



# Programme Specification

Queen Margaret University

EDINBURGH

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

<b>1</b>	<b>Awarding Institution</b>	Queen Margaret University, Edinburgh
<b>2</b>	<b>Teaching Institution</b>	Queen Margaret University, Edinburgh
<b>3</b>	<b>Professional body accreditation</b>	Chartered Society of Physiotherapy (pending)
<b>4</b>	<b>Final Award</b>	MSc Advancing Physiotherapy Practice
	<b>Subsidiary exit awards and Alternative awards</b>	MSc Advancing Practice in Health PGDip Advancing Physiotherapy Practice PGDip Advancing Practice in Health PGCert Advancing Physiotherapy Practice PGCert Advancing Practice in Health
<b>5</b>	<b>Programme Title</b>	MSc Advancing Physiotherapy Practice
<b>6</b>	<b>UCAS code</b> (or other coding system if relevant)	
<b>7</b>	<b>SCQF Level</b>	11
<b>8</b>	<b>Mode of delivery and duration</b>	Full-time online: 18 months (minimum 12 months; maximum 48 months) Full-time blended learning: 18 months (minimum 12 months; maximum 48 months) Part-time online: 36 months (minimum 30 months; maximum 84 months) Part-time blended learning: 36 months (minimum 30 months; maximum 84 months)
<b>9</b>	<b>Date of validation/review</b>	12 <sup>th</sup> April 2016

## 10. Educational Aims of the programme

The MSc in Advancing Physiotherapy Practice will support physiotherapists in developing the capabilities needed to thrive in current global health and social care contexts and respond to complex and unpredictable situations in a proactive and innovative manner. The programme acknowledges the need for inter-professional working, and that some students wish to specialise in relation to areas of practice while others wish to generalise. The programme aims to facilitate career development tailored to individual students by providing the opportunity to follow clinical (for example, musculoskeletal, neurological, cardiorespiratory and paediatric) and non-clinical (for example, leadership and management, education) specialist routes that are acknowledged on the student's transcript. The educational aims of the programme are to collaborate with students and guide them to become graduates who:

- continually use their initiative in critically reflecting on and evaluating current and novel information and developments to ensure that they are at the forefront of practice development
- are dynamic leaders of innovative and person-centred change that advances practice, using advanced communication skills to enable translation of knowledge into practice.

## 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 Bodies, as well as UK and European policy initiatives:

- EUROPEAN HIGHER EDUCATION AREA., 2014. *Bologna process* [online]. [viewed 11<sup>th</sup> February 2016]. Available from: <http://www.ehea.info/article-details.aspx?ArticleId=5>
- HEALTH AND CARE PROFESSIONS COUNCIL., 2016. *Our standards for continuing professional development* [online]. [viewed 11<sup>th</sup> 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 11<sup>th</sup> 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 11<sup>th</sup> February 2016]. Available from: [http://www.nes.scot.nhs.uk/media/1355082/ahp\\_career\\_development\\_march12.pdf](http://www.nes.scot.nhs.uk/media/1355082/ahp_career_development_march12.pdf)
- SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK., 2016. *The Framework* [online]. [viewed 11<sup>th</sup> February 2016]. Available from: <http://scqf.org.uk/the-framework/>
- 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 11<sup>th</sup> February 2016]. Available from: [http://www.bbk.ac.uk/linkinglondon/resources/apel-credit-resources/pub\\_Nov2010\\_QAA\\_COP\\_section\\_2\\_HE\\_guidance.pdf](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 11<sup>th</sup> 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 11<sup>th</sup> 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 11<sup>th</sup> February 2016]. Available from: <http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf>

Successful completion of the programme does NOT confer eligibility to apply for

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

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

### **MSc Advancing Physiotherapy Practice (and alternative exit award MSc Advancing Practice in Health):**

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

By the end of the programme, the student will be able to:

1. Contextualise their learning and practice within global, national and local policy and professional contexts and demonstrate responsiveness to complex and unpredictable scenarios. (KU, I, T)
2. Demonstrate continual self-reflective and self-directed lifelong learning with initiative and motivation to ensure that knowledge, understanding and practice are at the forefront of development in the profession. (KU, I, T)
3. Be an effective and proactive consumer of current knowledge, using critical analysis and synthesis skills to develop and ensure evidence based practice. (KU, I, T)
4. Competently engage in collaborative development of original knowledge and insights. (KU, I, T)
5. Clearly communicate with range of audiences and using varied methods to disseminate new knowledge and understanding in a way that demonstrates academic integrity. (KU, I, P, T)
6. Apply knowledge and understanding in specialist, original and insightful ways that translate into evidence based, ethical and person-centred changes in practice or thinking. (KU, I, T)
7. Leadership in advancing practice through innovation, professionalism, collaborative inter-disciplinary working and supporting the development of others. (KU, I, T)
8. Planning and executing a research project with supervision. (KU, I, P, T)

Students who successfully complete the M.Sc. in Advancing Physiotherapy Practice and MSc Advancing Practice in Health will be expected to demonstrate all of the learning outcomes stated.

