



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>	Health Professions Council
<b>4</b>	<b>Final Award</b>	BSc (Hons) Physiotherapy
	<b>Subsidiary exit awards</b>	BSc Health Studies Diploma Higher Education [240 credits, with at least 120 credits at SCQF level 8] Certificate in Higher Education [120 credits, SCQF level 7].
<b>5</b>	<b>Programme Title</b>	BSc (Hons) Physiotherapy
<b>6</b>	<b>UCAS code</b> (or other coding system if relevant)	B160 (current)
<b>7</b>	<b>SCQF Level</b>	BSc (Hons) Physiotherapy – SCQF level10 BSc Health Studies SCQF level 9
<b>8</b>	<b>Mode of delivery and duration</b>	Full time Normal time periods for completion: 4-6 years BSc (Hons) Physiotherapy 3-5 years BSc Health Studies
<b>9</b>	<b>Date of validation/review</b>	12-13th April 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:

- Assimilate reflective practice behaviour as a means of life long development of the individual and development of professional practice, characterised by an ability to proactively, self-critique, self-monitor and evaluate practice (KU, I, T);
- Apply the principles of patient-centred care to all aspects of practice (KU, P);
- Comprehend the processes involved in and demonstrate effective communication in all forms (written, verbal and electronic) with patients, other members of the public and with professional colleagues (KU, I, P, T);
- Source and undertake critical and analytical evaluations of research, professional literature and other forms of information and synthesise this into a coherent whole to inform their practice (KU, I, P, T);
- Use a problem solving approach to physiotherapy practice which integrates the management of knowledge, time, resources and priorities (KU, I, T);
- Comprehend the role of other professionals involved in patient-centred care and be able to participate and work effectively as a member of a multi professional team (KU, P, T);
- Demonstrate and apply detailed knowledge of a range of health conditions and critical appraisal of related evidence based physiotherapy assessment and management approaches for patients who commonly present to physiotherapists (KU, I, P);
- Demonstrate a critical understanding of the main theories, principles, concepts and methods relating to physiotherapy practice (KU, I);
- Comprehend the dynamic political, social and economic factors which affect health and the delivery of health care and demonstrate the ability to be flexible and proactive in this context (KU, I, T);

- Apply knowledge and skills related to research and scientific enquiry to produce a piece of work and interpret its contribution to physiotherapy (KU, I, P, T).

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

These aims link to the Standards of Proficiency of the HPC for Physiotherapists which are available at [www.hpc-uk.org](http://www.hpc-uk.org)

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

In designing the programme, the team took cognisance of the following documents:

- Code of Practice for the assurance of academic quality and standards in higher education. Section 9: Work-based and placement learning (QAA, 2008)
- Benchmark Statement: Physiotherapy (QAA, 2001)
- Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (CSP, 2010)
- Scottish Qualifications and Credit Framework Handbook: A User Guide (SCQF, 2009)
- Standards of Education and Training (HPC, 2009).
- Standards of Proficiency: Physiotherapists (HPC, 2007)

Successful completion of the programme will confer eligibility to apply for

- registration with the HPC as a Physiotherapist
- membership of the Chartered Society of Physiotherapy

## **12. Learning Outcomes of the Programme**

Undergraduate programmes at QMU 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.

QMU 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.qmu.ac.uk/quality/documents/UG%20graduate%20attributes.doc](http://www.qmu.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:

- Integration of reflective practices throughout the programme
- 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 and promote collaborative working which is aligned with the context of contemporary physiotherapy practice
- 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, simulated role-play, 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.qmu.ac.uk/quality/documents/Assessment%20Regulations%20Revised%20May%202007.doc](http://www.qmu.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, as well as verbal and poster presentations. 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.

A total of 26 pieces of university-based assessment are completed throughout the four years of the programme and six clinical educator assessments of clinical practice are undertaken.

Year 1:

- 3 written assignments
- 2 examinations
- 1 poster – group work
- 1 group presentation
- 1 practical – viva
- 1 clinical educator assessment of professional practice

Year 2:

- 3 written assignments
- 3 practical – viva
- 1 individual presentation
- 1 clinical educator assessment of professional practice

Year 3:

- 3 written assignments
- 2 group presentations
- 2 clinical educator assessment of professional practice

Year 4:

- 6 written assignments
- 2 clinical educator assessment of professional practice

Guided by the principles of constructive alignment, the assessment methods are also supportive of deep learning. 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.

