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 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 student-focused design encourages collaborative working and offers a flexible, modern, sociable and attractive environment in which to live, learn and relax.

Relevant, dynamic, innovative, distinctive, entrepreneurial and focused are all accurate descriptions of Queen Margaret University. We are small enough to get to know you but big enough to help take you where you want to go.

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 Wend 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’

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 enjoy 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 its outcomes.

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 its outcomes.

QMU’s research work is centred on strategic 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 recognised 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’.

Research and knowledge exchange – making an impact

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 classified 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.
- 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.

Want more information?

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

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

A QMU postgraduate course can help you change direction, get into a new line of work, bring together various disciplines or fulfil the requirements of your professional/statutory bodies by gaining recognised qualifications.

Research programmes can lead to MPhil, MRes and PhD qualifications.

You can study for single modules as an associate student, as part of your continuing professional development.

The majority of our courses include a placement.

Getting the help and information you need

Our recruitment and admissions staff are here to provide advice through all stages of the application process. Don’t hesitate to contact them about entry requirements, tuition fees, or any other details you may require.

For those living outside the UK, QMU’s Recruitment and International Liaison Office (RIO) is your first point of contact. The RIO team can offer advice about international qualifications as well as tailoring assistance to your individual needs. You can contact the team at international@qmu.ac.uk. International students considering studying at QMU should see pages 16-19 of this prospectus, as well as visiting the international students’ section of our website.

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 programme

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 pre-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 (ProDoc)
- Master of Research (MRes)

Doctor of Philosophy (PhD)
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, M ClinRes, 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 personal or professional interest. More information on research degrees can be found on pages 38-43.

Professional Doctorates
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 10).

Postgraduate Diploma (PgDip)
For a postgraduate diploma you will normally complete modules equivalent to 120 credits at SCQF level 11. This will comprise:

- core specialist subject modules;
- research modules;
- optional modules and
- a dissertation or project equivalent to 60 credits or 4 modules, representing 600 hours of student work.

The dissertation or project can be based around your professional work if you are in employment.

Master of Research (MRes/ M ClinRes)
For a master’s degree, you will normally complete modules equivalent to 180 credits at SCQF level 11. This will comprise:

- core specialist subject modules;
- research modules;
- optional modules and
- a dissertation or project equivalent to 60 credits or 4 modules, representing 600 hours of student work.

For a master’s degree you will take two taught modules (60 credits) and a research project (120 credits).

Postgraduate Certificate (PgCert)
For a postgraduate certificate you will normally complete modules equivalent to 60 credits at SCQF level 11. Modules will be chosen in consultation with the course leader.

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 MSci courses that lead to eligibility to register 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 a 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.
Careers, employability, extra-curricular learning opportunities, and continuing professional development

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.

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. Our 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 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, Elaam Leung, an Occupational Therapy student, travelled to Moldova as part of the SHP (Students 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 carer per 10 boys and with carers working 24 hour shifts.

Elaam said: “Due to limited resources and being the only student occupational therapist in my group, creativity was key and I was always thinking on my feet about how to give a range of therapy to the boys.”

Sarah Sproule, a Speech and Language Therapy student, also benefitted from the Fund. 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 Christiansen, 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 Saltire Internship

The Saltire Internship provides paid internships in international businesses to 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 Galuss BioPharmaceuticals in St Louis, USA, and Sheneen 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.

The Fund is designed to support projects, initiatives, and activities which could not be achieved without receiving financial support. The Student Developing Fund is not a hardship fund. It is an opportunities fund supported by donations from QMU graduates, friends and supporters. It is designed to help students fund worthwhile projects in the UK that could not happen otherwise. The Student Development Fund can help students make the most of their time at QMU and all students are eligible to apply. Through the fund, we have:

- helped student businesses with start-up costs, including providing funds for a student theatre company performing in the Edinburgh Fringe;
- funded student exhibitions;
- provided funds to support placements and course trips in Scotland and the UK; and
- provided financial support to enable postgraduate students to present papers at conferences, enhancing QMU’s reputation and enabling students to further their research.

Course placements

At QMU, the majority of our courses include an integral placement as part of the curriculum. This can range from a few weeks to several months of each year depending on the course, and some courses allow opportunities in the UK or overseas. Our placements have been set up to provide students with an environment for practical learning, utilising what they have learned in the classroom in a real world setting and offering the opportunity to learn on the job, whilst maintaining the supportive environment of the University.

Not only are placement opportunities an invaluable tool in the learning process, they can also help students towards their future careers. By gaining the ‘real world’ experience, our students are more prepared for the working world and can often find their placements help them with job opportunities. A foot on the ladder during university can help secure a job in the future, and the network of contacts you build can prove invaluable over time.

More information on the placement opportunities in each course can be found on the individual course pages.
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 on 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 one he successfully developed for knee arthritis during his MSc.

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 ‘blended’, featuring a face-to-face session at the beginning of the course, followed by paper or web-based learning materials.

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.

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 on 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 one he successfully developed for knee arthritis during his MSc.

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 ‘blended’, featuring a face-to-face session at the beginning of the course, followed by paper or web-based learning materials.

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.
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.cfm for updates and to book online
Services for students: facilities and advice

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.

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 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.

“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.

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

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

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

We recognise that studying in a different country is often a totally new experience for international students. We hold drop-in sessions throughout the year to ensure that you have access to all the information you need to make your time at QMU enjoyable and successful.

- 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.

When planning to study overseas, you may be anxious and have many questions. QMU answered all of mine in an effective manner which gave me the confidence to study in a new country.”

Thavapriya Shanmuga Sundaram, MSc Physiotherapy (Now MSc Advancing Physiotherapy Practice)
• Applications and qualifications
We recognise many international qualifications as standard entry qualifications to our postgraduate courses. 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 Pre-Sessional course and International English Language requirements, please contact international@qmu.ac.uk or telephone +44 (0)131 474 0099. Our website also provides comprehensive information and advice on English Language requirements and pre-sessional courses.

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/preessional.html
and watch our film at www.youtube.com/watch?v=3DG5YQ7angK&feature=youtu.be

Map of the UK
Edinburgh
Belfast
London
Cardiff

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 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/registry/scholarships. 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.sas.gov.uk).

Students can apply for a loan of up to £3,400 for full-time study and up to £1,700 p.a. for part-time study. Part-time students must be undertaking at least 50% of a full-time course, and must therefore complete their qualification in no more than two years. Repayments commence in the April after study concludes under similar conditions to undergraduate student loans. To be eligible to apply you will also need a UK national insurance number.

In 2016 the following courses were SAAS funded:

- MA Arts, Festival and Cultural Management
- MSc Global Health
- MSc International Health
- MSc International Management and Leadership
- MSc International Management and Leadership with Tourism
- MBA
- MBA Family & Smaller Enterprise
- MBA Hospitality
- MBA Tourism
- MRes
- MSc Occupational Therapy (Post-Registration)
- MSc Palliative Care
- MSc Public Health Nutrition
- MSc Sexual and Reproductive Health
- MSc Social Development and Health
- MSc Social Justice, Development and Health
- MSc Strategic Communication and Public Relations
- MSc Professional and Higher Education
- Master of Public Administration (MPA)
- MBA Family and Smaller Enterprises
- MSc International Management and Leadership with Family and Smaller Enterprises.

For further details on eligibility and how to apply, please see our website. SAAS also provides support such as grants or bursaries. Further information on CDLs can be found at www.gov.uk/career-development-loans-overview.

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 who are admitted to a postgraduate award at QMU. This discount is available to students who register for a full- or part-time taught course.

This discount applies to home, EU and overseas students, and applies to the self-financing 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.

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 learning 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 the loan to complement other forms of support such as grants or bursaries. Further information on CDLs can be found at www.gov.uk/career-development-loans-overview.

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 who are admitted to a postgraduate award at QMU. This discount is available to students who register for a full- or part-time taught course.

This discount applies to home, EU and overseas students, and applies to the self-financing 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.

QMU bursaries for MA Arts and Festival Management
These bursaries are worth £2,000 in fee reduction for part-time students or a selected cultural organisations. See individual course page for further details.

The Carnegie-Cameron Taught Bursary
Queen Margaret University has a limited funds for the purpose of bursaries to offer under the award scheme. The value of each award is yet to be confirmed, however, in 2016/17 each award was worth £4,000 which was deducted from the tuition fees of successful applicants.

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 the purposes of secondary or tertiary education (FE college or university) in Scotland.

Students must hold 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 forms can be obtained from the QMU website at www.qmu.ac.uk/registry/scholarships/carnegie.htm.

QMU scholarships for international students
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 2016. The scholarship is granted on the reduction of the tuition fee and is 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 studying 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 £4,000 each are available to students from Pakistan, the USA, Canada, India studying on full-time postgraduate courses at QMU. The scholarships are granted as a reduction of the tuition fee payable by the student. The online application form can be found at www.scotland.org/study-in-scotland/scholarships/saltire-scholarships.

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 hold an unconditional offer to study at the University. The application deadline for 2017 will be during March of that year.

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

Other sources of funding for international students
The University offers a funding advice service which provides information and guidance for all students regarding the funding available to them. Contact details are in the box shown above.

Scholarships and loans
British Chevening Scholarships
This is funded by the Foreign and Commonwealth Office. Chevening 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. They 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.

Commonwealth Scholarship and Fellowship Program
This is funded by the Department for International Development and the Foreign and Commonwealth Office. You must either be a citizen of a Commonwealth country or a person of dependant territory. The scholarships are for postgraduate research or study. To find out more contact the Commonwealth Scholarship Agency in your own country.

British Marshall Scholarships
This is 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 fares, tuition fees, maintenance, books, thesis and travel allowances.

Fulbright Scholarships
This is open to US graduate students wanting to study in the UK (it is not restricted by age or subject). Each year between three and fourteen Fulbright awards are offered to US citizens for the first year of masters or PhD study in any discipline at any accredited UK university.

Alzheimer Scotland Scholarships
Scholarships from Alzheimer Scotland are available to people with Alzheimer’s disease and a stand-alone CPD MSc Module 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 applicants in all AHP professions both in full-time or part-time training.

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

Local
- MSc Public Services Leadership
  - Orkney Islands Council/Dundee City Council
- MSc Cognitive Behavioural Therapy
  - NHS Lothian/NHS Greater Glasgow and Clyde
- MSc Person-Centred Practice (Palliative Care)
  - St Columba’s Hospice
- MSc Mammography and short courses
  - Scottish Breast Screening Service
- Clinical Update in Enteral and Parenteral Nutrition
  - PEN Group (BDA)
- MSc Theory of Podiatric Surgery
  - Glasgow Caledonian University
- MSc Play Therapy
  - With Kids
- NHS Education for Scotland Podiatric Surgery
  - NHS Education for Scotland Training Programme
- MA Stage Management *
  - The Edinburgh Stage Management School

Students interested in any of these courses should contact the partner organisation in the first instance for information, details of entry requirements and advice on the application process.

Postgraduate collaborations

International
- MBA, MBA Hospitality, MSc International Hospitality Management and Leadership
  - Collaboration with East Asia Institute of Management (Singapore campus)
- MBA, MBA Hospitality, MSc Advanced Dietetic Practice
  - AKMI Metropolitan College (Greece)
- MBA, MSc International Hospitality Management and Leadership
  - College of Regional Development (Prague)*
- MSc
  - Ace International Business School (Nepal)

*Subject to validation
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 the 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 may have occurred before you are advised to visit the University website www.qmu.ac.uk/prospectus_students/default.htm or contact admissions@qmu.ac.uk before applying. The content of current of a course may change for a number of reasons, including:

• 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, standards 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, the University 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 industry 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 prospectus, and to submit himself/herself to 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: www.qmu.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/or 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 in a worse position, the basic rate of increase in such a case would otherwise have been under the old regulations, that student may rely on the old regulation if it is continued to apply. Whether a student’s position has been affected by the introduction of a new regulation is a matter to be determined by the University on a case by case basis depending on the facts as currently drawn and the new regulation published on the QMU website will in advance of the start of that academic year. Details on tuition fees and other charges can be found on our website at www.qmu.ac.uk/reg/fees/charges.htm. All students who are continuing with their studies should review their fee rates prior to starting their next academic session. No student will be deemed to be fully matriculated until he or her tuition fees have been paid in full, or satisfactory evidence is produced that such fees will be paid by a sponsoring authority. No student will be permitted to attend a graduation ceremony, or to proceed to the next year of their course until tuition fees for all preceding years have been paid in full. Failure to settle tuition fees by the due date may lead to a student being excluded from attendance at classes. Every student is deemed to be aware of the statutory requirements of the student and, in the event of a student’s sponsoring authority refusing or failing to make payment, the University reserves the right to hold personally liable for payment. Students will also be liable for any travel and accommodation costs incurred whilst on placement. Such costs may be reimbursed to the student provided the student should a sponsoring authority refuse or fail to do so, the student will be personally liable for such costs.

4. 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, reissuance. Full details of registration fees and other charges are set out at www.qmu.ac.uk/reg/feespg1718.htm and students are also personally liable for such fees.

5. Tuition Fees become due on the first day of study and should be paid within 21 days of the start of the academic year. Failure to do so may result in the University contacting the Credit Controller at the University Finance Office for payment to be made by instalments. Where a student has opted to pay by Direct Debit, the student’s contract must be completed prior to, or at the time of, matriculation. For returning students a new Direct Debit form is required for each year of study. If students experience payment difficulties resulting in tuition fees remaining unpaid for 21 days after falling due, interest on the full amount at 2.5% above the UK base lending rate will be charged. Where the University believes that payment is being made by instalments, interest will run on an instalment from the due date to the date that instalment is paid. Where a student encounters difficulty in paying tuition fees, they are required to contact the Credit Controller at the University Finance Office for assistance in paying the payment schedule drawn up by the Credit Controller must be adhered to by the student until the fees in question are paid in full. Where no payment schedule has been arranged with the Credit Controller and tuition fees remain outstanding 8 weeks after the end of the 21 day period or where an instalment is over 4 weeks late, a student may be asked to leave the University and the debt shall be transferred to a debt collector. If outstanding fees are then paid prior to the end of the academic year, the University may permit a student to be reinstated. However, where the University agrees to such a reinstatement, a student may be required to repay parts of any course which have been missed, resulting in additional fees being incurred. Students who leave the University more than 28 days after the start of the academic year will be charged for the full amount of study and will no longer be entitled to the appropriate proportion of the fee, based on the number of sessions attended in whole or in part.

6. The University may withdraw its offer or terminate a student’s registration at the University if it finds that a false or materially misleading statement has been made, or significant information has been omitted, from the student’s UCAS or Queen Margaret University application.

7. Admission to some degree courses offered by the University does not warrant or guarantee that students will obtain employment as a result of successfully completing their course.

8. The University does not accept responsibility and expressly excludes all liability, to the full extent permitted by law, for any loss, damage, injury incurred by applying to, or entering into, any application, in particular, any loss or damage to, or on his/her computer or electronic data or information owned or used by a student.

9. Admission to some degree courses offered by the University, and to some of the professions for which it provides training, may be precluded by certain medical conditions. Students are obliged to include information regarding any medical condition, past or present, which may affect their participation on a course when completing their UCAS or Queen Margaret University application form. It is the individual’s responsibility to report any medical condition to the University. If they have such a condition, they must notify the University of any change in their condition. The University, at its discretion, reserves the right to withdraw an offer of study to a student who has concealed or misstated a medical condition, past or present, which may affect their participation on a course. The University does not warrant or guarantee that students will be able to advise accordingly. If outstanding fees are then paid prior to the end of the academic year, the University may permit a student to be reinstated. However, where the University agrees to such a reinstatement, a student may be required to repay parts of any course which have been missed, resulting in additional fees being incurred. Students who leave the University more than 28 days after the start of the academic year will be charged for the full amount of study and will no longer be entitled to the appropriate proportion of the fee, based on the number of sessions attended in whole or in part.

10. To safeguard the welfare of staff, students, visitors 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 course.

12. The University does not accept responsibility and expressly excludes all liability, to the full extent permitted by law, for any loss, damage, injury incurred by applying to, or entering into, any application, in particular, any loss or damage to, or on his/her computer or electronic data or information owned or used by a student.

