



B.Sc. Hons. Physiotherapy

HIGHER EDUCATIONAL INSTITUTE (LICENCE N. 2018023)

HANDBOOK

A. A 2024/2025

B.Sc. HONS. PHYSIOTHERAPY

The purpose of this Handbook is to provide you with information about your programme of study and to direct you to other general information about studying for an MIE qualification. The MIE Quality handbook and the appropriate separate policies and procedures related to your studies, can be found <https://icomedicine.com/policy-e-procedure/> .

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1. Welcome and Important Contacts

Welcome message

We are pleased to welcome you to the MIE Bachelor Science (Hons.) Physiotherapy programme me accredited and validated by the Malta Further and Higher Education Authority (MFHEA: <https://mfhea.mt/>).

Welcome to the Physiotherapy Programme me at MIE. We are delighted to have you join our community of healthcare professionals. Our programme is dedicated to providing you with a robust educational experience that will prepare you for a successful career in physiotherapy. Our programme is committed to fostering a deep understanding of both the science and the compassionate aspects of patient care."

Student Representatives

You are now a member of MIE, which comprises of academic staff engaged in teaching, learning and research, support staff and other students like you. You will also have a nominated Course Representative for your specific course and year group. Course Reps are there to help represent your views within the Subject Community, and the wider college – there is always a way to get your views heard. Course Reps have an important role in feeding back comment from their fellow students to the teaching team. Each year students are invited to nominate or stand for this role at the start of the year and the successful Reps are given training by MIE. Your Course Reps are your voice, so it is both important that you support them and that you talk with them on a regular basis.

The student representatives should receive requests and complains in written format. Their requests should be sent to the appropriate channels in the academic structure:

- refer to Head of Department regarding learning support, timetables, exam agenda;
- refer to Program and Module Leaders regarding academic support, program coordination, tutoring;
- refer to Clinical Education Coordinator regarding clinical training and support.

Important Contacts

MIE Position	Request on appointment	Name	Email
MIE Principal <i>Legal Representative</i>	Non didactic issue	Alfonso Mandara	segreteriaicinisello@icomedicine.com
Vice Principal	Academic issue	Jorge Esteves	jorge.esteves@icomedicine.com
Head of Recruitment and Student Admission	Orientation, Formation and Pastoral needs	Annalisa Fanni	annalisa.fanni@icomedicine.com
Dean of Faculty	Pastoral needs, Disability and Equity, Academic Integrity	Chiara Ferrari	chiara.ferrari@icomedicine.com
Associate Dean of Faculty	Pastoral needs, Disability and Equity, Academic Integrity	Nathalie Chahine	nathalie.chahine@icom-kine.fr
Head of Clinical Education	Pastoral needs, Disability and Equity	Gabriele Gatti	gabriele.gatti@docenti.icomedicine.com

DEPARTMENT POSITION	REQUEST	NAME	EMAIL
Head of Department		N. Chahine	nathalie.chahine@icom-kine.fr
Department Coordinator	Academic and Didactic needs (such as Pastoral needs, Learning Agreement, Extenuating Circumstance, etc)	IT T. Somma	teresa.somma@fisio.icomedicine.com
		FR M. Wasilewski	marie.wasilewski@icom-kine.fr
Programme Leaders	Academic staff relationship, Program Study needs (such as Assessment guidelines, Assessment support, etc), Pastoral needs	M. Michnowski	marc.michnowski@icom-kine.fr
		V. Sarmati	valerio.sarmati@fisio.icomedicine.com
Clinical Education Coordinator	Clinical Education staff relationship, Clinical Placement needs, Pastoral needs	A. Elifani	alessia.elifani@fisio.icomedicine.com
		F. Ferrara	federica.ferrara@fisio.icomedicine.com
		N. Menager	nathalie.menagar@icom-kine.fr
Secretary	First contact for all requests and appointments with MIE Positions	F. Rauccio	segreteria@fisio.icomedicine.com
		V. Wicker	victoria.wicker@icom-kine.fr
		F. Dupont	flavie.dupont@icom-kine.fr

Mission statement for Physiotherapy Programme

Our mission is to empower future physiotherapists with the knowledge, skills, and ethical grounding needed to excel in healthcare environments both locally and globally.