Table 1: Module titles, credit rating and assessment format

<b>Module title</b>	<b>Credits</b>	<b>Assessment details</b>
<b>YEAR 1</b>		
Understanding movement and function	30	Viva-practical (40%) Examination (60%)
Foundation physiology for physiotherapy	30	Written assignment (30%) Examination (70%)
Introduction to professional studies	20	Written assignment (100%) Foundation placement – pass/fail
Foundation skills for health professionals (Interprofessional education)	20	Group poster (30%) Written assignment (70%)
Contextualising physiotherapy: self, health and society	20	Group presentation (100%)
<b>YEAR 2</b>		
Professional roles and interprofessional teamwork (Interprofessional education)	20	Individual presentation (50%) Written assignment (50%)
Neuromusculoskeletal practice	20	Practical-viva (100%)
Cardiorespiratory physiotherapy	30	Written assignment (30%) Practical viva (70%)
Neurological physiotherapy and rehabilitation	30	Written assignment (40%) Practical-viva (60%)
Practice-based learning placement no. 1	20	Clinical educator assessment of professional practice (100%)

Table 1 continued: Overview of assessment methods, their relative weighting and distribution over the programme.

Module title	Credits	Assessment details
<b>YEAR 3</b>		
Interprofessional working and person centred-care (interprofessional education)	20	Group presentation (40%) Written assignment (60%)
Neuromusculoskeletal practice 2	20	Group presentation (100%)
Understanding and developing the evidence for physiotherapy practice	20	Written assignment (100%)
Advancing professional development in practice based learning	20	Portfolio (100%)
Practice-based learning no.2	20	Clinical educator assessment of professional practice (100%)
Practice-based learning placement no. 3	20	Clinical educator assessment of professional practice (100%)
<b>YEAR 4</b>		
Political and social contexts (Interprofessional education)	20	Written assignment (60%) Online participation grade (40%)
Applied physiotherapy research project	40	Written assignment (100%)
Contemporary and emerging issues in physiotherapy practice	20	Written assignment (30%) Assessment of online learning package (70%)
Practice-based learning no.4	20	Clinical educator assessment of professional practice (100%)
Practice-based learning placement (elective)	20	Clinical educator assessment of professional practice (pass/fail) Written assignment (100%)

### 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).

Eligibility to apply for HPC registration is gained after successful completion of 480 credits (levels 1,2,3,4).

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

- **BSc Health Studies** – 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 eligibility to apply for HPC registration.
- **Diploma in Higher Education** – for students who satisfactorily complete 240 credit points, at least 120 at SCQF Level 8;
- **Certificate of Higher Education** – for students who satisfactorily complete 120 credit points at SCQF Level 7.

Modules are delivered at each level as double, triple or quadruple modules (20, 30 ,40 credits). As per the table above.

Modules on Practice Based Learning are present in each year of study. This commences in year 1 as part of “Introduction to professional studies”, and continues as 20 credit modules in subsequent years. To progress to the Level 1 Practice-Based Learning foundation placement component of the “Introduction to Professional Studies” module, students must normally have completed training in infection control. To progress to level 2, 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 Practice-based Learning 1,2,3,4 and practice-based learning elective placement, students must normally have attended and successfully completed the Moving and Handling component of the programme and have completed training in infection control and cardio-pulmonary resuscitation.

## **16. Criteria for admission**

Candidates must be 17 years of age before 1st October of the year of entry to the course. The standard precepts of the current [University Admissions Regulations](#) apply. The following programme specific requirements will also apply.

### Scottish Qualifications Authority

Higher Grade: five passes at Higher Grade which must include English and two from: Mathematics, Biology, Chemistry and Physics. Applicants should normally have AABBB or 355 UCAS tariff points over two sittings and normally 245 points after first sitting.

### General Certificate of Education

A Level: AAB or 340 UCAS Tariff points to include three A levels which must include two from: Biology, Physics, Chemistry and Maths.

Non-typical entrants are welcomed.

## **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
- Effective Learning Service
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees
- Student’s Union

## **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/>