and mental health legislation for clinical placement and employability in statutory services, for work with children and in other sensitive areas of employment.

**Start date:** September

**Application deadline:** None

**Apply:** www.qmu.ac.uk

**More info:** Admissions (admissions@qmu.ac.uk) or Lindsey Regan (lregan@qmu.ac.uk), +44 (0)131 474 0000.

**Fees:** See pages 28-31

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
This course is for people already working in a healthcare setting (in areas including psychiatry, clinical and forensic psychology, occupational therapy, social work, nursing, general medical practitioners) who are interested in delivering Cognitive Behavioural Therapy (CBT) in clinical settings. It will provide sufficient theoretical and skills training and can develop your career as a therapist and the service you provide.

CBT is the model of psychotherapy most tested by research trials for a range of mental and even physical disorders, ranging from depression, anxiety and phobias to eating disorders, schizophrenia and chronic pain. Healthcare professionals are increasingly required to demonstrate a flexible, multidisciplinary approach to make the best use of skills and resources. The NHS actively promotes provision of evidence-based management. CBT is the evidence-based psychotherapy par excellence. It can be effective as a stand-alone treatment and can also be used in conjunction with other medical or psychological treatments. The model is versatile and creative and its techniques can be used selectively in general medical, psychological and nursing practice, as well as informing whole courses of integrated treatment.

This course will help you refine your CBT skills, empower you to use the model in a range of clinical situations, and focus on the development of a respectful and pro-active relationship with patients as a means of improving and maintaining the patient’s mental health. The course is delivered by staff of NHS Lothian and Greater Glasgow.

Teaching, learning and assessment
The teaching and learning methods used will encourage participative and independent learning and you will arrange to see patients one day per week.

Assessment methods will include essays, audio recordings of therapy sessions, case studies and supervisor assessments. Class sizes are usually around 30 for the PgCert and 15 for the PgDip.

Teaching hours and attendance
You will attend lectures one day per fortnight during the course and in the weeks between lectures will see patients and receive supervision. You will be required to carry out a significant amount of independent work each week (see NHS website for more details)

Links with industry/professional bodies
On completion, you can apply to be accredited by the BABCP (British Association for Behavioural and Cognitive Psychotherapies) in due course.

Modules
15 credits: CBT for Anxiety and Depression/ Principles of Cognitive Behavioural Therapy/ Research Skills in CBT/ Advanced CBT for Anxiety Disorders/ Introduction to Complex Adaptation of CBT
30 credits: Application of Cognitive Behavioural Therapy
If studying for the MSc, you will also complete a dissertation of a research project within a chosen specialist area of CBT. The components of the dissertation will include: a research proposal; a literature review; and a paper for publication.

Careers
There is a growing demand for therapists specifically trained in this field. This course will enable you to develop your career and the service you provide.

Quick Facts
■ Learn the theory and practice of Cognitive Behavioural Therapy (CBT) – the best evidenced psychotherapy in mental health.
■ Core CBT competencies are developed through multiple methods, including lectures, workshops, role play, academic evaluation and close clinical supervision.
■ As trainee therapists, students benefit from the vast experience of expert CBT practitioners from throughout the UK delivering on our specialist postgraduate teaching course.

Key details
Delivery: Royal Infirmary, Edinburgh and Gartnavel Royal Hospital, Glasgow
Duration: Part-time: 1 year (PgCert), 2 years (PgDip), additional 12-18 months required for MSc
Entry requirements: Honours degree or equivalent, plus mental health qualification. Applicants will be expected to be familiar with individual casework, history-taking and case-load management and must normally be UK registered health professionals.
Non-standard entrants will be considered if you can demonstrate that you have the necessary work-based experience, skills and aptitude.
Non-standard applications and Recognition of Prior Learning must be referred to QMU.
Start date: See NHS website
Application deadline: See website below
Apply: www.nhslothian.scot.nhs.uk/services/A-Z/soscog/default.aspx
More info: Dr Kath MacDonald (kmacdonald@qmu.ac.uk), +44 (0)131 474 0000 or Elizabeth Shearer (Elizabeth.shearer@nhslothian.scot.nhs.uk), +44 (0)131 577 6903 or visit the link above.
Fees: See pages 28-31. Fees are paid to NHS Lothian once a place has been offered.

“This course enabled me to gain a position as a nurse therapist in psychological therapies service. It has provided the basis for further development of my career.”

Sandy Dixon

Sandy Dixon

Dr Kath MacDonald
Occupational Therapy and Arts Therapies

Allied health professionals such as occupational therapists and arts therapists make a significant contribution to Scotland’s health education and social care sectors. Occupational therapists and arts therapists work in a variety of settings including the NHS, social services, schools, day centres, the voluntary sector and private practice.

At postgraduate level, QMU offers two occupational therapy courses. The first is for graduates who wish to be educated to master’s level to become occupational therapists (pre-registration level). The second course is for qualified occupational therapists who wish to attain a master’s degree which is now considered to be recommended for entry level advanced practice.

QMU offers three distinct arts therapies courses: Music Therapy, Art Psychotherapy and our new MSc Play Therapy.

Both the Music Therapy and Arts Psychotherapy courses were the first to be established in Scotland continue to be the only course of education of their kind in Scotland. Occupational therapists and arts therapists educated to master’s level can utilise their qualifications and experience abroad.

This year we have validated a MSc Play Therapy in collaboration with With Kids, a Glasgow-based charity which provides individual, social and practical support to children and families in Scotland. It is the only play therapy training validated by a Scottish university in collaboration with a Scottish charity.

Why QMU?

QMU offers pre-registration education to facilitate graduates to become qualified occupational therapists, music therapists, art psychotherapists, and play therapists. We also offer qualified occupational therapists the opportunity to explore their own practice in more depth. As a postgraduate student, the opportunities to gain invaluable experience through applying your learning directly to your workplace allow you to contribute to the modernisation of occupational therapy, the arts therapies and healthcare globally. Our staff have many years of experience in occupational therapy or arts therapies, practice education and policy and ensure that there is a real focus on the individual student’s future working needs embedded into their postgraduate study.

Industry links

Occupational therapists and arts therapists at pre-registration level undertake a series of work-based placements as part of the course in their respective fields. We have excellent links with our practice providers ensuring that our courses are current and relevant. We aim to integrate your work-based studies with your academic study to facilitate a deep understanding of the key issues that will affect your chosen profession in a rapidly changing and complex health and social care arena. Qualified occupational therapists undertaking the part-time MSc continue to utilise their daily practice in their studies.

Our approach to learning and teaching

Our learning and teaching approaches for these courses are developed using the following core values in relation to student-centred education:

- Maximise the potential of our academic and professional communities of learners, working together locally, regionally, nationally and internationally;
- Continuously enhance the student experience through the development of learner-centred educational provision, research and scholarship and
- Enable all of our students to become independent lifelong learners.

In addition to the values stated opposite, we employ enquiry-based learning in the majority of our postgraduate courses. Enquiry-based learning is essentially student-centred, with an emphasis on group work and use of library, web and other information resources. Lecturers are also facilitators, providing encouragement and support to enable you to take responsibility for what and how you learn. You will reach a point where you are not simply investigating questions posed by others, but can formulate your own research topics and convert that research into useful knowledge. You will gain a deeper understanding of the subject matter, as well as the knowledge development and leadership skills required for tackling complex problems that occur in practice.

You will be expected to draw on your previous knowledge and skills to inform your postgraduate study and will benefit from a variety of interesting ways to participate and share experiences and opinions with your peers to deepen your understanding of your chosen profession.

Facilities

Students have access to the Learning Resource Centre (LRC), effective learning service and a range of student support services as a postgraduate student at QMU. The LRC offers a wide range of electronic and distance learning resources. Physical resources on campus include an occupational performance suite incorporating activities of daily living facilities with functional appliances /equipment to simulate a home environment. The arts therapies utilise general and custom-built studio spaces for music therapy and art psychotherapy.

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You will be expected to draw on your previous knowledge and skills to inform your postgraduate study and will benefit from a variety of interesting ways to participate and share experiences and opinions with your peers to deepen your understanding of your chosen profession.

Career prospects and guideline salaries

We prepare our students for the challenges of the 21st century and actively encourage aspiration to higher levels of the profession.

Postgraduate study of MSc Occupational Therapy opens up a multitude of career opportunities as well as facilitating CPD for those already employed within health and social care. It is possible to take individual modules or a PgCert or PgDip as part of your ongoing career and personal development.

Previous students have gone on to careers in advanced practice, health, government, education, management, business and research.

Music therapists are employed in a variety of settings throughout the health, education and community sectors, such as in schools, hospitals, residential care home and hospices, and work with people of all ages.

Many music therapists from Queen Margaret University have created new posts as well as successfully set up private practice, helping the profession to continue to grow in Scotland and elsewhere. There are many opportunities to work collaboratively with other professionals, become clinical supervisors and pursue further research to add to an already rich and dynamic field.

Art psychotherapists work with a whole spectrum of clients within a variety of settings: many are employed in the NHS, but others work in mainstream primary and secondary schools, hospices, prisons and voluntary agencies for example. Many art psychotherapists welcome the flexibility of sessional employment and are able to tailor their input to the needs of the organisation. Art psychotherapists can also take on roles that extend beyond clinical work by providing supervision to other staff members, and co-working with colleagues from other professions.

Play Therapists practice in many environments, including: NHS, social services, primary, secondary, further and special education, charities, private practice etc. They work with people of all ages living with a wide range of emotional or physical conditions.

Possible career progression Estimated guideline

<table>
<thead>
<tr>
<th>Possible career progression</th>
<th>Estimated guideline salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS entry level arts therapist</td>
<td>£31,000 to £40,000</td>
</tr>
<tr>
<td>Advanced practitioner</td>
<td>£38,000 to £47,000</td>
</tr>
<tr>
<td>NHS entry level arts therapist</td>
<td>£22,000 to £27,000</td>
</tr>
</tbody>
</table>

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Previous students have gone on to careers in advanced practice, health, government, education, management, business and research.

Music therapists are employed in a variety of settings throughout the health, education and community sectors, such as in schools, hospitals, residential care home and hospices, and work with people of all ages.

Many music therapists from Queen Margaret University have created new posts as well as successfully set up private practice, helping the profession to continue to grow in Scotland and elsewhere. There are many opportunities to work collaboratively with other professionals, become clinical supervisors and pursue further research to add to an already rich and dynamic field.

Art psychotherapists work with a whole spectrum of clients within a variety of settings: many are employed in the NHS, but others work in mainstream primary and secondary schools, hospices, prisons and voluntary agencies for example. Many art psychotherapists welcome the flexibility of sessional employment and are able to tailor their input to the needs of the organisation. Art psychotherapists can also take on roles that extend beyond clinical work by providing supervision to other staff members, and co-working with colleagues from other professions.

Play Therapists practice in many environments, including: NHS, social services, primary, secondary, further and special education, charities, private practice etc. They work with people of all ages living with a wide range of emotional or physical conditions.