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 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 can be found on the individual course pages. Usually applicants will be required to have a 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 each course page and page 18.

Receipt of application
Once you have submitted your online application, you will receive an automatic acknowledgement email confirming receipt of your application. We would strongly recommend that you check your email settings before applying to ensure that ‘qmu.ac.uk’ email addresses are not blocked or sent to your spam or junk mail folders. If you do not receive an email please contact Admissions.

When will I receive a decision on my application?
■ You should expect a decision on your application within four weeks of submitting a completed application.
■ Where courses have set closing dates, decisions will be notified within four weeks of the closing date.
■ Where courses select via an interview process, applicants will be advised of the outcome within two weeks of attending an interview.

What is a completed application?
This may vary slightly by course but the Admissions team will notify you if there are any documents which we need before we can assess your application. The usual documents required are:
■ Completed application form
■ Transcript of grades
■ Degree certificate (if appropriate)
■ Two letters of reference, one of which may be from an employer, on headed paper, signed and dated or sent from a professional email account.
■ English language results (if appropriate)

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 any 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.

Assessment of prior experiential learning

Fees
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 studentship, 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, 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, the student is self-funding and the fee is settled in full by 31 October 2017, a discount of five percent will be authorised. 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 following website 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 students 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 available at www.prospects.ac.uk. Details of research degree funding sources can be found on our website at www.qmu.ac.uk/graduate-school/prospective-students/fees-funding.htm

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 £200 deposit will be deducted from the overall fees payable.

Want more information?
Bill Stronach, Student Funding Adviser T: +44 (0)131 474 0000 E: studentfunding@qmu.ac.uk
Recruitment and International Liaison Office T: +44 (0)131 474 0000 E: international@qmu.ac.uk
For advice on your fee liability, please contact:
Senior Admissions Officer T: +44 (0)131 474 0000 E: admissions@qmu.ac.uk
or
Registry Officer (Research Degrees) T: +44 (0)131 474 0000 E: researchdegrees@qmu.ac.uk

Want more information?
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></th>
<th>UK/EU</th>
<th>UK/EU</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td>£4500 (includes dissertation)</td>
<td>£475 per 15 credit module</td>
<td>£11500 (includes dissertation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part-time Dissertation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>£950</td>
<td></td>
<td></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/ MSc Person-Centred Practice (Post-Registration)/ MSc Public Health Nutrition/ MSc Radiotherapy

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

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

PgCert Palliative Care

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

PgCert Public Health and Wellbeing

<table>
<thead>
<tr>
<th></th>
<th>UK/EU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time/Part-time</td>
</tr>
<tr>
<td></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></th>
<th>UK/EU</th>
<th>UK/EU</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part-time</td>
<td></td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td>£475 per 15 credits</td>
<td></td>
<td>£11500 (includes dissertation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>£950</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SPECIFIC INDIVIDUAL MODULES
Radiography postgraduate work-based modules

<table>
<thead>
<tr>
<th></th>
<th>UK/EU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part-time</td>
</tr>
<tr>
<td></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></th>
<th>UK/EU</th>
<th>UK/EU</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></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></th>
<th>UK/EU</th>
<th>UK/EU</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*fees to remain fixed for duration of course

MSc/PgDip Dietetics

<table>
<thead>
<tr>
<th></th>
<th>UK/EU</th>
<th>UK/EU</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pro rata to full time fee</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>UK/EU</th>
<th>UK/EU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part-time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pro Rata</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></th>
<th>UK/EU</th>
<th>UK/EU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part-time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pro Rata</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)
Master of Research (MRes)/ Master of Clinical Research (MClinRes)

UK/EU
- Full-time: Please check the fees section of the QMU website for updates.
- Part-time: Please check the fees section of the QMU website for updates.
- Part-time Dissertation: Please check the fees section of the QMU website for updates.

International
- Full-time: Please check the fees section of the QMU website for updates.

MSc Global Health/ MSc Social Development and Health/ MSc Sexual and Reproductive Health

UK/EU
- Full-time: £6750 (includes dissertation)
- Part-time: £700 per 15 credit module
- Part-time Dissertation: £1400

International
- Part-time: £13500 (includes dissertation)

PgCert Applied Social Development/ PgCert Health in Fragile and Conflict-Affected States

UK/EU
- Part-time: £700 per 15 credit module

International
- Part-time: £1400 per 15 credit module

Chartered Institute of Public Relations

CIPR Public Relations Diploma
- Please check the fees section of the QMU website for updates.

CIPR Internal Communications Diploma
- Please check the fees section of the QMU website for updates.

CIPR Public Affairs Diploma
- Please check the fees section of the QMU website for updates.

Research (including Professional Doctorate)

UK/EU
- Full-time: £4500
- Part-time: £2300

International
- Full-time: £11250
- Part-time: £5625

Bench Fees - Laboratory Based Research*
- £1800

Examination Fee**: £110

Continuation Fee***: £100

*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

- RPL Investigation Fee – Undergraduate (Experiential Learning): £120
- RPL Investigation Fee – Postgraduate (Experiential Learning): £180
- Re-Assessment Fee per module: £40 (Maximum of £120)
- Late Matriculation Fee: £50
- Late Reassessment Registration Fee: £10
- Replacement Certificate Fee: £25
- Replacement Transcript Fee: £20
- Confirmation of Award: £15
- Certified copy of Certificate: £10
- Course Document: £30
- Graduation Fee: £45
- Fee for Graduation in Absentia: £45
- Replacement Student Smart Card: £20
Edinburgh: an inspiring capital city

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 1, 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 largest New Year parties 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.

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 Galeries 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.

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.

Our students continually tell us life in Edinburgh contributes greatly to making their time at QMU so enjoyable.
The campus local area

**The coastal town of Musselburgh, and surrounding beaches, countryside and towns of East Lothian, provide a backdrop to student life at QMU.**

**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 and 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 Newtongrange 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 Students’ 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.

**Location**

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

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 outdoor shopping complex which incorporates many high street chain stores, restaurants and a multiplex cinema.

For those looking to get away from the busy city centre streets of Edinburgh, the towns and villages of East Lothian offer a number of beaches and coastal walks to enjoy. East Lothian has an abundance of golf courses.

**Local amenities**

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

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 outdoor shopping complex which incorporates many high street chain stores, restaurants and a multiplex cinema.

For those looking to get away from the busy city centre streets of Edinburgh, the towns and villages of East Lothian offer a number of beaches and coastal walks to enjoy. East Lothian has an abundance of golf courses.

Want more information?

Sports

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. Our free weights room is situated next to the fitness suite, sports hall, astroturf, 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.

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.

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.

Want more information?

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

The Students’ Union

Sports

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.

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.

Postgraduates in the SU

■ 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 Cobweb, 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.

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

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: 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 Cobweb, 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.

Want more information?

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

“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.

QMUL's research identity

QMUL 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 (eg consumers, patients, industry, NHS). Contact: Professor Tom Mercer (tmercer@qmu.ac.uk)
The Centre for Applied Social Sciences (CASS)
The Centre for Applied Social Sciences (CASS) conducts research into social issues that affect people’s lives locally, nationally, and internationally. Membership of the Centre includes researchers from Business, Enterprise and Management, Media Culture and Performing Arts, Occupational Therapy and Art Therapy, and Psychology and Sociology. Research is focused around the following strategic areas:

- identity, social inclusion/exclusion, citizenship and social participation;
- individual and social meanings of health and well-being;
- disclosure, communication, mediation and negotiation in applied settings; and
- individual information-processing and decision-making.

Contact: Professor Chris McVitty (cmcvitty@qmu.ac.uk)

Centre for Person-Centred Practice Research (CPcPR)
The Centre for Person-Centred Practice Research (CPcPR) has a focus on research that enhances service user experiences (patients, residents, clients) experiences of care across a variety of care settings. We are particularly interested in research that makes a difference to the lives of people who experience health and social care services, as well as those who provide those services.

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 research users in the fields of gerontology, dementia care, public health, long-term conditions and palliative/end of life care. Contact: Professor Jon Dewing (jdewing@qmu.ac.uk)

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:

- The sounds of words
  This theme examines individual consonants and vowels, how they are acquired by children, how their pronunciation is affected by speech disorders, how they are heard and perceived, and how they are formed into words – all in the context of cross-linguistic and sociolinguistic variation, with a view to clinical relevance.
- Communication and discourse
  Communication difficulties can affect social cohesion, limit personal ambition, and hamper access to education, work and services. This theme examines the structure of language in all its linguistic detail, how it is learned, perceived and expressed, and how all these aspects of communication are influenced by clinical, social, physical and psychological factors.

Contact: Professor Jim Scobbie (jscobbie@qmu.ac.uk)

Institute for Global Health and Development (IGHD)
The Institute for Global Health and Development (IGHD) is a multi-disciplinary centre for postgraduate education and research addressing contemporary health and development in low and middle income countries. Our research clusters are focused on work on health systems, particularly in fragile settings; and studies on the themes of psychosocial well-being, protection and integration.

Our team is heavily engaged with the World Health Organisation (WHO), the UK DFID-funded ReBUILD consortium in Sierra Leone, Zimbabwe, Uganda and Cambodia. Other recent funders include the UK’s Department for International Development (DFID), the Medical Research Council (MRC) and the Economic and Social Research Council (ESRC).

Our work addresses issues ranging from human resources for health in Africa, to analysis of systems resilience in the Middle East and strategies supporting stroke survivors in China. Our psychosocial and related research has a consistent focus on refugee and other vulnerable or marginalized communities. We welcome applications for full or part-time doctoral study in these areas, particularly from students who have recent or ongoing employment with ministries of health, inter-governmental or non-governmental organisations.

Contact: Professor Alastair Ager (aager@qmu.ac.uk)

Centre for Communication, Cultural and Media Studies (CCCMS)
This centre carries out world-class internationally excellent research on cultural and creative industries, public relations, film and media. Critical theoretical research is clustered around cultural policy, production and consumption; professionalised and commercialised communication practices; textual analysis of film; adaptation; and representation.

Our work has tackled themes such as: cultural spaces and cultural intermediaries; identities, lifestyles, discourse, spectactorship and audiences.

We welcome applications for research that combines theoretically robust critique with an interest in practices, be they creative, discursive or institutional in nature.

Contact: Dr Magda Pieczka (mpieczka@qmu.ac.uk)

Duration of study

Research students may register on a full-time or part-time basis. Normal study periods are shown below.

<table>
<thead>
<tr>
<th>Duration</th>
<th>PhD</th>
<th>Prof. Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>3-4 years</td>
<td>3-4 years</td>
</tr>
<tr>
<td>Part-time</td>
<td>6-8 years</td>
<td>6-8 years</td>
</tr>
</tbody>
</table>

Masters of research

QMUL also offers two masters of research courses. Full details can be found on pages 41-42.

Want more information?

Contact Registry Officer (Quality Enhancement) on:

T: +44 (0)131 474 0000
E: researchdegrees@qmu.ac.uk
W: www.qmu.ac.uk/post_research

Studentships and scholarships

Many self-funding students have secured scholarships from funding bodies (including employers, foundations and trusts) themselves. All students are recommended to rigorously pursue such opportunities as the number of QMUL-funded scholarships is heavily oversubscribed.

Each year QMUL offers a small number of PhD studentships, which cover all tuition and bench fees and offer support towards living costs. Applications for studentships will be invited once per year (normally in February) and published on our website. Studentships can only be awarded for research proposals in the advertised topics.

Fees and funding

All other applicants must pay their own fees and living costs, or find an external sponsor to support them.

Entry qualifications

To apply for a research degree, you should hold, or anticipate gaining, a good honours degree from a United Kingdom higher education institution, or a degree from an overseas institution accepted by the University as an equivalent. Applicants without an honours degree may only be considered if they can demonstrate equivalent professional experience in a relevant field. All overseas students must provide evidence of their English language ability. A minimum score of IELTS 6.5 or equivalent, with no element of performance lower than IELTS 6.0, is the entrance requirement for applicants who have not completed a degree which was delivered and assessed in English.

Additionally, you must produce an outline research proposal which we judge to be feasible and appropriate for the level of study, and which in a field we can supervise. Finally, you will need to be interviewed. Interviews may take place in person or by telephone.
"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 most of our library and electronic databases;
- a network of support from other research students in our Graduate School;
- 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, though most will be based at Queen Margaret University. In certain circumstances applications may be considered for non-resident status. Such applications will only be considered where appropriate support can be provided locally and on the understanding that the student will visit Edinburgh at least once per year to meet with their supervisory team.

To apply you must provide the following documents:

- a completed application form
- a research proposal
- a copy of certificates for your highest level academic qualifications (normally Masters / undergraduate degree)
- evidence of English language ability
- a completed application form to researchdegrees@qmu.ac.uk.

Research proposal

All applicants must provide a proposal. This allows us to check how well you understand the research process and to make sure the topic is in an area we can supervise. The research topic must be within the expertise of our staff. The topic must have academic merit and it must be capable of generating new knowledge. Research which is linked to the applicant’s creative work may be considered.

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 the relevant literature;
- identify provisional research questions;
- suggest how the questions can be investigated.

The QMU Graduate School

All doctoral students are members of the QMU Graduate School. The Graduate School’s aims are to:

- maintain a vibrant community of doctoral students;
- grow the doctoral student population;
- provide networks and seek 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.

Master of Research

The MRes is an award that may be the first step towards an academic research career. It would also be relevant for students keen to pursue research in other organisations with client-focused settings. The degree programme provides opportunities to develop advanced research skills, and assessments are focused on real world relevant outcomes (such as a research protocol for a funding application and a potentially publishable paper for submission to the peer-review process). Individual modules may be available to applicants wishing to acquire particular research skills.

Teaching, learning and assessment

There are two taught modules (Research Methods and Applied Research) designed to develop skills in research, and awareness of the modern research environment and delivered via seminars, workshops, online learning and independent study. A major component of this course is the Research Project, which offers students the opportunity to carry out an extensive piece of research, or to produce a client report, with the expectation of an output suitable for submission to the peer-review the process for potential publication.

Applying to this programme

Due to the heavy focus on the Research Project, students will need to produce an outline protocol (2-3 sides of A4) of their intended research project, including a named supervisor who has agreed to supervise the project, as part of the application process. This should normally be prepared in consultation with the named academic member of staff. Applicants should therefore identify the subject area within which they would like to conduct their research and either make contact with a member of staff directly, or ask to be put in touch with subject area research advisors via the programme leader Dr Stephen Darling (sdarling@qmu.ac.uk), +44 (0)131 474 0000.

Quick Facts

- Students who complete this course will have acquired and demonstrated the fundamental skills required to successfully conduct sound research and design effective research findings.
- Graduates will be well-equipped to embark on a research career within academia.
- Graduates will also be well-equipped to carry out research related activities in other settings, working for organisations beyond academia.

Want more information?

For more information about our Graduate School
Go to: www.qmu.ac.uk/graduate-school

“"This exciting award focuses on how research can be applied and make a difference to researchers and to those who use research, including organisations, clients and others. The course will give students the skills and experience they need to carry out research in real world settings.”

Professor Chris McVittie, Module Co-ordinator, Research Project Module

Key details

Delivery: Taught modules will be delivered at QMU, possibly with additional online learning. The research project may be conducted in either an appropriate laboratory or an environment that has the expertise between student and supervisor.

Duration: Full-time 1 year; Part-time 2.5 years

Entry requirements: A first class or upper second class honours degree in a relevant subject that includes a preliminary training in research methods, 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 and no individual component score below 6.0.

Start date: September

Application deadline: None

More info: Admissions (admissions@qmu.ac.uk) or Dr Stephen Darling (sdarling@qmu.ac.uk)
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 high-level health-related 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 findings. 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 transferable skills and knowledge related to evidence-based practice.

Caring for the learner is a key feature of the virtual learning environment through which students will be supported to develop their autonomy and self-direction in terms of learning further. Central to this will be the development of a community of practice through which students and staff 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.

