



Queen Margaret University
EDINBURGH

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

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Critically analyse current practice research and literature and develop personal and professional strategies for promoting service user and carer, narratives and involvement in practice.

Build upon critical research skills to enable students to develop and apply the skills of research and enquiry to practice, and produce work which contributes to advancing scholarship and practice.

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

The MSc in Occupational Therapy (Pre-reg) has been designed to comply with:

HCPC Standards of Proficiency (2013), Standards of education and training (2014), HCPC Guidance on Health and Character (2014), HCPC Standards of Conduct and Ethics (2016)

Changes in policy and practice outlined in the College of Occupational Therapists Learning and Development Standards for pre-registration education (2014)

World Federation of Occupational Therapy Minimum Standards for Occupational Therapy Education (2002)

Tuning Occupational Therapy Group Reference points for the design and delivery of degree programmes in Occupational Therapy (2008)

The Quality Assurance Agency (QAA) for Higher Education (2001) Benchmark statements for Occupational Therapy

QAA Code of Practice (2012)

SCQF Scottish Credit and Qualification Framework (2012)

SCQF Framework for Lifelong learning (2009)

SCQF Partnership handbook (2015)

12. Learning Outcomes of the Programme

The students will be able to:

Critically evaluate philosophical and theoretical perspectives and empirical knowledge related to occupation, underpinning sciences, and Occupational Therapy and demonstrate scholarship by critically reflecting on the relationship between theory and practice. (K, I)

Demonstrate scholarship by critically debating theory driven, occupation focussed practice and debate how occupation can impact on the health and well being, occupational choices and lives of people. (K, I)

To prepare students for occupational therapy practice within diverse and developing practice contexts by enabling students to develop skills in scholarship, research, leadership, compassion and reflexivity in order to advance Practice and improve the health, well being

- to foster problem posing and problem solving skills
- to synthesise knowledge from relevant informing disciplines
- to develop high level interpersonal skills particularly in relation to learning about teamwork and interagency work
- to promote reflection-in-action and reflection-on-action
- to provide the student with a real world context for learning
- to promote conceptual versatility
- to encourage creativity and independence of enquiry
- to promote autonomous intellectual endeavour
- to promote critical reflection of self and others

In selecting a broad definition of problem based learning as the focus of learning and teaching within this programme a blended approach to learning will allow flexibility of delivery and to suit different learning styles. Methods and approaches will incorporate: case based learning, project work, small scale investigations, personal and professional portfolio, student centred, peer and group learning, key note lectures, professional contacts, reflective diaries, self and peer assessment and e-learning. In relation to e-learning, all students will be introduced to the HUB which provides an important forum for group discussion and communication and is used in all modules (including practice education) to promote critical reflection and sharing throughout the learning experience

This model will therefore continue to offer students the opportunity to participate in a variety of learning methods which will foster personal autonomy, promote high-level interpersonal skills, offer a climate for deep learning and promote reflective practice. Where practice education is integrated with academic studies, it permits very immediate possibilities to reflect on practice. This constitutes a strength of the curriculum where students can appreciate the transactional relationship between theory and practice

Assessment strategies

A variety of formative and summative assessment methods are used to reflect the range of learning and teaching methods. The majority of the assessments are through summative coursework assignments which are consistent with the overall aims of the programme and follow the principles of adult learning. The choice of assessment methods are informed by the nature of the module and this leads to an eclectic mix of strategies including reports, essays, group work, oral presentations to the cohort, individual viva voce, practical work, reviews of literature, systematic reviews, a research proposal, project work and experiential learning on practice education. This results in versatile learners who can negotiate different expectations. Those expectations are made clear to students

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

Level 1

Level 2

15. Criteria for admission

The University shall have reasonable expectation before admission, that an individual applicant will