



Queen Margaret University
EDINBURGH

Programme Specification

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

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	AKMI Metropolitan College
3	Professional body accreditation	None
4	Final Award	BSc (Hons) Physiotherapy (Thessaloniki)
	Subsidiary exit awards	BSc Health Studies (Thessaloniki) Diploma Higher Education (Thessaloniki) [240 credits, SCQF level 8] Certificate in Higher Education (Thessaloniki) [120 credits, SCQF level 7].
5	Programme Title	BSc (Hons) Physiotherapy (Thessaloniki)
6	UCAS code (or other coding system if relevant)	Not applicable
7	SCQF Level	BSc (Hons) Physiotherapy (Thessaloniki) – SCQF level10 BSc Health Studies (Thessaloniki) SCQF level 9
8	Mode of delivery and duration	Full time Normal time periods for completion: 4-6 years BSc (Hons) Physiotherapy (Thessaloniki) 3-5 years BSc Health Studies (Thessaloniki)
9	Date of validation/review	June 2011

10. Educational Aims of the programme

The programme aims, by the exit point at the end of level 4, to develop a graduate who can:

1. Undertake high levels of academic study in an independent manner (KU, I, P, T);
2. Apply scientific principles in all areas of study (KU, I, P, T);
3. Synthesise information from different subject areas into a coherent whole (KU, I, P, T);
4. Undertake critical and analytical evaluations of research and professional literature (KU, I, P, T);
5. Apply the principles of research (KU, I, P, T);
6. Assimilate reflective practice behaviour as a means of developing the individual and professional practice (KU, I, P, T);
7. Communicate effectively with patients, other sections of the public and with professional colleagues (KU, P, T);
8. Adopt an advisory role on the prevention of injury and disease (KU, P, T);
9. Comprehend the processes involved in effective interpersonal communication (KU, I, P, T);

10. Gather ,analyse and record appropriate information from the examination of patients (KU, I, P, T);
11. Assess the patient safely and effectively taking into account the physical, psychological social and cultural needs (KU, P, T);
12. Apply the principles of patient-centred care to all aspects of treatment and management; (KU, I, P, T);
13. Comprehend the role of other professionals involved in patient-centred care and be able to work in a multi-professional team and participate as an effective member of a team (KU, I, P, T);
14. Plan a treatment programme in collaboration with the patient to fulfil the treatment and management objectives (P, T);
15. Apply a planned therapeutic programme in an effective and efficient manner based on scientific knowledge and accepted clinical guidelines (KU, I, P, T);
16. Evaluate the effectiveness of individual physiotherapy skills and the complete treatment programme (KU, I, P, T);
17. Modify the treatment programme following the evaluative process (KU, P, T);
18. Comprehend the principles and processes of implementing clinical effectiveness (KU, I, P, T);
19. Comprehend the political, social and economic factors which affect health and the delivery of health care. (KU, I, P, T);

KU = Knowledge and Understanding, I = Intellectual Skills, P = Practical Skills, T = Transferable Skills.

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

There are no professional or statutory body requirements for this programme as this programme has not undergone an approvals process by any professional or statutory body. However, In designing the programme, the team took cognisance of the following documents:

BSc(Hons) Physiotherapy course document and syllabi 2000
 Health Professions Council, Standards of Proficiency (Physiotherapy), 2003
 Health Professions Council, Standards of Education and Training, 2004
 Chartered Society of Physiotherapy Curriculum Framework for Qualifying Programmes in Physiotherapy 2002
 The Quality Assurance agency for Higher Education, Benchmarks statement: healthcare programmes (Physiotherapy), 2001
 The Quality Assurance agency for Higher Education, The Framework for Qualifications of higher education institutions in Scotland, January 2001

12. Learning Outcomes of the Programme

The programme will aim to foster graduates who have, in addition to the knowledge and skills required for their discipline, social and personal attributes to equip them for life.