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 (judith.lane@qmu.ac.uk), +44 (0)131 474 0000
Fee: See pages 28-31

Careers
A non-clinical academic has been defined as a nurse, midwife or allied health professional who conducts 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 nurturing 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-Medical Allied Health Professions (NMAHP) Clinical Academic Research Career Framework recommends this type of MRes education for those 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 supported peer groups.
- 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 produce 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 requiring a strong emphasis on individually determined learning and self directed study. The focus of the programme 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 facilitating 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 supervisors relating to 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-Portfolios) are used to facilitate discussion groups online to assist as 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 enable you to develop expertise professionally, personally, and in research skills, enabling you to take forward your professional development.

This course will give you an internationally recognised high level of qualification.

Teaching hours and attendance
You will attend QMU for three, one week breaks 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 investigate through emerging evidence, 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.

Entry requirements:
You should have a postgraduate diploma or master’s qualification, which includes research methods, and strong evidence of personal and professional development. Candidates should normally have high levels of competence, and show evidence of development in an area of expert practice, and/or management and leadership skills. There will be an interview process.

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
Apply: www.qmu.ac.uk
More info: Admissions (admissions@qmu.ac.uk) or Dr Lindsey Irvine (lindsey Irvine@qmu.ac.uk), +44 (0)131 474 0000
Fee: 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.
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 also 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 preventing diabetes type II and heart diseases. I thoroughly enjoyed doing my at 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.

A PhD will give you an internationally recognised degree which 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 there will be many opportunities for professional and personal development.

A PhD will give you an internationally recognised high level of research skills which are highly relevant and flexible to your particular context.

Completion of the PhD will enable you to pursue further study in the form of a 3000 word paper which sets out the progression of study to date, the methodology, preliminary data, preliminary analysis and outlines how the student plans to progress their study further. The paper will be reviewed by an assessment panel.

The assessed seminar in Year Three (Year Six for part-time students) should take place prior to the submission of the final thesis. The paper submitted for the seminar will normally include a chapter from the student’s thesis and their plan of how they intend to disseminate their research.

Note: 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.

Carrers

Whatever 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 to 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 there will be many opportunities for professional and personal development.
- A PhD will give you an internationally recognised high level of research skills which are highly relevant and flexible to your particular context.
- Completion of the PhD will enable you to pursue further study in the form of a 3000 word paper which sets out the progression of study to date, the methodology, preliminary data, preliminary analysis and outlines how the student plans to progress their study further. The paper will be reviewed by an assessment panel.

Doctor of Philosophy (PhD)

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

Key details

Delivery: Mainly individual learning, supported by a supervisory team

Duration: Full-time: c. 3 years; Part-time: c. 6 years

Entry requirements: You should have a good UK honours degree (2:1 or above) OR an equivalent degree from another country OR equivalent professional experience. Additionally, you must produce an outline research proposal which we judge to be feasible and appropriate for the level of study, and which is in a field we can supervise. We recommend that you contact potential supervisors prior to making an application. There will be an interview process for all applicants, which may be conducted in person, by Skype, or by phone.

International: Where your honours degree has not been studied in English, you will need a minimum 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.

More info: researchdegrees@qmu.ac.uk

Fee: 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

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 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 interact with 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.

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.

Masters in Research

You may also be interested in our Master of Research – see page 41.

David Sharp

MSc International Management & Leadership

I work for Japanese conglomerate Nichi Gakkai based in Tokyo. I’ve quickly risen up the ranks having been promoted and secured a tenure position as Area Supervisor in 2014. I was seconded to two of my company’s training teams and to their international corporate sales team where I led a product demonstration to the CEO of a large Chinese company. As an Area Supervisor, I am responsible for staff training and productivity, and leading workshops. I have over 20 employees reporting directly to me and I am also responsible for leading between head office and operations staff, and provides cross-cultural dispute resolution consulting to nine managers, three branch managers and a division head.

The real employment value in management degrees such as the MSc International Management and Leadership is that it helps you stand out from colleagues when promotions are being decided. I was selected to be on a 10 person shortlist from over 200 colleagues, and was finally chosen as one of the final three for promotion. During my MSc, Human Resources was broken down into four or five separate subjects. This gave me real in-depth knowledge when I came to workplace psychology and change management. I used this knowledge while working in my company and it helped me stand out in interviews. Very few non-Japanese people ever receive a tenured position in a Japanese conglomerate, and my QMU management degree made all the difference in helping me secure my position.

I found the MSc International Management and Leadership course extremely attractive because it integrates an international angle into all of the subjects studied and because of the sheer breadth of subjects on offer. I came to QMU with extensive overseas experience, but absolutely no education in business or management. The degree allowed me to explore as many different management and business disciplines, whilst also letting me decide on my own essay topic. This combination of a broad education that is also specifically tailored to each student’s needs is what made me choose QMU.

The MBA and MSc International Management and Leadership programmes, the master’s degree courses draw heavily on staff expertise and experience in academia, business and beyond.
We are recognised as a centre of MBA Hospitality business or a smaller enterprise. complete a project with a focus on a family the business advisory community. You will working in the family business or within the MBA prepares students for careers focus directly on the family dimension, 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, this MBA is specifically designed for anyone who may be looking to complement their general 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).

The 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 understands challenges and critical issues in contemporary hospitality leadership. You may choose to develop your own hospitality business plan or investigate the dynamics of consumer behaviour via the behavioural finance module.

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

Your 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 MBA will develop your knowledge effectively within the workplace and critically within the dynamics of high performing groups and teams.

You will study a range of modules and we have replaced the traditional dissertation with a student-centred, business-focused project that allows you to investigate, design and engage with an external business. You can study for the general MBA or tailor your route with our routes in Family and Smaller Enterprise, Hospitality or Tourism (as follows).

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 start from the premise that anyone working in a family business requires at least two forms of expertise: business expertise and the ability to consider the family dimension. By studying some general business modules and some that focus directly on the family dimension, this MBA prepares students for careers in working in the family business or within the business advisory community. You will complete a project with a focus on a family business or a smaller enterprise.

MBA Hospitality

We are recognised as a centre of excellence in hospitality and this MBA has been devised in consultation with employers and managers within the sector. This MBA offers real-life experiences and engagement with the industry. We have a strong belief and desire to take you out of the traditional classroom setting to experience and explore the sector for yourself. For example, current students were overnight guests at a five star hotel where they were able to discuss the history, operations and challenges with the owner.

Within the hospitality sector, the need for high performing groups and teams is of particular importance. The course takes a clear and consistent focus on team and project dynamics and challenges you to take on different roles of different types of roles in delivering objectives. You will study MBA Tourism the range of business and hospitality modules and complete a project with a hospitality organisation.

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 special relationships 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 also complete a tourism focused project designed to provide benefits to a wider community.

"If you have any questions we’d be happy for you to visit QMU to meet the teaching team, participate in a class, or we can set up a SKYPE meeting.”

Richard Bent, Programme Leader

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 an understanding of management in a fast changing, global economy. The MSc will equip you to assess the wider interconnections between organisations and their local, national and international contexts. You will build up a solid understanding of key management practice and develop a critical insight. This MSc 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.

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

MSc International Management and Leadership with Tourism

The tourism focus to the MSc will enhance the management and analytical skills of those interested in operating at a leadership level within this dynamic industry. The focus on tourism allows students to review a range of key issues, challenges, and developments in leadership and management, with opportunity to study the special relationships 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 of study 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.

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 all of management reports, essays, web-based discussions, reflections on practice and group work presentations. A central part of the assessment 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’ 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 you up to 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.

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.

Links with industry/professional bodies

See the ‘Industry links’ on page 47.

Continued over....
Propose, plan, lead and deliver a commercial, public or third sector outcome and could be based within the organisation or an external organisation. The project is towards your specialism in partnership and its importance to the economy.

You will also complete a 60 credit project module or modules up to a maximum of 60 credit points, provided you 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

Application: www.qmu.ac.uk

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

Fees: See pages 28-31

Key details

Delivery: At QMU

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 Application: www.qmu.ac.uk More information: Admissions (admissions@qmu.ac.uk), Richard Bent (rbent@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 that have to change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.
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 discussions, 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 post-graduate certificate course in Australia which included a months’ 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 operates and operates on a micro-level.”
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 Academy 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 within 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 by online 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:

- Academy 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
- ScotRail
- Scottish Courts Service
- Scottish Qualifications Authority
- Strathclyde Police
- The Army Personnel Centre
- Welsh Language Commissioner
- Welsh Language Commissioner
- Welsh Language Commissioner
- 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 Academy 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 develop my knowledge of 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 - Business Support (Social Care), Torfaen County Borough Council.

“The course gave an interesting, thought provoking insight into the way in which complaints are dealt with throughout the world. The course has made me rethink and re-evaluate some of my working practices. As always, the opportunity to network has proven to be so valuable.”

Huw Evans, Head of Democratic Services, Swansea City Council.
MSc/ PgDip/ PgCert Dispute Resolution

**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:** Online learning (PgCert), blended learning (PgDip, MSc).

**Part-time only.**

**Duration:** Minimum and maximum completion times: PgCert (1 - 4 years); PgDip (2 - 5 years); MSc (2.5 - 7 years).

**Entry Requirements:** Students will normally have a degree or equivalent in any subject and relevant professional experience. Prospective students without a degree but substantial relevant professional experience are also welcome to apply following discussion with the programme leader.

**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 6.0.

**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

**Application deadline:** July

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

**More info:** Chris Gill (cgill@qmu.ac.uk)

**Fees:** See pages 28-31

This innovative MSc gives professionals with an interest in dispute resolution a deep understanding of both theory and practice in this crucial area. Taught mainly online by our experienced team of academics and practitioners, the course provides tailored and flexible learning for professionals seeking to deepen and widen their knowledge of disputes and how they are resolved.

There are several distinctive aspects to the MSc: 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 PgCert 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 adjudicatory approaches, and complaint handling. In addition, the course allows students to consider issues that are relevant to all forms of conflict 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 empirical research, with the potential to help develop the theory and practice of dispute resolution.

**Teaching, learning and assessment**

The student learning experience has been designed to be interactive, rich and rewarding. The online modules use the latest technology to engage students in a variety of tasks, discussions and quizzes to assist their learning. The course is based around the idea of creating an online learning community with fellow students, where experiences and insights are shared and developed together. Our campus-based modules, each taught face-to-face over four days, offer the chance to meet fellow students and engage in a range of innovative learning exercises. Across all our modules you will be involved in a range of varied and relevant activities, including group work, reports, case studies, personal reflections, essays and projects.

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. Our students have in common 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**


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).

**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**

- Flexible 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 change, QMU will seek to use reasonable endeavours to ensure that there is no detrimental impact to students.

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

**Key Details**

**Delivery:** On campus at QMU with additional support online.

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

**Entry Requirements:** UK honours degree or equivalent and at least two years relevant experience. Applicants without a degree will also be considered if they can demonstrate that they have extensive work experience, skills and aptitude to achieve the award.

**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 6.0.

**Accreditation:** 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

**Application deadline:** None

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

**More info:** Susanne Ross (sross@qmu.ac.uk) or Admissions (admissions@qmu.ac.uk)

**Fees:** See pages 28-31

Competitive rates are available to employers willing to sponsor multiple students on the programme.

**Careers**

The Master of Public Administration (MPA) is an internationally recognised professional postgraduate degree, which is a public sector equivalent to the Master of Business Administration (MBA). The course is targeted primarily at public services and third sector professionals. The content is relevant to both international students and those based in the UK.

The aim of the MPA is to enable learners to build on their professional experience by engaging critically with, and reflecting on, key developments in public administration in order to more effectively deliver public service outcomes in a rapidly changing environment.

The course is based on a philosophy of transformational learning and leadership transformational change. Central to this is the role of public services in promoting social justice and equality. International examples will be used to provide thought provoking challenges to the way our public services are designed and delivered. Rather than reflect today’s public services, the state and society, this MPA aims to shape the public service landscape of tomorrow.

This MPA offers an excellent student experience and includes an innovative ‘leadership exchange’ element working with the Association of Chief Officers of Scottish Voluntary Organisations (ACOSVO), to enable all students to participate in an appropriate exchange within an organisation of interest. Throughout the course, the state and society, this MPA aims to shape the public service landscape of tomorrow.

**Teaching, learning and assessment**

The MPA offers options for both full-time and part-time study which will fit with busy working lives. This is a multidisciplinary course, with the purpose of preparing students for professional roles in the public sector. As such the delivery draws on academic expertise from a range of backgrounds such as administrative justice, public management and social policy. The input of research active academics will be complemented with expert guest speakers and visits to key public administration sites such as the Holyrood Parliament in Edinburgh, Houses of Parliament in London, and European Parliament in Brussels.

**Modules**

There is a range of core and optional modules from which you will need to complete 120 credits, plus the 60 credit dissertation module in order to complete the MPA. Module options include:

International Trends in Public Administration/ Gender and Equalities/ Leading Change in Public Services/ Workplace Learning/ Law and Public Administration/ Social Justice and Critical Perspectives on the State/ Information Governance and Data Protection/ Multi-level Governance in Europe

**Quick Facts**

- Innovative ‘leadership exchange’ element will enable students to gain valuable experience of working in another country, organisations and public services.
- Variety of expert guest speakers and research active academics.
- Diverse learning activities and assessment methods across all modules.

This innovative MPA offers an excellent student experience and includes an innovative ‘leadership exchange’ element working with the Association of Chief Officers of Scottish Voluntary Organisations (ACOSVO), to enable all students to participate in an appropriate exchange within an organisation of interest. Throughout the course, the state and society, this MPA aims to shape the public service landscape of tomorrow.
PGCert Public Services Governance

EXIT AWARDS: 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.

Key details
Delivery: At QMU plus online learning
Duration: Part-time: 1 – 4 years
Entry requirements: A UK honours degree or equivalent and at least two years relevant management experience. Applicants without a degree will also be considered 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: September and at set points throughout the year (CPD)
Application deadline: None
More info: Admissions (admissions@qmu.ac.uk) or +44 (0) 131 474 0000
Fee: 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 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.

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.

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

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 QMU’s modern learning resources.
Completion of this course may be used as credit towards our MBA and MSc courses.

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 QMU’s modern learning resources.
Completion of this course may be used as credit towards our MBA and MSc courses.

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.

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.
More info: Admissions (admissions@qmu.ac.uk), Dr Ian Elliott (ielliott@qmu.ac.uk) or +44 (0) 131 474 0000
Fee: See pages 28-31

This course has been specifically designed in collaboration with learning and development professionals from Dundee City Council and Orkney Islands Council. This is an innovative MSc course for public service managers seeking master’s level learning in public services leadership that is embedded in practice. It is aimed at graduates and others with professional qualifications or substantial management experience working in the public services.

Having completed the MSc you will be a critically reflective leader who is well-positioned to make a real contribution to the social and economic sustainability of the community you serve.

The course takes a coaching perspective on leadership in the public services. Drawing on the latest academic research and professional developments within the public services you will become conversant in the techniques of coaching as well as appreciative of the public service context. You will develop an understanding of relevant academic theory as well as the ability to put it straight into practice in your workplace. The capstone of your study will be a MSc-level piece of research on the topic of your choice, building on what you have learned through your studies and again applying this to support service improvement and the delivery of better outcomes.

Teaching, learning and assessment
Delivery is in the form of blended learning – with two days per module, based at local authority facilities, followed by a series of online tutorial exercises.

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.

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.

All assignments require that students apply their knowledge and understanding of leadership theory to their roles in the practical public services context. Assessment tools include reflective journals, group reports and learning action plans.

Teaching hours and attendance
The course is run on a part-time basis only in order to fit around the busy working lives of public service professionals. Each individual module runs over a 10 week period with two-days of course delivery at the start followed by a series of online tutorial exercises. The learning takes place through both the formal course delivery and through reflection on your own working practices.

Links with industry/professional bodies
This course has been developed in collaboration with public service learning and development professionals. A number of highly experienced public service professionals support delivery of the course by contributing to delivery sessions.

Modules
15 credits: Public Services in Context, Coaching Culture – the Leader’s Role/ Leading Change in Public Services/ Work-Based Learning 1/ Workforce Planning/ Influence, Negotiation and Conflict in Leadership/ Advanced Leadership Skills/ Work-Based Learning 2

If studying for an MSc, you will also complete a dissertation (60 credits).
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 today are underpinned by some of the simple philosophies that were at the heart of the institution’s teaching 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 in business and management experiences.