MIE mission Statement

At Malta ICOM Educational, our mission is to provide exceptional leadership in health, social care education and research. We are committed to delivering outstanding undergraduate and postgraduate education and training opportunities that equip our students with the knowledge and skills they need to excel in their chosen profession.

We believe in teaching to the highest academic standards, combining the traditions and values of each profession with the latest scientific knowledge. Our students are provided with a supportive and engaging learning environment that fosters intellectual and personal growth, enabling them to develop into skilled and compassionate professionals.

Our goal is to provide our students with the intellectual and personal skills needed to excel in their professional field of practice. We strive to create an educational experience that is both rigorous and rewarding, preparing our graduates to make meaningful contributions to their communities and to the world at large.

At MIE, we are committed to providing excellence in education and patient care, and to empowering our students to achieve their full potential.

Overview of the Profession and Career Prospects

A degree in Physiotherapy from ICOM will provide the opportunity to experience a rewarding and challenging career in the European National Health Services, Social Services or in the private sector. There are opportunities to develop careers in multidisciplinary environments such as hospitals, medical general practice clinics and community health centres. At the end of the programme, graduates can work alongside other high-quality professionals in a range of clinical settings and to implement the advances in the diagnosis and treatment of disease and the understanding of health.

The Bachelor of Physiotherapy (BSc. (Hons.) Ost.) is a four-year full time. It is aligned with:

- The minimum expected physiotherapist entry-level competencies (ER-WCPT): <https://www.ercpt.eu/minimum-competencies?lightbox=dataItem-lbklkzx9>
- The Code of Practice for Physiotherapy (2006): 6 Code-of-Practice-Physiotherapy.pdf
- Physiotherapy the Council for The Professions Complementary to Medicine (CPCM): <https://health.gov.mt/public-body/council-for-professions-complimentary-to-medicine/>
- The Core Curriculum - Core Competence Association of Italian Physiotherapist : <https://aifi.net/professione/il-core-del-fisioterapista/>
- The Maltese National Quality Assurance Framework for Further and Higher Education.
- World Physiotherapy: <https://world.physio/>

<https://world.physio/sites/default/files/2021-07/Physiotherapist-education-framework-FINAL.pdf>

The Programme focuses on developing clinical expertise and providing relevant evidence-based learning opportunities. It aims to produce autonomous, empathetic, and compassionate practitioners.

In Malta a graduate can apply to work within the Department of Health, Care of the Elderly, and the Department of Education, once registration with the CPCM is obtained.

With further experience, graduate physiotherapist may choose to teach and undertake research. Career opportunities exist in academia when graduates have furthered their academic career to Master's or Doctorate level.

2. Program Overview

Objectives of the Physiotherapy Program

The program aims to develop proficient physiotherapists who are capable of synthesizing complex clinical data to provide effective patient care and treatment.

Program Accreditation

This programme is accredited by the MFHEA (<https://qualifications.mfhea.gov.mt/#/qualifications/fd6e64c7-84c9-4651-8855-31ec945f1e62>), ensuring that our curriculum meets the high standards required for professional practice in physiotherapy.

General information

The programme is a four-year course. Each academic year is made up of 35 weeks delivered over 2 semesters. Student complete 60 ECTS during each academic year of study, achieving 240 ECTS on successful completion of the Degree. To graduate, students must complete a total of 6000 credit hours, including core courses, electives, and clinical placements.

The course delivers 50 ECTS, 1250 hours of clinical practice education and another 300 hours of additional focused module specific specialty clinical hours which exceeds the minimum requirement of 1000 hours set out by the ER-WCPT. This is to provide all our European students the ability to apply for registration in their home countries.

The programme meets the academic and vocational requirements published World Physiotherapy and we have used their published Guidance Document – Expected Minimum Competencies for an

Entry Level Physiotherapist in the Europe region¹. We also have used the Physiotherapy Framework published by the Chartered Society of Physiotherapy².