Possible career progression Estimated guideline

<table>
<thead>
<tr>
<th>Possible career progression</th>
<th>Estimated guideline salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS entry level arts therapist</td>
<td>£31,000 to £40,000</td>
</tr>
<tr>
<td>Advanced practitioner</td>
<td>£38,000 to £47,000</td>
</tr>
<tr>
<td>NHS entry level arts therapist</td>
<td>£22,000 to £27,000</td>
</tr>
</tbody>
</table>
**MSc Art Psychotherapy (International)**

### Key details

**Duration:** Full-time: 2 years, Part-time: 3-4 years (take dibs)

**Start date:** Full-time: September 2017; Part-time: September 2018.

**Application deadline:** Full-time, September 2018; Part-time: September 2018. Late applications will be considered.

**Entry requirements:** UK Honours degree or equivalent in the area of visual arts supported by a portfolio of art work (no more than 20 examples) in a variety of media. Degrees in subjects such as psychology, social work, nursing, education etc. will be considered if supported by a substantial portfolio of art work. It is recommended to include sketchbooks, slides, graphics, CDs and DVDs are acceptable.

Normal minimum of one year’s full-time experience of work (or part equivalent) in a caring capacity or equivalent. Relevant care work includes: nursing assistant, project worker, arts instructor, or work in a community setting, art teaching, facilitating art workshops. Some experience of personal art psychotherapy or psychology (e.g. as volunteer) and/or experimental workshops in creative therapies is desirable. In the absence of a degree, work experience of 8-10 years in one position will be considered.

**International:** Where your honours degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 7.0 or no individual component score below 6.5.

### Quick facts

- Graduates are eligible for registration with the Health and Care Professions Council (UK) through the British Association for Music Therapy (UK)
- The course is validated by the Health and Care Professions Council UK.
- The theoretical focus of this course encompasses psychodynamic, humanistic, developmental and music-centred approaches to music therapy.
- The course is designed to prepare students for work with vulnerable children and adults with a wide range of needs, eg learning disabilities or mental health problems.

### Careers

- The course has an international perspective and welcomes students from different areas of need, diagnosis, and mental health problems.
- Graduates are eligible for registration with the Health and Care Professions Council (UK) through the British Association for Music Therapy (UK).
- The theoretical focus of this course encompasses psychodynamic, humanistic, developmental and music-centred approaches to music therapy. The training is designed to prepare students for work with vulnerable children and adults with a wide range of needs, eg learning disabilities or mental health problems.

### Modules

**Level 1 (f/t-year 1; p/t-years 1 & 2)**

- Art Psychotherapy Practice Placement 1
- Art Psychotherapy Therapeutic Skills & Interpersonal Learning Groups 1
- Interdisciplinary Studies/Pre-registration Research Methods 2

**Level 2 (f/t-year 2; p/t-years 3 & 4)**

- Art Psychotherapy Practice Placement 2
- Interdisciplinary Studies/Interpersonal Learning Groups 2

### Syllabus

- This course is designed for people who usually have at least one year’s experience of, or are currently working in a caring capacity, such as psychology, special education, social services and the voluntary sector.
- Teaching, learning and assessment
- You will attend classes in groups and carry out independent learning. Assessment methods include: reports, essays, and presentations. Each year group contains 25-30 students. Most classes have the form of supervision, seminars and practical workshops. There will be an individual supervision and a further day of practice placement for each student.

### Careers

- The course has a strategic interest in the development of cultural agencies and other bodies with a strategic interest in the development of arts organisations and festivals. Our location in the ‘festival city’ also allows for strong practical links between the course and the many arts, festival and cultural organisations based in and around Edinburgh, Dundee, Aberdeen and Scotland and the UK. The course is validated by the Health and Care Professions Council (HCPC).

### Fees

More info:
- Admissions (admissions@qmu.ac.uk), +44 (0)131 474 0000
- Apply: www.qmu.ac.uk
- Fees: See pages 28-31

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**MSc Music Therapy**

### Key details

**Duration:** Full-time: 2 years, Part-time: 2 years

**Entry requirements:** Students should normally:
- have an honours degree or equivalent
- have a high standard of practical musicianship
- have a minimum of 30 credits
- have a minimum of 50 credits
- have a high degree of maturity and personal development

### Quick facts

- The course is validated by the Health and Care Professions Council (HCPC).
- The course has an international perspective and welcomes students from different areas of need, diagnosis, and mental health problems.
- The theoretical focus of this course encompasses psychodynamic, humanistic, developmental and music-centred approaches to music therapy. The training is designed to prepare students for work with vulnerable children and adults with a wide range of needs, eg learning disabilities or mental health problems.

### Careers

- On graduation you will be eligible for registration with the Health and Care Professions Council (HCPC) and will be qualified to apply for work in organisations such as the NHS, social care services, or in the private sector. Music therapists are employed throughout the health and community sectors. Registrations are eligible for full membership of the British Association for Music Therapy. Several of our graduates have gone on to employment with Nordoff-Robbins Music Therapy in Scotland, within the NHS or charities, or have successfully created new job opportunities for themselves.

### Modules

- Relevant psychological, developmental, and music therapy theory
- Different client groups: knowledge of different areas of need, diagnosis, and work contexts
- Self-development
- Observation and critical thinking skills
- Professional issues, such as ethics and team communication

### Fees

60 credits Professional project.
Carole Clarke

"Before I started studying at QMU, I was working in fundraising for a musical charity, but my working life had also encompassed care work as well as being a professional musician. When I began to investigate what music therapists do, I was delighted to find that there was indeed a job which seemed to demand my eclectic mix of skills. I talked to the course leader initially who was so helpful with suggestions for exploring it more.

"I choose QMU because I live in Edinburgh and needed a place of study which was going to fit with my family life. Blowing the bullet, I decided to do the masters course. Along with my supportive group of course peers, I found the music therapy staff hugely encouraging. The library was a dream, and I loved jumping back along into academic life. The course lecturers are practising music therapists, and I found the music therapy staff hugely encouraging. The library was a dream, and I loved jumping back along into academic life. The course lecturers are practising music therapists, and so there was a strong sense of 'real world' knowledge as well as guidance through assignments and research. They were great role models.

"What I loved about the course was that it taught such a blend of musical skills as well as clinical and therapeutic theory. The lecturers, visiting lecturers, and placement supervisors made it very much a two-way, interactive process.

"It was a huge thrill when I was awarded the Princess Alice, Duchess of Gloucester Scholarship to present my research paper at the 12th World Congress of Music Therapy in Argentina – a great research experience.

"I'm now a self-employed music therapist, based in Edinburgh, and I work in various clinical settings, both health and education-based. My clients range from pre-schoolers with special needs to adults who suffer from dementia. I love the job: it fits round my family life and I don't think the learning will ever stop. My time at QMU was the starting point for joining a great community of Scottish arts therapists, and the beginning of a commitment to lifelong learning, which I hope to formalise in the future with possible further study."

The course lecturers are practising music therapists themselves, and so there was a strong sense of 'real world' knowledge as well as guidance through assignments and research. They were great role models.
This course will attract people holding a relevant undergraduate honours degree who wish to change career and become an occupational therapist. It is an intensive professional programme of study which will develop theoretical, analytical, practical, evaluative and reasoning skills as well as professional practice.

Occupational therapists assess individuals’ disruption and disengagement from their occupations, and facilitate alternative ways for them to reengage. In doing so, they take on their occupational roles to improve their quality of life, wellbeing and sense of belonging.

Modules reflect contemporary and prospective occupational therapy practice, concerned with the relationship between the individual’s occupations, their health, wellbeing and belonging. The programme is underpinned by person-centred, evidence-informed and occupational-focused occupational therapy practice. The programme values diversity and prepares graduates to work in diverse practice contexts.

Teaching, learning and assessment

The course philosophy integrates research and evidence in all aspects of the programme of study on adult learning perspectives of learner responsibility, active participation in learning, creative and autonomous learning and learning as a community. Problem-based learning using practice scenarios is a major feature of the learning experience where students work to develop, professional reasoning, evidence-informed decision making, interpersonal and team working skills. Learning is thus facilitated by a process of acquiring enquiry skills, interpreting information, group discussion, exchanging of practice scenarios creation of knowledge and arriving at a position or judgment.

Teaching methods incorporate self-directed study, practice scenarios, group workshops, elearning modules, digital technology, reflection, lectures and placements. Assessment methods include peer and self-assessment, written assignments, viva voce, conference presentation, projects and placements. Practice placements form a core element of the course and your personal performance will be assessed. There are four placements in total:Placement 1 – full-time, 6 weeks; Placement 2 – full-time, 6 weeks; Placement 3 – part-time, 14 weeks; Placement 4 – full-time, 8 weeks. There will be additional travel and accommodation costs for every placement.

Teaching hours and attendance

Each module which you study on campus will require you to attend classes and carry out independent work. The MSc academic modules require you to attend from 9.15 am to 4.15 pm. You should be aware that some modules may operate over seven working days. Placements may involve evening and weekend attendance. You will be expected to mirror the working practices of practice educators and be required to purchase professional indemnity insurance.

Links with industry/professional bodies

Upon successful completion of the course, you can apply for membership of the College of Occupational Therapists and will be eligible to apply for registration with the Health and Care Professions Council to work as an occupational therapist.

Exit Awards: MSc (120 credits)/PgDip (120 credits)

MSc Play Therapy

The MSc Play Therapy is a new collaboration between With Kids (a Scottish charity) and the MSc Art Practice (International) at Queen Margaret University.

The key purpose of the profession of play therapy is defined by British Association of Play Therapists (BAPT). “Play therapy is the dynamic process between child and play therapist in which the child explores at his or her own pace and with his or her own agenda those issues, past and current, conscious and unconscious, that are affecting the child's life in the present. The child's inner resources are enabled by the therapeutic alliance to bring about growth and change. Play therapy is child-centred, in which play is the primary medium in which speech is the secondary medium.”

The MSc Play Therapy aims to educate the next generation of play therapists to enable them to work safely and therapeutically with complex children and families.

Graduates will understand and work with the value of each individual child, the fundamental inter-relatedness of the child's physical, emotional and social needs and the power of love and care to transform life chances.

Applicants should possess qualities that enable them to undertake study in an appropriate manner and at the appropriate academic level. The students recruited to this course will be committed, diligent, enthusiastic and possess the skills, curiosity and drive to enhance their knowledge base.

Teaching, learning and assessment

The teaching and learning approaches used encourage you to be an independent, participative learner. These approaches will engage you in lectures, problem-based learning, workshops, small group discussion, seminars, observation and skills practice, personal development, reflective practice and evidence-based practice. This course team aims to enable students to learn from and with others through supportive peer-assessment, feedback, guided by the tutor. There are three play therapy practice placement modules where you will work directly with children and families of increasing complexity. Two modules include clinical observation of a child/children from infancy to adolescence. Assessment methods include case study analysis, collaborative presentation, observation analysis and play therapy practice placement portfolio. While as a postgraduate student you will predominantly be working independently, there is a strong structure for academic support. Normally, there are fewer than 20 students in the class ensuring that individuals receive excellent support and benefit from interaction with other students.

Teaching hours and attendance

The course runs over three year part-time. Students attend the learning centre at With Kids in the east end of Glasgow only one day a week for the first three years. Students will also undertake play therapy practice placement, observations and clinical supervision individually or in small groups. Students are expected to attend their own personal therapy for the duration of the course. 100% attendance is expected at all elements of the MSc Play Therapy.

Modules

Clinical Skills, Process and Practice 1, 2, 3 (10 credits each)/ Developmental, Clinical and Play Therapy theory 1, 2, 3 (10 credits each)/ Research Methods (30 credits)/ Clinical Project (60 credits).