The programme aspires to develop graduates who:

- have academic, professional and personal skills for career management and personal development;
- undertake and use research: understanding the nature and boundaries of knowledge creation; applying skills of enquiry, critical analysis, synthesis and creative thinking to investigate problems; systematically collecting and evaluating evidence; and proposing solutions;
- conduct themselves professionally and ethically, respecting the diversity of others;
- have the capacity to help build a socially just and sustainable society, striving for high levels of social, ethical, cultural and environmental conduct;
- are mindful of their role as global citizens, contributing positively to society at local, national or international levels;
- demonstrate high level skills of information literacy and communication to create and share knowledge;
- promote the principles of multi-/inter-disciplinarity;
- are confident, responsible, autonomous and critically reflective lifelong learners.

These are available at www.gmu.ac.uk/quality/documents/UG%20graduate%20attributes.doc

13. Teaching and learning methods and strategies

The approach to teaching and learning is underpinned by the view that adult learners on this programme bring with them a valuable array of knowledge, skills and experiences which will be built upon through presenting a variety of 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 about 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, the facilitative educational strategies for adult learners used in this programme, have the following features:

- Incorporation of learning portfolios
- Enabling students to learn from and with others, through supportive peer-assessment and feedback, guided by the tutor
- Make use of problem-based scenarios and/or case studies within learning sessions
- Class debate and critical discussion within interactive sessions where students can incorporate and/or build upon prior experiences and knowledge.

Incorporating these features, students will thus have the opportunity to experience a range of learning and teaching methods tailored to the level of study, the content of the module and its learning outcomes, and the student group undertaking the module, for example, small group discussions, class debates, case study analysis and critique, collaborative working towards group presentations and/or seminar production, individual presentations, practice based learning and self-directed study. The focus of the teaching and learning methods and assessment design is to promote deep learning, develop critical and analytical thinking, the ability to link theory to practice and acquire skills pertaining to life-long learning. Evidence based practice is at the core of our learning and teaching philosophy and all modules utilise methods that promote critical evaluation of physiotherapy practice.

The practical skills and learning practices will develop through the four years of this programme and it is intended that the student will only be fully cognisant of the range and requirements of physiotherapy practice by the end of the programme.

14. Assessment strategies

Assessment is integral to the design of programmes of study leading to the award of academic credit and to the award of degrees and diplomas.

Assessment is the process of forming a judgment about the quality and extent of learning in relation to the intended learning outcomes of a student's programme of study. Assessment is designed to be fair, valid, reliable, useful and transparent.

(www.gmu.ac.uk/quality/documents/Assessment%20Regulations%20Revised%20May%202007.doc)

The assessments throughout the four years have been planned to present variety – but variety that is connected with building key skills e.g. skills of scientific writing, presentation skills, skills of reflection, skills of working effectively alone or as part of a small group. Assessments include: practical examinations, written assignments, group projects. The assessment pattern for each module reflects the aims, learning outcomes and the learning approaches for that module and allows the strengths of the individual student to be expressed in different ways.

An overview of the various methods of assessment employed for each module and the relative weighting of different components of assessment within each module (where applicable), is presented in the Table below.

Assessment Table		
Level 1 Module Assessments		
Introduction to Research	Individual coursework (1200 words)	100%
First Aid and Manual Handling	One Practical examination	60%
	One 1 hour multiple choice written assessment	40%
Introduction to Physiotherapy Studies	A written assignment (1000 words) requiring the student to apply skills of clinical reasoning to a small case study.	100%
Physiology	A summative assessment by the end of the 1st semester	20%
	A written assessment <i>Laboratory report and associated case study</i>	20%
	An end of module exam (3 hours) <i>To consist of 3 seen case studies</i>	60%
Musculoskeletal Anatomy : Theory	One written, closed-book examination 3 hour written examination (four questions to be attempted) <i>Comprising unseen questions from each region, to enable broad coverage of the modular content. The essay-type questions test knowledge, understanding, analysis and synthesis, and selected areas of applied anatomy.</i>	100%
Musculoskeletal Anatomy : Practical Application	Short practical Examination viva test I Assessing students on the content covered at end of semester 1 Each test will last approximately 15 minutes	35%
	Short practical Examination viva test II Assessing students on the remaining content covered by the end of semester 2 Each test will last approximately 15 minutes	35%
	One (1.5 hr) written analysis of functional activity (WA) at the end of semester 2	30%

