

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

<b>1</b>	<b>Awarding Institution</b>	<b>Queen Margaret University</b>
<b>2</b>	<b>Teaching Institution</b>	<b>Scottish Mammography Education Centre</b>
<b>3</b>	<b>Professional body accreditation</b>	

Contribute to a development of a given subject area, field or profession;

Critically reflect on practice to develop skills of self-appraisal and insight;

Identify, critically analyse and respond creatively to complex problems;

Communicate effectively to diverse audiences through media appropriate for the subject area, field or professional practice;

Take an inter-disciplinary approach to study;

Demonstrate originality in the application of knowledge and/or practice.

### **13. Teaching and learning methods and strategies**

A number of different approaches facilitate student learning. The programme modules identify a variety of teaching and learning methods that will encourage students to participate in their own 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. Independent study is an essential component and comprises a major element of the programme. These strategies will emphasise the development of critical, innovative and creative ways of thinking. Students will be encouraged to be interactive and to acquire investigative learning skills. A holistic approach to problem-solving will be adopted by encouraging interchange between students. This will acknowledge, and seek to focus and extend, the experience and understanding brought by mature experienced learners to postgraduate education.

### **14. Assessment strategies**

Assessment at postgraduate level is concerned with advanced-level skills which combine both theoretical and empirical knowledge and the application of that knowledge in the analysis and evaluation of current practice. Students are expected to be active participants in the learning process. This requires assessment strategies which are closely integrated within the learning process as a whole and which reflect the learning outcomes of the programme.

Formative assessment throughout the programme will provide comprehensive feedback to the student on personal and professional development. This will include self-assessment and peer group assessment, which will facilitate reflective and critical thinking.

Clinical assessment will provide a flexible and contractual assessment of student achievement, which will encourage personal responsibility for learning progress (Appendix 2). Clinical assessment will

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

**Postgraduate Certificate**

negotiate a contract with the manager of the clinical department to ensure that the required amount of time and patient load to complete the work-based element of the programme will be made available (Appendix 1);

show evidence of continuing professional development.

*English language requirements:*

Applicants must be able to communicate in English to the standard equivalent to level 6.5 of the International English Language Testing System (IELTS), with no element below 6.5.

Each candidate will be considered individually with regard to their ability to meet the demands of the programme. Students are selected for their suitability by the Programme Co-ordinator.

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

QMU programmes normally provide the following student support:

- a. Personal Academic Tutors
- b. Student handbooks
- c. Access to Web-based Student Learning Services, Library and IT support, NHS Knowledge Network
- d. Representation through Student-