The QMU hospitality postgraduate experience is unlike the other courses elsewhere that appealed to me, I did not feel connected to place (and thus learn more about Scotland), to the often devastating impacts of extractive industries and indigenous societies who were subject, suddenly, to economic and social injustices that I saw around me. Whilst there were other courses elsewhere that appealed to me, I did not feel deeply enough about any of them to commit myself. The MSc Gastronomy however seemed to respond to everything on my wish list. There was also the immediate and attractive nature of food itself - something I had been brought up with in a family of cooks and restaurateurs.

"My first degree was in Social Anthropology at Cambridge University. After graduating I moved to Peru, where, with friends, I set up a small Peruvian NGO working on land rights issues with Amazonian Indigenous peoples. The seven years I spent there was invaluable and highly rewarding, both personally and professionally. I learnt about the deep connection that Indigenous peoples have with their land and the interdependence of all social, cultural, spiritual, economic and environmental factors in their daily lives. I was also witness to the often devastating impacts of extractive industries including oil, gas and timber both on tropical forest ecosystems and Indigenous peoples who were subject, suddenly, to economic and social injustices that I saw around me. Whilst there were other courses elsewhere that appealed to me, I did not feel deeply enough about any of them to commit myself. The MSc Gastronomy however seemed to respond to everything on my wish-list. There was also the immediate and attractive nature of food itself - something I had been brought up with in a family of cooks and restaurateurs.

"I was looking for many things within the MSc. As a new arrival in Edinburgh, finding out about local and Scottish history and culture and learning about the cultural and historical dimensions of food and the food industry was very important to me. I also hoped to meet people: other students; tutors and be introduced to Scotland through a lens that was engaging, immediate and, for me, extremely significant.

"The course allows you to investigate some of the issues that are urgent in today’s world: the mechanisms of food production, including the basics of agriculture and soil systems; how the contemporary international food markets work, and links to chemical companies and hydrocarbon subsidies within the EU and relationships (often involving huge inequalities) with farmers and governments across the world, and so much more. There is a lot of work involved in the course – lots to read, write, absorb and understand. It is all fascinating and I look forward to going to class. The modules deal with many important, current issues (the farming crisis; obesity epidemic; GM debate; Scottish land reform etc.) by taking a big picture view and perspective. The most valuable thing I am noticing about the course is how it learns on experience from so many fields (economic philosophy, sociology, anthropology, media studies, biology, systems analysis…) – No one area sees the whole picture and it is a real eye-opener. Does this course help you build a robust subject knowledge base and engage 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.

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 experience.

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.

"I decided to study for a MSc after moving to Edinburgh. Unsure exactly what direction to move in next, I knew I wanted to be rooted in place (and thus learn more about Scotland), to find practical applications for some of the theory and metaphysics that I had been contemplating since my time in Peru, and work towards addressing some of the social and economic injustices that I saw around me. Whilst there were other courses elsewhere that appealed to me, I did not feel deeply enough about any of them to commit myself. The MSc Gastronomy however seemed to respond to everything on my wish list. There was also the immediate and attractive nature of food itself - something I had been brought up with in a family of cooks and restaurateurs.

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.

"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 informality and flexibility. We encourage our students to be truly ambitious, to experiment, be innovative, take risks, even fail!, and to drive this we foster a culture of respectful challenge and ambition, to experiment, be innovative, take risks, even fail!, and 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 uninterrupted 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.

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 experience.

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.
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 similar.
- 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.

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.

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 exposure to the diverse dynamics affecting how we consume, produce, represent and understand food. Scotland will often be the showcase 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 in the food and drink industry, this course will help you progress to the next stage of your career.

Opportunities to interact with for example, farmers, North Sea fishermen, and cooks and producers at all levels will enhance the learning experience. Class sizes will be normally around 15-20 students. This ensures that students receive fantastic support from tutors and benefit from sharing experiences with classmates.

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.

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.

Alison Stone

“For the last six years, I have worked as IT consultant specialising in business continuity. I have always been a ‘foodie’ and had previously worked in the hotel industry, latterly in marketing roles. At a food festival in Edinburgh last year, I spotted an advert for the new MSc: Gastronomy at QMU in the event programme and was immediately interested. I decided to give the university a call, was very impressed and decided to apply for the course.

I have completed six months of the course so far and it has been an amazing experience: very interesting, but also incredibly intense. Although a lover of food, I have been introduced to new concepts and have started to look at the food industry in a different way. The course encourages you to question where your food comes from and the processes that it goes through to get to your plate. I found the module on ‘people and place with relation to food’ fascinating. The traditions, culture and personal identity that we express through what we eat was not something I had considered before either.

“My fellow students, 16 of us in total, come from a diverse range of backgrounds which really enriches the learning experience. We have many different viewpoints which sometimes makes for lively discussions. Everyone is very supportive of one another, as are the lecturers who are always available to help and guide us. The facilities at the University are great – the technology and onsite services such as the Learning Resource Centre makes studying a pleasure.

“I am now moving on to the Dissertation period of the course which will allow me to study a topic that interests me in greater depth. I am keen to use the MSc Gastronomy as a stepping stone to a new career. As much as I enjoy IT consultancy, the course has really challenged my mind and changed the way I think, and I would like to share my new found knowledge with other people.”

David McVey

“Now graduated from the MSc, along with fellow classmates, we have started the first Food Assembly in Scotland – a means by which members of the public can buy local produce directly from small suppliers and producers. I am also in the process of opening and running my own food business – a café, restaurant and bar in Leith. The knowledge I have gained from doing the course has helped to develop my creativity and understanding in the food and drink industry, but also helped me to develop a network of support that will help me progress to the next stage of my career.”

Cat Crawford

“With a 10 year career working as a chef in various establishments, I have always felt that food and cooking provide a potent opportunity for learning, both in the kitchen and beyond, and I am particularly interested in understanding the broader picture. Over the years, in addition to my full-time work, I have been involved with a number of charities and social enterprises that in various ways use food as a means to improve people’s health and happiness. These areas of the industry are growing every year, and increasing awareness of the power of food to bring about positive experiences and impacts in communities. I wanted to apply a more academic understanding to things that I had experienced anecdotaly or felt instinctively, and came across the MSc: Gastronomy while searching for courses that would allow me to consolidate my professional experience with a more formally studied perspective.”
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 divas 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.”
Sheila Murray

“I’m a believer in long-term 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) 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. Through 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.

Modules

15 credits: Critical Issues in Cultural Management and Policy/ Managing Cultural Projects and Festivals/ Marketing Cultural Organisations and Festivals/ Strategic Management and Finance/ Fundraising and Development in Cultural Organisations and Festivals/ People Management, Governance and Law/ Arts Management in Practice (subject to validation)/ Understanding Research/ Dissertation or project (60 credits) (MA only)

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.

Quick 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.

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 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 screenings, 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 practitioners 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.

Careers
The course provides knowledge and insight for culture and creative enterprise development, 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

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.
Ondrej Lodes

“Initially I studied at QMU for an undergraduate degree in public relations and media. I had a great passion for filmmaking and in my final year of the course, I set up a video production business, Smart Film Production, with one of my classmates, Marcin Walczak.

I was immediately interested when I heard about the new MA Culture and Creative Enterprise at QMU. Coming from a non-business background, the course appeared the ideal opportunity to grasp some business related knowledge, such as finance, marketing, enterprise development and many others, to help me to further develop our video production enterprise. Also, having already experienced the friendly and supportive learning environment at QMU, I was confident that I would have an excellent postgraduate learning experience.

In general I saw this course as an opportunity to develop further professionally as an entrepreneur, but also personally.

“The course has not only equipped me with wider knowledge of culture and creative industries, but also fresh entrepreneurial skills.”

“The course has helped me to get a better understanding of the culture and creative industry, which I operate in professionally. I find some of the subjects very relevant to my profession and vice versa. The course has not only equipped me with wider knowledge of culture and creative industries, but also fresh entrepreneurial skills, including various aspects of enterprise development and other business related activities.

“The small cohort of students, who come from a wide variety of career paths in the arts and cultural industries, provided an excellent opportunity for us to share our experiences and learn from one another. The lecturers have also been very approachable, supportive and always eager to help.”

With a rapidly changing domestic and international environment, the work of stage managers is becoming more complex and technically challenging. The entertainment and live events industries are growing rapidly and the need for skilled stage managers has never been greater. The evolving range and scope of where, and how, live entertainment is delivered leads to often difficult and sometimes contradictory demands and challenges for the stage management team. This leads to a situation where there is a need for graduates with more holistic and integrated perspectives regarding the management of entertainment and live events and the artistic, 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 effective stage managers need training that is both practical and critically reflective. It will develop your knowledge of the contemporary issues affecting the management of entertainment and live events while equipping you with the practical skills that are essential for developing a career in the field.

The course is run in partnership with The Edinburgh Stage Management School which specialises in postgraduate vocational training and combines a well established industry focus with successful graduate employment. It combines the best aspects of the vocational, practical and academic models.

This MA is designed as a conversion degree and we welcome applicants from non-arts related subjects. It is suitable for both graduates who wish to add a vocational stage management emphasis to their first degree, and those with equivalent professional qualifications or experience. It is likely to be beneficial 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.

Teaching, learning and assessment
Teaching comprises a combination of lectures, seminars, tutorials, case studies, simulation exercises, and projects. You will undertake practical work during the summer school for the first week of the programme.

Teaching and assessment:
Each module will require you to attend classes and carry out independent work. Most modules consist of five or six hours of class time each day during the teaching periods of the semester. Where possible, all teaching takes place over three days per week.

Links with industry/professional bodies
Our partnership with The Edinburgh Stage Management School ensures an active industry focus to the course with key professional practitioners delivering master classes and practical workshops. Our location in the festival city also allows for strong practical links between the course and the many arts, festivals and cultural organisations based in and around Edinburgh, across Scotland and the UK.

Careers
You will be qualified for a broad range of stage management positions within a wide spectrum of live entertainment and live events industries. Many career opportunities are open to you and previous graduates (Edinburgh Stage Management School) have gone on to work in theatres, performing arts organisations, festivals, corporate events and ceremonies. In addition, many now tour 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 and all professions requiring skills in effective management.

Quick Facts

- Small cohort of students working closely and collaboratively with staff
- Range of guest lecturers from key cultural organisations and associated industries
- The only postgraduate course of its kind in Scotland
- Unique partnership with The Edinburgh Stage Management School

MA Stage Management*
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
*subject to validation

Modules
15 credits: Core Technical Skills for Theatre Production / Managing Productions: Theory & Practice / Advanced Technical Skills for Theatre Production / Managing People & Projects
30 credits: Professional Practice 1 (15 + 15) / Professional Practice 2 (15 + 15)

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

Key details
Delivery: At Edinburgh Stage Management School, and at Queen Margaret University and a range of external locations for professional practice components
Duration: Full-time: 1 year
Entry requirements: A UK honours degree or equivalent OR significant work experience in live entertainment / events. All shortlisted applicants will be interviewed.
Start date: September
Application deadline: August
Apply: www.qmu.ac.uk
More info: Admissions (admissions@qmu.ac.uk), Sarah Paulley (spaulley@qmu.ac.uk) or +44 (0)131 474 0000
Fees: Visit our website for updates

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 UK PR industry is the most highly developed in Europe and second only to the US globally. Some 48,000 people work in this multi-billion UK industry and the rate of growth in the number of jobs in PR at all levels has been higher than that of any management function over the last 15 years. It is an industry which values higher education and is firmly entrenched in business, government and the charitable sector. PR is also represented increasingly at executive board level and now lies at the heart of strategic reputation management. Increasing recognition of the importance of communication, together with the explosion of digital media, present today’s PR practitioners with exciting but complex opportunities and challenges.

Why QMU?
QMU has a long experience of teaching PR to undergraduate, postgraduate and professional groups. Our teaching team combines years of professional experience with high level academic expertise, undertaking research and contributing to senior academic textbooks and conferences worldwide. All courses are accredited by the Chartered Institute of Public Relations (CIPR), and we are the only UK institution to offer CIPR accredited courses at undergraduate and postgraduate level, and to teach the CIPR Diploma, CIPR Internal Communications Diploma and the CIPR Public Affairs Diploma. For more details of our highly professional and well-published teaching team visit www.qmu.ac.uk/mcpa/CoursesPRIntro.htm

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. QMU is still the only CIPR teaching centre in Scotland.

Our innovative teaching pattern allows both full and part-time students to benefit from a rich engaging experience. Full-time students work continuously while part-time students attend for a short teaching block which makes it possible to combine study with full-time work.

All students benefit from face-to-face teaching supported by online materials and resources. QMU is a partner institution of the Public Relations Consultants Association (PRCA). Career entry students study alongside those already working in PR roles delivering a stimulating environment.

Industry links
Our teaching team includes senior practitioners with active involvement with, and membership of, the Chartered Institute of Public Relations (CIPR). We have close links with the PR industry in Scotland too. Practitioners provide placements, guest lectures, networking opportunities and serve on QMU’s Public Relations Advisory Panel. Students are entitled to free membership of the CIPR and the PRCA and there are opportunities to play a role in these organisations.

Our approach to learning and teaching
Face-to-face teaching is delivered in a variety of forms, including lectures, workshops, seminars, group projects and case studies. Postgraduate students not only gain a great grounding in the field of public relations but are able to focus on an area of specialism of interest to them, undertaking original research. Full-time postgraduate Public Relations students study alongside those studying on a part-time basis, many of whom already work in public relations roles.

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).
Chartered Institute of Public Relations (CIPR)
Internal Communication Diploma

EXIT AWARDS: CIPR Internal Communication Diploma. Graduates are also awarded 30 credits towards QMU’s MSc Strategic Communication and Public Relations.

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 and how it shapes the psychology of communication 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 when required.

CIPR Internal Communication Diploma students learn alongside QMU’s 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 to four times a year. Details will be available on the QMU website.

Assessing Internal Communication/ Change Management and Communication Research/ Applying Advanced Communication Theory/ Research project

CIPR qualifications are recognised as the benchmark for professional practice in public relations by employers in the private and public sectors. The CIPR Internal Communication Diploma helps participants to develop or diversify their careers by fostering a strategic approach to internal communications management.

Studying for the CIPR Internal Communication Diploma counts towards the CIPR’s CPD programme and becomes a CIPR Accredited Practitioner – the hallmark of your commitment to professional development.

Quick Facts
• QMU is the only institution outside London to teach the CIPR Internal Communications Diploma, the CIPR Public Affairs Diploma and the CIPR Diploma.
• QMU is accredited by the Chartered Institute of Public Relations (CIPR).
• Our PR academics are recognised nationally and internationally for their excellence in research. These courses reflect the strength and depth of the teaching team which combines expertise with extensive research and publication portfolios and PR practitioners with many years of experience at senior level in a wide range of organisations.
• CIPR Internal Communication Diploma graduates receive credits towards an MSc Strategic Communication and Public Relations at QMU and towards the CIPR.
• Block teaching is a simple way of fitting your study around the demands of your job.

Key details
Delivery: Block attendance supported by online learning
Duration: Full-time: 8 months (January to August)

Entry requirements:
You must have ONE of the following entry requirements:
• The CIPR Advanced Certificate in Public Relations.
• The CIPR Internal Communication Certificate plus one year’s full-time employment in PR.
• A postgraduate professional qualification in a related discipline (eg CIPR Diploma), plus one year’s full-time employment or equivalent part-time employment in PR.
• A degree in business/marketing/ management or communication studies, plus one year’s full-time employment in PR.
• Any other UK degree plus two years full-time employment in PR.
• NCTJ Diploma plus four years’ journalism experience or three years’ full-time employment in PR.
• Two years’ full-time employment in PR and the CIPR Advanced Diploma in Marketing Communication;
• LCObE5 5 3rd Level subjects, including PR, Marketing, Advertising Principles & Practice of Management, plus two years’ experience in PR.
• Four years’ full-time employment in PR and five GCSE passes, one of which must be in English Language.