Careers

Play Therapists practice in many environments, including: NHS, social services, primary secondary, further and special education, charities, private practice, etc. They also work with people of all ages (not just children) living with a wide range of emotional or physical conditions. While in 2015 the overall majority of play therapists in the UK worked in the voluntary sector, there is a steady number of them working in schools and nurseries. For further information www.bapt.info.

Quick Facts

- Rooted in the psychotherapeutic tradition of the Notre Dame Clinic which dates back to the 1930s.
- The only Play Therapy training validated by a Scottish university in collaboration with a Scottish charity.

The modules listed here are correct at the time of print (July 18), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Key details

Delivery: At With Kids, on practice placement and at QMU
Duration: Part-time: 3 years
Entry requirements: Applicants should either:
- be professionals with relevant qualification and /or degree in a related discipline together with a minimum of two years post qualifying experience in, for example, social work, teaching, educational psychology, clinical psychology, nursing, or
- have a minimum of five years relevant prior experience and learning.

Relevant experience means working face to face with children, young people and their families/carer.

Recognition of Prior Learning and Learning

The Recognition of Prior Learning (RPL) encompasses the process whereby one can identify, explore and claim credit for previous certified and/or experiential learning. Applicants however will not be able to receive accreditation in lieu of any part of the practice placements throughout the course.

International: Where your honours degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 7.0 and no individual component score below 6.0.

Start date: September
Application deadline: None
Applying: www.withkids.org.uk
More info: training@withkids.org.uk
Fees: Please contact With Kids for information.
Physiotherapists work flexibly within health and social care settings and other areas such as industrial settings, schools, the leisure and sports industries, the private sector (including private practice), education (voluntary sector), and research units. In daily practice, physiotherapists apply a wide range of skills and scientific knowledge in order to make evidence-based decisions regarding assessment and treatments.

Our post-registration course is for qualified physiotherapists who wish to extend and apply their knowledge to master’s level. It is called the MSc Advancing Physiotherapy Practice and is offered either full-time (over 12-18 months) or part-time (over 3-7 years). It can also be studied by distance learning. Our MSc Physiotherapy (Pre-Registration) course (just over two years) is for non-physiotherapy graduates who wish to continue their education to master’s level in order to become physiotherapists. Physiotherapists possessing a master’s level qualification find that this may be an important factor when applying for posts in education, for furthering research aspirations, or when applying for specialist posts or positions outside the United Kingdom.

Why QMU? QMU has extensive experience of providing successful master’s level courses at pre- and post-registration level in physiotherapy. We attract students from the United Kingdom, Europe and further afield onto all our courses, which facilitates wide-ranging discussion of health-related issues. Our courses are reviewed regularly and staff ensure that our master’s level courses take cognisance of developments in practice and UK healthcare policies to ensure our courses are fit for purpose. Physiotherapy staff at QMU have extensive experience in physiotherapy, health and exercise science education at undergraduate and postgraduate levels. Many physiotherapy staff are active in research in the physical therapy areas relating to musculoskeletal and neurological conditions as well as cancer care. This activity helps develop professional practice and assists students and staff to make links between research and practice.

Industry links Both courses have been developed and reviewed both internally within QMU, but also with input from external health care professionals, to ensure that the content is both current and relevant.

The MSc Advancing Physiotherapy Practice is accredited by the Chartered Society of Physiotherapy (CSP). It allows students to utilise past experience to inform their learning and to apply their learning directly to the workplace both within the UK and abroad. This enables students to develop innovative practice, drive service developments and contribute to the evidence base in physiotherapy and healthcare more globally.

The MSc Physiotherapy (Pre-Registration) is approved by both the CSP and the Health and Care Professions Council (HCPC). Successful completion of the MSc Physiotherapy (Pre-Registration) confers eligibility to apply for registration with the HCPC as a physiotherapist and for membership of the Chartered Society of Physiotherapists (CSP). The course requires both theoretical and practical study and we aim to provide this in an integrated way. We have good links with practice placement colleagues, and within the pre-registration course a number of practice-based placements are completed as an integrated part of the course.

Our approach to learning and teaching Our learning and teaching approaches for the masters Physiotherapy courses are underpinned by the view that adult learners enter the course with a valuable array of knowledge, skills and experiences. We aim to provide student-centred education that:
- enhances the student experience through the development of learner-centred educational provision, reflection, research and scholarship;
- maximises the potential of our academic and professional communities of learners, working together locally, regionally, nationally and internationally and
- promotes student autonomy and facilitates a culture of independent lifelong learning.

Additionally, all courses make use of electronic media, such as The Hub - our virtual learning environment - to enhance the learning experience. Group and individual study, debate, critical discussion and reflection are all core strategies employed in our masters courses. While there are some core lectures, staff make use of tutorials, seminars and workshops to facilitate learning. Our masters students are expected to take responsibility for their own learning, with guidance and the use of learning contracts. All Masters physiotherapy students at pre- and post-registration levels have the opportunity to undertake an independent piece of research, with staff supervision, as the culmination of their programme of studies. Pre-registration students typically select a laboratory-based or clinically based study that fits the research programme of a member of staff. Post-registration students typically develop a study pertinent to their own clinical practice and work setting. A number of our masters physiotherapy students have gone on to present their dissertation work at national and international conferences.

Facilities QMU has a purpose-built 21st century campus. Physiotherapy students have access to general lecture and practical rooms and specialist laboratory environments. The Learning Resource Centre on campus has an extensive collection of paper-based texts and journals as well as a broad array of electronic media and internet-based resources.

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Research degrees Physiotherapists who are seeking to develop their research skills and knowledge may be interested in the Master of Clinical Research, the Professional Doctorate or a PhD (see pages 38-45). These research degree courses aim to facilitate the skills and abilities required in order to be able to contribute to the planning, development and leading of health and social care.

Career prospects and guideline salaries Postgraduate study of our master’s physiotherapy courses opens up a multitude of career opportunities as well as facilitating continuing professional development for those already employed within the healthcare industry and education sectors. For qualified physiotherapists, it is also possible to take stand-alone individual modules or a Postgraduate Certificate or Postgraduate Diploma as part of your ongoing career and personal development.

Previous students have gone on to careers in advanced practice, health, sport and leisure, education, management and PhD study and research.

We prepare our students for the challenges of the 21st century and actively encourage aspiration to higher levels of the profession.

Possible career progression
- Estimated guideline salary (per annum)

<table>
<thead>
<tr>
<th>Field</th>
<th>Possible career progression</th>
<th>Estimated guideline salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS entry level (band 5) physiotherapist</td>
<td>£21,000 to £28,000</td>
<td></td>
</tr>
<tr>
<td>Specialist practitioner</td>
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<td></td>
</tr>
<tr>
<td>Consultant therapist</td>
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The programme of study aims to be:

- Clinical: with a focus on highly topical subjects, ability to learn in and from the workplace, practical experience, and ability to take specialist clinical and practice routes: for example, musculoskeletal physiotherapy, neurological physiotherapy, cardiorespiratory physiotherapy, paediatric physiotherapy, leadership, and management, and education.

- Flexible: with a determination to enable study for students who have a variety of circumstances, and who live in different countries. Two places of study are available (full-time and part-time) and two modes of study (distance learning, and blended learning which requires attendance). The standard full-time pace is 18 months, which can be accelerated to 12 months when relevant requirements are met. Please see the section on study route details.

- Supportive: with a focus on helping you, individuals that they work with, and professionals need to be dynamic themselves and their profession. The MSc Advancing Physiotherapy Practice Programme, which involves guidance on professional development, their professional development, and advancement of the physiotherapy profession. The MSc Physiotherapy Practice is accredited by the UK’s Chartered Society of Physiotherapy. This course does not lead to higher education (although this is not mandatory) and only the academic score of 60%, or for the last two years of their undergraduate degree.

International: Where your undergraduate degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 6.5 and no individual component score below 6.0.

Start date: September

Application deadline: 22 August

International students are advised to check for the application with the Admissions Tutor by June in order to ensure there is time for visa applications.

www.qmu.ac.uk

Fees: See pages 28-31

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
Advancing Physiotherapy Practice case studies

**Thavapriya Shanmuga Sundaram**

“I am from India and after leaving school, I did a BPT (Bachelor of Physiotherapy), which is similar to a BSc in the UK. My interest was in the academic and teaching side of physiotherapy, however I wanted to gain some clinical experience before continuing on to postgraduate study and worked as a physiotherapist/tutor in India for three years before looking at master’s degree options.

Initially, my plan was to further my studies in India. However, on browsing I became interested in UK courses and through a detailed search, I found out about Queen Margaret University. With an interest in the academic side, the course description sounded perfect: a focus on evidence-based practice and research methodologies. Furthermore, I also felt that research would be an interesting area for me to explore. So, with that, and a great recommendation from previous lecturers and friends, I decided to do an MSc Physiotherapy at QMU.

I was impressed with the support I received from QMU during the admission phase of the course: studying overseas is a big step which I was anxious about and the University answered all my queries in an effective manner and gave me the confidence to come to study in a new country. Similarly, my classmates and I received great support during our course. The study system was different to what I had been used to and the staff made sure that we were all comfortable with it.

As I’ve already mentioned, the course concentrated on research and evidence-based practice, and since research methodology was a new area, emphasis was given to it. I found this very interesting and useful. The course had bits of everything in it – research knowledge, group work, independent study, group presentations, data collection, formal and informal assignments - therefore, it gave us experience in a variety of areas. We were the first batch of students undertaking a systematic review for our dissertation. Although it was a difficult journey with the systematic review, it gave us a rich experience and a great sense of achievement once we finished it. The master’s course showed new things and made me look into different aspects of my profession.

The University exceeded all my expectations and I would definitely recommend the course. Choosing QMU to do my PhD after completing my MSc there corroborates my belief in the excellence of the University.”

Prateek Rangra

The city of Edinburgh played a major role in attracting me to the University, but mostly I was impressed with the level of commitment showed by the lecturers and support available to international students. The University is very diverse, multicultural and open; committed to research at the highest standard. I thoroughly enjoyed the self directed learning system which allowed me to direct my post-registration MSc in accordance to my professional needs, career orientation and aspirations. This was well supported by excellent feedback and direction given by my personal academic tutor, lecturers and course co-ordinator. The University also promoted various interdisciplinary learning opportunities and research initiatives. This proved excellent for networking, learning from various other health professionals and understanding different point of views to clinical practice.

The university is well connected to the city centre by public transport and enjoys a tranquil beach nearby. This was great, as I often enjoyed a long walk next to the beach reflecting on life, goals and my research project. I would wholeheartedly recommend Queen Margaret to other health professional students.”

**Jordan Hepburn**

The course sparked my interest in research and I decided that I wanted to focus on it a bit more by doing a PhD. I worked as a physiotherapist in the Royal Hospital for Sick Children, Edinburgh, whilst I looked at PhD opportunities and we completed it. The master’s course showed me new things and made me look into different aspects of my profession.

The study system was different to what I had been used to and the staff made sure that we were all comfortable with it. Although it was a difficult journey with the systematic review, it gave us a rich experience and a great sense of achievement once we finished it. The master’s course showed new things and made me look into different aspects of my profession.

