



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 Care and Professions Council (HCPC) Chartered Society of Physiotherapy (CSP)
4	Final Award	MSc (Pre-registration) Physiotherapy
	Subsidiary exit awards and Alternative awards	MSc Health Sciences PGDip (Pre-registration) Physiotherapy PGDip in Health Studies PGCert in Health Studies
5	Programme Title	MSc (Pre-registration) Physiotherapy
6	UCAS code (or other coding system if relevant)	
7	SCQF Level	11
8	Mode of delivery and duration	Full-time university-based 26 months
9	Date of validation/review	12 th January 2017

10. Educational Aims of the programme

The purpose of the programme is to produce post graduate physiotherapists who are self-aware, skilled, critical, analytical, reflective and evaluative, independent learners who actively contribute to shaping the future health and well-being of the individual and society. Graduates from the programme will be distinctive in their ability to synthesise evidence from current practice and research to develop an in-depth critical knowledge and understanding of the physiotherapy profession and interprofessional working.

Furthermore, they will be able to demonstrate core values and behaviours central to the 2020 vision (Scottish Government, 2013) in their work practice and decision making, taking responsibility for their own actions (CSP, 2010). They will have a critical awareness of current issues and external factors which influence the provision of health and social care and will be capable of demonstrating leadership in relevant professional areas. In addition graduates will be enterprising, creative and award of a global approach to the promotion and provision of physiotherapy services including an understanding of social enterprise.

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 CARE AND PROFESSIONS COUNCIL 2013. Standards of proficiency physiotherapists. Available from: http://www.hcpc-uk.co.uk/assets/documents/10000DBCStandards_of_Proficiency_Physiotherapists.pdf
- HEALTH CARE AND 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: Postgraduate Taught Student Experience Working Group. 2013. *Learning from International Practice. What is mastersness? Discussion paper* [online]. QAA: Report of the Scottish Higher Education Enhancement Committee. [viewed 11th February 2016]. Available from: <http://www.enhancementthemes.ac.uk/sheec/learning-from-international-practice/taught-postgraduate-student-experience/facets-of-mastersness>
- 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>
- THE QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION., 2010. *QAA Master's degree characteristics March 2010*. [online]. [viewed 11th February 2016]. Available from: <http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf>

Successful completion of the MSc or PGDip MSc (Pre-registration) Physiotherapy programme confers eligibility to apply for

- registration with the Health Care and Professions Council (HCPC) as a Physiotherapist
- membership of the Chartered Society of Physiotherapy (CSP)

12. Learning Outcomes of the Programme

MSc (Pre-registration) Physiotherapy and alternative exit award PgDip (Pre-registration) Physiotherapy

The programme has been designed to facilitate the professional and personal development of the student by providing the opportunity to enhance transferable, scientific and intellectual attributes.

Post-graduate Diploma (pre-registration) Physiotherapy

On successful completion of the PGDip (pre-registration) Physiotherapy programme, the student will be able to:

Demonstrate a critical understanding of the main theories, principles, concepts and methods relating to physiotherapy practice. (KU, I)

2. Demonstrate and apply a critical, detailed knowledge and understanding of a range of health conditions and related evidence based physiotherapy assessment and management approaches for populations who commonly present to physiotherapists (KU, I, P).

3. Demonstrate critical understanding of the social, political, economic and legal factors which influence health and well-being as well as the nature of contemporary global health and social care and the implications for personal and professional practice and development. (KU, I,T)

4. Engage in an inclusive, collaborative, consultative, culturally responsive and person-centred model of practice, and an ability to practice both autonomously and as a member of an interprofessional team. (KU,I,P,T)

5. Demonstrate and critically reflect upon the core values and behaviours (care and compassion, dignity and respect, openness, honesty and responsibility, quality and teamwork) to allow for development of self-awareness, taking responsibility for own actions. (KU,I,T)

6. Critically reflect upon the nature of collaborative and partnership interdisciplinary working in the context of person centred healthcare, and the role of physiotherapy within this. (KU, P, I,)

7. Demonstrate an understanding of how the application of detailed knowledge and skills related to research and scientific enquiry can contribute to the development of physiotherapy practice at both the personal and profession level. (KU, I, T)

8. Exercise substantial autonomy and initiative in planning and implementing personal and professional development activities. (KU, I, T)

9. Collect, synthesise and evaluate complex data both systematically and creatively, to make sound judgements about practice and communicate their conclusions effectively, using appropriate methods, to a range of audiences with differing levels of knowledge/expertise. (KU, I, P, T)

10. Demonstrate an understanding of the promotion and further development of physiotherapy practice to enable them to be facilitators of change. (KU,I,T)

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

Master of Science (pre-registration) Physiotherapy

On successful completion of the MSc (pre-registration) Physiotherapy programme, the student will have achieved all 13 programme learning outcomes detailed in section 5.2.1, and in addition, will be able to

1. Apply detailed knowledge and the skills related to research and scientific enquiry to produce an original 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.