### **PGCert Advancing Physiotherapy Practice and PGDip Advancing Practice in Health:**

Students who successfully complete the PGCert in Advancing Physiotherapy Practice and PGCert Advancing Practice in Health will be expected to demonstrate all of the learning outcomes stated, with the exception of learning outcome 8.

### **PGDip Advancing Physiotherapy Practice and PGDip Advancing Practice in Health:**

Students who successfully complete the PGDip in Advancing Physiotherapy Practice and PGDip Advancing Practice in Health will be expected to demonstrate all of the learning outcomes stated, with the exception of learning outcome 8.

### **13. Teaching and learning methods and strategies**

The programme is flexible in relation to the ways that students can enter study at a Masters level and progress through it.

Flexible points of entry into the Master's programme are enabled. Students can start their study through Continuing Professional Development (CPD) activities, provided by QMU or others, on campus or elsewhere. They can progress this by studying the aspect of practice addressed in the CPD experience to a Master's level through modular studies as an associate student, or as a Master's student. By doing this the programme is responding to pressures in the current clinical setting that impact on the possible study patterns of students, inclusive to people who have different learning needs, and adaptable to students as their circumstances change during their academic journey.

Flexible progression through the Master's is enabled through two possible routes (blended face-to-face and online learning, or exclusively online learning) and two possible paces (full-time or part-time). Students who study full-time enter an eighteen-month long programme with the potential to accelerate their studies to a minimum of 12 months depending on their success in taught modules and their circumstances. Students who study part-time are expected to complete their programme in three to seven years. Students who study online benefit from an overarching strategy for online learning.

A clinical focus is taken, to address international, national and local priorities placed on development of abilities needed in and by the workplace. The programme uses a 'portfolio-based' model, emphasising Recognition of Prior Learning as well as Work Based Learning. Linkages to CPD activities enable students to make use of prior learning experiences that have a highly clinical, and possibly practical, focus. Depending on preference students can develop in the direction of a specialism, or generalise, and both are supported within core and optional modules delivered within the Physiotherapy Subject Area and from the University catalogue. Teaching and learning activities focus on the role of the lecturer as guide / facilitator, using varied experiences (seminars, lectures, practical sessions, online synchronous / asynchronous discussions, peer led sessions, reflection on work-based learning experiences, etc.) that 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).

The programme team are supportive to students who participate in CPD, study single modules as associate students, and who register on awards (PGCert, PGDip and MSc). The programme leader and Personal Academic Tutors provide guidance about ways in which a student can adapt the programme to suit their learning needs – regarding study pace, place and mode.

Transition into higher education is supported through a 'Learning in Community Programme', containing the non-credit-bearing 'Learning Methodologies' and 'Online Learning' study units as well as further activities to support transitions through the programme. These include learning opportunities relating to transferable skills and employability, and opportunities for reflection and assimilation in discussion with the Personal Academic Tutor (PAT), supporting personal development planning. Transitions from postgraduate education into further development that integrates lifelong learning are supported by the programme team throughout modular studies, for example, by integrating usable products of assessment that can be implemented in practice, and through facilitating dissemination of research project

findings in conference presentations and publication and progression to PhD for interested students.

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 11<sup>th</sup> February 2016]. Available from: <http://www.enhancementthemes.ac.uk/sheec/learning-from-international-practice/taught-postgraduate-student-experience/facets-of-mastersness>

#### **14. Assessment strategies**

Guided by the principles of constructive alignment, the assessment methods are supportive of deep learning. 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, including strategic formative assessments. A wide range of assessment methods relevant to post-graduate education are used within the MSc Advancing Physiotherapy Practice programme, which include: written coursework using both academic and reflective writing, individual and group presentations, work-based learning projects presented in e-portfolios, analysis of case studies, and practical exams where appropriate. 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.

#### **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 postgraduate certificates (PGCert), postgraduate diploma (PGDip) and Master of Science (MSc). For each, they can exit with the title:

- Advancing Physiotherapy Practice – where the student is a qualified physiotherapist (see entry requirements) who has completed all core modules relevant to the level of PGCert, PGDip or MSc, or
- Advancing Practice in Health – where the student is not a qualified physiotherapist, or where they have not completed all core modules relevant to the level of PGCert, PGDip or MSc.