Biomechanics	Examination <i>The examination consists of a closed book paper with unseen questions, duration 2 hours with 5 minutes reading time. The examination paper consists of 2 sections; section 1 includes 10 compulsory short answer questions. Section 2 comprises a choice of 1 from 2 long answer questions.</i>	100%
Introduction to Psychology for Physiotherapists	Case - based written assignment, 1500 words <i>Students will have received feedback to a 500-word formative assessment prior to the written assignment</i>	100%
Level 2 Module Assessments		
Psychosocial Issues in Health, Illness and Disability	One 2-hour written examination	60%
	One student-led group seminar	40%
Cardiorespiratory Studies	Written Report Simulated assessment, treatment planning and intervention exercise using a case study. Students will be required to submit a written report (up to 1500 words) summarising a cardiorespiratory assessment based on a patient scenario. Students will also be required to include a physiotherapy problem list, treatment plan and short and long term goals.	30%
	Practical Assessment Part 1 students will be required to demonstrate and modify treatment techniques as identified in their treatment plan from the written case study. They will also be required to suggest methods of evaluating the treatment techniques chosen. Additionally in part 2 an unseen case study will also be presented where the student will develop a problem list and treatment plan and then discuss the rationale for their clinical reasoning with the examiner.	70%
Musculoskeletal Theory and Assessment	One 1.5 hour written examination with five minutes reading time	50%
	One Practical Examination	50%
Musculoskeletal Exercise Therapy	Coursework	60%
	Practical Examination	40%
Applied Neurosciences	One 3-hour written examination	100%
Musculoskeletal Electro-Physical Modalities	2hr Written Examination	60%
	Practical Examination <i>Includes compulsory Pass/Fail elements related to Safety and Effectiveness</i>	40%
Management and Intervention in Neurological Physiotherapy	One video case study and practical examination <i>Simulating assessment, treatment planning and therapeutic intervention</i>	70%
	One Simulated assessment, treatment planning and intervention using a case study <i>Students will be required to submit a written report (up to 1500 words) summarising a neurological physiotherapy assessment based on a patient scenario. Students will also be required to include a physiotherapy problem list, treatment plan and short and long term goals</i>	30%
Neurological Physiotherapy: Theory	One 2,000 – 2,500 word case study	100%
Musculoskeletal Manual Therapy	One written case study based assignment (2000 words)	40%

	One practical examination	60%
Level 3 Module Assessments		
Interprofessional Education: delivering integrated care	A group presentation <i>Leader-and peer-assessed 30 minute within a conference setting</i>	60%
	A 1000 word reflective report on the individual's participation in the interprofessional education learning process	40%
Practice-based Learning : Stage 1- Placement 1 & 2	Clinical Educator Assessment of Professional Practice <i>Assessment carried out by clinical educator</i>	100%
Practice-based Learning : Stage 2- Placement 3 & 4	Clinical Educator Assessment of Professional Practice <i>Assessment carried out by clinical educator</i>	100%
Professional Development in Practice Based Learning	Submission of a word professional development portfolio at the end of the module <i>(following the students final Level 3 placement -3000 words plus evidence)</i>	100%
Level 4 Module Assessments		
Issues in Physiotherapy and Health	One piece of written coursework <i>3000 words staff assessed</i>	100%
Applied Research – Honours Project	Independent literature review essay <i>4000 words</i>	100%
Practice-based learning : Stage 3 , Placement 5	Clinical Educator Assessment of Professional Practice <i>Assessment carried out by clinical educator</i>	50%
	QMU staff marked assignment <i>A reflective account of learning and professional development within Practice-based learning - 3000 words</i>	50%
Practice-based learning : Stage 3 (Elective)	Clinical Educator Assessment of Professional Practice <i>Assessment carried out by clinical educator.</i>	100%
The Investigation of Human Performance	Group based Written Report <i>Tutor marked - max5000 words. A global mark for the group will be assigned by the tutor. Final breakdown of marks for individuals in the group will be peer assessed.</i>	90%
	Oral presentation / Poster presentation <i>Tutor marked. A global mark for the group will be assigned by the tutor. Final breakdown of marks for individuals in the group will be peer assessed.</i>	10%

Regarding all practical examinations: All students must meet learning outcome L2 which is a Pass/Fail element related to professional behaviour (Standards of Conduct, Performance and Ethics HPC 2008; Pan-Hellenic Physiotherapy Association). Any assessment where a student is failing to meet learning outcome L2

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

The programme is designed as a 4 year full time programme, and is delivered in a modular structure across 4 years (120 credits in each year).