International: Those whose first language is not English must be able to demonstrate proficiency in the language - spoken and written – to an International Language Testing System (IELTS) band score of 6.5 or equivalent.

Start date: January
Application deadline: None
Apply: www.qmu.ac.uk/mcpa/courses/CIPRInCommDiplm.htm
More info: Sally Chatmers, schalmers@qmu.ac.uk, +44 (0)131 474 0000 or visit www.qmu.ac.uk/mcpa/courses/CIPRInCommDiplm.htm
Fees: See pages 28-31

Chartered Institute of Public Relations (CIPR)
Public Affairs Diploma

EXIT AWARDS: CIPR Public Affairs Diploma. Graduates are also awarded 30 credits towards QMU’s MSc Strategic Communication and Public Relations.

The CIPR Public Affairs Diploma is designed for public relations or public affairs practitioners who want to develop relevant theoretical knowledge and to strengthen their practical skills in order to become more effective and better placed to take on more senior roles. The course focuses on the ways in which communication expertise plays in public policy processes as they are approached in the context of strategic communications and reputation management that underpin the public affairs function. The qualification is firmly rooted in practice – with regular contributions from senior practitioners - as well as clear inputs from an interdisciplinary basis.

Public Affairs Diploma students receive 20 hours of face-to-face tuition between January and May, individual supervision for the research project (course assessment), as well as extensive online resources available to students on the QMU website.

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 when required.

CIPR Public Affairs Diploma students learn alongside QMU’s 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 CIPR website at http://www.cipr.co.uk/courses/public-affairs-diploma.

Quick Facts
• QMU is the only institution outside London to teach the CIPR Internal Communication Diploma, the CIPR Public Affairs Diploma and the CIPR Diploma.
• QMU is accredited by the Chartered Institute of Public Relations (CIPR).
• CIPR PR academics are recognised nationally and internationally for their excellence in research. These courses reflect the strength and depth of the teaching team which includes academics with extensive research and publication portfolios and PR practitioners with many years of experience at senior level in a wide range of organisations.
• CIPR Public Affairs Diploma graduates receive credits towards a MSc Strategic Communication and Public Relations at QMU and towards the CIPR.
• Block teaching is a simple way of fitting your study around the demands of your job.

Key details
Delivery: Block attendance supported by online learning
Duration: Full-time: 8 months (January to August)

Entry requirements:
You must have ONE of the following entry requirements:
• The CIPR Advanced Certificate in Public Relations.
• The CIPR Internal Communication Certificate plus one year’s full-time employment in PR.
• A postgraduate professional qualification in a related discipline (eg CIPR Diploma), plus one year’s full-time employment or equivalent part-time employment in PR.
• A degree in business/marketing/ management or communication studies, plus one year’s full-time employment in PR.
• Any other UK degree plus two years full-time employment in PR.
• NCTJ Diploma plus four years’ journalism experience or three years’ full-time employment in PR.
• Two years’ full-time employment in PR and the CIPR Advanced Diploma in Marketing Communication;
• LCObE5 5 3rd Level subjects, including PR, Marketing, Advertising Principles & Practice of Management, plus two years’ experience in PR.
• Four years’ full-time employment in PR and five GCSE passes, one of which must be in English Language.

International: Those whose first language is not English must be able to demonstrate proficiency in the language - spoken and written – to an International Language Testing System (IELTS) band score of 6.5 or equivalent.

Start date: January
Application deadline: None
Apply: The application form is available at www.cipr.co.uk/courses/cipr-public-affairs-diploma
More info: Dr Magda Pieczka, mpieczka@qmu.ac.uk, +44 (0)131 474 0000 or visit www.qcpo.ac.uk/courses/cipr-public-affairs-diploma
Fees: See pages 28-31

Public Policy Landscape/ Lobbying and Campaigning/ Public Affairs in the Context of Reputation Management/Research Project

The CIPR Public Affairs Diploma syllabus can be downloaded at http://www.cipr.co.uk/sites/default/files/Public%20Affairs%20 Diploma.pdf.
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 of public relations 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 practitioners. 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 day blocks 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 (CIIPR) and, on graduation, can upgrade their membership to full or associate status depending on professional experience.

Modules
PR Theory and Practice / PR Planning and Management / Reflective Practice

Careers
The CIIPR Diploma is recognised as the benchmark for professional practice in PR by employers in the private and public sectors. It helps practitioners to develop or diversify their careers by fostering a strategic approach to managing PR, as well as extending 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 – graduates may occupay 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 (CIIPR).
- 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.

Key details
Delivery: Block attendance at QMU supported by online learning
Duration: Part-time 1 year

Entry requirements: You must have ONE of the following requirements:
- CIIPR Advanced Certificate in Public Relations
- CIIPR Internal Communication Certificate plus one year’s full-time employment in PR
- Postgraduate professional qualification in a related discipline (e.g. CIM diploma), plus one year’s full-time employment or equivalent part-time employment in PR
- A degree in business/marketing/ management/communication studies, plus one year’s full-time employment in PR
- Any other UK degree plus two years full time employment in PR
- NCTJ Diploma plus five years’ journalism experience or three years’ full-time employment in PR
- Two years’ full-time employment in PR, and the CIM Advanced Diploma in Marketing Communication
- Level 5 3rd Level subjects, including PR, Marketing, Advertising, Principles of Management and Management, plus two years’ experience in PR
- Four years’ full-time employment in PR and five GCSE passes, one of which must be in English language.

International: Those whose first language is not English must be able to demonstrate proficiency in the language – spoken and written – to an International Language Testing System (IELTS) band score of 6.5 or equivalent.

Start date: September
Application deadline: None
Apply: Download the application form at www.cipr.co.uk/courses/CIIPR-diploma/public-relations
More info: Admissions (admissions@qmu.ac.uk), +44 (0)131 474 0000
 Fees: See pages 28-31
inals, which includes internationally published researchers and practitioners with years of professional experience.

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/CPD 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
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

Key details
Delivery: At QMU with additional online learning/full-distance learning
Duration: Part-time: normally 2 years
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.
Start date: January
Application deadline: November
Apply: www.qmu.ac.uk
More info: Dr Donald MacIver, dmaciver@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.

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/special educational needs to access the curriculum and participate in school life 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.

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 those 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 leading innovation in collaborative working with partner agencies.

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.

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

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.

Modules
15 credits: Evidence informed inclusive learning; 15 credits: Enabling effective collaborative working; 30 credits: Working together in action
"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 it into something that I could not have imagined. I was able after competing four modules in one year. I was able by doing it I would have a postgraduate qualification I didn't seek it out myself, but I soon found out 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 went to work in primary care as a practice nurse doing 27 hours a week as I studied part-time.

"I initially had no idea as to how the course would impact on my job but it allowed me to expand knowledge that I could not have imagined. I developed a learning plan for teaching registrars in the practice – which the nurses are now using.

"I am very happy with my decision to do this course. Not only am I proud of my achievements, but I have a real sense of satisfaction. I just had a feeling that it was the right thing to do.

"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 so 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 over other issues."
**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:** [qmu.ac.uk](http://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

---

**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 space your studies out over 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.

**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).

---

**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.
- This is an evidence driven course.
- Diabetes is becoming an increasingly common condition among many population groups, 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.

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 space your studies out over 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.

---

**Verna Eugene**

“...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!.”

---

**Diabetes case study**

QMU has built me academically and personally and I leave with a totally different view of education.”
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 individuals and those suffering from a specific illness, is obvious. That is why one of the key strengths of the teaching at Queen Margaret University is the shared, core teaching in which both 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 for high-quality teaching and research. Similarly, our achievements in national research assessments. Students 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. The 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 exploring 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:
- Body composition;
- Dietary assessment;
- Microbiological and cell culture techniques;
- Physiological and metabolic measurements and
- 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.

For those who wish to embark on a research career PhD studentship £12,000 to £18,000

Career prospects and guideline salaries
<table>
<thead>
<tr>
<th>Possible career progression</th>
<th>Estimated guideline salary</th>
</tr>
</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>
</tbody>
</table>

Estimated guideline salaries

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Entry Requirement</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Dietetics</td>
<td>Undergraduate degree</td>
<td>1 year</td>
</tr>
<tr>
<td>MSc Public Health Nutrition</td>
<td>Undergraduate degree</td>
<td>1 year</td>
</tr>
</tbody>
</table>

To find out more about our courses or teaching and research, please visit our website or contact our admissions team.
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).

Important dates
Starting date:
September

Application deadline:
January

Apply:
www.qmu.ac.uk

More info:
Admissions (admissions@qmu.ac.uk) or +44 (0131) 474 0000

Fees:
See pages 28-31

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 achieving 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

Fees:
See pages 28-31

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 had 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 great choice for me. I had also heard from dietitians through my work experience that the QMU scene 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 was as it was in a large, acute hospital.

‘Module-wise, I really enjoyed ‘Therapeutic Interventions’ where we learned all about the dietician process and how to assess 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.

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 (dmcbean@qmu.ac.uk) or +44 (0131) 474 0000
Fees: See pages 28-31

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.

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 targeting 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 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.

**A Flexible Programme Structure**

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 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.

**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 £90,000+ depending on settings and experience.

**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
The Institute for Global Health and Development (IGHD) offers a range of awards through the Master’s Programme in Global Health and Development. These include the MSc Global Health, on which the majority of our students enrol, which provides the broadest range of choice. Our MSc Global Health (GH); MSc Social Development and Health are our two more specialised awards reflecting focused pathways through the programme. Students should apply for the master’s award that best suits their career needs, but are able to revise their choice subject to having studied appropriate modules – before progressing to the dissertation stage. For those not wishing to pursue a full master’s degree at this time, we offer a number of Postgraduate Certificate awards.

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 and learning is achieved through 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 projects, 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 campus will require you to attend classes and carry out independent work. Your exact attendance requirements at QMU will depend on which module you are studying and whether you are studying full or part time. Modules typically run over five weeks and involve sessions of three hours in class. In addition, for each module students spend around 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 area of global development, international co-operation and diplomacy. Global health is a multi-disciplinary 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 (eg Ministry of Health), non-governmental or intergovernmental organisations (eg WHO or UN agencies). It will equip you to work effectively at a senior level to promote the health and social wellbeing of populations through the development of effective and responsive health systems. It will orient you to issues on which staff of the Institute are recognised to have made world-leading research contributions, such as supporting health systems strengthening in fragile and conflict-affected states, and mental health and psychosocial support for vulnerable populations. Participants are typically 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, with 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.

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 key area. This award focuses on the social 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 reproductive health issues.

Modules

Students study core modules totalling 105 credits, such as:

- Social, Economic and Political Development (30 credits)
- Social and Reproductive Health (20 credits)
- Qualitative Research Methods, Gender and Development (15 credits)
- Health and Social Policy (15 credits)
- Empowerment, Participation and Social Policy (15 credits)
- Building on the foundation of core classes studied by all IGHD Masters students, this flagship programme provides the maximum elective choice of courses and thus the greatest flexibility to shape a programme of study.

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).

Quick facts

- An opportunity to analyse the relationship between aspects of global development including globalization, inequality, poverty, the role of civil society and gender relations with health and wellbeing.
- Equips you with insight into rights-based advocacy, the development of effective, contextualised sexual and reproductive health policies and services.
- Offers a unique opportunity to discuss sexual and reproductive health in low, middle and high income settings in an extremely diverse, international group of students.
- Equips you with insight into rights-based approaches and skills to develop sexual and reproductive health policies, services and interventions.

Scholarships

Santander Scholarships: 2 x £15,000 scholarships are available for international students undertaking a course within the IGHD. See www.qmu.ac.uk/international/fees_funding.htm for more information.

MSc Global Health through the Erasmus+ scheme: 8 scholarships are available of approximately £2300 (TBC). See www.qmu.ac.uk/graduate/Erasmus+ for more information.

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. It focuses 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 development, including the development of awareness, the development of civil society, empowerment, and the linkage 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).

Quick facts

- An opportunity to analyse the relationship between aspects of social development including globalization, inequality, poverty, the role of civil society and gender relations with health and wellbeing.
- Opportunity to focus on sexual and reproductive health issues.
- Opportunity to focus on processes of local engagement, participation and agency in shaping health and development policies and practice.
- 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 Sinyemu
MSc Social Development and Health

*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 be 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 Mseengezi
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 advisor. 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 part-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.

“No longer have a national or regional outlook but a global one.”
QMU is a leading provider of master's level studies in Scotland. It has a strong global reputation in healthcare and nursing, contributing to advancements in the healthcare sector. The university has collaborations in many countries across the globe, working at national and international level to develop and improve healthcare services. 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 institutions, working at national and international level to develop 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 of the individual student’s future working needs embedded into study is based on real situations drawing on your own invaluable experience as a nurse with academic study allows for the development of an understanding of the key issues affecting nursing in today’s fast changing and complex healthcare world. Study is based on real situations drawing on your own invaluable experience of nursing and healthcare working in Scotland, the UK and internationally. Our internal experts have many 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 in today’s fast changing and complex healthcare world.

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 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 83) 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.

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.

Previous students have gone on to careers in advanced clinical practice, public health practice, government, education, management, business and research.

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

Career prospects and guideline salaries

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.

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.
The routes on offer are:

- MSc Person-Centred Practice
- MSc Person-Centred Practice (Public Health and Wellbeing)
- PgDip Person-Centred Practice (District Nursing)
- PgDip Person-Centred Practice (Health Visiting)
- PgDip Person-Centred Practice (School Nursing)

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 all 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 and populations.

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 explore the personhood 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 enliven 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 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 Visitor Mentor. Placement will be negotiated with your supporting NHS provider.

Teaching hours and attendance

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

Links with professional bodies

The routes allow you to gain the higher level knowledge and skills required for advanced practice. It does not gain accreditation with the NMC unless students are undertaking the Specialist Practitioner Qualification in District Nursing or registration as a Specialist Community Public Health Nurse (SCPCHN).

Careers

Graduates have taken up advanced specialist practice and leadership roles within their specific field of practice.

Quick Facts

- Contemporary, creative and interactive learning approaches facilitate your learning.
- Teaching staff include internationally renowned Person-Centred Practice academics Professor Brendan McCormack and Professor Jan Dewing.
For those in a non-clinical role, you will also complete: Shadows and Horizons: Advancing Palliative Care Practice (15 credits) AND one further 15 credit module from the PoP Framework (See pages 104-106).

You will complete those listed above (as relevant), plus Theory and Practice of Person-centred Health and Social Care (30 credits)/ Leading Professional Practice (15 credits)/ Making Judgements and Decisions in Practice (15 credits).

MSc

Those modules listed above (as relevant), plus a dissertation with a palliative care focus.

It is also possible to study for a PgCert Palliative Care. Please see page 105.

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 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.

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. All applicants for Specialist Community Public Health Nurse (SCPHN) need to be on either part 1 of the NMC register (adult) and/or be a registered midwife. It is recommended that applicants have completed a period of experience of sufficient length to have consolidated pre-registration outcomes and to have gained a deeper understanding in relevant professional practice; have a degree and access to placement and Practice Teacher/Sign-off Mentor or Health Visitor Mentor.

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: 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 (For NMC approved qualifications, May)

Apply: 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): 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 People with Complex Pain and Symptoms/ Shadows and Horizons: Advancing Palliative Care Practice (15 credits) OR another 15 credit module from the PoP Framework.

For those in a non-clinical role, you will also complete: Shadows and Horizons: Advancing Palliative Care Practice (15 credits) AND one further 15 credit module from the PoP Framework (See pages 104-106).

Key details

Delivery: At QMU and at St Columba’s Hospice Education Centre, Edinburgh with additional online learning.

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

Apply: 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
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.
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 as 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. The therapeutic alliance is central to the delivery of CBT and the course will teach you to forge a positive collaborative 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.