##### **Post-graduate Certificate in Advancing Physiotherapy Practice (PGCert)**

the student must successfully complete study of 60 M level credit points (equivalent to two double modules). Students must complete 30 credits of core modules and 30 credits from the Taught Postgraduate Framework for Health.

##### **Post-graduate Diploma in Advancing Physiotherapy Practice (PGDip)**

The student must meet the requirements for PGCert in Advancing Physiotherapy Practice (60 credits) and: the core 30-credit Research Methods module, and 30 further credits of academic study from the QMU portfolio of available level 11 modules.

### **M.Sc. Degree in Advancing Physiotherapy Practice**

The student must meet the requirements for PGDip in Advancing Physiotherapy Practice (120 credits) and: the 60-credit Research Project. The 60 credit dissertation must be undertaken within the code of physiotherapy conduct as outlined by the Chartered Society of Physiotherapy (or equivalent national physiotherapy governing body code of conduct).

For the PGCert, PGDip and MSc in Advancing Physiotherapy Practice the student may have an area of specialisation noted on their transcript where they have focused their studies in all core modules for the stated award (core module at PGCert level, core Research Methods module at PGDip level and core Research Project at MSc level). This will be established by the programme leader in reviewing the content of these pieces of work, and in discussion with the student. Examples of specialisations are: musculoskeletal physiotherapy; neurological physiotherapy; cardiorespiratory physiotherapy; paediatric physiotherapy; education; and leadership and management.

### **Alternative Award: Post-graduate Certificate in Advancing Practice in Health (PGCert)**

The student must successfully complete study of 60 M level credit points (equivalent to two double modules). Students must complete 60 credits that relate clearly to Advancing Practice in Health – judged by Programme Leader in discussion with Registry.

### **Alternative Award: Post-graduate Diploma in Advancing Practice in Health (PGDip)**

The student must meet the requirements for PGCert in Advancing Practice in Health (60 credits) and: the core 30-credit Research Methods module, and 30 further credits of academic study from the QMU portfolio of available level 11 modules.

### **Alternative Award: M.Sc. Degree in Advancing Practice in Health**

The student must meet the requirements for PGDip in Advancing Practice in Health (120 credits) and: the 60-credit Research Project. The 60 credit dissertation must be undertaken within the code of physiotherapy conduct as outlined by the Chartered Society of Physiotherapy (or equivalent national physiotherapy governing body code of conduct).

## **15.2 Programme Structure and Modules**

All modules are studied SCQF level 11. The programme can be studied through two paces (full-time; part-time) and two modes (online; blended learning - involving face-to-face contact and online learning). This provides four study routes: full-time blended learning / part-time blended learning / full-time online / part-time online.

In the standard format, full-time students are expected to study and complete 120 credits within two semesters and complete their Research Project within 18 months of starting the programme. Part-time students can elect to study between 15 credits and 60 credits in one academic year; modules can be selected in any order and there is no element of pre-requisite for progression from one year to the next. The exceptions to this are programme specific regulations relating to progression to dissertation. Students can study online part-time or full-time.

Students have a choice of possible core modules, to increase flexibility within different study routes. The core modules can be tailored to a specific clinical speciality, such as paediatric physiotherapy. Specialist routes will be noted on the student's transcript where desired and where the criteria are met (see below<sup>1</sup>). New modules are in bold in Table 1. Modules accessed from the Taught Postgraduate Framework for Health are in italics. The core modules 'Advancing Practice: Evaluating the Evidence' and 'Advancing Practice: Implementation,' and optional modules delivered by Physiotherapy, will be available to other Subject Areas.