The programme design has been informed by an overarching educational strategy that meets the ER-WCPT³ and the AIF Core Curriculum Competence AIF³. The Standards requires students to have a secure academic and theoretical knowledge of anatomy, physiology and physiotherapy techniques and an ability to undertake research-informed practice. Alongside a secure academic framework, students develop effective professional physiotherapy skills. The teaching strategies deployed provides students with 'scaffolding' within both practical technique classes and mentor-supervised placement within the Physiotherapy clinics and placements. To gain professional registration from the CPCM³, students must show evidence of completing at least 1000 hours of supervised clinical practice in an appropriate placement setting. This programme exceeds this minimum by providing 1500 clinical based hours to reflect European expectations.

Programme Aims

- To produce a graduate demonstrating reflective, self-evaluative and critical thinking and transferable skills whilst providing safe, caring, ethical and competent Physiotherapy treatment.
- To develop a graduate demonstrating a commitment to life-long learning, research and evidence-based practice, continued professional development and business entrepreneurship.
- Develop professional knowledge, understanding, skills and behaviour, in order to work as an effective, autonomous physiotherapist.
- Promote communication skills such as listening, empathy and sensitivity to engender a caring person-centred approach to physiotherapy practice.
- Demonstrates the skills, competence, attitudes and behaviours which meet the requirements of relevant Maltese and European professional regulatory bodies

Overall Intended Learning Outcomes

On successful completion of the programme the student will be able to:

Knowledge

1. Have a comprehensive understanding of and the ability to apply advanced theoretical concepts and evidence-based practices in physiotherapy.

¹ https://www.erwcpt.eu/_files/ugd/3e47dc_15c7d395988d4024b383ad0ce59e847a.pdf

² www.csp.org.uk/system/files/documents/2023-10/csp_physiotherapy_framework_0.pdf

³ <https://cpcm.gov.mt/wp-content/uploads/2024/03/Physiotherapy-Benchmark.pdf>

2. Demonstrate a deep understanding of patient-centred care, including the social, cultural, and ethical considerations in partnering with patients, specific groups, communities, or populations.
3. Justify the use of graduate-level practical and professional skills using effective clinical reasoning and leadership in clinical settings.
4. Demonstrate an understanding of the roles and responsibilities of various healthcare professionals within a multidisciplinary team.
5. Understand leadership theories and styles within the context of physiotherapy

Skills

1. Effectively demonstrate technical ability in the application of a range of graduate-level physiotherapy skills, including the use of new technologies.
2. Competently use and apply appropriate tools and techniques to measure and assess patient outcomes, promoting and evaluating best practices.
3. Modify practical and professional skills appropriately, taking a person-centred, population-centred, or community-centred approach, and working effectively within multidisciplinary teams.
4. Effectively collaborate and communicate with multidisciplinary teams to provide integrated care.
5. Apply graduate-level leadership skills to influence and guide clinical practice and decision-making.

Competence

1. Evaluate knowledge and the best available evidence using critical appraisal, problem-solving, and leadership skills.
1. Demonstrate exemplary attitudes and behaviour in all professional and personal contexts, including clinical leadership and effective communication.
2. Exhibit excellent verbal and non-verbal communication skills to build effective partnerships and establish rapport with patients, caregivers, health professionals, and stakeholders.
3. Participate actively and contribute to team-based approaches in healthcare settings.

3. Admission Requirements

Prerequisites

To be considered for admission into the MIE Bachelor of Science (Hons.) in Physiotherapy program, applicants must meet the following prerequisites:

- **Educational Background:** Completion of a secondary education with strong performance in science subjects, including biology, physics, and chemistry.
- **Health Assessment:** Completion of an occupational health assessment to confirm fitness to practice within clinical settings.
- **Legal Clearances:** A valid Certificate of Good Conduct from the police to ensure all candidates meet the ethical standards required for future healthcare professionals.