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**Jordan Hepburn**

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Jordan Hepburn

This course enables graduates from any discipline to develop the theoretical, practical, analytical and evaluative skills necessary to apply for registration with the Health and Care Professions Council as a physiotherapist. The purpose is to produce graduate physiotherapists who are skilled, independent, critical, analytical and capable of evaluative judgement, and who can contribute to the health and well-being of the individual and of society. Graduates from the course will be distinctive in their ability to synthesise evidence from current practice and research to develop an in-depth critical knowledge and understanding of the physiotherapy profession. Furthermore, they will be equipped to demonstrate a critical awareness of current issues within the provision of health and social care, and will be capable of demonstrating leadership in both personal and professional development.

Teaching, learning and assessment
There is a strong emphasis on student-directed learning. A variety of assessment methods are used including exams, coursework, presentations and practical exams. Practice-based learning is a major component of the course, comprising more than 1,000 hours of study at clinical sites throughout Scotland.

In Year One you will complete a two-week foundation placement in semester one and a six-week placement over the summer. In Year Two you will undertake one six-week placement in semester two and one six-week and one four-week elective placement over the summer. Any additional travel and accommodation costs associated with placement will be borne by the student. Normally there are 32–34 students per year on this course. The year group is split into smaller groups for practical classes and tutorials. This ensures that individuals receive excellent support and benefit from sharing their experiences with their classmates.

Teaching hours and attendance
This is a full-time course and students are expected to be available 9am-5pm Monday to Friday. Students should expect to study for an average of 40 hours per week. Timetabled classes are approximately 12–15 hours per week.

Links with industry/professional bodies On completion, you will be eligible to apply for registration with the Health and Care Professions Council as a physiotherapist. You will also be eligible to apply for membership of the Chartered Society of Physiotherapy.

**Modules**

15 credits: Applied Physiology for Physiotherapy/ Professional Studies for AHPs: Research Methods for Health Professionals/ Current and Emerging Roles within Physiotherapy Practice
20 credits: Applied Functional Anatomy/ Neuromusculoskeletal Studies 1/ Neuromusculoskeletal Studies 2
30 credits: Neurological Rehabilitation and Physiotherapy/ Cardiorespiratory Physiotherapy Management
You will also complete a dissertation (60 credits), plus 30 weeks of practice-based learning placements (110 level 10 credits).

**CAREERS**

The majority of graduates work as physiotherapists within the National Health Service – either in major hospitals or in the community. With further post-registration experience, graduates can choose to specialise in a particular area, which may include for example: sports, neurological, cardiac, respiratory orthopaedics or private practice. Some graduates choose to follow a research career path.

**Quick Facts**

- Offers an accelerated route for graduates from any discipline to gain a recognised qualification in physiotherapy practice
- Highly regarded postgraduate course which prepares graduates for success in a competitive jobs market
- The course offers a balance of university and practice-based experiences with students completing over 1000 hours of placement in sites around Scotland.

**Santander Scholarships**

2 x 10,000 scholarships should be available for international students undertaking the two year course. Visit http://www.qmu.ac.uk/international/ fees/funding.htm for more information
Podiatry

Qualified at undergraduate level, a podiatrist will diagnose and treat a vast range of problems relating to the health and well-being of the foot and the lower limb. A qualified podiatrist will be able to recognise and diagnose a broad range of mobility and medical conditions that have a direct effect on foot health, including diabetes, arthritis, heart, and blood disorders, and disorders of the nervous system. It is a rewarding career with practitioners electing to extend their expertise by developing their academic skills in an aspect of clinical specialisation, an area of specific interest or current development. In addition to our undergraduate podiatry course, QMU offers the MSc Podiatry by Distance E-Learning and MSc Theory of Podiatric Surgery.

Our postgraduate courses can be studied full-time, part-time, through block attendance or through distance e-learning. Our distance e-learning courses also mean that you can access the course from outside the UK and never need to attend the University. We offer fantastic tutor support through our electronic teaching resource, The Hub, which is a facility enabling students studying by distance learning to access all course materials and to communicate electronically with other learners and with tutors on the course.

Why QMU?
The podiatry staff at QMU are all registered with the Health and Care Professions Council and have a wealth of clinical, teaching and research experience. The subject area has a great reputation within the UK as well as the international arena. An investment in IT has allowed students to access QMU’s electronic teaching and library resources from any part of the world at any time to best suit individual learning needs.

Industry links
Extensive links with the NHS and with private practice enhances the podiatry team’s awareness of current developments in podiatry practice and has influenced the relevance of the suite of master’s courses. There is also opportunity for learners to bring their own influence in to their postgraduate study, such as through the research projects.

The MSc Theory of Podiatric Surgery in conjunction with Glasgow Caledonian University offers students the expertise of two institutions which have a strong reputation and long successful history in Scotland for podiatry education. Students will be given access to the resource facilities of both QMU and Glasgow Caledonian University.

Our approach to learning and teaching
Details of course structure and learning methods are highlighted on the following individual course pages. Each course employs a range of student-centred learning methods including tutorials, seminars and, where appropriate, experimental laboratory classes. This is supported by electronic resources and virtual learning environments which can be accessed for learning interaction anywhere in the world. The podiatry masters courses attract and welcome international podiatry students. This informs and maintains the currency of the international podiatry perspective of these innovative courses.

Research degree opportunities
QMU is a small university, specialising in education which is socially and professionally relevant. The research interests of staff cover a broad area of current podiatry issues as well as multidisciplinary healthcare. Full details can be found on the website but areas of interest include: diabetes and plantar pressure analysis; lower limb vascular disease; biomechanics; orthotics; musculoskeletal foot problems and blood flow.

Facilities
You will have access to the Learning Resource Centre (LRC), Effective Learning Service and a range of student support services as a postgraduate student at QMU. The LRC is designed to be accessed from anywhere in the world and boasts access to the latest relevant books, eBooks, DVDs, eJournals and websites.

As a distance e-learning QMU student you will be provided with access to our Virtual Learning Environment (The Hub) where you will be supported by a tutor, given access to course material and be in contact with students studying the same course. You will also be provided with access to the range of QMU computer software throughout your period of study, given electronic storage space within the QMU network, and be provided with a QMU email address throughout your period of study.

Career prospects and guideline salaries
Our postgraduate courses offer variety as well as specialisation and the course which you choose will depend, in part, on what you want to study and where you want to direct your career. Students can also elect to move to professional doctorate study before completion of the masters degree. Progress to professional doctorate study can be requested once 120 master’s credits have been obtained and progression on to surgical practice can be obtained once students have gained their MSc Theory of Podiatric Surgery.

Students studying at postgraduate level may be private practitioners or may be employed in the NHS. An example of salary scales within the NHS is available below.

<table>
<thead>
<tr>
<th>Possible career progression</th>
<th>Estimated guideline salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 5</td>
<td>£21,000 to £27,000</td>
</tr>
<tr>
<td>Band 6</td>
<td>£25,528 to £34,189</td>
</tr>
<tr>
<td>Band 7</td>
<td>£30,460 to £40,157</td>
</tr>
<tr>
<td>Band 8 (a,b,c,d)</td>
<td>£36,851 – £80,810</td>
</tr>
<tr>
<td>Band 9 (consultant level)</td>
<td>£77,079 – £97,278</td>
</tr>
</tbody>
</table>
This innovative course will provide podiatrists with a theoretical underpinning of podiatric surgery and the opportunity to specialise in surgery.

Podiatric surgery has developed rapidly over the last 15 years as a post-registration professional development, and provides the podiatrist working within the NHS or in private practice with the opportunity to extend their scope of practice to include surgical management of foot and ankle pathologies. This course provides the podiatrist with the theoretical underpinning required to pursue this career route. The modular course is a collaborative initiative offered in partnership with Glasgow Caledonian University.

Teaching, learning and assessment

A range of student-centred learning methods including tutorials, seminars and experimental laboratory classes are utilised. Your performance will be assessed by a variety of methods including course work and examination. Class sizes are normally around 10–15.

Teaching hours and attendance

This course is delivered by attendance and by online learning. You will generally be required to attend QMU/GCU Glasgow Caledonian University a few days a week to participate in classes. You will also be required to carry out additional self-directed independent work. Your exact attendance (days and hours) at QMU/GCU will depend on which module you are studying. The part-time route requires you to study over a longer period of time to suit your needs.

Links with industry/professional bodies

The course is approved by the Royal College of Physicians and Surgeons of Edinburgh, and the Royal College of Physicians and Surgeons, Glasgow. The course provides the theoretical underpinning required for surgical training. It also provides an academic programme for those podiatrists working on being admitted to work in extended MSK (musculoskeletal) roles.

Careers

This course will provide the theoretical underpinning for those students wishing a career in podiatric surgery.

Quick Facts

• Accredited by the Royal College of Surgeons Edinburgh, and the Royal College of Physicians and Surgeons, Glasgow.
• The course provides the theoretical underpinning required for surgical training.
• It also provides an academic programme for those podiatrists wishing a career in podiatric surgery.

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

Key details

Delivery: You must attend both QMU and Glasgow Caledonian University with additional online learning.

Duration: Part-time: 3 – 7 years

Entry requirements: Students registered on this named award will be Podiatrists registered with the Health and Care Professions Council (HPC). However, the individual modules are available to healthcare professionals with an interest in the area. Candidates should have the relevant honours degree. Those with a professional diploma or unclassified degree should have at least two years professional experience and be able to demonstrate a portfolio of continued professional development.

International: Where your honours degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 6.5 and no individual component score below 6.0.

Start date: September and January

Application deadline: None

Apply: www.qmu.ac.uk

More info: Admissions@qmu.ac.uk +44 (0)131 474 0000

Fees: See pages 28-31

The course can be studied at a time most suitable for you, through a distance e-learning route with tutor support and no requirement to attend QMU.

Teaching, Learning and Assessment

Distance e-learning modules will be taught using QMU's virtual learning environment which requires access to the internet at a time most suitable to you. The virtual learning environment will be used to deliver course content, group tutorial discussion, tutor support and work assignment submissions. Your performance will be assessed by coursework assignments, however, some modules may require an examination. Class sizes are usually less than 15 students.

Teaching Hours and Attendance

Course content will depend on the module size. Single modules worth 15 credits will run for a shorter time, usually 3 to 4 months, whereas double modules, which are worth 30 credits, will run for your approximately 6 months. Double modules will begin in September and single modules can begin in either September or January.

Links with industry/professional bodies

The Pharmacology for Podiatrists module has been approved by the Health and Care Professions Council for annotation on their professional register.

Careers

This course will help you incorporate your new-found skills and can contribute to continuing professional development. This course will also allow you to develop your own area of interest. An example of this has been a student who has developed an expertise in analysing the movement of the foot through the use of finite element modeling.

Quick Facts

• The distance learning option means that this course can be studied anywhere in the world without the need to attend classes on campus.
• All year round access to tutor support enables the student to study at a pace most suitable to them.
• The course has flexible content which can be customised to suit the student’s own professional requirements.
Radiography is the skilled application of controlled amounts of radiation in order to gain a medically useful result, either as an aid to diagnosis or as treatment for specific diseases. Radiography is a caring profession which also calls for considerable technological expertise. The profession has two branches, diagnostic radiography and therapeutic radiography.

Radiography is a core component of the NHS and is one of the most rapidly changing allied health professions. It is widely accepted that radiography will remain an essential component of healthcare for many years to come and that the demand for radiographers will continue for the foreseeable future. Pre-registration ‘fast-track’ courses have been developed for graduates wishing to enter into these rewarding careers.

