



Programme Specification

Queen Margaret University

EDINBURGH

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

1 Awarding Institution	Queen Margaret University, Edinburgh
2 Teaching Institution	Queen Margaret University, Edinburgh
3 Professional body accreditation	Health and Care Professions Council (HCPC) Chartered Society of Physiotherapy (CSP)
4 Final Award	BSc (Hons) Physiotherapy
Subsidiary exit awards and Alternative awards	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]
5 Programme Title	BSc (Hons) Physiotherapy
6 UCAS code (or other coding system if relevant)	B160 (current)
7 SCQF Level	BSc (Hons) Physiotherapy – SCQF level10 BSc Health Studies SCQF level 9
8 Mode of delivery and duration	Full time Normal time periods for completion: 4-6 years BSc (Hons) Physiotherapy 3-5 years BSc Health Studies
9 Date of validation/review	12 th January 2017

10. Educational Aims of the programme

The aim of the programme is to produce physiotherapists who are: self-aware, skilled, autonomous, critical, reflective, analytical and evaluative, who can contribute to the health and well-being of individuals and of society. Students will demonstrate values and behaviours in their practices and decision-making which are central to the Scottish Government's 2020 vision of its health and social care workforce - taking responsibility for their own actions (Scottish Government 2015c). The students are characterised by high levels of academic, intellectual and professional behaviours capable of developing and implementing practice based on the principles of person-centred, culturally sensitive, evidence-based care approaches. They are committed to continuous personal and professional development, to increasing the effectiveness of the physiotherapy profession and are capable of responding innovatively to change.

The programme aims, by the exit point at the end of Year 4, to develop a graduate who is able to:

1. Demonstrate and critically reflect upon the core values and behaviours of contemporary health and social care professionals (care and compassion, dignity and

respect, openness, honesty and responsibility, quality and teamwork) in order to apply the principles of rights-based, compassionate, person-centred care to all aspects of practice. (KU, I, T)

2. Assimilate reflective practice behaviour as a means of life-long, personal and professional development of the individual, characterised by abilities to: proactively self-critique and self-regulate; contribute to the education of others; and contribute to the evaluation and development of professional practice (KU, I, T);
3. Comprehend the processes involved in, and demonstrate effective communication in all forms, including pro-active engagement with healthcare technologies with service users, carers, other members of the public and with professional colleagues for the enhancement of healthcare practice (KU, I, P, T);
4. 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);
5. Use a problem solving approach to physiotherapy practice which integrates the effective management of knowledge, time, resources, people and priorities (KU, I, T);
6. Comprehend the role of other professionals involved in person-centred care and be able to engage in an inclusive, collaborative, participatory model of practice in order to work safely and effectively as a member of a multi professional team, including the management of others (KU, P, T);
7. Demonstrate and apply detailed knowledge of a range of health conditions and critical appraisal of related evidence based physiotherapy assessment and management approaches for people who commonly present to physiotherapists (KU, I, P);
8. Demonstrate and apply detailed knowledge of political, social, economic and legal factors affecting health and well-being, nationally and globally, and critically appraise related evidence based health promotion approaches and strategies and the role of the physiotherapist (KU, I, P);
9. Demonstrate a critical understanding of the main theories, principles, concepts and methods relating to physiotherapy practice (KU, I);
10. Apply knowledge and skills related to research and scientific enquiry to produce a piece of work and interpret its potential contribution to the development of physiotherapy (KU, I, P, T).
11. Demonstrate an understanding of the dynamic contexts of health and social care and of physiotherapy practice and recognise and apply appropriate opportunities and strategies to be flexible, to innovate and to lead in this context (KU, I, 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

The programme has been designed with cognisance of the following benchmark statements, frameworks and Professional Registration