### Modules

<table>
<thead>
<tr>
<th>Credits</th>
<th>Module Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>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</td>
</tr>
<tr>
<td>30</td>
<td>Application of Cognitive Behavioural Therapy</td>
</tr>
</tbody>
</table>

#### 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 evidence-based 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.nhollothian.scot.nhs.uk/services/A-Z/soscog/default.aspx](http://www.nhollothian.scot.nhs.uk/services/A-Z/soscog/default.aspx)

**More info:** Dr Kath MacDonald (k.macDonald@qmu.ac.uk), +44 (0)131 474 0000 or Elizabeth Shearer (elizabeth.shearer@nhollothian.scot.nhs.uk), +44 (0)131 537 6932 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**
Allied health professionals such as occupational therapists and art therapists make a significant contribution to Scotland’s health education and social care sectors. Occupational therapists and art 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 at 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 and continue to be the only courses of education of their kind in Scotland. Qualified 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 continuously 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.

Possible career progressions and estimated guideline salaries

<table>
<thead>
<tr>
<th>Career path</th>
<th>Estimated guideline salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS entry level</td>
<td>£22,000 to £27,000</td>
</tr>
<tr>
<td>occupational therapy</td>
<td></td>
</tr>
<tr>
<td>practitioner</td>
<td></td>
</tr>
<tr>
<td>NHS entry level arts</td>
<td>£31,000 to £40,000</td>
</tr>
<tr>
<td>therapist1</td>
<td></td>
</tr>
<tr>
<td>Advanced practitioner</td>
<td>£38,000 to £47,000</td>
</tr>
</tbody>
</table>

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.

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.
Criminal records check:

normally between December and May.

Interviews will take place on set dates,

474 0000

(kmillhagen@qmu.ac.uk), +44 (0)131

individual component score below 6.5.

Where your honours

for entry.

years in one position will be considered

instructor, or care work in a community

equivalent) in a caring capacity or

degree or equivalent in the area of the

theoretical study in the visual arts, are shared

with vulnerable children and adults with

a wide range of needs, eg learning disabilities

or mental health problems.

Teaching and Assessment

Teaching includes practical and academic

elements with an emphasis on experiential

learning and teaching methods, including

lectures, seminars and tutorials.

Assessments are both practical and written.

The following areas are covered:

therapeutic musical skills, with an

emphasised on improvisation, interaction

and application in a therapeutic context.

relevant experience with caregivers,

which can facilitate and encourage

Art psychotherapists enable clients to

presentations. Each year group contains

25-30 students.

This course is designed for people who

usually have at least one year’s experience

of, or currently working in a caring career

such as psychiatry, special education, social

services and the voluntary sector.

Teaching, learning and assessment

You will attend classes, work in groups and

carry out independent learning throughout the

training programme. The Art Studio will be open for

art practice on Mondays and Fridays, 9am-5pm.

Links with industry/professional bodies

Graduates are eligible for registration with the

Health and Care Professions Council as Registered Art Therapists (Art) and are eligible for full membership of BAAT (British Association of Art Therapists).

Modules

Level 1 (1st-2nd year: 1st/2nd years & 1st

Art Psychotherapy Practice Placement 1/

Art Psychotherapy Therapeutic Skills & Inter-

Personal Learning Groups 1/ Interdisciplinary

Studies/Pre-registration Research Methods

Level 2 (2nd-3rd year: 1st/2nd years & 3rd

Art Psychotherapy Practice Placement 2/

social work, and a portfolio of

full-time: September 2017;

Duration:

Full-time: 2 years

Entry requirements:

Students should normally:

– have an honours degree or equivalent
– a high standard of practical

– a high standard of practical

materials and methods, including

elements with an emphasis on experiential

learning and teaching methods, including

lectures, seminars and tutorials.

Assessments are both practical and written.

The following areas are covered:

therapeutic musical skills, with an

emphasised on improvisation, interaction

and application in a therapeutic context.

relevant experience with caregivers,

which can facilitate and encourage

Art psychotherapists enable clients to

presentations. Each year group contains

25-30 students.

This course is designed for people who

usually have at least one year’s experience

of, or currently working in a caring career

such as psychiatry, special education, social

services and the voluntary sector.

Teaching, learning and assessment

You will attend classes, work in groups and

carry out independent learning throughout the

training programme. The Art Studio will be open for

art practice on Mondays and Fridays, 9am-5pm.

Links with industry/professional bodies

Graduates are eligible for registration with the

Health and Care Professions Council as Registered Art Therapists (Art) and are eligible for full membership of BAAT (British Association of Art Therapists).

Modules

Level 1 (1st-2nd year: 1st/2nd years & 1st

Art Psychotherapy Practice Placement 1/

Art Psychotherapy Therapeutic Skills & Inter-

Personal Learning Groups 1/ Interdisciplinary

Studies/Pre-registration Research Methods

Level 2 (2nd-3rd year: 1st/2nd years & 3rd

Art Psychotherapy Practice Placement 2/

social work, and a portfolio of

full-time: September 2017;

Duration:

Full-time: 2 years

Entry requirements:

Students should normally:

– have an honours degree or equivalent
– a high standard of practical

– a high standard of practical

materials and methods, including

elements with an emphasis on experiential

learning and teaching methods, including

lectures, seminars and tutorials.

Assessments are both practical and written.

The following areas are covered:

therapeutic musical skills, with an

emphasised on improvisation, interaction

and application in a therapeutic context.

relevant experience with caregivers,

which can facilitate and encourage

Art psychotherapists enable clients to

presentations. Each year group contains

25-30 students.

This course is designed for people who

usually have at least one year’s experience

of, or currently working in a caring career

such as psychiatry, special education, social

services and the voluntary sector.

Teaching, learning and assessment

You will attend classes, work in groups and

carry out independent learning throughout the

training programme. The Art Studio will be open for

art practice on Mondays and Fridays, 9am-5pm.

Links with industry/professional bodies

Graduates are eligible for registration with the

Health and Care Professions Council as Registered Art Therapists (Art) and are eligible for full membership of BAAT (British Association of Art Therapists).

Modules

Level 1 (1st-2nd year: 1st/2nd years & 1st

Art Psychotherapy Practice Placement 1/

Art Psychotherapy Therapeutic Skills & Inter-

Personal Learning Groups 1/ Interdisciplinary

Studies/Pre-registration Research Methods

Level 2 (2nd-3rd year: 1st/2nd years & 3rd

Art Psychotherapy Practice Placement 2/

social work, and a portfolio of

full-time: September 2017;

Duration:

Full-time: 2 years

Entry requirements:

Students should normally:

– have an honours degree or equivalent
– a high standard of practical

– a high standard of practical

materials and methods, including

elements with an emphasis on experiential

learning and teaching methods, including

lectures, seminars and tutorials.

Assessments are both practical and written.

The following areas are covered:

therapeutic musical skills, with an

emphasised on improvisation, interaction

and application in a therapeutic context.

relevant experience with caregivers,

which can facilitate and encourage

Art psychotherapists enable clients to

presentations. Each year group contains

25-30 students.

This course is designed for people who

usually have at least one year’s experience

of, or currently working in a caring career

such as psychiatry, special education, social

services and the voluntary sector.

Teaching, learning and assessment

You will attend classes, work in groups and

carry out independent learning throughout the

training programme. The Art Studio will be open for

art practice on Mondays and Fridays, 9am-5pm.

Links with industry/professional bodies

Graduates are eligible for registration with the

Health and Care Professions Council as Registered Art Therapists (Art) and are eligible for full membership of BAAT (British Association of Art Therapists).

Modules

Level 1 (1st-2nd year: 1st/2nd years & 1st

Art Psychotherapy Practice Placement 1/

Art Psychotherapy Therapeutic Skills & Inter-

Personal Learning Groups 1/ Interdisciplinary

Studies/Pre-registration Research Methods

Level 2 (2nd-3rd year: 1st/2nd years & 3rd

Art Psychotherapy Practice Placement 2/

social work, and a portfolio of

full-time: September 2017;

Duration:

Full-time: 2 years

Entry requirements:

Students should normally:

– have an honours degree or equivalent
– a high standard of practical

– a high standard of practical

materials and methods, including

elements with an emphasis on experiential

learning and teaching methods, including

lectures, seminars and tutorials.

Assessments are both practical and written.

The following areas are covered:

therapeutic musical skills, with an

emphasised on improvisation, interaction

and application in a therapeutic context.

relevant experience with caregivers,

which can facilitate and encourage

Art psychotherapists enable clients to

presentations. Each year group contains

25-30 students.

This course is designed for people who

usually have at least one year’s experience

of, or currently working in a caring career

such as psychiatry, special education, social

services and the voluntary sector.

Teaching, learning and assessment

You will attend classes, work in groups and

carry out independent learning throughout the

training programme. The Art Studio will be open for

art practice on Mondays and Fridays, 9am-5pm.
“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. Biting 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 into academic life. 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.”

“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 dementias. 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.”

“The MSc was a great opportunity to consolidate knowledge and reflect on my practice.”

Jenny Reid
This course will attract people holding a relevant undergraduate honours degree who wish to change career and become professional therapists. It is an intensive professional programme of study which will develop theoretical, analytical, practical, evaluative and reasoning skills as well as professional practice.

Ocational therapists assess individuals’ disruption and disengagement from their occupations, and facilitate alternative ways for them to reengage and participate in their occupations if their 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 occupation, their health, wellbeing and belonging. The programme is underpinned by person-centred, evidence-informed and occupation-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-based study. It centre on adult learning perspectives of learner responsibility, active participation in learning, collaborative 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, interprofessional and team working skills. Learning is thus facilitated by a process of acquiring enquiry skills, interpreting information, group discussion, and applying and disseminating knowledge and arriving at a position or judgement.

Teaching methods incorporate self-directed study, practice scenarios, group work, workshops, elearning modules, digital technology, reflection, lectures and placements. Assessment methods include peer and self-assessment, written assignments, viva voce, conference presentations, projects and placements. Practice placements form a core element of the course and your personal performance is also 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 9.15am to 6.15pm. You should be aware that sometimes you 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.

Key details
Delivery: At QMU and on placement
Duration: Full-time: 2 years
Entry requirements: This course is not suitable for applicants already holding a qualification in occupational therapy. For full entry requirements, please see our website at: www.qmu.ac.uk/courses/occupational-therapy
International: International applicants with an ordinary degree level will be considered if their degree is comparable to a UK honours degree. You will be required to take an IELTS test and achieve an aggregated grade of 6.5 or above, with at least 6.0 in each band. In order to be eligible to register with the HCPC, you will be required to be able to communicate in English to the standard equivalent to level 7, with no element below 6.5
Criminal Records Check: A satisfactory criminal records check will be required.
Other requirements: All students are required to purchase professional indemnity insurance. In order to gain on practice placements, a health clearance check and joining the Protection of Vulnerable Groups Scheme will be required. There will be additional costs incurred for the applicant for these processes. Internationally recruited students or home and EU students who want to work internationally will have to undertake additional CPD studies to meet the competences required in order to register for the National Board exams. There will be additional costs incurred for the applicant for these processes.
Start date: September
Application deadline: May
Applying: Apply at: www.qmu.ac.uk
More info: Admissions@qmu.ac.uk or Catriona Dillingham (dillinghamc@qmu.ac.uk) +44 (0)131 674 0000
Fees: See pages 28-31

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 to ensure that 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, learner-participative. These approaches will engage you in lectures, problem-based learning, workshops, small group discussions, seminars, observation and skills training. The course is designed to enable students to learn from and with others through supportive peer-assessment and 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 infanthood 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 years part-time. Students attend the learning centre at With Kids in the east end of Glasgow one academic week over the first two years. Students will also undertake play therapy practice placement, observations and attend 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 (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 United Kingdom worked in the voluntary sector, there is a steady number of them working in schools and nurseries. For further information please visit: 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 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 MSc Play Therapy is a new collaboration between With Kids (a Scottish charity) and the MSc Art Psychology (International) at Queen Margaret University.

The key purpose of the profession of play therapy is defined by British Association of Play Therapists (BAPT).

"Play therapists are the dynamic process between child and play therapist in which the child explores and 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 and 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 to ensure that 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, learner-participative. These approaches will engage you in lectures, problem-based learning, workshops, small group discussion, seminars, observation and skills training. The course is designed to enable students to learn from and with others through supportive peer-assessment and 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 infanthood 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 years part-time. Students attend the learning centre at With Kids in the east end of Glasgow one academic week over the first two years. Students will also undertake play therapy practice placement, observations and attend 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 (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 United Kingdom worked in the voluntary sector, there is a steady number of them working in schools and nurseries. For further information please visit: www.bapt.info
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 study. 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.

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.

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.

<table>
<thead>
<tr>
<th>Possible career progression</th>
<th>Estimated guideline salary (per annum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS entry level (band 5) physiotherapist</td>
<td>£21,000 to £28,000</td>
</tr>
<tr>
<td>Specialist practitioner</td>
<td>£30,000 to £40,000</td>
</tr>
<tr>
<td>Consultant therapist</td>
<td>£39,000 to £47,000</td>
</tr>
<tr>
<td>Therapy Services Manager</td>
<td>£46,000 to £68,000</td>
</tr>
</tbody>
</table>
The full-time study route makes use of a blended mode of learning which includes face-to-face contact supported by online resources. This is designed with international students in mind and offers attractive practical modules as well as opportunities to learn in clinical settings (see modules).

The standard duration of the full-time route is 18 months. This is valuable if your priority is to use all opportunities to develop your professional standing and employability. If you wish to prioritise quick completion of your MSc Advancing Physiotherapy Practice, and meet requirements, you can accelerate it to 12 months duration.

Part-time with attendance: 3-7 years

You can study the MSc Advancing Physiotherapy Practice part-time, with a minimum duration of three years, and maximum duration of seven years. If you study this route you can select modules which involve some attendance and some online study. For example, some modules are delivered with blocks of attendance and online study within these blocks. If you study part-time you can also choose to complete distance learning modules as part of your programme.

Distance learning (part-time or full-time): 1-7 years

You can choose modules that enable you to complete your MSc Advancing Physiotherapy Practice entirely as distance learning. You can study distance learning at a full-time pace (12-18 months duration) or at a part-time pace (3-7 years). Teaching, learning and assessment

We use a range of student-centred learning methods, including tutorials, seminars and practical classes, with facilitation of work-based learning and recognition of prior learning. Further specific strategies are used to enable distance learning. Your performance will be assessed by coursework (assignments, presentations and practical examinations), and you are provided with structured support in learning how to develop and demonstrate your academic skills at a master’s level. Class sizes are usually 5-10 students.

Teaching hours and attendance

Each module that is studied on-campus will require you to attend classes and carry out independent work. Your attendance requirements at QMU will vary between semesters of study, but contact time might average about six hours per week over one academic year; this would be higher during taught modules. Whether you are studying distance learning or through a mixture of face-to-face contact and online work (blended learning), each 30-credit module will entail around 360 hours of student work. This includes contact with tutors (online or face-to-face), supported by independent learning. When thinking about your study route, for the full-time pace of study, you will undertake 120 credits of study over two 15-week semesters, followed by your dissertation. This suggests up to 40 hours per week of study. A student who chooses to study part-time may be undertaking, for example, 60 credits of study, which would equate to about 20 hours per week of study.

The distance learning route can be studied part-time or full-time.

Links with industry/professional bodies

In order to design a flexible, clinical and supportive course, we talked with current and former students, employers and physiotherapists around the globe as junior and senior assistants.

Study routes

Full-time with attendance: 12-18 months

Flexible: with a determination to enable

Clinical: with a focus on highly topical

and internationally.

within physiotherapy workplaces in the UK

lead and implement innovative change

the course are intended to enable you to

• Flexible: with a determination to enable

• Clinical: with a focus on highly topical

and professionals need to be dynamic

contexts where the pace of change is high

Advancing Physiotherapy Practice aims

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

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

MSc Advancing Physiotherapy Practice Programme

including guidance on professional

guidance to increase your employability,

Alongside modules you will be involved in

you progress towards completion.

section on study routes for further details.

time pace is 18 months, which can be

are available (full-time and part-time)

and two modes of study (distance learning,

and blended learning which requires

Attendance.

the standard full-

pace is 18 months, which can be

accelerated to 12 months where relevant

requirements are met. Please see the

on study routes for details.

Supportive: with a focus on helping

to adjust to master’s level study at the start of the course, to stay engaged with your profession throughout the course, and to increase your employability as you progress towards completion.

Alongside modules you will be involved in a ‘Learning in Common Curriculum’, which includes study skills training, social events, CPD opportunities such as Master Classes, and opportunities and guidance to increase your employability, including guidance on professional registration.

