

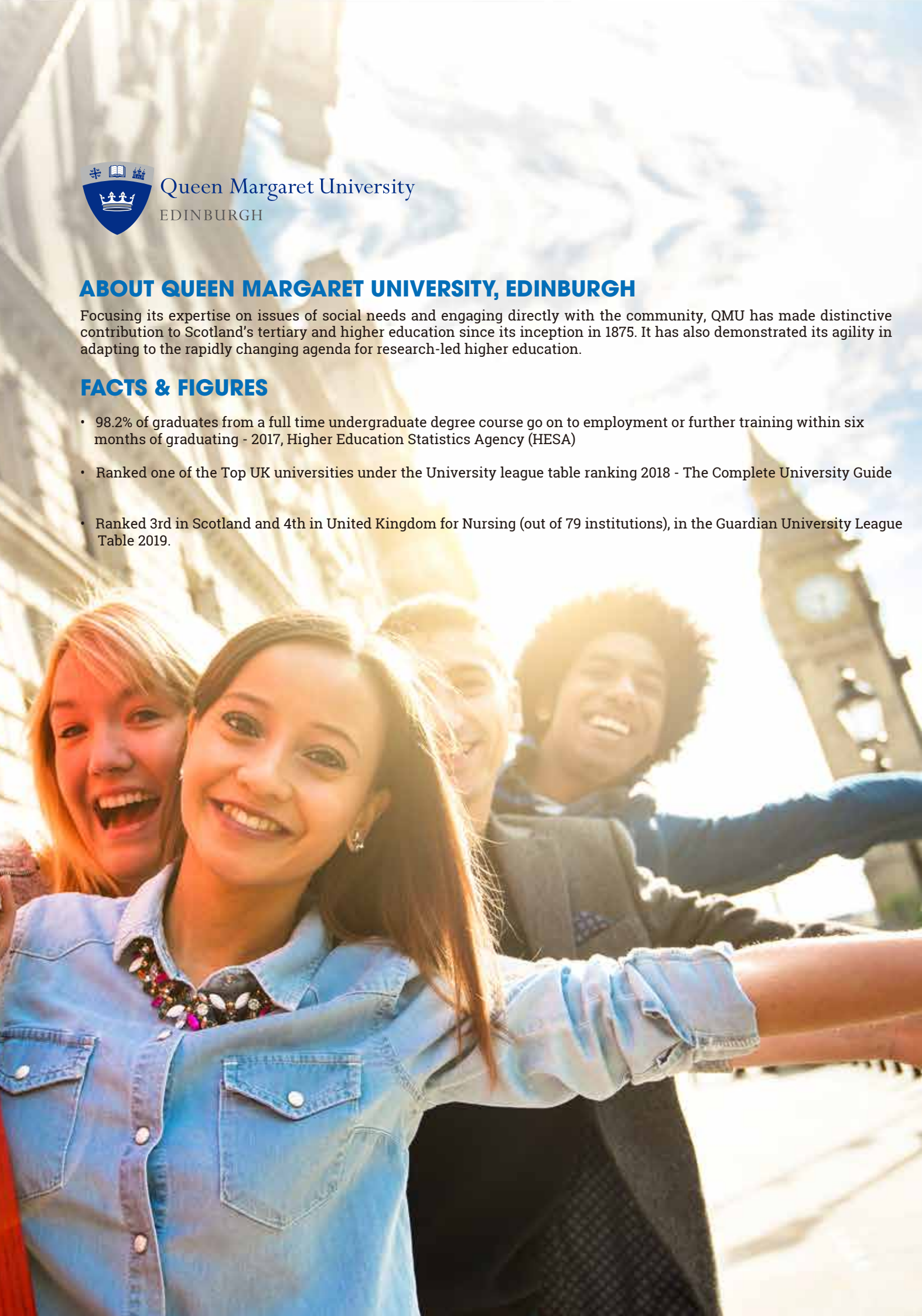


ABOUT QUEEN MARGARET UNIVERSITY, EDINBURGH

Focusing its expertise on issues of social needs and engaging directly with the community, QMU has made distinctive contribution to Scotland's tertiary and higher education since its inception in 1875. It has also demonstrated its agility in adapting to the rapidly changing agenda for research-led higher education.

FACTS & FIGURES

- 98.2% of graduates from a full time undergraduate degree course go on to employment or further training within six months of graduating - 2017, Higher Education Statistics Agency (HESA)
- Ranked one of the Top UK universities under the University league table ranking 2018 - The Complete University Guide
- Ranked 3rd in Scotland and 4th in United Kingdom for Nursing (out of 79 institutions), in the Guardian University League Table 2019.



www.easb.edu.sg

MSc Person-Centred Practice

EASB™

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WANT TO KNOW MORE?