- CHARTERED SOCIETY OF PHYSIOTHERAPY. 2010. Physiotherapy Framework putting physiotherapy knowledge and skills into practice.
- HEALTH AND CARE PROFESSIONS COUNCIL. 2013. Standards of proficiency physiotherapists. Available from: http://www.hcpc-uk.co.uk/assets/documents/10000DBCStandards_of_Proficiency_Physiotherapists.pdf
- HEALTH AND CARE PROFESSIONS COUNCIL. 2014. Standards for education and training. Available from: <http://www.hcpc-uk.org/assets/documents/1000295EStandardsfofeducationandtraining-fromSeptember2009.pdf>
- HEALTH AND CARE PROFESSIONS COUNCIL. 2016. *Our standards for continuing professional development* [online]. [viewed 11th February 2016]. Available from: <http://www.hpc-uk.org/registrants/cpd/standards/>
- HIGHER EDUCATION ACADEMY. 2015. *Framework for flexible learning in higher education*. [online]. [viewed 11th February 2016]. Available from: <https://www.heacademy.ac.uk/sites/default/files/downloads/flexible-learning-in-HE.pdf>
- NHS EDUCATION SCOTLAND. 2012. *Supporting AHP career and role development across the Career Framework for Health* [online]. [viewed 11th February 2016]. Available from: http://www.nes.scot.nhs.uk/media/1355082/ahp_career_development_march12.pdf
- SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK. 2016. *The Framework* [online]. [viewed 11th February 2016]. Available from: <http://scqf.org.uk/the-framework/>
- SCOTTISH GOVERNMENT. 2013. 2020 WORKFORCE VISION: EVERYONE MATTERS. Available from: <http://www.gov.scot/Publications/2013/06/5943>
- THE QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION. 2010. *Code of practice for the assurance of academic quality and standards in higher education: collaborative provision and flexible and distributed learning (including e-learning) – Amplified version of the second edition October 2010* [online]. [viewed 11th February 2016]. Available from: http://www.bbk.ac.uk/linkinglondon/resources/apel-credit-resources/pub_Nov2010_QAA_COP_section_2_HE_guidance.pdf
- THE QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION. 2014. *The framework for qualifications of higher education institutions in Scotland June 2014* [online]. [viewed 11th February 2016]. Available from: <http://www.qaa.ac.uk/en/Publications/Documents/FQHEIS-June-2014.pdf>

12. Learning Outcomes of the Programme

Learning outcomes are presented for each level of the programme aligned with SCQF level 7-10.

Year 1 SCQF Level 7 Learning Outcomes

On successful completion of Year 1 of the BSc (Hons) Physiotherapy programme, the student will be able to:

- Demonstrate and apply knowledge of underpinning sciences and concepts of physiotherapy practice to analysis of function/s and structure/s in a range of systems and in relation to a limited range of health/disease states and lifespan contexts.
- Select and demonstrate selected testing, assessment and measurement techniques in a safe and professional manner.
- Collect, analyse and present information, including numerical and graphical data and effectively communicate information, ideas and arguments in written and oral formats as an individual and within a group.
- Explain professional identity of the physiotherapist as an allied health professional within the contexts of team working, legal, ethical and cultural factors within a health and social care setting and act in accordance with standards of professional behaviour.
- Demonstrate the capacity to explore self, health and wellbeing and disability and the impact of these factors on the health of the individual.
- Reflect on their own and others' learning in relation to values and experiences and provide constructive peer feedback.

Year 2 SCQF Level 8 Learning Outcomes

On successful completion of Year 2 of the BSc (Hons) Physiotherapy programme, the student will be able to:

- Explain professional identity and role of allied health professionals and nurses and compare and contrast this with physiotherapy within the contexts of collaborative/inter-professional team working and person-centred care in evolving health and social care settings and act in accordance with standards of professional behaviour.
- Demonstrate safe, knowledgeable, clinically reasoned, reflective, values-based, person-centred and evidence-based approaches to clinical assessment, treatment/management and health promotion practice and skills in a range of health conditions across the lifespan in key areas of practice, taking a multidimensional, biopsychosocial approach to health, well-being, illness and disability.

- Demonstrate routine clinical and evaluative skills within evidence-based physiotherapy practice, exercising responsibility for learning and appropriate professional practice within the placement setting.
- Apply effective routine communication skills with service users, carers, physiotherapists and other professionals, including practice records.
- Under guidance, gather and appraise routine clinical data within the practice environment and apply evaluative skills to critically reflect on clinical decision-making and take action accordingly.

Year 3 SCQF Level 9 Learning Outcomes

On successful completion of Year 3 of the BSc (Hons) Physiotherapy programme, the student will be able to:

- Critically analyse their own and others' roles, expertise and perspectives in contemporary healthcare practice in the context of person-centred care.
- Demonstrate and critically discuss reasoned, critically reflective, person-centred, evidence-based approaches to effective clinical assessment, treatment/management and health promotion practice and skills in a range of health conditions, across the lifespan, in a range of practice areas, taking a multidimensional, biopsychosocial approach to health, well-being, illness and disability.
- Apply systematic enquiry to a selected public health issue or research methodology to contribute to the development of evidence-based physiotherapy practice.
- Apply knowledge of research methodology and analysis to the critical appraisal of published literature
- Demonstrate critical, reflective and evaluative skills in complex, professional decision-making taking account of a wide range of issues of relevance to healthcare and utilising skills of self-analysis and synthesis.
- Critically reflect and analyse their own professional practice and learning and plan personal and professional development for identified learning needs.
- Demonstrate broad clinical and evaluative skills within evidence-based physiotherapy practice, including audit, exercising responsibility for learning and appropriate professional practice within the placement setting.
- Apply advanced communication skills with service users, carers, physiotherapists and other professionals, including within practice records.
- Independently gather and appraise clinical data within the practice environment and apply evaluative skills to critically reflect on clinical decision-making and take action accordingly.