PGCert Health Studies:

Students who satisfactorily complete any 60 M-level credit points (equivalent to two double modules) may be awarded a Post-graduate Certificate Health Studies

PGDip Health Studies:

Students who satisfactorily complete any 120 M-level credits, may be awarded a Post-graduate Diploma Health Studies.

MSc Health Studies:

Students who successfully complete any 120 M-level credits plus a satisfactory Research Dissertation may be awarded an MSc Health Studies. This will apply to students who fail to successfully pass all practice-based learning modules.

13. Teaching and learning methods and strategies

Teaching and learning activities focus on the role of the lecturer as facilitator, using various learning experiences. The programme encompasses a range of learning opportunities including lectures, workshops, tutorials and practical classes. These learning methodologies draw on the students' experiences and help them to develop the different 'facets of Mastersness:' depth, abstraction, complexity, unpredictability, autonomy, professionalism, research and enquiry (The QAA 2013). Inter-professional learning is embedded into the Preparing for Practice as an AHP and Research Methods modules in year one. Both of these modules bring together post-graduate, pre-registration students from across the School of Health Sciences for the purpose of learning from, with and about other allied health professions.

Directed learning and independent self-study is inherent in all modules in the programme with directed learning decreasing as the student progresses through the programme with increasing emphasis on life-long learning and transferable learning skills. The programme team makes wide use of current learning technologies to support directed learning. All modules have an associated Hub site which may include narrated PowerPoint lectures, lecture notes, reading materials, tutorial questions and worksheet, self-assessment quizzes and discussion boards. These methods are also used to enhance the accessibility of the programme material in order to address the Teachability agenda. (<http://www.teachability.strath.ac.uk>).

To provide pre-registration physiotherapy students with an opportunity to tailor their learning experiences to better meet their own learning needs, the Steps to Transforming and Enhancing your Physiotherapy Practice (STEPPs) has been launched in 2016-17. The STEPPs programme aims to offer learning experiences to enhance the learner's capacity to deliver health and social care. The overarching philosophy of this programme is about

building communities of learners who can learn from and with each other.. By choosing additional learning, the student is able to tailor their pre-registration physiotherapy education to create their own unique portfolio of skills and knowledge which fits with their ambitions and goals.

THE QUALITY ASSURANCE AGENCY Postgraduate Taught Student Experience Working Group. 2013. *Learning from International Practice. What is mastersness? Discussion paper* [online]. QAA: Report of the Scottish Higher Education Enhancement Committee. [viewed 11th February 2016]. Available from: <http://www.enhancementthemes.ac.uk/sheec/learning-from-international-practice/taught-postgraduate-student-experience/facets-of-mastersness>

14. Assessment strategies

Learning over the course of each module is scaffolded to enable the learner to develop the knowledge, understanding and skills needed to produce the assessments. Most modules include strategic formative assessments, such as feedback on assignment outlines, group presentations relating to the development of the summative assessment, and online discussions. The assessment pattern for each module reflects the aims, learning outcomes and the learning approaches for that module. A wide range of summative assessment methods relevant to postgraduate education are used within programme, including: written coursework using both academic and reflective writing, scientific report writing; individual and group presentations, work-based learning projects presented in e-portfolios, analysis of case studies, and practical viva exams. During all placements, students undertake a number of reflective tasks which they either share with a peer or submit to a PAT for feedback.

Peer feedback and assessment will be built in for those modules where group work is a feature of summative assessment. We will use Web PA and formative peer feedback to support development of peer assessment skills which will feed forward summative assessment. The staff team is increasingly using technology such as Grade mark, Turn it-in and audio feedback to provide varied and constructive feedback and feedforward.

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

15.1 Programme Credits and Award Requirements

Students can exit with Master of Science (MSc) Pre-registration Physiotherapy or Postgraduate diploma (PGDip) Pre-registration Physiotherapy. Both exit awards confer eligibility for registration as a Physiotherapist with the Health Care and Professions Council (HCPC).