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EAST ASIA INSTITUTE OF MANAGEMENT
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ABOUT EAST ASIA INSTITUTE OF MANAGEMENT (EASB)

East Asia Institute of Management (EASB) is a 4-year EduTrust certified private education institution (PEI) and registered with the Committee for Private Education (CPE) under the Singapore Private Education Act (2009) since May 2010. In 2003, EASB was among the first batch of PEIs to be awarded the Singapore Quality Class-PEO Certification and was re-awarded the Certification in 2008. In 2012 EASB achieved the Singapore Quality Class or SQC that was renewed in 2016. EASB provides a comprehensive range of Bachelors and Masters / MBA programmes across major disciplines in partnership with 4 UK universities, namely, Aston University, Cardiff Metropolitan University, Edinburgh Business School (Heriot-Watt University) and Queen Margaret University. Major disciplines include Hospitality and Tourism Management, Business Management, Accounting, Banking & Finance, Logistics, Marketing, Business Information Systems, Psychology, and Medical Bioscience. For more information, please visit www.easb.edu.sg.

 Queen Margaret University
EDINBURGH

MSc Person-Centred Practice (Nursing Education)

(Duration: 18 months Part-time)

Entry Requirements

- Singaporean / PR
- Candidates must have a first degree in Nursing and 2 years post-registration nursing experience
- Candidates must be a registered nurse
- Candidates should show evidence of recent academic study
- Proficiency in English Language:
Minimum EASB / ETEDP Level 3 / IELTS 6.5 with a minimum score of 6.0 in each component

 Queen Margaret University
EDINBURGH

MSc Person-Centred Practice (Nursing Management)

(Duration: 18 months Part-time)

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- Proficiency in English Language:
Minimum EASB / ETEDP Level 3 / IELTS 6.5 with a minimum score of 6.0 in each component

 Queen Margaret University
EDINBURGH

MSc Person-Centred Practice (Community Care)

(Duration: 18 months Part-time)

Entry Requirements

- Singaporean / PR
- Candidates must have a first degree in Nursing and 2 years post-registration nursing experience
- Candidates must be a registered nurse
- Candidates should show evidence of recent academic study
- Proficiency in English Language:
Minimum EASB / ETEDP Level 3 / IELTS 6.5 with a minimum score of 6.0 in each component

COURSE FEES

	Singaporean / PR (Part Time)
Course Fees	S\$ 18, 800
Examination Fee	S\$ 1, 600
Administration Fee	S\$ 500
Materials Fee	S\$ 600
Total	S\$ 21, 500
Application & Enrolment Fee (One-time Payment)	S\$ 150

- Application and Enrolment Fee is non-refundable.
- All prices are subjected to prevailing Goods & Services Tax (GST) of 7%.
- All prices are effective for intakes from August 2014.
- Start of class is subjected to minimum class size achieved.

OTHER FEES

Medical Insurance	Waived
FPS Insurance	Waived

INTAKES

Apr / Jul / Oct

PRIVATE EDUCATION ACT & EDUTRUST

East Asia Institute of Management (EASB) has appointed Liberty Insurance Pte Ltd and Lonpac Insurance Bhd to be the provider of Fee Protection Scheme (FPS) for the protection of total course fees paid by all students. EASB has adopted the standard PEI-Student contract. In compliance with FPS, EASB collects course fees up to twelve (12) months at any one time. For more information on EduTrust for Education, please visit our website at www.easb.edu.sg. Alternatively, you can visit the official CPE website at www.cpe.gov.sg

MODULES

MSc Person-Centred Practice (Nursing Education)

To enable practitioners working in a variety of contexts to develop deep and critical understandings of different sources of knowledge and of research evidence that contribute to the health and well-being of persons, groups and populations, in a way that is consistent with the values of person-centredness.

To influence and enable the transformative processes of personal and professional development through engagement, facilitation and evaluation of person-centred teaching and learning approaches.

Theory and Practice of Person-centred Health and Social Care

To develop expertise in understanding the needs of a person, their family and their community throughout the lifespan, working collaboratively in ways that are consistent with the values of person-centredness.

To facilitate critical understandings of different sources of knowledge contributing to health and well-being and to evidence generation and implementation, consistent with the values of person-centredness.

