



Queen Margaret University  
EDINBURGH

# Programme Specification

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

<b>1</b>	<b>Awarding Institution</b>	Queen Margaret University
<b>2</b>	<b>Teaching Institution</b>	Queen Margaret University
<b>3</b>	<b>Professional body accreditation</b>	Society and College of Radiographers Consortium for the Accreditation of Sonographic Education (CASE)
<b>4</b>	<b>Final Award(s)</b>	MSc Medical Imaging MSc Medical Imaging (Ultrasound) MSc Medical Imaging (Clinical Reporting) MSc Medical Imaging (MRI) MSc Medical Imaging (CT)
	<b>Subsidiary exit awards</b>	PgD Medical Imaging PgD Medical Imaging (Ultrasound) PgD Medical Imaging (Clinical Reporting) PgD Medical Imaging (MRI) PgD Medical Imaging (CT) PgC Medical Imaging PgC Medical Imaging (Ultrasound) PgC Medical Imaging (Clinical Reporting) PgC Medical Imaging (MRI) PgC Medical Imaging (CT)
<b>5</b>	<b>Programme Title</b>	MSc Medical Imaging
<b>6</b>	<b>UCAS code</b> (or other coding system if relevant)	
<b>7</b>	<b>SCQF Level</b>	11
<b>8</b>	<b>Mode of delivery and duration</b>	Part time: 3-7 years
<b>9</b>	<b>Date of validation/review</b>	20 <sup>th</sup> April 2016

## 10. Educational Aims of the programme

The various pathways within the Medical Imaging postgraduate programme aim to service the needs of practitioners and managers working in a challenging and constantly developing health care system where methods of service delivery are forever evolving.

The overall postgraduate programme aims to provide healthcare practitioners with higher degree level studies which will allow them to develop their professional knowledge, reflect on and critically evaluate practice and enhance their clinical and research skills.

Combining theoretical principles with practical experience will allow the development of autonomous, advanced practitioners in specialist fields.



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

Students undertaking the MSc Medical Imaging award will be adult learners who will be engaged in employment and prefer a part time route of study. To accommodate these adult learners, options for e-learning as well as face-to-face learning have been made available for study. This will allow learners to better manage their learning and working time, providing the opportunity to access learning material at a time best suited to their personal and professional demands. Learners will be able to choose from modules that are delivered either through block attendance or through distance e-learning therefore, all learners will require support when off campus. Off campus learning will be supported and facilitated through the use of QMU's virtual learning environment (VLE), and through the use of other electronic media such as email and Skype. The availability of SMART Board recording and video recording has allowed the team to progress e-learning and teaching methods so that a visual recording of lecture presentations can be accessed by students and can be repeatedly viewed, enhancing the lecture content for those who have attended as well as providing a presentation for those who have not attended. The application of such modern teaching methods demonstrates the radiography team's commitment to offering an equal learning experience regardless of when and where the course content is accessed, and an equal learning experience to a diverse group of students with a variety of learning needs including learning disabilities.

The VLE (the Hub) will be used as a course management tool as well as a tool for delivering course material and supporting learning development through asynchronous discussion. Where individual

choice will provide an opportunity for learners to further develop an area of special interest and to expand an area of knowledge through a variety of learning approaches such as critical appraisal, work-based learning and research application. Customisation of content will allow learners to explore and to develop areas of professional interest, as well as new areas of practice while attaining Master's level learning. The benefits of supporting new developments will enhance professional knowledge for the programme team, for other learners as well as the individual learner

#### **14. Assessment strategies**

**Table 1: Modules in MSc Medical Imaging Programme**

<b>Core Modules</b>	<b>credits</b>
Research Methods (PM051)	30
School of Health Sciences Research Project (PM009)	60
<b>Profession Specific Modules</b>	<b>credits</b>

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Applicants may register as either:

1. an MSc student with the intention of completing 180 SCQF level 11 credits

or

2. as an associate student with the intention of completing stand-alone modules.

Application to the MSc Medical Imaging programme will be in writing on the appropriate application form and will be submitted to be assessed by the programme leader.

Guidance on application for students with a disability is taken from the Taught Postgraduate Framework and states that:

completed application forms are initially processed in the Admissions Office; staff there will highlight disability codes, which have been declared; applications from disabled candidates who cannot meet the academic programme entry requirements can be rejected in the normal way.

For the purpose of these MSc programmes contact with students to establish the extent of the disability and to identify the required support, may be made through the use of the telephone.

## **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**

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>