Recent modernisation within the NHS has raised the profile and extended the scope of practice for allied health professionals. Radiographers, as one of the fifteen registered allied health professions groups, are now required to build and extend their scope of professional expertise within a multiprofessional setting. Radiographers are required to engage in lifelong learning to support service delivery in response to the healthcare needs of today and for the future. Our post-registration modules and courses in mammography and radiotherapy have been designed with this in mind.

Why QMU?

QMU provides a wide range of academic expertise and facilities as well as a stimulating student environment. Radiography undergraduate courses have been delivered at QMU since 1993, and postgraduate courses since 2003. Radiography staff have strong links with employers, are active in clinical research, and play a significant role in the development of the professions of diagnostic and therapeutic radiography.

At postgraduate level, we offer the following courses:
- MSc Diagnostic Radiography (Pre-Registration)
- MSc Mammography
- MSc Medical Imaging - NEW
- MSc Radiotherapy and Oncology
- MSc Radiotherapy (Post-Registration)

From 2016, we are offering a new post-registration MSc Medical Imaging course with named routes: Ultrasound; Magnetic Resonance Imaging; Computed Tomography; and professional skills to master’s level.

Our approach to learning and teaching

Students will bring with them an extensive range of skills and experiences, and so a number of different approaches will be used to facilitate learning. The teaching and learning strategies are designed to enable independent progress within a supportive framework. The student is placed at the centre of the learning process and is expected to take overall responsibility for her/his learning. These strategies will emphasise the development of critical, innovative and creative ways of thinking. To ensure that current issues are analysed and debated, relevant personnel and specialist lecturers bring academic knowledge, research and professional expertise to the delivery of modules. By sharing in this breadth of expertise, students will be able to enhance their status as reflective practitioners and to develop their personal, academic and professional skills to master’s level.

Facilities

Radiography has two dedicated specialist rooms on campus to facilitate teaching and learning of the clinical, imaging and planning aspects of radiography. One is a simulated clinical environment and the other is a resource room which houses computer workstations for individual or small-group activities, and radiotherapy planning.

Subject-specific facilities for diagnostic radiography include:
- a diagnostic imaging facility that mirrors basic equipment that students will encounter on placement;
- a Siemens X-ray unit which has a rise-and-fall, floating-top table, floor-mounted tube and erect bukey device. It is equipped with an automatic exposure device and programmable generator;
- a Fuji computed radiography (CR) system with a selection of image receptors and two high-resolution workstations. As required, the area is equipped with radiation safety devices and its use is governed by Local Radiation Safety Rules;
- an ultrasound unit which can be used by clinical lecturers to demonstrate the physical properties of ultrasound in addition to the acquisition of images;
- a variety of positioning aids, anatomical models, oestetby, specimen and anthropomorphic phantoms are used for clinical simulation and particularly relevant, is a life-size, articulated model containing various pathologies such as fractures, foreign bodies and soft tissue injuries.

Subject-specific facilities for therapeutic radiography include the following:
- a radiotherapy treatment couch with setup lateral and sagittal lasers;
- a variety of immobilisation equipment which matches standard clinical equipment, allowing students more time to familiarise themselves with concepts of patient positioning than is possible in a busy clinical environment;
- anthropomorphic phantoms (which are used in the above process);
- smart boards - simultaneous use of the SmartBoard in this room to select and display images allows students to link knowledge of anatomy to practical visualisation of the patient position;
- dedicated computers house an Eclipse 3D radiotherapy treatment planning system.

Staff

All our staff are qualified and HCPC registered radiographers and maintain their contact with the NHS either as practicing clinicians, honorary radiographers, clinical liaison or staff trainers. A number of staff have an active participation in professional matters both at local and national level in a variety of interest areas including undergraduate education, continuing professional education, quality assurance and audit, industrial relations and professional practice and research ethics.

Radiography staff have all been part of programme teams in validations at either honours or master’s levels. Some staff also act as external examiners for undergraduate and postgraduate courses in other UK universities.

Research

The focus of research within the School of Health Sciences is on applied research that directly informs teaching and is of relevance and utility to the NHS and the wider public. The aim is to ensure that research outputs impact directly on the provision of health care and/or health improvement at a local, national and where possible, international level.

Radiography staff are involved with research within imaging and cancer centres throughout Scotland and contributed directly to the 2001 and the 2008 Research Assessment Exercise. Members of staff within the School of Health Sciences and within the subject area of Radiography have been successful in securing research grant applications and have been involved in collaborative research projects. This level of staff expertise is regularly sought after for conference presentation and has been recognised through journal and book publication.

Career prospects and guideline salaries

Radiography is a fast-moving and continually changing profession, and long-term career prospects include clinical work, research, teaching and management. During the course of education, training and clinical practice, radiographers develop a wide range of transferable skills including: psycho-social; organisational; managerial; technical; and scientific. This ensures individuals are prepared for work in any situation that best suits their skills and interests. This can extend to general management at all levels within and outside the NHS, in industry and in higher education.

<table>
<thead>
<tr>
<th>Career</th>
<th>Possible NHS career progression</th>
<th>Guideline salary as of 1st November 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Diagnostic Radiography</td>
<td>Radiographer Band 5 (point 16 – 23)</td>
<td>£21,478 pa – £27,901 pa</td>
</tr>
<tr>
<td>PGDip Radiotherapy and Oncology</td>
<td>Radiographer Band 5 (point 16 – 23)</td>
<td>£21,478 pa – £27,901 pa</td>
</tr>
<tr>
<td>Post-registration courses may contribute to evidence for progression to Bands 6 and above</td>
<td>Radiographer (specialist) Band 6 (point 21 - 28)</td>
<td>£25,783 pa – £34,530pa</td>
</tr>
<tr>
<td></td>
<td>Radiographer (advanced) Band 7 (point 28 - 34)</td>
<td>£30,764 pa – £40,558 pa</td>
</tr>
</tbody>
</table>
The aim of this course is to develop the analytical, theoretical and practical skills that you learned as a graduate and focus on the professional and clinical elements required to be a successful diagnostic radiographer.

This course is not suitable for applicants already holding a qualification in diagnostic radiography.

Diagnostic radiographers provide an imaging service for most departments within the hospital and also in the community, such as GPs, outpatients, operating theatres and wards. X-rays are an imaging technique used by diagnostic radiographers to visualise injuries or disease, or monitor changes inside the body. Diagnostic radiographers carry out a range of procedures, which may include cross-sectional imaging techniques such as computerised tomography (CT), magnetic resonance imaging (MRI), ultrasound and radionuclide imaging (RNI).

Teaching, learning and assessment
Academic study will be learner-centred with the analysis and synthesis of knowledge being of paramount importance. You will be expected to take overall responsibility for your learning. Teaching methods include keynote lectures, clinical workshops and tutorials, student-led seminars, group discussions, clinical observation and practice. Directed learning materials will be delivered via a virtual learning environment (Hub) and comprise readings, self-assessment activities, quizzes, tutorial questions with answers and narrated lectures.

Clinical skills will be developed in work placements in radiology departments in hospitals in central Scotland, eg Lothians, Fife, Forth Valley, Ayrshire, Tayside and the Borders. In Year One there are 18 weeks of clinical placements providing the integration of theory to practice by working with patients and qualified staff. Clinical placements provide the integration of theory to practice by working with patients and qualified staff. Where there are two or more placements, this may necessitate travel. Your learning. Teaching methods include

<table>
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<tr>
<th>Key details</th>
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<tbody>
<tr>
<td>Delivery: At QMU and on placement</td>
</tr>
<tr>
<td>Duration: Full-time: 2 years, 2 months</td>
</tr>
<tr>
<td>Entry requirements: Second class honours degree or above in any discipline. Applicants without these academic qualifications would be considered through the University’s normal Recognition of Prior Learning procedures. We would also like all applicants to have some shadowing experience in a clinical environment. This course is not suitable for those already holding a diagnostic radiography or medical qualification. Shortlisted applicants will be invited for an interview.</td>
</tr>
<tr>
<td>International: Students whose first language is not English are required to take an IELTS test receiving an overall score of 6.5 and no individual component score below 6.5.</td>
</tr>
<tr>
<td>Criminal Records Check: A satisfactory criminal records check will be required.</td>
</tr>
<tr>
<td>Start date: September</td>
</tr>
<tr>
<td>Application deadline: We recommend that you apply as early as possible as places are limited. Applications will be considered at any point throughout the year and decisions made quickly.</td>
</tr>
<tr>
<td>Apply: <a href="http://www.qmu.ac.uk">www.qmu.ac.uk</a></td>
</tr>
<tr>
<td>More info: Alanah Kirby (<a href="mailto:akirby@qmu.ac.uk">akirby@qmu.ac.uk</a>) or <a href="mailto:Admissions@qmu.ac.uk">Admissions@qmu.ac.uk</a>, +44 (0)131 474 0000</td>
</tr>
<tr>
<td>Fees: See pages 28-31</td>
</tr>
</tbody>
</table>

Teaching hours and attendance
Each module which you study on campus will require you to attend classes and carry out independent work. The pattern of attendance at QMU will depend on the modules you are studying. In the first semester, attendance will be mainly on Wednesdays and Fridays.

Attendance at professional modules is monitored to ensure safety to work in the clinical environment. In clinical placements you will be expected to work the normal hours of a radiographer (ie full-time, Monday to Friday).

Links with industry/professional bodies
Following successful completion you will be eligible to apply for registration with the Health and Care Professions Council (HCPC), a requirement for employment in the NHS. Student rates have been negotiated for membership of the Society and College of Radiographers (free for the first year of study and £48 for the subsequent year).

International
Students whose first language is not English are required to take an IELTS test receiving an overall score of 6.5 and no individual component score below 6.5.

Criminal Records Check: A satisfactory criminal records check will be required.

Start date: September

Application deadline: We recommend that you apply as early as possible as places are limited. Applications will be considered at any point throughout the year and decisions made quickly.

Apply: www.qmu.ac.uk

More info: Alanah Kirby (akirby@qmu.ac.uk) or Admissions@qmu.ac.uk, +44 (0)131 474 0000

Fees: See pages 28-31

Modules
30 credits: Introduction to Radiodiagnostic Imaging/ Fundamentals of Diagnostic Radiography/ Advanced Diagnostic Radiography
15 credits: Preparing for Practice as an Accredited Health Professional/ Research Methods for Health Professionals
20 credits at SCQF 10: Practice-Based Learning 1/ Practice Based Learning 3
40 credits at SCQF 10: Practice-Based Learning 2/ Practice-Based Learning 4
If studying for the MSc, you will also complete a research project (60 credits) at QMU

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

The QMU experience enabled me to change career, to develop new skills and adapt existing ones to a new profession.

After completing my MSc I secured work as a radiographer. I am enjoying my new career and the contribution I make to diagnostic services and the patient journey. The QMU experience enabled me to change career, to develop new skills and adapt existing ones to a new profession. My learning has not stopped since leaving QMU as I learn continuously on the job and also through professional development opportunities, although I have no immediate plans for further formal studies. I would recommend others to consider radiography as a career choice and QMU as the educational institution through which to achieve a valuable training and qualification in this growing and rapidly developing profession.

Louise Blinestone

The QMU experience enabled me to change career, to develop new skills and adapt existing ones to a new profession.

""
This course is for radiographers who are currently working in a clinical environment offering mammography experience. The course will focus on the evaluation of healthcare provision enabling both skills and theory to be integrated within clinical practice, while strengthening the ability to contribute effectively as a member of a multi-disciplinary team. Issues at the cutting edge of theory and research in mammography will be critically examined to enable you to focus, extend and strengthen skills in mammography to a level of advanced professional competence.