Application Process

The application to the Physiotherapy program involves several steps designed to assess the suitability and preparedness of each candidate:

- **Submission of Application:** Candidates must submit a completed application form available on the MIE website along with required documents, including transcripts, a personal statement, and letters of recommendation.
- **Personal Statement:** A written statement outlining the candidate's reasons for choosing physiotherapy, their career aspirations, and why they believe they are a good fit for the program.
- **Interview:** Shortlisted candidates will be invited for an interview to discuss their interests, experiences, and commitment to the physiotherapy profession.
- **Entrance Examination:** Applicants may be required to pass an entrance examination focusing on basic sciences and critical thinking skills.

Selection Criteria

Admission to the program is competitive and based on a holistic review of the following criteria:

- **Academic Achievement:** Strong academic record, particularly in relevant science courses.
- **Motivation and Insight into Physiotherapy:** Demonstrated through the personal statement and interview.
- **Recommendations:** Letters from educators or employers attesting to the applicant's potential for success in a demanding academic and clinical environment.
- **Professionalism and Maturity:** Assessed during the interview process, reflecting the candidate's readiness to undertake the professional responsibilities of a physiotherapist.

Special Considerations

- **International Applicants:** Must meet additional requirements, which may include proof of English language proficiency and equivalency of educational qualifications.
- **Non-Traditional Applicants:** Those with different educational or professional backgrounds are encouraged to apply and will be assessed on a case-by-case basis to determine their suitability through recognition of prior learning and related experiences.

4. Curriculum

Year-by-Year Course Overview

Table 1 year by year overview

Level	YEAR	Subjects	ECTS	Teaching	Supervised	Placement	Self directed	Assessments	total
5	1	1.1 Integrated Anatomy & Physiology for Physiotherapy Pra	17	136			284	5	425
		1.2 MEDICAL SC 1	10	80			167	3	250
		1.3 PHYSIOTHERAPY 1	15	120		50	202	3	375
		1.4 Evidence Based Practice 1	4	24			74	2	100
		1.5 CLINICAL Education 1	6	30		105	12	3	150
		1.6 Professional Practice 1	8	40	24		133	3	200
			60	430	24	155	872	19	1500
Level	YEAR	Subjects	ECTS	Teaching	Supervised	Placement	Self directed	Assessments	
5	2	2.1 MEDICAL SC 2	10	70	10		167	3	250
		2.2 Foundations of neurology for physiotherapists	8	56	8		134	2	200
		2.3 Introduction to Clinical Neurological Rehabilitation	10	70	10	40	128	2	250
		2.4 PHYSIOTHERAPY 2: Musculoskeletal care,	13	91	10	60	160	4	325
		2.5 Evidence Based Practice 2	5	25			98	2	125
		2.6 CLINICAL Education 2	10	50		178	19	3	250
		2.7 Professional Practice 2	4	20	18		60	2	100
			60	382	56	278	766	18	1500
6	3	3.1 MEDICAL SC 3	10	60	20		167	3	250
		3.2 Paediatric Physiotherapy	6	36	12	30	70	2	150
		3.3 Rehabilitation in aging	4	21	12	20	46	1	100
		3.4 Cardio-respiratory Rehabilitation	6	30	18	30	70	2	150
		3.5 Physiotherapy Care in Critical Medicine	6	30	18	30	70	2	150
		3.6 PHYSIOTHERAPY 3	7	35	21	50	65	4	175
		3.7 Evidence Based Practice 3	6	30	18		98	4	150
		3.8 CLINICAL Education 3	13	65		200	56	4	325
		3.9 Professional Practice 3	2	10	6		33	1	50
			60	317	125	360	675	23	1500
		Subjects	ECTS	Teaching	Supervised	Placement	Self directed	Assessments	
6	4	4.1 EVIDENCE BASED PRACTICE	10	50	6	10	174	10	250
		4.2 Advanced Patient Management 1	12	60	45	40	151	4	300
		4.3 Advanced Patient Management 2	8	40	20	40	96	4	200
		4.3.1. Advanced Musculoskeletal and Postural Management	4	20	10	20	48	2	100
		4.3.2 Orofacial and Vestibular Rehabilitation	4	20	10	20	48	2	100
		4.3.3 Advanced rehabilitation techniques	4	20	10	20	48	2	100
		4.4 Physiotherapy in Sport and Recreation	7	35		20	118	2	175
		4.5 CLINICAL Education 4	21	105		375	39	6	525
		4.5 Professional Practice 4	2	10	6		32	2	50
			60	300	77	485	610	28	1500