**Table 1. Summary of modules required for each award**

Award Title	Modules
PGCert Advancing Physiotherapy Practice	<p><u>Core:</u> 30 credits from –</p> <p>Full-time with blended learning:</p> <ul style="list-style-type: none"> <li>• <i>Developing Professional Practice: Work Based Learning</i><sup>1</sup> (full-time iteration: 15, 30, 45 credits)</li> <li>• <b>Advancing Practice 1: Evaluating the Evidence<sup>1</sup> and Advancing Practice 2: Implementation<sup>1</sup> (2 x 15 credit modules linked with CPD experiences)</b></li> <li>• <b>Advancing Clinical Skills<sup>1</sup> (30 credits – shared teaching with pre-registration MSc)</b></li> </ul> <p>Part-time with blended learning, part-time online, or full-time online:</p> <ul style="list-style-type: none"> <li>• <i>Developing Professional Practice: Work Based Learning</i><sup>1</sup> (part-time / online iterations: 15, 30, 45 credits)</li> <li>• <b>Advancing Practice 1: Evaluating the Evidence<sup>1</sup> and Advancing Practice 2: Implementation<sup>1</sup> (2 x 15 credit modules linked with CPD experiences)</b></li> <li>• <i>Current Developments in Practice</i><sup>1</sup> (online module delivered by Podiatry: 30 credits)</li> </ul> <p><u>Options:</u> 30 credits options from the QMU postgraduate catalogue; the following options will be delivered by Physiotherapy, and shared with other programmes, when student numbers allow:</p> <ul style="list-style-type: none"> <li>• Meaningful Clinical Change: Measurement in Practice (30 credits; available as online learning)</li> <li>• Behaviour Change for Health Professionals; self and others (15 credits; available as online / blended learning)</li> <li>• Health Promotion and Health Education for AHPs and Nursing (15 credits; available as online learning)</li> <li>• Interventions in Health Promotion (15 credits; available as online / blended learning)</li> <li>• Mentoring in Professional Practice Development (1 x 15 credits; available as online learning)</li> </ul>
PGCert Advancing Practice in Health	<p>Where student is not a Physiotherapist, or: Where the student has not studied a core module but has studied 60 credits of modules that relate clearly to Advancing Practice in Health – judged by Programme Leader in discussion with Registry</p>
PGDip Advancing Physiotherapy Practice	<p>Requirements for PGCert Advancing Physiotherapy Practice plus: <u>Core:</u> PM051 Research Methods<sup>1,2</sup> (School Wide: 30 credits) <u>Options:</u> 30 credits options from the QMU postgraduate catalogue</p>
PGDip Advancing Practice in Health	<p>Requirements for PGCert Advancing Practice in Health plus: <u>Core:</u> PM051 Research Methods<sup>3</sup> (School Wide: 30 credits) <u>Options:</u> 30 credits options from the QMU postgraduate catalogue</p>
MSc Advancing Physiotherapy Practice	<p>Requirements for PGDip Advancing Physiotherapy Practice plus: <u>Core:</u> School Wide Research Project<sup>1,2</sup> (60)</p>
MSc Advancing Practice in Health	<p>Requirements for PGDip Advancing Physiotherapy Practice plus: <u>Core:</u> School Wide Research Project<sup>3</sup> (60)</p>

<sup>1</sup>For a specialist route noted on the student's transcript, all core modules must be targeted at that specialism

<sup>2</sup>Whether or not a specialist route is selected, assessments for core modules must be targeted at issues relevant to advancing physiotherapy practice

<sup>3</sup>Whether or not a specialist route is selected, assessments for core modules must be targeted at issues relevant to advancing practice in health

## 16. Criteria for admission

The MSc Advancing Physiotherapy Practice is designed for registered physiotherapists from the UK or physiotherapists with an equivalent qualification from a European or International country. 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).

The following specific criteria must be satisfied for admission to the MSc Advancing Physiotherapy Practice programme:

- Qualification: Degree (SCQF level 10) or Diploma (SCQF level 9) with relevant clinical experience (NARIC rating)
  - Full degree certificate in Physiotherapy, or full diploma certificate in Physiotherapy;
  - If a recent graduate: provisional degree/diploma certificate and academic transcripts;
  - If in final year, an offer will be conditional on receipt of these documents.
- English language: English Language Proficiency (ELP) certificate
  - IELTS >6.5 (no less than 6.0 in any element)
- Clinical Experience:
  - Degree candidates: none required
  - Diploma candidates:
    - 2 or more years of clinical experience at the time of the programme start-date or
    - 50% or more on an entrance essay at SCQF level 9; those with 50-60% required to do self-study bridging materials before arrival.

Note: Those with evidence of successful study at postgraduate level will not have to complete the entry essay.
- Academic experience:
  - Average academic score over last 2 years normally 60% or higher or equivalent (if 50-60% discuss with Admissions Tutor)
  - Good academic references not 'standard letters'
- Appropriate personal statement: writing at an appropriate level; knowledge of QMU demonstrated

Applicants may register as either:

1. a student studying for an award within the named Master's programme, or
2. an Associate student with the intention of completing individual module(s), who will receive a transcript on successful completion of a module that can be transferred towards any postgraduate award through the Credit Accumulation and Transfer (CATS) scheme. Note: although modules can be studied on an individual basis, specific pre-requisites may exist for some modules.

## **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 'Learning in Community' programme developed to support transitions into, through, and out of their programme of study, including support with development of study skills at a Master's level
- 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/>