



Queen Margaret University  
EDINBURGH

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

**1 Awarding Institution**

Queen Margaret University

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

HEALTH AND CARE PROFESSIONS COUNCIL., 2012. *Standards of Education and Training*. London: Health and Care Professions Council.

HEALTH AND CARE PROFESSIONS COUNCIL., 2013. *Standards of Proficiency: Radiographers*. London: Health and Care Professions Council.

QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION. 2001. *Benchmark Statement: Radiography*. Gloucester: Quality Assurance Agency for Higher Education.

SOCIETY AND COLLEGE OF RADIOGRAPHERS., 2013. *Education and Career Framework for the Radiography Workforce* [online]. Available from: <https://www.sor.org/learning/document-library/education-and-career-framework-radiography-workforce>

## 12. Learning Outcomes of the Programme

In terms of **knowledge and understanding**, students will be able to:

explore and apply relevant intellectual approaches and practical skills, including those acquired in the taught components, to the chosen topic;

In terms of **intellectual skills**, students will be able to:

critically evaluate and reflect on their own professional practice and develop independent thinking and action in critically evaluating the impact of theory and research on clinical practice;

In terms of **practical skills**, students will be able to:

demonstrate independent clinical skills consistent with those of a proficient and reflective practitioner;

In terms of **transferable skills**, students will be able to:

critically analyse published papers in relation to clinical practice and demonstrate an understanding of the meaning and interpretation of data.

## 13. Teaching and learning methods and strategies

In accordance with the University QELTA strategy, postgraduate study will be learner-centr



To ensure adequate feedback to students regarding their progress, formative assessment will be used where appropriate as part of the learning process. Video recording of practical sessions and student presentations is available for individual or group feedback purposes. Only summative assessments will contribute to the award.

The balance between theory and practice needs to reflect the reality of the workplace. The responsibility for clinical assessment and student support, therefore, will be shared between QMU and the practice placement providers. Practice educators are also involved in the academic discussions and viva voce examinations as part of the PBL assessments.

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

The MSc Diagnostic Radiography (Pre-registration) consists of six core modules at Masters level (SCQF 11) and four core practice based learning modules at Honours level (SCQF 10).

##### *YEAR 1 (SCQF 11)*

Introduction to Radiodiagnostic Imaging (30 credits)

Fundamentals of Diagnostic Radiography (30 credits)

Preparing for Practice as an Allied Health Professional (15 credits)

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

QMU programmes normally provide the following student support:

Personal Academic Tutors

Personal Development Portfolios

Student Handbooks

Access to Student Learning Services, Learning Resource Centre and IT support

Access to Student Services: careers, counselling, disability advice

Representation through Student-Staff Committees

## **18. Quality Assurance arrangements**

more detail: <http://www.qmu.ac.uk/quality/>