Year 4 Elective modules one to be chosen from three

4.3.1. Advanced Musculoskeletal and Postural Management

4.3.2 Orofacial and Vestibular Rehabilitation

4.3.3 Advanced rehabilitation techniques

Year 1 Overview

Table 2 Overview Year 1 module

Year 1 level 5				
Module	Compulsory or Elective	ECTS	Mode of Teaching	Mode of Assessment
1.1 Integrated Anatomy & Physiology For Physiotherapy Practice	C	17	Lectures, practical workshop, VLE,	Examination /project
1.2 Medical Sc 1	C	10	Lectures, practical workshop, VLE,	Examination
1.3 Physiotherapy 1	C	15	Lectures, practical workshop, VLE,	Practical/essay
1.4 Evidence Based Practice 1	C	4	Lectures, workshop, VLE,	Examination /essay
1.5 Clinical Education 1	C	6	Clinical placement	Portfolio/ presentation
1.6 Professional Practice 1	C	8	Lectures, workshop, VLE	Examination

Academic Timetable:

See Attachment A - Timetables

Assessment overview year 1

See attachment B – Exam Agenda

Progression to Year 2 requires a minimum pass of 50% in all individual assessment and 155 clinical placement hours must be evidenced and signed off in the students professional portfolio.

5.Clinical Placements and Internships

Detailed information on internships can be found in the MIE Physiotherapy Clinical Placement Student Handbook.

Clinical placements are a core component of the Physiotherapy program at MIE, providing students with the practical experience necessary to become competent practitioners. These placements allow you to apply theoretical knowledge in real-world settings, offering a diverse range of experiences across various healthcare environments.

Clinical placements are integrated into the annual academic schedule, often extending beyond regular teaching hours and terms, particularly for specialised clinics. Given the integral role of these internships in professional development, students are expected to maintain at least 90% attendance to qualify for end-of-year clinical exams. This commitment ensures continuity in training and readiness for subsequent advanced modules and professional practice.

Table 3 distribution of Clinical Placement hours over the 4 year programme

Year	Trimester 1, 2 & 3
1 ICOM Clinics	174
2 ICOM Clinics & External Placements	425
3 ICOM Clinics & External Placements	470
4 ICOM Clinics & External Placements	432
Total hours	1501

Objectives for Year 1 Clinical Placements

1. **Understand the Clinical Environment:** Gain familiarity with the physical layout, operational protocols, and the typical workflow of clinical settings to ensure efficient participation in patient care processes.
2. **Develop Basic Communication Skills:** Establish effective communication techniques with patients, healthcare team members, and supervisors to support patient care and professional development.
3. **Observe Professional Behaviour:** Learn about the ethical and professional standards expected in clinical settings, observing and reflecting on these behaviours in practice.
4. **Introduction to Patient Care:** Observe and assist with simple patient care tasks under close supervision, beginning to apply theoretical knowledge to practice.
5. **Safety and Compliance:** Understand and adhere to safety protocols and compliance requirements specific to the clinical setting to ensure the well-being of patients and staff.

IPP 1.61 Clinical & Professional Practice

Year 1 LEVEL: 5 150 clinic hours

The Year1 clinical placement will give students the opportunity to learn and demonstrate competency in the generic skills and attributes of physiotherapy professionals as well as some core clinical skills across the core areas taught in Year 1.

As part of the clinical mandatory training students will have to gain knowledge and understanding on the basics of health care, particularly related to the provision of first aid that would be necessary for a first year placement.