Radiographers who already possess ‘The Certificate of Competence’ can apply for an exemption from the work-based learning modules. The work-based learning element is structured to promote the development of advanced-level operational skills and critical and reflective thinking in practical work. It will focus on the ability to undertake independent learning and to become a critically reflective practitioner.

Depending on your modules choice, you are able to follow a pathway within mammography that will lead to either advancement in specialist clinical skills, education and training or health-care management.

Teaching, learning and assessment
As this course places the student at the heart of the learning process, you will be expected to take overall responsibility for your learning. The teaching and learning strategies are designed to enable independent progress within a supportive framework. Your performance on the course will be assessed by a case study, reports, seminar presentations, a clinical assessment, essays, portfolio and a research project. Class sizes are variable and can range from 8 - 25 approximately.

Teaching hours and attendance
If completing the course part-time over three years, it is likely that you will attend classes at the beginning of each module at the West of Scotland Breast Screening Centre in Glasgow and then carry out further independent work. The Research Methods module is taught electronically, so no attendance is required.

Links with industry/professional bodies
Membership of the College of Radiographers.

Modules
15 credits: Mammography 1/ Mammography 2/ Mammography 4
30 credits: PgDip Research Methods

To study for the MSc, you will also complete a dissertation (60 credits).

Careers
This course is part of continuing professional development and is designed to improve the effectiveness of the breast care service. Gaining this qualification may enhance your career prospects within the profession of radiography.

Quick Facts
• This course is accredited by the Society and College of Radiographers.
• The course offers advanced practice modules.
• The course offers a flexible approach to learning.

Medical Imaging:
MSc Medical Imaging (Ultrasound)/ (MRI)/ (CT) (Clinical Reporting)/ PgDip Medical Imaging (Ultrasound)/ (MRI)/ (CT) (Clinical Reporting)/ PgCert Medical Imaging

EXIT AWARDS: MSc (180 credits)/ PgDip (120 credits)/ PgCert (60 credits)

Key details
Delivery: At QMU

Duration: Part-time: 2 - 7 years
Entry requirements: Normally an honours degree or equivalent. Evidence of practising health care professionals in the UK. The course may not be suitable for overseas applicants. Please contact the Programme leader for advice.

Start date: September
Application deadline: None

Applying to the MSc Medical Imaging

MSc Medical Imaging is offering a flexible programme that can be tailored to suit the needs of working professionals. This part-time programme is designed to develop your knowledge, understanding and practical skills in medical imaging. Whether you are a radiographer wishing to enhance your skills in specific areas, or a health care professional seeking to broaden your knowledge in medical imaging, you will find this course provides a valuable learning opportunity.

The programme offers a variety of pathways, allowing you to choose modules that align with your career goals and interests. Whether you are interested in diagnostic radiography, medical imaging, or promoting patient safety, you will find the MSc Medical Imaging programme offers the flexibility to suit your needs.

The structure of the programme is designed to be accessible and practical, enabling you to balance your studies with your professional commitments. You will be supported by a team of experienced academic staff who will guide you through your learning journey, providing you with the knowledge and skills you need to succeed.

This programme is ideal for those who are seeking to advance their careers in medical imaging and healthcare professions, offering you the opportunity to develop your expertise and contribute to the highest standards of patient care.

Key facts
• This course is part of continuing professional development and is designed to improve the effectiveness of the breast care service. Gaining this qualification may enhance your career prospects within the profession of radiography.
• The programme offers a variety of pathways, allowing you to choose modules that align with your career goals and interests.
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“...I think. I have been given the skills to question objectively and have the ability to critically appraise both literature and evidence. I have gained the skills to extend my knowledge within my field of expertise. I have been given the skills to critically appraise the evidence within my field of expertise and have gained the ability to critically appraise both literature and evidence...”
Alex Collard

Medical Imaging:
MSc Medical Imaging (Ultrasound)/ (MRI)/ (CT) (Clinical Reporting)/ PgDip Medical Imaging (Ultrasound)/ (MRI)/ (CT) (Clinical Reporting)/ PgCert Medical Imaging

EXIT AWARDS: MSc (180 credits)/ PgDip (120 credits)/ PgCert (60 credits)

Key details
Delivery: At QMU

Duration: Part-time: 2 - 7 years
Entry requirements: Normally an honours degree or equivalent. Evidence of practising health care professionals in the UK. The course may not be suitable for overseas applicants. Please contact the Programme leader for advice.

Start date: September
Application deadline: None

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Radiotherapy and Oncology case study

Nicola Logan

"Before starting this course I was working as a project manager for a pharmaceuticals company in the Edinburgh area, having completed an undergraduate degree in Immunology and Microbiology and a PgDip Information Technology. When the site was working in closed down, I took the opportunity to travel and decide on a new career path. While I enjoyed my work, it wasn’t a job that I found particularly satisfying. I had always wanted to work with people in a more caring capacity, something my previous job did not offer me. As is unfortunately the case with many, my family has been touched with cancer and I decided to look into the possibilities of working in that area.

"While researching jobs in this sector I came across the role of a radiotherapist. As I looked further into what the job entailed it seemed like the perfect combination of providing a service, caring for and working with others, as well as offering me the opportunity to challenge myself to learn a new skill set and knowledge base. I looked into what qualifications were necessary and which universities offered appropriate courses. Admittedly, it was the fact that QMU offered a two year postgraduate course - which wasn’t an option with some other universities - that first attracted me to QMU. However, as I read more about the University it became clear that its health science courses were comprehensive and well respected. The fact that it was close to home, became an added bonus for me.

"This course will offer me a career change. One that will hopefully align more with the personal and professional values I was looking to achieve for myself. I was slightly apprehensive about returning to academia having been out of education for a number of years. The prospect of studying a new subject matter was also initially daunting. However, I found that the workload, while intensive, was manageable. There are a number of resources available to you to help with this transition. The library is a great source of information, both in terms of the electronic and physical resources available to you, but also the services provided by the library staff who are also willing to help. The greatest support I received however was from the teaching staff. Not only were they knowledgeable and resourceful on the course material, but they went above and beyond to help support every student with any issue, academic or personal. In my undergraduate course the student intake was so large that lecturers did not have the time to interact with students. This made the course seem impersonal. This was certainly not the case with this course. Each lecturer knew each student which made it easy to ask for help or support if it was required. This was something that was important.

"A large amount of this course is conducted in the workplace. The academic side is of course important, but it is the ‘on the job’ experience that you gain from being on placement, which for postgraduates is up to five months in the summer, that really gives you an insight into the job and what is required of you. I personally found this extremely useful. I think the course struck the right balance of paper-based learning, to give you the background information and confidence to be in a clinical environment, with the on the job skills and knowledge you obtain while being on placement. I believe this will serve me well and act as a solid base for when I graduate and join the workplace.

"The one tip I would give to future students is just to be prepared. Self-study is an important aspect of this course. The lectures are of course there to guide and help, but a lot of emphasis is placed on students being responsible for their own learning. Reading lists and learning materials are provided but I would advise students to check the scheme of work and read up on subjects in advance: this way the student led tutorials will be a real benefit.

"I found the subject matter interesting and so enjoyed the source material, but for me the main thing about this course was the smaller classes and the personal aspect this afforded. I really appreciated getting to know the lecturers a little, and them getting to know you and take an active role in your progression. The support and encouragement this allowed really made the experience enjoyable and was totally different from my previous experiences.

"My main objective once I graduate is to get a job. Having worked in a number of hospitals during placement (at least in Scotland) the location doesn’t bother me so much. Ideally, I’d like to gain a few years’ experience working towards my MSc. I’d then like to work abroad for a few years, potentially Canada or New Zealand."

"The support and encouragement this allowed really made the experience enjoyable and was totally different from my previous experiences.

Key details

Delivery: At QMU and on placement across Scotland

Duration: Full-time – 2 years

Entry requirements: Normally a science or health-related honours degree. This course is not suitable for applicants already holding a qualification in therapeutic radiography.

International: Where your honours degree has not been studied in English, you will be required to take an IELTS test receiving an overall score of 6.5, and no individual component score below 6.0.

Interview: Applicants are expected to attend an interview at QMU, interviews will take place on set dates, normally in February, April and June. All applicants are expected to undertake a visit to a radiotherapy department prior to the interview.

Criminal Records Check: A satisfactory criminal records check will be required.

Start date: September

Application deadline: None

Apply: www.qmu.ac.uk

More info: Admissions (admissions@qmu.ac.uk), Dora Meikle (dmeikle@qmu.ac.uk), +44 (0)131 474 0700.

Fees: See pages 28-31

This course will focus on the professional elements required of a therapeutic radiographer. The aim of the course is to further develop the analytical, theoretical and practical skills of an honours graduate so that they can demonstrate the necessary attributes required for a registered and experienced therapeutic radiographer. This will enable employment within the UK.

Teaching, learning and assessment

This course uses a wide range of learning and teaching methods, based on a problem-based learning approach with students working independently and collaboratively. The teaching and learning strategies are designed to enable independent progress within a supportive framework.

Clinical work-based learning will be undertaken, on a rotational basis, within regional cancer centres in hospitals in Aberdeen, Dundee, Edinburgh, Glasgow and Inverness, and your personal performance will be assessed. These placements will take place over May to September. In general, you will be assessed by a variety of methods including case studies, essays and presentations.

Normally there are fewer than 15 students on this course, this ensures individuals receive excellent support and guidance. Joint teaching with other courses is utilised within this course. This allows individuals to benefit from a shared teaching and learning approach where discussion and experiences between students can occur.

Teaching hours and attendance

All academic modules will be studied on campus where you will be required to attend classes and carry out independent work. The number of classes on campus along with required independent study will depend on size of the module. Both work based learning modules will be undertaken whilst on clinical placement in any of the five cancer centres in Scotland. In Year One clinical placement runs for 16 weeks May-Aug. In Year Two placement lasts for 20 weeks, May-Sept.

Links with industry/professional bodies

You can become a member of the College of Radiographers as a student member and the Health and Care Professions Council (HCPC) on graduation. The course leads to eligibility to register as a registered radiographer with the HCPC.

PgDip/MSc Radiotherapy and Oncology (Pre-Registration)

EXIT AWARDS: PgDip (120 credits)/MSc (180 credits)

Modules

15 credits: Preparing for Practice as an Allied Health Practitioner 
Science/ Research Methods for Health Professionals

30 credits: Introduction to Cancer and its Management/ Radiotherapy and Oncology Practice One/ Radiotherapy and Oncology Practice 2

10 credits: Introduction to the Human Body / Science and Technology

50 credits: Work-Based learning 1/ Work-Based Learning 2

if progressing to MSc, you will also complete a research project (60 credits).

CAREERS

Graduates are eligible to apply for registration with the HCPC and to work as therapeutic radiographers with the NHS in the UK. Currently, graduates from QMU have a 100% employment record.

Many graduates have worked in different countries. However, although the HCPC is recognised in many overseas countries, you may have to apply to the regulatory bodies of the country in which you wish to work.

Quick Facts

• A starting salary of £21,176 with excellent opportunity for career progression.
• A professional career in which you are eligible to register within just two years.
• A caring profession that calls for excellent interpersonal skills as well as with patients and their families, many of whom may need considerable reassurance.