Leading Professional Practice

To develop expertise in leading and transforming professional practice through a critical understanding of the theoretical underpinnings and the research evidence for the facilitation of leadership.

To develop an awareness of the individual contribution to and potential for leaders.

Making Judgments and Decisions in Practice

To enable students to engage in, examine and improve judgement and decision making processes practice from an informed, evidence based position.

Developing Professional Practice – Work-based Learning

The overall aim of this module is to enable the student to plan, implement and critically evaluate professional practice in order to advance practice in the workplace.

Education in Action A

To Critically engage participants in the application of theoretical and practical aspects of facilitating learning in the context of their own work.

To Foster dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings (HEA 2011).

Education in Action B

To Critically engage participants in the application of theoretical and practical aspects of using assessment/evaluation to enhance learning, in the context of their own work.

Foster dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings (HEA 2012).

Dissertation Project

To enable students to develop critical inquiry skills and understanding of different approaches to research which contribute to advancing person-centred practice and knowledge generation.

To engage students in systematic study of an aspect of professional practice with which the student engages with academic rigour, self-directed learning and reflexivity, leading to transformation of self, others and the practice context.

MSc Person-Centred Practice (Nursing Management)

To enable practitioners working in a variety of contexts to develop deep and critical understandings of different sources of knowledge and of research evidence that contribute to the health and well-being of persons, groups and populations, in a way that is consistent with the values of person-centredness.

To influence and enable the transformative processes of personal and professional development through engagement, facilitation and evaluation of nursing management.

Theory and Practice of Person-centred Health and Social Care

To develop expertise in understanding the needs of a person, their family and their community throughout the lifespan, working collaboratively in ways that are consistent with the values of person-centredness.

To facilitate critical understandings of different sources of knowledge contributing to health and well-being and to evidence generation and implementation, consistent with the values of person-centredness.

Leading Professional Practice

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Directing Strategy for Value Creation

To facilitate critical enquiry in directing/managing strategy, predicated upon the objective of creating and sustaining value, within the contextual settings of different organisational forms and the dynamics of a changing environment

To develop student understanding of contemporary strategic management challenges faced in the creation of stakeholder value, the importance of integration and their implications for organisational and managerial practices.

Human Resource Management

To develop a knowledge and critical understanding of the core theories and concepts in the management of people and groups in organisations.

To examine the alignment of human resources with key organisational goals by drawing upon functional areas such as recruitment and selection, performance management strategic HRM, equality and diversity, and learning and development.

Dissertation Project

To enable students to develop critical inquiry skills and understanding of different approaches to research which contribute to advancing person-centred practice and knowledge generation.

To engage students in systematic study of an aspect of professional practice with which the student engages with academic rigour, self-directed learning and reflexivity, leading to transformation of self, others and the practice context.

MSc Person-Centred Practice (Community Care)

To enable practitioners working in a variety of contexts to develop deep and critical understandings of different sources of knowledge and of research evidence that contribute to the health and well-being of persons, groups and populations, in a way that is consistent with the values of person-centredness.

To influence and enable the transformative processes of personal and professional development through engagement, facilitation and evaluation of community care.

Theory and Practice of Person-centred Health and Social Care

To develop expertise in understanding the needs of a person, their family and their community throughout the lifespan, working collaboratively in ways that are consistent with the values of person-centredness.

To facilitate critical understandings of different sources of knowledge contributing to health and well-being and to evidence generation and implementation, consistent with the values of person-centredness.

Leading Professional Practice

To develop expertise in leading and transforming professional practice through a critical understanding of the theoretical underpinnings and the research evidence for the facilitation of leadership.

To develop an awareness of the individual contribution to and potential for leadership.

Making Judgments and Decisions in Practice

To enable students to engage in, examine and improve judgement and decision making processes practice from an informed, evidence based position.

Developing Professional Practice – Work-based Learning

The overall aim of this module is to enable the student to plan, implement and critically evaluate professional practice in order to advance practice in the workplace

Supporting the Patient and Family in Palliative Care: A Team Approach

To explore the experience of illness, death and bereavement for patients, families and team members and use an evidence base to develop creative and collaborative responses.

Developing Advanced Communication Skills in Palliative Care

To enable the student to develop advanced communication skills with the patient, family and interdisciplinary team.

Dissertation Project

To enable students to develop critical inquiry skills and understanding of different approaches to research which contribute to advancing person-centred practice and knowledge generation.

To engage students in systematic study of an aspect of professional practice with which the student engages with academic rigour, self-directed learning and reflexivity, leading to transformation of self, others and the practice context.

CAMPUS FACILITIES