Year 4 SCQF Level 10 Learning Outcomes

On successful completion of Year 4 of the BSc (Hons) Physiotherapy programme, the student will be able to:

- Demonstrate effective, autonomous clinical and evaluative skills within evidence-based physiotherapy practice, exercising responsibility, autonomy, initiative, effective team working and critical self-reflection within the placement setting
- Analyse and synthesise clinical and research data within the practice environment, independently evaluate practice through critical reflection of decision-making and take autonomous action, including audit and research to improve practice outcomes.
- Critically evaluate contributions of professions and team management issues in social and political contexts of health and social care.
- Formulate a research question through the synthesis and analysis of theoretical and research findings, design and conduct the relevant research project, analyse, interpret and effectively communicate the findings, their implications and the limitations of the research in a format for publication in a peer reviewed journal
- Critically evaluate selected areas of contemporary and emerging physiotherapy practice and the knowledge, skills, behaviours and values required by physiotherapists to be effective as agents of change, leaders and innovators within contexts of physiotherapy practice.
- Work collaboratively and creatively in small groups and provide and respond to constructive formative feedback during the development phase of the resource.

13. Teaching and learning methods and strategies

A variety of student-centred learning and teaching strategies are utilised which are appropriate for the year of study, the aims, learning outcomes and the content of the module. Learning is facilitated by a structured approach for directed and self directed learning. Methods include tutorials, seminars, lectures, peer led sessions, practical classes, case-based learning, online discussions, experimental laboratory sessions, small group work and the use of a virtual learning environment (VLE). All approaches aim to link theory and practice and to develop a range of professional, transferable, graduate skills. Practice-based learning occurs in all years of the programme. Visiting lecturers and service users are invited to make expert contributions to enrich the student's learning experience. Within all teaching, students are supported in developing critical thinking skills through a problem solving approach. Directed and self-directed learning is inherent in all modules in the programme with increasing emphasis on independence in learning as the student progresses through the programme.

14. Assessment strategies

The assessment strategy is guided by the principles of constructive alignment. The assessment pattern for each module reflects the aims, learning outcomes and the learning approaches for that module. Learning and assessment is staged over the course of the

programme to enable the student to develop and demonstrate the knowledge, understanding and skills needed to meet the learning outcomes of the module and the programme. A wide range of summative assessment methods relevant to physiotherapy undergraduate education are used within the programme, including: written coursework, individual and group presentations, service development projects, professional development presented in e-portfolios, critical evaluative analyses of case studies, practical examinations and practice-based learning. Most modules include opportunities for formative assessment.

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 HCPC registration is gained after successful completion of 480 credits (Years 1, 2, 3 and 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 Years 1, 2 and 3 of the programme, i.e. 360 credit points, at least 120 credit points at SCQF level 9 and 120 credit points at SCQF Level 8; this does not confer eligibility to apply for HCPC registration.
- **Diploma in Higher Education** – for students who satisfactorily complete 240 credit points, at least 120 credit points at SCQF Level 8;
- **Certificate of Higher Education** – for students who satisfactorily complete 120 credit points at SCQF Level 7.

Modules are delivered in each year of study as double, triple or quadruple modules (20, 30, 40 credits).

The programme structure and content are illustrated in Tables 1 to 4.

Year 1 modules, module credits and semester of study

Semester	Module Title	Module credits
1	Preparing for physiotherapy practice	20
1	Introduction to foundations of health science	30
2	Progressing foundations of health science	30
2	Contextualising physiotherapy: self, health and well-being	20
1 and 2	Inter-professional Education (IPE) 1: teams and team working	20

Year 2 modules, module credits and semester of study

Semester	Module Title	Credits
1	Physiotherapy Practice 1: Neuromusculoskeletal	20
1	Physiotherapy Practice 2: Cardiorespiratory	20
2	Physiotherapy Practice 3: Neurological physiotherapy	20
1 and 2	Physiotherapy and behaviour change	20
2	Practice based learning 1	20
1 and 2	Inter-professional Education 2: Professional roles and Inter-professional teamwork	20

Year 3 modules, module credits and semester of study

Semester	Module Title	Credits
1 and 2	Advancement of clinical management	30
1	Practice based learning 2	20
2	Practice based learning 3	20
1 and 2	Public health and health promotion	30
1 and 2	Inter-professional Education 3: Inter-professional working and person-centred care	20

Year 4 modules, module credits and semester of study

Semester	Module Title	Credits
1	Practice based learning 4	20
1 and 2	Applied physiotherapy research project – Honours dissertation	40
1 and 2	Personal and professional development in contemporary and emerging physiotherapy practice.	20
2	Practice based learning: Elective	20
1 and 2	IPE 4	20

16. Criteria for admission

Typical Entrants

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. Candidates who achieve the required grades at one sitting are normally preferred.