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
This course is for therapeutic radiographers and will enable you to develop your professional knowledge and enhance your clinical and research skills. The modules on this course have been selected with the development and progression of the therapeutic radiography profession in mind.

Teaching, learning and assessment
The teaching and assessment strategies will enable you to develop your full potential by recognising and building on prior knowledge and experience and by facilitating development of subject-related and transferable skills. There are various forms of assessment including case study analysis, portfolio of evidence of practice, essays, written examination and a project containing evidence of research methods and analysis will be used to monitor your progress. Class sizes for attendance based modules are normally around 8-10 students. This ensures that students receive excellent support from tutors and benefit from sharing experiences with peers.

Teaching hours and attendance
Each module which you study on campus will require you to attend classes and carry out independent work. Your attendance at QMU will depend on which module you are studying.

Links with industry/professional bodies
On graduation you will be accredited by the Society and College of Radiographers.

"I have undertaken three brachytherapy radiotherapy and oncology based modules to date which has resulted in me attaining an advanced practitioner therapeutic radiographer, specialising in brachytherapy. The course has enabled me to undertake duties which were previously deemed to be part of a doctor or physician’s role. If it wasn’t for these modules, I would not have had the opportunity for my career progression."

Lindsay Thear

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**Modules**

The full MSc Radiotherapy award of 180 credits will require study of two modules of 90 credits - Research Methods (30 credits), a project (60 credits), and the remaining 90 credits to be taken from the following modules:

30 credits: (distance learning): Emerging Technologies in Radiotherapy/Management of Prostate Cancer/Management of Breast Cancer


15 credits: The Principals of Gynaecological Brachytherapy/Leading in Healthcare/Managing Change in Healthcare/Independent Study

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**Key details**

**Delivery:** By a mix of block attendance at QMU, distance learning or work-based learning

**Duration:** Part-time: 3-7 years

**Entry requirements:** BSc (Hons) Therapeutic Radiography or equivalent. Normally, you will be a registered professional practising in an oncology-related setting

**Start date:** September

**Application deadline:** None

**Apply:** www.qmu.ac.uk

**More info:** Admissions (admissions@qmu.ac.uk), Gareth Hill (ghill1@qmu.ac.uk), +44 (0)131 474 0000

**Fees**

See pages 28-31

**Careers**

This course is part of continuing professional development and is designed to improve the delivery of the service. Gaining this qualification may enhance your career prospects within the profession of radiography.

**Quick Facts**

- This course is accredited by the Society and College of Radiographers.
- The course offers advanced practice modules.
- The course offers a flexible approach to learning.

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“The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.”

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-Gareth Hill, senior lecturer in Radiotherapy (Post-Registration)
Speech and language therapists and audiologists make a significant contribution to Scotland’s health and social care sectors, which include the NHS, social services, schools, day centres, the voluntary sector and private practice. At postgraduate level, the subject area of Speech and Hearing Sciences at QMU offers three distinct courses. There are two pre-registration courses for graduates who wish to be educated to masters level in order to qualify as either a speech language therapist or audiologist. There is also a post-registration course for qualified audiologists who wish to attain a master’s degree that is recommended for advanced practice. Modules from this course may also be accessed by speech and language therapists, teachers of the deaf or other professionals with a specialist interest in hearing impairment and/or deaf culture and may lead to a PgCert Hearing and Communication.

Why QMU?

Speech and Hearing Sciences at QMU offers prospective students a small and friendly environment for learning, and our professionally-relevant courses are designed to meet the changing needs of students, employers, and society. The presence of audiology, and speech and language therapy, courses within the same subject area is unusual in the UK, but has significant potential benefits, given the complex interplay between the biological, psychological, social and cultural factors that underlie communicative behaviour. Students on both pre-registration courses share specific content in order to promote an understanding of the links between hearing, speech and communication.

Speech and Hearing Sciences at QMU have an excellent reputation for our educational provision, research and clinical work in speech, language, audiology and communication. Our aims are to:

- pursue research excellence in speech, language and hearing disorders, with the goal of improving quality of life for individuals with impaired communication;
- maintain a high profile in the professional and wider academic community and
- enhance our reputation as a recognised centre of excellence for teaching, interdisciplinary research and clinical practice.

Industry links

Our Clinical Audiology, Speech and Language Research Centre (CASL) provides a focus for our research and knowledge exchange. The main aim of the Centre is to support clinically-relevant research which will assist in the diagnosis and treatment of a wide variety of communication disorders.

Research degree opportunities

Doctoral studies are available through both the PhD and Professional Doctorate routes. Please refer to the QMU website for further details.

Facilities

We have fully-equipped clinical environments for both speech and language therapy and audiology. A suite of clinic rooms, situated around a clinic reception area, provides accommodation for clinical activities and research. There are two speech science laboratories. One is used primarily for undergraduate and postgraduate student laboratory work, and has an adjacent recording studio. The second laboratory is primarily for research purposes and contains specialist speech science equipment. The audiology suite consists of purpose-built test rooms, sound-proof booths and includes a full range of audiological equipment, supporting the development of clinical skills within the university environment before going out on clinical placement.

Career prospects

Postgraduate study in speech and hearing sciences opens up a multitude of career opportunities as well as facilitating CPD for those already employed within the healthcare sector. It is possible to take specific individual modules or the PgCert or PgDip as part of your ongoing career and personal development. Previous students have gone on to careers in advanced clinical practice, public health practice, government, education, management, business and research. We prepare our students for the challenges of the 21st century and actively encourage aspiration to higher levels of their chosen profession. It is difficult to estimate guidelines for salaries for either profession, as this is dependent on the context of employment as well as individual expertise.
“I always wanted to work directly with people and to provide support, empathy and encouragement to them. I knew that I wanted to work within a hospital setting, yet I was unsure what speciality. I decided to do some work experience in various areas of a hospital to get a better insight, and decided on an interest in audiology, especially as I have two elderly family members who are hard of hearing.”

“When looking at going to university after I finished school, unfortunately the audiology degree courses running in Northern Ireland (I wasn’t keen on moving away from home when I was 18 years old) I looked into all my options and decided to do a BSc (Hons) Anatomy at Queen’s University Belfast, with the hope of progressing on to this pre-registration course at QMU to enable me to become an audiologist.

“In my final year at Queen’s, I completed a dissertation on “Deaf awareness training in medical schools within the United Kingdom and Ireland”, which involved working with PND (now known as Action on Hearing Loss). Additionally, following graduation I went to a local hospital to shadow an audiologist to give me a greater understanding of what they did every day within the clinic, and the work they carry out. These both reinforced my decision that audiology was a suitable career for me.

“I have just completed this course and I found it very interesting and enjoyable. It involves attending lectures, seminars, clinical skills sessions, hearing aid manufacturer days, and 34 weeks of clinical placement over the two years – a real good mix of theory and practical work. The support I received was very good at QMU as well as on clinical placement. Each student has a personal academic tutor to turn to for advice over any personal concerns or worries that they may have and all staff are very friendly and approachable. Lecturers also kept in touch when I was on placement to ensure that it was going well.

“I really enjoyed my days on placement: they included varied appointments and have really helped me build up confidence and my abilities. The appointments have included performing diagnostic tests at a busy ENT clinic (ears nose and throat), seeing patients who have been referred from their GP or ENT consultant for hearing aid provision, issuing and fitting hearing aids, repairing hearing aids, and testing young children and babies who have been referred for hearing tests from the newborn hearing screening program. I can be challenging to work with a wide range of people from newborn babies to the elderly, but extremely rewarding and fulfilling work. There are three 10-12 week placements throughout the two years and this provides great opportunity to put theory into practice. Within the University there is a good range of audiology equipment to practice with, and a number of sound proof booths.”

This course provides a fast-track route to an audiology qualification for individuals who hold a degree (or equivalent) in a related discipline (linguistics, psychology, physics, behavioural science, biomedical science, speech and language therapy or something similar). Audiologists work with patients to identify and assess hearing and/or balance disorders, recommending and providing appropriate rehabilitation and management. An audiologist will assist in the promotion of normal communication as well as the prevention, identification, assessment, diagnosis, treatment and management of the following: hearing and/or balance disorders that arise in the peripheral and/or central auditory and/or vestibular systems; functional hearing disorders; and central auditory processing disorders. An audiologist should also be able to identify developmental or acquired disorders of speech, language and language processing caused by a hearing loss, and make referrals to an appropriate professional.

The course is organised in three broad strands. You will study supporting subjects such as linguistics, anatomy, psychology, neurology and research methods. You will learn theoretical knowledge and skills relating to hearing and balance, and you will carry out an element of professional practice through placement-based and university-based learning of practical clinical skills, clinical decision-making, reflection and professional issues. Knowledge, understanding and skills acquired in the theoretical modules are integrated and applied to clinical practice throughout the course.

Teaching, learning and assessment
The course is taught using a variety of interactive learning methods including lectures, tutorials, seminars, workshops, laboratories and group work, role-play and interactive computer sessions. The development of interpersonal skills and professional values and attitudes is also a major focus of the learning and teaching programme. Learning activities are guided using web-based programmes. A variety of assessments are used for example essays, individual presentations, electronic portfolios, group discussions, case studies, practical work as well as a final examination. Class sizes are normally 10-15 students.

Teaching hours and attendance
Each module which you study on campus requires attendance at lectures. In addition to class time you will have to carry out independent work. Your attendance at QMU will depend on which module you are studying. In most instances, the taught elements of this course occur over three consecutive days. It is suggested that students use the other days for independent study.

Links with industry/professional bodies
The course provides graduates with eligibility to register with the Registration Council for Clinical Physiotherapists (RCCP) in the United Kingdom/ Academy of Health Scientists.

Modules
15 credits: Neurology for Speech Therapy and Audiology/ Linguistics and Culture in Signed and Spoken Languages/ Advanced Audiological Assessment/ Multidisciplinary Working
30 credits: Audiological Assessment/ Aural Rehabilitation and/or Technology/ Vestibular Assessment and Rehabilitation/ Research Methods
Level 10 credits
20 credits: Audiological Clinical Skills/ Professional Practice for Audiology
40 credits: Clinical Audiology 1, 2 & 3 (placement modules)
If studying for the MSc you will also complete a dissertation (60 credits).

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
This is a course for audiologists from a wide range of clinical settings who are interested in aural rehabilitation. The course will provide you with further knowledge and skills in adult and paediatric aural rehabilitation to support career development and progression for qualified audiologists.

The course aims to create an intellectually stimulating opportunity for you to develop academic knowledge and research skills in Rehabilitative Audiology. Suitable for international, UK and local audiologists, the course will develop knowledge of the evidence base in practice and further develop critical thinking, clinical reasoning and research methods.

The course is organised in three broad strands:

- Research/Research Proposal and Dissertation
- Rehabilitative Audiology
- Professional Practice

Knowledge, understanding and skills acquired across the course will be integrated and applied in the clinical setting throughout all modules. Throughout the course, we will ensure that the audiologist acquires the advanced knowledge required to work with complex audiological cases as well as managing service input.

PgCert in Hearing and Communication

The PgCert/MSc (Post-Registration) in Rehabilitative Audiology is open only to qualified audiologists but includes modules that are of interest to a range of professionals. The PgCert in Hearing and Communication has been developed to allow students from a variety of non-audiology backgrounds the opportunity to further study in relation to hearing impairment and auditory vestibular rehabilitation.