During placements there will be opportunities for interprofessional learning. In addition, students will begin to be responsible for individual assessments and examination.

The module introduces students to the clinic environment and to the process of delivering care to patients. Students are required to record and reflect their learning experiences in the clinic using a clinical Placement logbook and are supported in this process by their allocated clinic tutors.

Year 1 clinical education is based on 5 weeks of placements , students will observe clinical practice and protocols.

Students synthesise and apply evidenced based knowledge to a range of hypothetical and real clinical situations during class and seminar discussions. They will develop and apply research and critical thinking relevant to professional practice

Related Learning outcomes

Competences:

- a) apply reflective practices to analyse and improve their clinical performance;
- b) demonstrate professionalism, ethical practice, and accountability in all aspects of clinical care, including patient interactions, documentation, and collaboration with the healthcare team.

Knowledge:

- a) the roles and responsibilities of a physiotherapist in clinical practice;
- b) how to identify and describe common physiotherapy assessment tools and documentation practices.

Skills:

- a) the ability to effectively communicate with patients, clinical instructors, and other healthcare professionals in a clinical setting.

Related Assessment

1. Presentation

15 minute

Course work

The presentation summarises and reflect on the students overall placement experience, focusing on key aspects such as interaction with host clinicians, patients seen, and self-reflection and critique.

Introduction: Overview of the clinical placement site, including setting, clinical team, and patient population.

Patient interactions: Description of notable patient cases encountered during the placement, highlighting assessment findings, treatment approaches, and outcomes.

Interaction with host clinicians: Reflection on the student's collaboration and communication with clinical instructors and other healthcare professionals, discussing challenges faced and lessons learned.

Self-reflection and critique: Personal insights into strengths, weaknesses, and areas for improvement identified during the placement, along with strategies for ongoing professional development.

2. Portfolio

Course work

The student will be required to submit a complete portfolio of evidence in accordance with the published contents list. It will provide a comprehensive overview of the student's development and progression throughout the placement, demonstrating their competency in various aspects of physiotherapy practice. The clinical portfolio should include:

- A development action plan
- Placement diary
- Reflective accounts of practice
- Case study reports

- Capability and competence table
- Satisfactory Tutor report on participation

Student must ensure that they:

- | |
|--|
| Take an active role in discussions with students and clinical educators |
| Maintain their clinic audit records (anonymised) for later inclusion in their clinic portfolio |
| Critically reflect on incidents in the clinic that are specific to their module, considering opportunities for development |
| Are proactive during patient observation and recording this interaction in portfolios |
| Work as part of the clinic team providing help and support to colleagues and staff |
| Develop an awareness of best practice observed in clinical observations and reflect upon them |
| Consider the relevance of health care models in patient care |
| Explore the interrelationship of structure and function through the discussion of patient observation |
| Familiarised with basic reception duties including taking telephone bookings and inputting them onto computer system |

Clinical Placement Contacts

Clinical Education Coordinators

Alessia Elifani alessia.elifani@icomedicine.com

Federica Ferrara federica.ferrara@icomedicine.com

Nathalie Menager nathalie.menager@icom-kine.fr

- Oversees all aspects of clinical placements, including scheduling and liaising with partner institutions.
- Coordinates overseas clinical placements, providing support and guidance.
- Advises on specialist placements, including paediatric and sports injury clinics.
- Offers support for issues related to placements, including accommodations, travel, and personal matters.
- Ensures all placements comply with legal and ethical standards, manages contracts with clinical sites.

Instructions for Use:

- **For General Inquiries:** Contact the Clinical Education Coordinator for any broad questions or concerns related to placements.
- **For Specific Placement Issues:** Reach out directly to the respective officer (Clinical Education Coordinator).
- **For Support During Placement:** Student Support Services can assist with non-academic issues that may arise during placements.

- **Tutorial Scheduling:** Contact the Clinical Education Coordinator for anything related to your clinical tutorials.