Successful completion of 480 credits from all 4 years leads to the award of BSc Hons Physiotherapy (Thessaloniki)

- **BSc Health Studies (Thessaloniki)** – for students who successfully complete levels 1, 2 and 3 of the programme i.e. 360 credit points, at least 120 at SCQF level 9 and 120 at SCQF Level 8; this does not confer a licence to practice
- **Diploma in Higher Education (Thessaloniki)** – for students who satisfactorily complete 240 credit points, at least 120 at SCQF Level 8;
- **Certificate of Higher Education (Thessaloniki)** – for students who satisfactorily complete 120 credit points at SCQF Level 7.

Levels 1 and 2 of the programme are taught and assessed in Greek. Level 3 of the programme is taught in Greek and , with the exception of Practice-based learning, is assessed in English. The practice-based learning study is conducted and assessed in Greek as this is the language of the patients, the clinical educators and other members of the clinical multi-disciplinary team. The level 3 Inter-professional Education modules and the level 3 Professional Development in Practice-based Learning modules are taught in Greek and assessed in English. With the exception of practice-based learning, Level 4 of the programme is taught and assessed in English.

To progress to level 2 of the programme, students must normally have attended and successfully completed the Moving and Handling component of the programme and have completed training in infection control. To progress to Level 3 of the programme students are required to have an IELTS English language score of 6 or equivalent. To progress to Practice-based Learning 1,2,3,4 and practice-based learning elective placement, students must normally have completed training in cardio-pulmonary resuscitation.

16. Criteria for admission

All applicants should submit the BSc (Hons) Physiotherapy [Thessaloniki] application form completed to the Admissions Office of AMC [THESSALONIKI] in order to be sent to the QMU Records.

16.1 Entrance requirements

The minimum educational qualifications for each category of applicant are outlined below.

Typical Entrants

Greek Lyceum Graduates

Lyceum (Greek High School) graduates need to have a certificate with a minimum grade of pass (10/20) and passes in Physics, Chemistry, Biology and Essay Writing as more relevant to the course. They also have to provide two references by two Lyceum tutors concerning their performance and diligence in the above modules and they must meet the English competence criteria.

IVT (IEK AKMI) GRADUATES

IEK AKMI physiotherapy graduates can enter directly into the first year of the programme, provided that they have successfully completed their studies at IVT level and they meet the English competence criteria.

AKMI METROPOLITAN COLLEGE PHYSIOTHERAPY FOUNDATION GRADUATES

Graduates of the Physiotherapy Foundation course delivered by AMC can enter directly into the first year of the programme, provided that they have successfully completed their studies and they meet the English competence criteria.

16.2 English Competence Criteria

All applicants will normally be required to demonstrate English language competence at a standard equivalent to British Council English Language Testing Service (IELTS) test at a grade of 5. All applicants are also made fully aware of the fact that they will need to provide an IELTS certificate with a score of 6 for the third year of their studies in order to progress to the third and fourth level of studies. Students are obliged to attend the preparative English Language classes, which AMC delivers during the first two years of the programme, since an IELTS score of 6 is a QMU prerequisite:

“All applicants for whom English is not their first language must undertake an International English Language Testing System (IELTS), or Test of English as a Foreign Language (TOEFL) test. The minimum standard required is; IELTS 6.0, or TOEFL 580 (computer-based score 237), if this minimum standard is not met the candidate will not be offered a place” (QMU, Physiotherapy site). *Bsc (Hons) Physiotherapy [Thessaloniki] students will not be able to attend level 3 and level 4 modules unless they provide a valid IELTS certificate with minimum score 6 in the beginning of the academic year 3.* Important note: IELTS certificates are valid for only 2 years from the exam date.

16.3 Other criteria

In addition to meeting the academic entry requirements, applicants are required to demonstrate an understanding of the physiotherapy profession and they are asked to submit a written statement referring to the reasons that led them to choose physiotherapy studies. Additionally, an interview will take place, during which the course leader and two tutors will question the applicant on the reasons of choosing this programme of studies and this profession.