Students may take up to four years to complete the course required to be awarded a PgCert. Applicants might include: speech and language therapists; teachers of the deaf; linguists; any health professional interested (Post-Registration) in developing their knowledge and skills in relations to hearing and balance management. We have developed that each of these groups has unique needs and concerns which will be taken into consideration during the admissions process and throughout the programme.

There are no minimum entry requirements for the PgCert in Hearing and Communication, as normally a first or second class BSc (Hons) in a related discipline (eg education psychology, linguistics, speech and language therapy or another health science).

Teaching, learning and assessment

This is a distance learning course and students engage with staff members and each other through regular contact within the online teaching and learning environment. An extensive range of learning technologies – including The Hub, e-portfolios and multimedia resources – will be available to support directed, independent learning. Learning materials may include narrated PowerPoint lectures, video or audio clips, reading materials, case-based data, guided learning activities, discussion boards and self-assessment quizzes. Online forums and discussion groups will be scheduled to allow maximum participation. Discussions and seminars will also be archived to allow students to review the content after the event. Assessment is carried out through case-based assignments, reflective journals, research reports, electronic portfolio, online discussions as well as a final dissertation.

Teaching hours and attendance

We suggest that a student should spend an average of 18 hours on independent learning/course work each week. This could include online discussions.

Modules

- Advanced counselling: Theory and Practice (15 credits)/ Research Methods (30 credits)/ Adult Aural Rehabilitation (15 credits)/ Paediatric Aural Rehabilitation (30 credits)
- A further 45 credits from Hearing: Technology: Advanced Theory and Practice (15 credits)/ Advanced Vestibular Rehabilitation (15 credits)/ Tinnitus and Hyperacusis (15 credits)/ Language and Culture of Deaf People (15 credits)/ Adult Aural Rehabilitation: Advanced Practice (30 credits)/ Paediatric Aural Rehabilitation (30 credits)

Quick Facts

- This course is delivered completely online.
- It offers flexible learning pathways and a variety of learning methods.

The modules listed here are correct at the time of print (July 16), but are subject to change. In the event that modules have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

PgDip/ MSc Speech and Language Therapy

The course is for people with a relevant degree seeking to refocus their studies into the area of speech and language therapy. It will enable you to register with the Health and Care Professions Council and the Royal College of Speech and Language Therapists (RCCP) to practise as a speech and language therapist in the UK.

As a speech and language therapist, you will assess, diagnose and treat children and adults with a wide range of communication difficulties. This will include developmental disorders and speech and language problems resulting from injury, stroke and disease. You will also develop strong practical skills as well as a sound understanding of the theory of speech and language therapy.

There is a major clinical studies (ie placement) element to this course and clinical work is underpinned by modules in linguistics, psychology and biological and medical sciences. Although every effort is made to arrange summer block placements to suit students’ circumstances, this is not always possible and students must be prepared to be flexible about placement location and timing. Students are responsible for any travel and/or accommodation costs incurred during placements.

Teaching, learning and assessment

Teaching will include a mix of lectures, tutorials, student-led seminars, clinical placement experience, case study analysis and individual project work. Emphasis will be placed on integrating clinical and university based learning opportunities and on independent study. Your performance will be assessed by a combination of course work including essays, reports, presentations, wass and examinations, as well as clinical practical assessments.

Teaching hours and attendance

Each module which you study on campus will require you to attend classes and carry out independent work. Your attendance at placement is compulsory and your attendance at OU-based modules is expected.

Classes will be spread over the whole week, except for placement days when you will be off campus. This is a full-time course, with the expectation that classes, independent study and attendance take place Monday to Friday between 9.30-40 hours of dedicated time each week.

Links with industry/professional bodies

The course provides graduates, including those who complete the PgCert, with opportunities to develop the knowledge and skills in one of Speech and Language Therapists and the Health and Care Professions Council to practise in the UK.

Modules

- Foundations for Speech and Language Therapy: Introduction to Linguistics/ Neurology for SLT and Audiology/ Adult Acquired Language and Cognitive Communication Disorders

If studying for the MSc, you will also complete a dissertation (60 credits).
How to get to our campus

Our campus is designed to be environmentally sustainable. To minimise car use, much has been done to make it easy for staff and students to use public transport links.

The campus is fewer than 6 minutes by train from central Edinburgh, and Musselburgh station is located at the entrance to the campus.

From central Edinburgh by train
The campus is fewer than six minutes by train from central Edinburgh. QMU is located directly next to Musselburgh station, whilst Newcraighall Park and Ride Station is located to the north west of the site, approximately ten minutes away on foot. Musselburgh station is served by trains from Edinburgh and East Lothian, whilst Newcraighall is served by trains from Edinburgh, Glasgow, West Lothian and Stirlingshire. Trains run from Waverley Station to Musselburgh and from both Haymarket and Waverley to Newcraighall. Detailed information can be found on the First Scotrail website at www.firstscotrail.co.uk.

From central Edinburgh by bus
QMU is served by the frequent number 30 Lothian Bus service. Other services are also in operation at peak times. Further bus options are available on our website at www.qmu.ac.uk/prospective_students/how_to_find_us.htm.

Cycling from central Edinburgh
National Cycle Route 1 runs from Edinburgh Waverley Station to the rear of the site. There are also many quiet roads in the Musselburgh area which allow for safe cycling. These can be seen on the cycle map.

Walking from central Musselburgh
Starting from the High Street walk south towards the River Esk, continue along this road (it becomes Mall Avenue then Olivebank Road) until you reach the junction of Olivebank Road and Eskowor Terrace. Turn left into Eskowor Terrace, keep walking until you come to Stoneybank Terrace. Turn right at Stoneybank Terrace, continue on until the road becomes Whitehill Farm Road. Walk down Whitehill Farm Road passing the Musselburgh train station (on your right) then onto the pedestrian entrance to QMU.

Walking from Fort Kinnaird
From Fort Kinnaird walk along Newcraighall Road and continue on underneath the motorway and past the Newcraighall Park and Ride (on your right). Just past the Park and Ride walk underneath the bridge and take the first road on your right, this is the National Cycle Network path. Continue on this path past the Newcraighall Rugby club which is on your left – until you reach the QMU campus.

Please call us on +44 (0)131 474 0000 for further addresses/directions or see our website at www.qmu.ac.uk

Car use at QMU
We operate a needs-based parking policy for staff or students, which means that those who have a genuine need, such as care of small children, will receive a permit in preference to others. Permits are priced according to the CO2 emissions of the vehicle. Our car park has several disabled parking spaces located close to the University main entrance. Where appropriate, a Disabled Parking Permit can be provided as a reasonable adjustment for an eligible disabled student at no cost. If you would like to find out if you qualify for a Disabled Parking Permit, please contact a Disability Adviser at disability@qmu.ac.uk.

From central Edinburgh by car
From the city centre, going east, follow signs for A1 to Berwick, along Waterlow Place (continuation of Princes Street), and along Regent Road onto Montrose Terrace. These are just continuations of the same road. At the bottom of Montrose Terrace it will become London Road, and is still signed for the A1. Continue along London Road until Jocks Lodge, where you will turn right onto Willowbank Road. Continue to follow signs for A1 through Duddingston crossroads and along with the Milton Link intersection, where you turn right onto A1, through the roundabout and past slip road for Newcraighall, and follow signs for Queen Margaret University to the next slip road. From the end of this road turn to the left and to the park and car park entrance is on the right hand side. Please note that some Sat Nav systems direct you to Musselburgh Station – cars cannot access QMU at this point.

From Fife by car
Take the M90 south towards Edinburgh (signposted Forth Road Bridge). Continue forward on the A90 and cross the Forth Road Bridge. Continue forward towards South Queensferry. Continue forward on the A90 into Edinburgh. At the Barnton Junction turn right onto Maybury Road – A902 (signposted City Bypass). Bear left onto Maybury Road entering Edinburgh. At roundabout take the 2nd exit onto Maybury Road – A902. At Maybury Junction turn right onto Glasgow Road – A8 (signposted City Bypass). At Gogar Junction branch left (signposted City Bypass), then at Gogar Roundabout take the 2nd exit onto the City of Edinburgh Bypass – A720 (signposted Berwick upon Tweed). Travel along the A720 until Sheriffhall Roundabout, take the 3rd exit onto the City of Edinburgh Bypass – A720. Through Old Craighall Junction, at the roundabout take 1st exit, then merge onto the A1. Take the exit signposted QMU.

From Edinburgh Airport
If you are arriving at Edinburgh Airport, you can take advantage of a dedicated Airlink bus which which will take you to Waverley Station where you can catch a train to Musselburgh Station (see opposite). Alternatively, you may like to make use of the new Edinburgh tram network which also operates from the airport to the city centre.

Visit: www.qmu.ac.uk/the_university/travel.htm
Useful contacts, more information and online social networking

Useful contacts and more information on our website
Please feel free to contact us if you have any queries. Each contact can also be reached by telephone on +44 (0)131 474 0000. You will access a voice activated system through which you should ask for the appropriate area.

Accommodation Office
E: accommodation@qmu.ac.uk
W: www.qmu.ac.uk/accommodation

Admissions
E: admissions@qmu.ac.uk
W: www.qmu.ac.uk/registry/admissions.htm

Careers Adviser
E: careers@qmu.ac.uk
W: www.qmu.ac.uk/careers/default.htm

Effective Learning Service
E: els@qmu.ac.uk
W: www.qmu.ac.uk/els

Information Services
E: is-helpdesk@qmu.ac.uk
W: www.qmu.ac.uk/services/lb

JobShop
E: jobshop@qmu.ac.uk
W: www.qmu.ac.uk/prospective_students/student_services/jobshop.htm

Recruitment & International Liaison Office
E: international@qmu.ac.uk
T: +44 (0)131 474 0099
W: www.qmu.ac.uk/international

Student Disability Adviser
E: disability@qmu.ac.uk
W: www.qmu.ac.uk/student-services/disability.htm

Student Funding Adviser
E: studentfunding@qmu.ac.uk
W: www.qmu.ac.uk/student-services/financial_advisory.htm

Sports
E: sports@qmu.ac.uk
W: www.qmu.ac.uk/sports

Student Counsellor
E: studentcounselling@qmu.ac.uk
W: www.qmu.ac.uk/student-services/counselling.htm

Students’ Union
E: union@qmu.ac.uk
W: www.qmusu.org.uk

Films on QMU
We have produced a number of videos which you may like to check out. Our videos are accessible on the QMU You Tube Channel at www.youtube.com/QMUniversity. You can view videos on the following:

Welcome to QMU
W: https://www.youtube.com/watch?v=k0lZ1lmJbys

Step Ahead at QMU
W: https://www.youtube.com/watch?v=gePuur27lKk

Edinburgh and East Lothian
W: https://www.youtube.com/watch?v=6UZ9FCuwJBg

Pre-Sessional English Programme
W: https://www.youtube.com/watch?v=D60YQTxnp0k

Accommodation
W: https://www.youtube.com/watch?v=Hk-3KMyKtqI

You will also find a number of postgraduate student case studies if you use the search terms “Step Ahead at QMU” once you are on our You Tube channel.

For an aerial view of our campus go to: www.qmu.ac.uk/news/rise-QMU-kinetic-Film.htm

Useful contacts and more information on our website

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Map on page 145
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Contact Details

Please contact us for advice on how to apply or with any application queries you may have on:

Tel: +44(0)131 474 0000
Email: admissions@qmu.ac.uk

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