The knowledge and skills developed over the course are intended to enable you to lead and implement innovative change within physiotherapy workplaces in the UK and internationally.

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 MSc Advancing Physiotherapy Practice programme gives you the opportunity to choose a path that best suits you.

You can choose from several possible core modules (50-60 credits from the list below):

• Advancing Clinical Skills (30 credits): a hands-on practical module that requires face to face contact (studied full-time with attendance)

• Developing Professional Practice: Work-Based Learning (15, 30, 45 credits): a module that focuses on learning from the workplace setting. A clinical mentor is organised by the student or by the programme team to support the student’s preferred area of clinical practice (studied part-time or full-time with attendance or via distance learning)

• Advancing Practice 1: Evaluating the Evidence1 and Advancing Practice 2: Implementation1 (Two 15-credit modules linked with CPD experiences; studied full-time or part-time via distance learning)

• Current Developments in Practice (30 credits; studied full-time or part-time via distance learning)

You will be able to select 30 credits of optional modules from the Taught Postgraduate Framework for Health, and 30 credits from the wider QMU postgraduate research framework. This gives you the opportunity to tailor your programme to your interests, including the workplace setting. A clinical mentor will work with you to ensure that you meet the requirements of the placement.

There is a wide variety of optional modules available, for example, focusing on paediatrics, diabetes, and person-centred care, which can be studied full-time, part-time or via distance learning. Modules

Meaningful Clinical Change: Measurement in Practice (30 credits; studied full-time or part-time with attendance or via distance learning)

Behaviour Change for Health Professionals; self and others (15 credits; studied full-time or part-time with attendance or via distance learning)

Health Promotion and Health Education for Adults and Nursing (15 credits; studied full-time or part-time via distance learning)

Interventions in Health Promotion (15 credits; studied full-time or part-time with attendance or via distance learning)

Mentoring in Professional Practice Development (15 credits; studied full-time or part-time via distance learning)

You will also study Research Methods (30 credits), which is linked with the Master’s Project (60 credits), both studied full-time or part-time with attendance or via distance learning.

You will receive guidance from a Personal Academic Tutor to help you select appropriate modules for your area of clinical specialism and preferred study route.

Careers

This course will enable you to focus your continuing professional development in relation to clinical physiotherapy practice and physiotherapy research. It is intended to enhance your clinical, research and education career opportunities both in the UK and internationally. Gaining the qualification will increase your employment potential across the world and help you gain academic recognition in Canada, USA, Australia and other countries. Local, EU and international graduates of this course have gone on to gain employment as junior and senior physiotherapists in the UK and other European countries, and North America; others have undertaken PhD studies or worked as research assistants.

Quick Facts

The MSc Advancing Physiotherapy Practice programme has been designed in keeping with current regulations for employment as junior and senior physiotherapists in the UK and other European countries, and North America.

Duration:

Full-time or part-time (see opposite)

Entry requirements: BSc Physiotherapy or equivalent. Diplomas holders are considered. Contact the admissions tutor for advice. Ideally candidates should have at least one year of full-time postgraduate clinical experience (although this is not mandatory) and ideally an academic score of 60%, or over, 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.

Key details

Delivery: At QMU or by distance learning

Duration: Full-time or part-time (see opposite)

Entry requirements: BSc Physiotherapy or equivalent. Diplomas holders are considered (consider the admissions tutor for advice). Ideally candidates should have at least one year of full-time postgraduate clinical experience (although this is not mandatory) and ideally an academic score of 60%, or over, 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.
Thavapriya Shanmuga Sundaram

"I am from India and after leaving school, I did a BT (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 completed it. The master's course showed me new things and made me look into different aspects of my profession.

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 after six months, I left to commence a PhD back at QMU. My PhD is on evaluating the effects and experiences of goal setting for exercise after a stroke.

"The University exceeded all my expectations and I would definitely recommend the course. Choosing QMU to do my PhD after completing my MSc there strengthens 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 shown by the lecturers and support available to international students. The University is very diverse, multicultural and open; committed to research at the highest standards. 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 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 evaualaitive judgement, and who can contribute to the health and wellbeing 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 well 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.

“The strong emphasis on self-directed learning, combined with the clinical relevancy of the course content, has left me feeling well prepared to undertake my first clinical post with confidence.”

Key details
Delivery: At QMU and on placement
Duration: Full-time: 2 years
Entry requirements: Second class degree in any subject and can demonstrate knowledge of scientific enquiry. This course is not suitable for those already holding a physiotherapy qualification. Applicants from North America will normally be expected to have achieved a minimum GPA of 3.0 in their undergraduate degree. Some type of experience is essential such as shadowing, volunteering or visiting a clinic (NHS environment desirable)
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 criminal records check is required.
Start date: September
Application deadline: 31 January
Apply: www.qmu.ac.uk
More info: Admissions (admissions@qmu.ac.uk), Kath Nicol (knicol@qmu.ac.uk), +44 (0)131 474 0000
Fees: See pages 28-31

This course is due for revalidation in December 2016. Please check our website for updated details.

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 strong emphasis on self-directed learning, combined with the clinical relevancy of the course content, has left me feeling well prepared to undertake my first clinical post with confidence.”

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 1,000 hours of placement in sites around Scotland.
Qualified at undergraduate level, a podiatrist will diagnose and treat a vast range of problems relating to the health and wellbeing 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 Podiatry 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 its 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 6 (a,b,c,d)</td>
<td>£36,851 – £46,810</td>
</tr>
<tr>
<td>Band 9 (consultant level)</td>
<td>£77,079 – £97,478</td>
</tr>
</tbody>
</table>

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.
The course has provided a vital building block for me to develop my career in surgery. The theoretical underpinning provided me with the knowledge and confidence to pursue my chosen career path and become a valuable professional. This course has also allowed me to participate in classes and develop my own programme of study at master's level when studying from their own home or work base.

This innovative course will allow you to choose from a range of modules to develop your specialist qualification, or to customise the course content in response to modern day podiatry practice, keeping you up to date with the latest developments and improving your career prospects. 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 course 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 take 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 (HPC) and is accredited by the Royal College of Physicians and Surgeons of Edinburgh, and the Society of Chiropodists and Podiatrists (SOCAP). On completion of the MSc you will be eligible to apply for a surgical training post. Surgical training posts are not part of the academic programme of study and are not arranged by either university.

Careers
This flexible MSc course provides an opportunity for podiatrists to develop their own programme of study at master’s level when studying from their own home or work base. This innovative course will allow you to choose from a range of modules to develop your specialist qualification, or to customise the course content in response to modern day podiatry practice, keeping you up to date with the latest developments and improving your career prospects. 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 course 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 take 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 (HPC) and is accredited by the Royal College of Physicians and Surgeons of Edinburgh, and the Society of Chiropodists and Podiatrists (SOCAP). On completion of the MSc you will be eligible to apply for a surgical training post. Surgical training posts are not part of the academic programme of study and are not arranged by either university.

Careers
This flexible MSc course provides an opportunity for podiatrists to develop their own programme of study at master’s level when studying from their own home or work base. This innovative course will allow you to choose from a range of modules to develop your specialist qualification, or to customise the course content in response to modern day podiatry practice, keeping you up to date with the latest developments and improving your career prospects. 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 course 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 take 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 (HPC) and is accredited by the Royal College of Physicians and Surgeons of Edinburgh, and the Society of Chiropodists and Podiatrists (SOCAP). On completion of the MSc you will be eligible to apply for a surgical training post. Surgical training posts are not part of the academic programme of study and are not arranged by either university.

Careers
This flexible MSc course provides an opportunity for podiatrists to develop their own programme of study at master’s level when studying from their own home or work base. This innovative course will allow you to choose from a range of modules to develop your specialist qualification, or to customise the course content in response to modern day podiatry practice, keeping you up to date with the latest developments and improving your career prospects. 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 course 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 take 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 (HPC) and is accredited by the Royal College of Physicians and Surgeons of Edinburgh, and the Society of Chiropodists and Podiatrists (SOCAP). On completion of the MSc you will be eligible to apply for a surgical training post. Surgical training posts are not part of the academic programme of study and are not arranged by either university.

Careers
This flexible MSc course provides an opportunity for podiatrists to develop their own programme of study at master’s level when studying from their own home or work base. This innovative course will allow you to choose from a range of modules to develop your specialist qualification, or to customise the course content in response to modern day podiatry practice, keeping you up to date with the latest developments and improving your career prospects. 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 course 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 take 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 (HPC) and is accredited by the Royal College of Physicians and Surgeons of Edinburgh, and the Society of Chiropodists and Podiatrists (SOCAP). On completion of the MSc you will be eligible to apply for a surgical training post. Surgical training posts are not part of the academic programme of study and are not arranged by either university.

Careers
This flexible MSc course provides an opportunity for podiatrists to develop their own programme of study at master’s level when studying from their own home or work base. This innovative course will allow you to choose from a range of modules to develop your specialist qualification, or to customise the course content in response to modern day podiatry practice, keeping you up to date with the latest developments and improving your career prospects. 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 course 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 take 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 (HPC) and is accredited by the Royal College of Physicians and Surgeons of Edinburgh, and the Society of Chiropodists and Podiatrists (SOCAP). On completion of the MSc you will be eligible to apply for a surgical training post. Surgical training posts are not part of the academic programme of study and are not arranged by either university.

Careers
This flexible MSc course provides an opportunity for podiatrists to develop their own programme of study at master’s level when studying from their own home or work base. This innovative course will allow you to choose from a range of modules to develop your specialist qualification, or to customise the course content in response to modern day podiatry practice, keeping you up to date with the latest developments and improving your career prospects. 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 course 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 take 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 (HPC) and is accredited by the Royal College of Physicians and Surgeons of Edinburgh, and the Society of Chiropodists and Podiatrists (SOCAP). On completion of the MSc you will be eligible to apply for a surgical training post. Surgical training posts are not part of the academic programme of study and are not arranged by either university.
Radiography

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 radiography 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 Radiography 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; Image Interpretation. These specialist routes will be of interest to radiographers. Other health care professionals (nurses, podiatrists, physiotherapists) may be interested in the stand-alone modules for CPD purposes or to attain a PgCert or a PgDip. See pages 133 for more information.

Professional placements

Diagnostic radiography students at QMU have access to facilities within the clinical departments of Lothian, Borders, Tayside, Forth Valley, Ayrshire and Arran, and Fife Health Boards whilst therapeutic radiography students have access to cancer centres in Edinburgh, Aberdeen, Dundee, Inverness and Glasgow, thus reinforcing the collaborative ventures between QMU and health care providers.

Students enrolled onto pre-registration courses leading to qualification in diagnostic radiography or therapeutic radiography will be eligible to apply for registration with the Health and Care Professions Council (HCPC) on successful completion. This is required for employment within the National Health Service (NHS).

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 bucky 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, oestrogens, specimens and anthropomorphic phantoms are used for clinical simulation and particularly relevant, is a life-size, articulated model containing various pathological conditions such as fractures, foreign bodies and soft tissue injuries.

Subject-specific facilities for therapeutic radiography include the following:
- a radiation therapy 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 practising 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 School 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>Qualification</th>
<th>Possible NHS career progression</th>
<th>Guideline salary as of 1st November 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Diagnostic Radiography (Pre-Registration)</td>
<td>Radiographer Band 5 (point 16 – 23)</td>
<td>£21,478 pa – £27,901 pa</td>
</tr>
<tr>
<td>PGDip Radiotherapy and Oncology (Pre-Registration)</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 – 29)</td>
<td>£25,783 pa – £34,530 pa</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 health service, including surgery, obstetrics, 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 radiouclide imaging (RNL).

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, tutorials, group exercises, self-reflection 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 16 weeks of placement and 21 weeks in Year Two. Four of these weeks are on elective placement which you can take anywhere in the world. A variety of assessment methods will be used, including online examinations, Objective Structured Clinical Examinations (OSCEs), self-appraisal, course work, ePortfolio, viva voce examinations and clinical assessment.

The MSc Diagnostic Radiography programme has a small cohort of 12 students to ensure that the clinical experience can be tailored to individual needs. Some academic modules have larger class sizes as students engage with other allied health professionals.

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 Professionals 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).

Clinical placements provide the integration of theory to practice by working with patients and qualified staff.

The QMU experience
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 my professional development endeavours, although I have no immediate plans for further formal studies.

The QMU experience
I chose QMU as it had an accredited course open to students without a necessarily a background in health sciences, the duration of the course fit my timescale and it was close to home. The course was challenging and varied with focus on many areas such as physics, anatomy, patient-care, academic research, and self-reflection as well as practical placements in hospitals. I enjoyed the evidence-based research dissertation experience in which I studied an area of patient communication in the radiology setting. The QMU lecturers were knowledgeable, enthusiastic and keen to support students through all aspects of the course.

Careers
Following graduation and registration with the HCPC you can work as a registered diagnostic radiographer within the NHS. Diagnostic radiography is a fast-moving and continuously changing profession, and long-term career prospects may include specialisation, management, research and teaching.

Quick Facts
- A fast-track course to convert your existing degree into a caring profession.
- Clinical placements provide the integration of theory to practice by working with patients and qualified staff.
- This course is accredited by the Society and College of Radiographers.

Louis Blinestone
"I reached a stage in my life where I sought a career change. I had the opportunity to take up full-time study in order to pursue this goal because I was fortunate to have the finances and the time. My children were small, and I wanted to find a balance between rearing my children at home and developing new skills to enable me to re-enter the labour market within the following two to three years with up-to-date, employable skills.

"I had worked for ten years as a Financial Adviser, prior to that I had qualified as a Secondary School French Teacher. More recently and since having children, I qualified as an Early Years Montessori Teacher. I enjoy learning and was excited at the thought of a complete change into a healthcare role. Radiography appealed to me as an interesting mix of sciences, diagnostics and working with people face to face to deliver a high quality healthcare service."

The GMU experience enabled me to change career, to develop new skills and adapt existing ones to a new profession."
**MSc Mammography**

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

**More info:**
- PgDip/MSc – September
- PgCert – May & November
- Start date: below 6.5.
- Application deadline: None
- Fees: See pages 28-31

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, develop 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 clinical practice. 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 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.

---

**Medical Imaging:**

**MSc Medical Imaging (Ultrasound)/ (MRI)/ (CT)/ (Clinical Reporting)/ PgDip Medical Imaging (Ultrasound)/ (MRI)/ (CT)/ (Clinical Reporting)/ PgCert Medical Imaging (Ultrasound)/ (MRI)/ (CT)/ (Clinical Reporting)**

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

**More info:**
- Admissions (admissions@ qmu.ac.uk), +44 (0)131 474 0000
- Application deadline: None
- Fees: See pages 28-31

This course is accredited by the Consortium of Allied Health Professional groups, are now required to be able to formulate imaging standards and strategies as well as assume a greater degree of autonomy within different imaging modalities. To practise effectively, the radiographer needs to be able to analyse and evaluate the requirements of healthcare delivery and to be aware of the roles and skills of other healthcare professionals. To optimise patient care the diagnostic radiographer must adopt a critical approach to decision-making in the context of current practice.

This part-time MSc provides CPD opportunities for diagnostic radiographers and other AHPs, but does not lead to UK registration with the HCPC or the right to practice within the UK. Therefore, this course aims to foster an intellectual approach to personal and professional development, encouraging diagnostic radiographers to challenge and progress diagnostic practice in response to the ever-changing environment. The course aims to provide flexibility in learning with the opportunity for learners to select modules in order to support individual practice development.

**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 the structured framework.

**Teaching hours and attendance**

The course is modular and offers a variety of attendance pathways for study: work-based learning; distance e-learning and block attendance. A range of modules related to the development and progression of the Radiography profession can be used to form the course content.

---

**Quick Facts**

- **Careers**: This qualification may enhance your career prospects within the Allied Health Professions.