Advanced Higher: Where a candidate has a subject specific qualification at both Advanced Higher and Higher level, only the highest level of qualification will normally be considered.

A certificate of completion of an appropriate group of Higher National Certificate (HNC) and Higher National Diploma (HND) modules (e.g. HNC Healthcare).

General Certificate of Education (GCE)

A Level: AAB to include three A levels which must include two from: Biology, Physics, Chemistry and Maths.

Irish Leaving Certificate (ILC)

Five passes at Honours level (minimum grade C2) which must include English and two from: Mathematics, Biology, Chemistry and Physics. Applicants should normally have H1, H2, H2, H2, H3.

International qualifications

International qualifications, which are rated as being equivalent to Scottish Higher grades/GCE A Levels using the UK NARIC system (United Kingdom national agency for the recognition and comparison of international qualifications and skills) and which meet the subject specific requirements, e.g. International Baccalaureate (32 points).

Widening Access

Queen Margaret University is committed to social responsibility, inclusion and participation. This is reflected in its commitment to the widening access to higher education agenda and by supporting equality for all students and staff. Entrants may achieve entry qualifications in line with QMU Contextual Admissions Policy, available at:

<http://www.qmu.ac.uk/quality/documents/Contextual%20Admissions%20Policy%20June%202016.pdf>

Mature applicants (aged 21 years or over at the point of entry to the course) may present with qualifications other than the typical qualifications as outlined above but must be able to show evidence of recent study at a level commensurate with or greater than Scottish Higher. The following qualifications will be considered as meeting the minimum academic requirements: relevant Access courses (e.g. Access to Science/Access to Healthcare); relevant Open University modules (e.g. Human Biology); undergraduate or postgraduate degrees in any discipline although preference will be given to candidates with science or health and social care relevant qualifications. Candidates with non-science or non-health and social care related undergraduate or postgraduate degrees should be able to demonstrate an understanding of scientific enquiry.

Accreditation of prior learning

Queen Margaret University will consider applications for accreditation of prior learning for applicants who are transferring from a pre-registration physiotherapy programme at another Higher Education Institution on an individual basis. The process in QMU is Recognition of Prior Learning: <http://www.qmu.ac.uk/quality/qm/AZindex.htm#r>

Advanced entry at HND is not available. Relevant HN qualifications are considered for entry to Year One only.

Other criteria

The programme aims to recruit individuals who are capable of successful study at undergraduate level and who demonstrate the values-based ethos currently outlined in the National Health Service. In addition to meeting the academic entry requirements, applicants are required to demonstrate through their application form and interview that: they are motivated to care for others; they have an understanding of the scope of physiotherapy practice and the role of the profession which may be demonstrated by a short period of work shadowing or visit/s to practice site/s (preferably an NHS environment), relevant work experience or volunteering; and they are motivated to study physiotherapy at undergraduate degree level. They must also have satisfactory references (one of which will normally be an academic reference).

17. Support for students and their learning

The programme team and QMU services provide the following support:

- Personal Academic Tutors: assigned to all students during induction week who provide academic and pastoral support
- Representation through Student-Staff Committees
- Access to Student Learning Services, Library and IT support.
- Effective Learning Service: offers individual advice as well as group workshops and resources.
- Learning Resource Centre
- Student Services: offer a range of support and guidance for students including Careers and Employment Service, Counselling Service, Disability Service, Medical Service, Student Finance Advice.
- International Office: provides central support to international students
- QMAdvance: is an optional course, which helps new students to ease their way into life and study just before the first semester
- QMConnect: Student Mentoring Project. This offers new students the opportunity to be matched with a trained student mentor. Mentors are usually students who are studying the same or a similar course.
- Student handbook and programme Hub site containing important information such as assessment guidance
- Induction to QMU campus, services, facilities and resources, and to the Subject Area and programme
- A longitudinal induction programme to support transitions into, through, and out of programme of study
- Ability to approach personal academic tutors, module coordinators, programme tutor and programme leader as required

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/>