Supervision and Evaluation

(see Clinical handbook for more detail)

Each student will be assigned a clinical educator who provides supervision and periodic evaluations. These evaluations help ensure that you meet the clinical competencies required at this stage of your training.

Each student will be assigned a clinical educator who provides supervision and periodic evaluations. These evaluations help ensure that you meet the clinical competencies required at this stage of your training.

- **Initial Supervision:** Focused on observation and participation in basic patient care under direct supervision.
- **Mid-Placement Reviews:** To assess progress and adjust learning objectives as needed.
- **End of Placement Assessment:** Summative assessment based on performance throughout the placement.

Preparation for Clinical Placements

- **Pre-Placement Training:** Includes mandatory training sessions on safety, patient handling, and basic clinical procedures.
- **Induction and Orientation Session:** Conducted at the beginning of each placement to familiarize students with the clinical setting, staff, and specific patient care protocols.

Responsibilities During Placement

- Engage actively and professionally with all aspects of the clinical environment.
- Adhere to the clinical site's policies and procedures, including dress codes and professional conduct standards.
- Maintain a Clinical portfolio detailing your experiences, challenges, and learning during the placement.

Support and Resources

- **Clinical Education Placement Team:** Available for contact throughout the placement to address any concerns or issues that may arise.
- **Academic Link Tutor:** Provides additional support and liaises between the student and the clinical educator.

Assessment and Feedback

- **Continuous Feedback:** Regular feedback sessions with your clinical educator to discuss performance and areas for improvement.

- **Formal Evaluation:** Structured assessments at mid and end of placements to evaluate your clinical skills, professional behaviour, and integration of theoretical knowledge.

Ethical Considerations and Professionalism

- Uphold the highest standards of ethical practice and confidentiality.
- Represent the institution professionally in all interactions within clinical settings.

Professional and Statutory Regulatory Bodies

All professional programmes are validated by their governing regulatory body. To review the CPCM standards for Physiotherapists please follow this link:

<https://physiomalta.com/wp-content/uploads/2016/03/Code-of-Practice-Physiotherapy.pdf>

You are bound by the professional codes of conduct and behaviour. This relates to your behaviour and conduct during the course of your studies (and in your personal life) which may impact on your fitness to practice, your ability to complete your studies and register with the CPCM. In addition, you are expected to adhere to your clinical placement's codes of conduct and behaviour which will be explained during each placement induction. Details below are the relevant guides to conduct and behaviour.

<https://physiomalta.com/wp-content/uploads/2018/04/Code-of-Ethics-FINAL.pdf>

Failure to meet expected standards of conduct may result in referral to the Faculty Fitness to Practice Committee.

6.Teaching methods

The curriculum uses a blended approach to teaching and learning, employing a diverse variety of methods and resources. The curriculum is delivered using both class-based and virtual learning environments and focus on providing students with an integrated approach to theory and clinical practice through facilitated self-managed learning. Problem-based learning is used to develop critical thinking and diagnostic reasoning skills.

A variety of teaching methods are used on the programme. Lectures, tutorials, and seminars are used extensively to support teaching and learning in theory-based subjects. These are further supported by staff and student-led practical workshops and case studies. Students are guided in their self-directed study and facilitated in undertaking group discussion as part of clinical supervision and their individual research and study. In practical classes, demonstrators ensure that appropriate techniques are used safely, and the purpose is understood by learners. Physiotherapy skills are developed through demonstration followed by technique practice using peers as models.

Self-managed and directed learning, supervised by tutors, provides students with opportunities for greater autonomy and self-management, skills needed for students to demonstrate that they are

prepared for their future professional life. For example, during self-study, students will read journal articles and books, work on individual and group projects, undertake research, whilst preparing for assessment.

Students are exposed to different teaching methods as they progress through their course.

At Level 5 in Year 1 there is a focus on the acquisition of underpinning knowledge and skills building on what has been learnt in secondary education. Key subject areas are introduced, alongside an exploration of the basic principles and philosophy of physiotherapy practice. The concept of reflection for personal and professional development is first introduced and skills are acquired to enable them to study effectively. The modules help students to develop their self-awareness and acquire knowledge of normal human function alongside a limited and specified range of practical physiotherapy skills.