---

**Addendum: Clinical imaging**

- **Spine**
- **Principles of Magnetic Resonance Imaging**
- **Ultrasound**
- **CT**

---

**Medical Imaging**

- **CT**
  - 15 credits: Principles of Image Evaluation+
  - 30 credits: Advanced Practice in Computed Tomography of the Head+
  - Clinical Reporting+
  - Advanced Practice in Computed Tomography of the Head+
  - Advanced Practice in Computed Tomography of the Head+

---

**Radiology**

- **Clinical Imaging**
  - 15 credits: Principles of Image Evaluation+
  - Pathophysiology for Musculoskeletal Imaging+

---

**Biostatistics**

- **Medical Imaging**
  - 10 credits: Basic Biostatistics+
  - 20 credits: Intermediate Biostatistics+

---

**Additional resources**

- **Admissions (admissions@ qmu.ac.uk), +44 (0)131 474 0000
- Application deadline: None
- Fees: See pages 28-31

---

**Appendix**

- **Key details**
  - Delivery: At Scottish Mammography Education Centre, Glasgow and by distance learning (PgDip and MSc only).
  - Duration: Part-time: 3-7 years
  - Entry requirements: A degree or diploma in Diagnostic Radiography or Therapeutic Radiography with HPC Registration, or equivalent; Current employment in a clinical environment offering mammography experience.

---

**International**

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

**Start date**

- PgCert – May & November
- PgDip/PgCert – September

**Fees**

- Fees: See pages 28-31

---

**Quick Facts**

- **Careers**: A sample of relevant elective modules are:
  - 15 credits: Epidemiology (distance) Developing Professional Practice+
  - 15 credits: Developing Professional Practice+
  - 45 credits: Developing Professional Practice+

---

**Practice Development**

- **Career prospects**: This qualification may enhance your career prospects within the Allied Health Professions.

---

**Addendum: Clinical Imaging**

- **Spine**
- **Principles of Magnetic Resonance Imaging**
- **Ultrasound**
- **CT**

---

**Biostatistics**

- **Medical Imaging**
  - 10 credits: Basic Biostatistics+
  - 20 credits: Intermediate Biostatistics+

---

**Additional resources**

- **Admissions (admissions@ qmu.ac.uk), +44 (0)131 474 0000
- Application deadline: None
- Fees: See pages 28-31

---

**Appendix**

- **Key details**
  - Delivery: At Scottish Mammography Education Centre, Glasgow and by distance learning (PgDip and MSc only).
  - Duration: Part-time: 3-7 years
  - Entry requirements: A degree or diploma in Diagnostic Radiography or Therapeutic Radiography with HPC Registration, or equivalent; Current employment in a clinical environment offering mammography experience.

---

**International**

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

**Start date**

- PgCert – May & November
- PgDip/PgCert – September

**Fees**

- Fees: See pages 28-31

---

**Quick Facts**

- **Careers**: A sample of relevant elective modules are:
  - 15 credits: Epidemiology (distance) Developing Professional Practice+
  - 15 credits: Developing Professional Practice+
  - 45 credits: Developing Professional Practice+

---

**Practice Development**

- **Career prospects**: This qualification may enhance your career prospects within the Allied Health Professions.

---

**Addendum: Clinical Imaging**

- **Spine**
- **Principles of Magnetic Resonance Imaging**
- **Ultrasound**
- **CT**

---

**Biostatistics**

- **Medical Imaging**
  - 10 credits: Basic Biostatistics+
  - 20 credits: Intermediate Biostatistics+

---

**Additional resources**

- **Admissions (admissions@ qmu.ac.uk), +44 (0)131 474 0000
- Application deadline: None
- Fees: See pages 28-31

---

**Appendix**

- **Key details**
  - Delivery: At Scottish Mammography Education Centre, Glasgow and by distance learning (PgDip and MSc only).
  - Duration: Part-time: 3-7 years
  - Entry requirements: A degree or diploma in Diagnostic Radiography or Therapeutic Radiography with HPC Registration, or equivalent; Current employment in a clinical environment offering mammography experience.

---

**International**

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

**Start date**

- PgCert – May & November
- PgDip/PgCert – September

**Fees**

- Fees: See pages 28-31
Radiotherapy and Oncology Pre-registration

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 I was working in closed down, I took the time 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 qualities I want 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 much direct interaction 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 I found extremely useful."

"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 offered. 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 while 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 ELTS 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)31 474 0000

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 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.

Link with industry/professional bodies

You can become a member of the College of Radiographers as a student and upon successful graduation from the Health and Care Professions Council (HCPC) on graduation. The course leads to eligibility to register as a registered therapeutic radiographer with the HCPC.

PgDip/MSc Radiotherapy and Oncology (Pre-Registration)

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

Fees

15 credits: Preparing for Practice as an Allied Health Professional/ Radiotherapy 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 NHSS in the UK. Currently, graduates from QMU have a 100% employment record.

Many graduates have worked alongside both hospital and Allied Health Professionals. The HCPC is recognised in many overseas countries, you may have to apply to register within the country in which you wish to work.

Quick Facts

• A starting salary of £21,176 with excellent opportunity for career development.

• A professional career in which you are eligible to register within just two years.

• A caring profession that calls for technological expertise in the rapidly developing area of cancer treatment.

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 support and encouragement this allowed really made the experience enjoyable and was totally different from my previous experiences."
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

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.
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.

QMU has an international reputation for outstanding research in the area of speech sciences, and over the last few years the specialist area of audiology has been added to the portfolio. The new Centre draws together the research and clinical practice expertise of both audiology and speech and language therapy, and ensures that these benefit the wider community. Socially relevant research topics include hearing and communication problems in older people, and the relationship between language impairment and social inclusion in young offenders.

Researchers are currently exploring the application of high speed ultrasound to the management of communication disorders. The Clinical Audiology, Speech and Language Research Centre builds on years of pioneering work achieved in the area of speech sciences. At QMU, much of the work has focused on developing technologies, in collaboration with engineers and computer scientists, which provide visual images of the tongue and its movement inside the mouth during speech.

Our success in this area was demonstrated in the 2014 REF exercise (a UK-wide evaluation of research quality and impact); CASL’s research was rated 2nd in the UK and 1st in Scotland for the proportion of work classed as world-leading or internationally excellent (92%).

Our approach to learning and teaching

Our learning and teaching approaches are developed using the following underpinning core values in relation to student-centred education:

■ Learning is embedded in the principles of equality; valuing and capitalising on the individual diversity of students and the richness of their knowledge and experience.

■ Learning is a continuous life-long process for both students and educators.

A focus on the processes of learning is fundamental to our learning and teaching approaches. It is expected that students entering any of the offered courses will already have well-developed learning skills and a high level of motivation, so that they will be able to build on previously established skills, experiences and knowledge. Staff will aim to facilitate an independent, autonomous approach to learning, while providing a supportive but challenging learning environment, together with constructive evaluation and feedback about student performance. 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 the humanistic and adult learning theories that promote valuing and respect of others, relevance of learning and recognition of emotional aspects of learning.

Students will be able to engage in a range of learning and teaching methods, in a way that suits each student’s individual learning style. Assessment is an integral part of the learning process and is designed to encourage an analytical approach to practice, which draws on a deep understanding of theoretical principles and critical evaluation of available evidence. The emphasis is on active learning approaches which encourage deep learning.

In summary, the courses are designed to allow progressive development and integration of practical skills, intellectual development and theoretical knowledge.

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.
Emilia Saunders

"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, but I was unsure what speciality. I decided to do some work experience in various areas of a hospital to get a better insight, and developed 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 there were no 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 PAND (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. It 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.”

Dermot Fitzsimons

PgDip/MSc Speech and Language Therapy

“When I left school, I went to the University of Strathclyde to study Psychology. In my first year, I studied Russian, along with a few other subjects, and I had a real affinity for it so I decided to continue it to a joint Honours degree in Russian and Psychology. After completing that, I stayed on to do an MRes, in a paid postgraduate/teaching role, where I taught Russian language to undergraduate students. After completing the MRes, I began working at the BBC writing subtitles for the deaf and hard-of-hearing. I did this for eight years until I was accepted to start the PgDip/MSc course.

“Having had a deep personal and academic interest in language and linguistics previously, my move to the BBC provided access to people with disabilities and it made me want to pursue both elements more deeply than that job would allow. I have experience of social care and volunteering with the Children’s Panel, and also at the Speech and Language Therapy department of Erskine Care Home near Glasgow. All of these experiences led me to want to try something brand new and challenging but also to use the skills I’d developed in a productive way. This led me to investigate speech and language therapy courses around the country, and QMU’s two-year course was ideal, as I didn’t want to go back to undergraduate level to study.

“The course has been intensive, varied, rigorous and very enjoyable. It’s hard work, but that’s to be expected. The staff are always happy to support you in any aspect of the course you’re not sure about or need further work on. They are very flexible in terms of the method they provide - they’ve offered revision classes and are quick to respond when there’s an issue you need to discuss. I’d say so far the best things have been the placements, both clinical and non-clinical. Being able to start applying and amassing more knowledge and experience out in the community almost immediately is daunting at first but the therapists I’ve met so far have been completely supportive and sympathetic to someone coming in to a new field. You learn so much on placement – it’s really a valuable and necessary aspect of the course.”
This course is suitable 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. The course will develop knowledge of the evidence base in practice and further develop critical thinking, clinical reasoning and research-based knowledge.

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. The course 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 in Hearing and Communication is a one-year (full-time) or two years (part-time) course. It is offered to audiologists who wish to develop their knowledge and 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-based knowledge.

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. The course will ensure that the audiologist acquires the advanced knowledge required to work with complex audiological cases as well as managing service input.

PgDip/MSc Rehabilitative Audiology

The PgDip/MSc in Rehabilitative Audiology is open only to qualified audiologists, but includes modules that are of interest to a range of professionals. The course provides training that will be useful to doctors, nurses, occupational therapists, speech and language therapists, educational psychologists and teachers. The course draws from clinical experience and is delivered by experts in the field. It is designed to provide a comprehensive understanding of the theory of speech and language therapy and to develop practical skills in the use of speech and language therapy in clinical practice.

The course aims to create an intellectually stimulating opportunity for you to develop academic knowledge and research skills. The course will develop knowledge of the evidence base in practice and further develop critical thinking, clinical reasoning and research-based knowledge.

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. The course will ensure that the audiologist acquires the advanced knowledge required to work with complex audiological cases as well as managing service input.

PgDip/ MSc Speech and Language Therapy (Pre-Registration)

The course provides graduates, including those who complete the PgDip, with an introduction to 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

Linguistics 2: Clinical Linguistics/ Disorders to Linguistics/ Neurology for SLT and Audiology/ Adult Acquired Language and Cognitive Communication Disorders

Linguistics 3: Linguistic Processing and Variation/ Within-Semester Clinical Placement 2/ Motor Speech Disorders

Clinical Intervention/ Clinical Contexts/ Within-Semester Clinical Placement 3/ Clinical Practice

Research Methods

Within-Semester Placement 1/ Within-Semester Clinical Placement 1/ Within-Semester Clinical Placement 2/ Clinical Practice

Within-Semester Clinical Placement 3/ Clinical Practice

Quick Facts

All modules are delivered completely online.

It offers flexible learning pathways and choices of modules.

This course provides interaction with students from various backgrounds and contexts, which offers critical thinking opportunities.

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 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.

Links with industry/professional bodies

Most graduates work within the NHS in community clinics, schools and hospitals. Some graduates have gained research posts and some have gone on to achieve higher degrees. Speech and language therapists may wish to seek employment outside the UK. For further information about how and where this qualification can be used outside of the UK please contact the Royal College of Speech and Language Therapists.
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 6 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.

From central Edinburgh by car
From the city centre, going east, follow signs for A1 to Berwick, along Waterfront Place (continuation of Princess 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 Mall Avenue then Olivebank Road until the junction of Olivebank Road and Eskview Terrace. Turn left into Eskview 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.

From Musselburgh
Starting from the High Street walk south towards the River Esk, continue along this road (it becomes Mall Avenue then Olivebank Road) until the junction of Olivebank Road and Eskview Terrace. Turn left into Eskview Terrace, keep walking until you come to Stoneybank Terrace. Turn right at Stoneybank Terrace, continue on until the road becomes Whithall Farm Road. Walk down Whitiehall Farm Road passing the Musselburgh train station (on your right) then onto the pedestrian entrance to QMU.

From Fort Kinnaird
From Fort Kinnaird walk along Newcraighall Road and continue on underneathe 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)31 474 0000 for further addresses/directions or see our website at www.qmu.ac.uk

From Edinburgh Airport
If you are arriving at Edinburgh Airport, you can take advantage of a dedicated Airlink bus 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.

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 Directions on how to get to QMU by car follow.

From Fife by car
Take the M90 south towards Edinburgh (signposted Forth Road Bridge). Continue forward on to 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 sign posted QMU.

From West Lothian by car
Take the M9, at the Newbridge Junction branch left (signposted City Bypass), then at Gogar Roundabout take the 2nd exit onto the City of Edinburgh Bypass – A720. Through Old Craighall Junction, at the roundabout take 1st exit, then merge onto the A1. The exit sign posted QMU.

Want more information?
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: studentservices@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/QMUUniversity. 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=gePuur27LkA

Edinburgh and East Lothian
W: https://www.youtube.com/watch?v=6UZ9FCuwJBY

Pre-Sessional English Programme
W: https://www.youtube.com/watch?v=D60YQTxngXk

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

Photography
Dougie Barnett
Hamish Scott-Brown
Copper Mango
Marketing Edinburgh

Project management
Marketing & Communications Office, Queen Margaret University, Edinburgh

Acknowledgments
Queen Margaret University, Edinburgh would like to thank all the students, graduates, staff, organisations and companies who assisted with the production of this publication.

Map on page 145
Based upon the Ordnance Survey mapping with the permission of The Controller of Her Majesty’s Stationery Office. © Crown Copyright 43414U
Alphabetical index

A
Arts, Festival and Cultural Management   67
Art Psychotherapy (International)  112
Applied Social Development  94
Audiology (Pre-Registration)  141
Rehabilitative Audiology (Post-Registration)  142
C
Clinical Research  42
Collaborative Working: Education and Therapy  81
Cognitive Behavioural Therapy  108
Culture and Creative Enterprise  69
D
Diabetes  84
Dietetics  88
Dispute Resolution  56
Doctor of Philosophy (PhD)  45
E
Events  46
F
Family and Smaller Enterprises  46
G
Gastronomy  62
Global Health  94
H
Health in Fragile and Conflict- Affected States  94
Hospitality  46
I
International Management and Leadership  46
International Management and Leadership with Events  46
International Management and Leadership with Hospitality  46
International Management and Leadership with Tourism  46
International Management and Leadership with Family and Smaller Enterprises  46
M
Mammography  132
Master of Public Administration (MPA)  57
MBA  46
Music Therapy  113
O
Occupational Therapy (Post-Registration)  115
Occupational Therapy (Pre-Registration)  116
P
Palliative Care  105
Palliative Care (PcP)  102
Person-Centred Practice (PcP)  102
District Nursing (PcP)  102
Health Visiting (PcP)  102
School Nursing (PcP)  102
Advancing Physiotherapy Practice (Pre-Registration)  120
Physiotherapy (Pre-Registration)  123
Play Therapy  117
Podiatry/Podiatry by Distance e-Learning  127
Theory of Podiatric Surgery  126
Professional Doctorate  43
Professional and Higher Education  83
Public Health Nutrition  90
Public Health and Wellbeing  106
Public Health and Wellbeing (PcP)  102
Strategic Communication and Public Relations  78
Chartered Institute of Public Relations (CIPR) Internal Communication Diploma  74
Chartered Institute of Public Relations (CIPR) Public Affairs Diploma  75
Chartered Institute of Public Relations (CIPR) Public Relations Diploma  76
Public Services Governance  58
Public Services Leadership  59
R
Radiotherapy (Post-Registration)  136
Radiotherapy and Oncology (Pre-Registration)  135
Diagnostic Radiography (Pre-Registration)  130
Research  41
S
Sexual and Reproductive Health  94
Social Development and Health  94
Speech and Language Therapy (Pre-Registration)  143
Stage Management  71
T
Tourism  46
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.

If you join QMU in 2017, you’ll become part of a friendly, supportive university, based at an innovative campus, focused on providing you with the skills you need for your future career.

www.qmu.ac.uk