16.4 Health

All applicants will normally be free of any health problems which may influence their ability to practise safely and effectively. All new students are required to produce medical certificates by a physician and dermatologist attesting to this and clarifying that they do not suffer from an infectious. Applicants also have to formally consent to acting as a model in practical classes and in practice-based learning. The procedures and protocols used to obtain consent are contained in appendix of this document.

16.5 Criminal Conviction

Applicants with serious criminal convictions, notable those convicted of violence, sexual or drug offences, may be excluded from programmes as they may be unable to undertake certain clinical education placements or find employment on completion of the programme. Exclusion should not however be automatic. Most ex-offenders are essentially law-abiding citizens and will not re-offend. In reaching a decision about an applicant, therefore, programme teams are asked to take into account the age, nature and relevancy of the conviction, the applicants' attitude to it and his or her achievements since the conviction. All applicants are obliged to complete and sign the criminal convictions sector in the application form.

16.6 Equal Opportunities

The process of admitting students is a fundamental activity of the College. The qualities, abilities and characteristics of the students AMC admits play a crucial role in shaping the college's profile. AMC aims to attract students who will contribute to its future development and benefit from the educational opportunities it offers, regardless of their background. Ensuring that admissions processes are carried out fairly, transparently and professionally is therefore a strategic priority. Since the number of students that can be admitted each year is specified by the collaborating University/ Education providers, the purpose of this Admissions Policy is to regulate the whole admissions process, from the pre-application stage to actual registration, and to ensure that applicants understand what happens once they apply to AMC.

AMC is fully committed to a policy and practice which require that, for students, admission to the College and progression within undergraduate and postgraduate studies, is solely determined by personal merit and performance. This document states AMC policy on student recruitment, admissions and widening participation. AMC is committed to the provision of accurate and appropriate pre-entry information and support to prospective students in order to ensure that they are enabled to make an informed decision about whether to apply for a course. The college operates under transparent admissions procedures and selection criteria and processes.

AMC aims at:

- maintaining high academic standards
- creating a student body that is balanced and diverse with all the educational and cultural benefits that this brings
- recruiting students who will engage with and contribute to the intellectual and cultural vitality of the college community

AMC achieves these aims by:

- Encouraging applications from all those with the motivation and academic ability to thrive at AMC whatever their background
- Assessing each application equally, fairly and consistently
- Offering places to applicants who have the potential to do well at AMC - have the potential to succeed in their chosen programme and progress to complete their studies
- Opening up new opportunities for learning to all who can benefit from them
- Providing accurate and up to date information about the programmes offered
- Ensuring fairness, such that all applicants are considered equally, regardless of their educational or social background
- Ensuring consistency across the College by requiring that all staff involved in the admissions process adhere to this Policy
- Supporting students to succeed in their studies through the colleges services
- Following the principle of fair access all applicants will be treated equally and applications are considered impartially, consistently and professionally

16.7 Age

Programmes are primarily intended as preparation for subsequent clinical practice, and there is no age limit to entry to physiotherapy education.

16.8 Mental Health

Students with a history of mental health problems should be carefully but fairly considered for admission, and the opinions of any professionals associated with their cases should be consulted.

16.9 Students with impairment(s) and/or Special Educational Needs

Queen Margaret University is firmly committed to the Widening Access to Higher Education, and Teachability agendas, and the Physiotherapy Subject Area welcomes applications from disabled individuals.

AMC is committed to being an equal opportunities employer and education provider, promoting equality of opportunity for all. The policy aims to provide equality of opportunity regardless of gender, ethnicity, colour, disability, religion, age or marital status. Through this policy umbrella, the college is in a constant pursuit of academic excellence while pro-actively and inclusively encouraging all under-represented groups, promoting an inclusive culture, and valuing diversity.

However clinical placements are an integral part of the BSc Physiotherapy programme necessary for the students to acquire professional rights. The fact that acceptance of people with special needs in the clinical settings has not been achieved yet does not ethically allow AMC to move towards opening the course to prospective students with disabilities. Should this policy of the clinical settings change in the future, AMC will be ready to adapt to the new developments.

17. Support for students and their learning

The following student support is provided :

- Personal Academic Tutors
- Student handbooks
- Access to Library and IT support
- Access to Student counselling service
- Academic Learning Centre
- 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/>

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