



Queen Margaret University
EDINBURGH

QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION (QAA)
SCOTLAND & SCOTTISH HIGHER EDUCATION ENHANCEMENT
COMMITTEE (SHEEC)., 2013.

purposeful and stimulating opportunities for learning within a secure and supportive environment. The programme tutors aim to engage the learners in a range of activities which further promote student autonomy and self-direction in terms of learning. Although it is anticipated that all students will be motivated to learn, and have an understanding of how they learn, it is the role of the tutors to facilitate the development of greater expertise in reflection and support the learner towards ever increasing autonomous learning i.e. by assuming responsibility for learning and knowing how to self-regulate and evaluate learning.

In this context, and in line with the portfolio of other programmes offered by the occupational therapy team at QMU, Enquiry Based Learning (EBL) over-arches the MSc (Post Reg.) programme delivery. Barret & Cashman (2010) define EBL as a broad umbrella term that includes all forms of learning stimulated by enquiry including: project work, small-scale investigation and problem-based learning.

The occupational therapy programme team are experienced in the educational philosophy of EBL, and adopt this learner-centred approach which can include analysis, problem solving, discovery, and creative activities, both in the classroom and the community. Examples of these strategies in action are reflected below:

Integration of reflective practices in different elements within the programme (e.g. Developing Professional Practice through Work Based Learning,

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

There is a choice of full-time or part-time routes and, if students wish, some modules on both the part-time and full-time route can be studied via distance learning. Table 1 illustrates this.

Table 1: Programme structure.

<p>Student Learning Route: Full Time/Part Time <i>Compulsory (90 credits):</i> Research Methods: 30 credits</p>

Table 2: Potential student routes available on the MSc (Post Reg.) in Occupational Therapy.

Student route 1	Full time	Pace, place & mode of delivery designed to allow a degree of student control & flexibility over when, where, how & sometimes what they study.
Student route 2	Part time	

Some students will work towards the MSc (Post Reg.) in Occupational Therapy award; others may pursue selected modules as an Associate Student for CPD purposes. Students may wish to consider the three exit points available throughout the journey to an eventual MSc (Post Reg.) in Occupational Therapy. These exit points are highlighted in table 3.

Table 3: Three exit points throughout the MSc (Post Reg.) in Occupational Therapy.

<u>Award</u>	Level	Credit Points
Postgraduate Certificate in Occupational Therapy	M	60

Complete additional 90 credits (60 of which must be **core occupational therapy** modules).

In summary: complete M-level modules to the equivalent of 90 credits (of which 60 credits must be from core occupational therapy modules). In addition, complete 30 credits from the research methods module (PM051).

To achieve the named award, **PG Cert in Occupational Therapy**, the student must

complete 60 SCQF Credits.

Be a qualified occupational therapist,

Complete Research Methods module (PM051), 30 credits

Complete additional 30 credits which must be a core **occupational therapy** module.

In summary: complete two (30 credit) modules. One must be a core/specialist occupational therapy module and one a research module.

Table 4: Delivery pattern and module credits available for the MSc (Post Reg.) in Occupational Therapy.

Module	Credit	ECTS	Available Distance Learning	Available Full Time	Available Part Time
Developing Specialist Occupational Therapy Practice Through Independent Study					

16. Criteria for admission

The standard precepts of the University Admissions Regulations apply. These can be found