Students can also exit with postgraduate certificate (PGCert), postgraduate diploma (PGDip) or Master of Science (MSc) in Health Studies. These awards **do not** enable graduates to apply for HCPC registration

Master of Science (M.Sc.) Degree in Pre-registration Physiotherapy

To be awarded MSc (pre-registration) Physiotherapy, students will normally successfully complete all modules within the programme.

There are a total of 240 M- level (SCQF level 11) credits and 105 H-level (SCQF level 10) credits. There are no optional modules.

Post-graduate Diploma (PGDip) in Pre-registration Physiotherapy

To be awarded PGDip (pre-registration) Physiotherapy, students must normally complete all year one and year two modules with the exception of the year two Research. There are a total of 180 M-level credits and 105 H-level credits. There are no optional modules.

Post-graduate Certificate in Health Studies (PGCert)

The student must successfully complete study of 60 M level credit points (equivalent to two double modules). There are no optional modules.

Post-graduate Diploma in Health (PGDip)

The student must complete study of 120 M level credit points. There are no optional modules.

Master of Science (M.Sc.) Degree in Health Studies

The student must meet the requirements for PGDip in Health (120 credits) and: the 60-credit Research Dissertation. There are no optional modules.

15.2 Programme Structure and Modules

The programme structure and content are summarised in Table 1. There are a total of 240 M- level (SCQF level 11) credits and 105 H-level (SCQF level 10) credits. There are no optional modules. The programme is full-time and it is expected that students will study and complete 130 M-level credits within the first two semesters, 40 H-level credits during semester three, 110 M-level credits during semesters four and five and 35 H-Level credits during semester six.

Table 1 Summary of Modules required for award of MSc (pre-registration) Physiotherapy

Module title	M-level credits
Foundations of Health Science	40
Preparing for Practice as an AHP	15
Introduction to Practice based Learning	10 (H-level)
Clinical Studies 1 Cardiorespiratory	20
Clinical Studies 2 Neuromusculoskeletal	20
Clinical Studies 3 Neurological Rehabilitation	20
Research Methods for Health professionals	15
Practice based Learning 1	20 (H-level)
Practice based learning 2	20 (H-level)
Advancement of Physiotherapy Practice	20
Developing Innovative Physiotherapy Practice	15
Supporting Health and Well Being	15
Research dissertation (MSc Pre-registration)	60
Practice based learning 3	20 (H-level)
Practice based learning 4	20 (H-level)
Elective Practice based learning	15 (H-level)
	240 M level and 105 H level

For award of PGDip (pre-registration) Physiotherapy, students will complete all H-level credits associated with Practice based learning and all M-level modules with the exception of the 60 credit dissertation module

16. Criteria for admission

The MSc (Pre-Registration) Physiotherapy is designed for students who hold an Honours degree at 2:2 classifications and above.

The standard precepts of the following current University regulations and policies apply:

- a) University Admissions Regulations: <http://www.qmu.ac.uk/quality/gr/default.htm#regs> (see 'Admission and Registration').
- b) the Taught Postgraduate Framework: <http://www.qmu.ac.uk/quality/gr/default.htm#regs> (see 'Taught Postgraduate Regulations')
- c) QMU Equality and Diversity Strategy: <http://www.qmu.ac.uk/equal/policy.htm>

Specific regulations relating to the admission of disabled applicants are included in both the University Admissions Regulations (Section 7.0) and the Taught Postgraduate Framework (Section 5.3).

Applicants will also be expected to demonstrate evidence of understanding of the scope of physiotherapy practice in their application personal statement. This may draw on experience gained from work-shadowing, volunteering or visiting a clinic (NHS environment desirable). Applicants should also show evidence of motivation to study physiotherapy and should supply two references (one of which will normally be an academic reference)

- Applicants for whom English is not their first language will normally be required to demonstrate competence at a standard equivalent to British Council English Language Testing Service (IELTS) test at an aggregated grade of 7.0 or above with no element of performance below 6.5. An IELTS score of 7.0 is the level required by the HCPC for registration as a physiotherapist.

17. Support for students and their learning

The programme team and QMU services provide the following support:

- 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 their programme of study.
- Personal academic tutors who provide guidance in selection of appropriate modules, targeting of studies at areas of interest, and support with personal development planning
- Access to the Effective Learning Service, Learning Resource Centre guidance and facilities IT support
- Access to Student Services: careers, counselling, and disability advice
- Representation through the Programme Committee and 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/>