7. Assessment Methods

The assessment methods relate to specific learning outcomes at module level as set out within the approved qualification. Assessment criteria specific to each assessment are described in Module Guide. Assessment criteria specific to each assessment will be developed. The time taken for students to prepare has been taken into consideration for all the different types of assessment, there is much differing opinion to the amount of preparation time taken by students.

Methods of assessment includes:

Long and short answer questions which can be open or closed book

Short Essay (1500 words, depending on the nature of the task). Focused on a specific text or limited topic, with an emphasis on specific knowledge and understanding. 20 hours research and writing

Long Essay (2000-2500 words). Dealing with a range of texts and/ or multiple aspects of a complex topic, with an emphasis not only on knowledge and understanding but also on analysis, critical thought, development of original ideas etc. 40 hours research and writing.

Seminar Presentation. Depending on the length of the presentation and on the nature and complexity of the topic which students will be expected to cover, this may be considered analogous to either a short or a long essay. 20 to 40 hours preparation

Unseen Exam. May be anything between 45 minutes and 2 hours in length; length to be determined by the nature of what is to be assessed, which also determines the nature of the questions set. The amount of time required for revision will be determined by the amount of material which will need to be covered, so that one might envisage 10-20 hours revision being required.

OSPE/ISPE/CCA. Depending on the length of OSPE and on the nature and complexity of the topic which students will be expected to cover in practical examination. 20 to 40 hours preparation.

ISCE. May be anything between 1.5 and 2 hours. Focused on the presentation of case study with conduction of the patient visit on objective and treatment competences. 30 to 40 hours preparation.

Proposal (6000 words). Dealing in detail with a range of texts and/or multiple aspects of a complex topic, largely self-chosen and self-directed, with an emphasis on knowledge, understanding, critical thought, analysis, development of original ideas etc. It is impossible to prescribe a single notional workload figure for this exercise. a minimum of 80-100 hours.

Assessment of Clinical Practice

Assessment of clinical practice proficiency forms part of students' summative assessment.

Clinical competence and practice assessments test students' ability to draw on, synthesise and apply knowledge and skills for safe and effective patient management. Methods of assessment always require students to demonstrate their Physiotherapy skills with a range of new and continuing patients. To ensure practitioner standards external examiners are present at some of the practical assessments in clinical settings.

For the same reason, it is essential to obtain at least 90% attendance of the hours envisaged by the clinical internship plan for the current year in order to be able to take the relative clinical and professional practices exam.

The Clinical Portfolio forms a structured record of every clinical interaction experienced by students within a supervised clinical setting. It will provide a comprehensive overview of the student's development and progression throughout the placement, demonstrating their competency in various aspects of physiotherapy practice. The clinical portfolio in year 1 should include :

A development action plan

Placement diary

Reflective accounts of practice

Case study reports

Capability and competence table

The clinical co-ordinator will supervise the clinical portfolio in conjunction with the personal tutor to ensure that the portfolio provides a clear insight into the development of the student's skills and knowledge acquisition. The portfolio will be submitted at the end of each year for assessment and feedback by the clinical mentor and personal tutor.

8. Academic Policies and Procedures:

Registration and Enrolment.

<https://icomedicine.com/policy-e-procedure/>

In order to complete student registration process, new students are responsible for the following:

- Completing all student registration forms and questionnaires and returning these to MIE staff as directed during the Student Registration Induction Session.
- Providing the MIE with relevant and appropriate official documentation (e.g. qualification certificates, Disclosure & Barring Service application documentation, passport, etc.) as and when required to complete student registration requirements⁴.
- Arranging payment of tuition fees at the Student Registration Induction Session (or within the first week of the course start date). MIE is authorised to exclude anybody for non-payment of fees and may decline the admittance to examinations of anybody for whom fees are in arrears, the student has 5 days to complete the payment.

Induction Session and Time Tables

<https://icomedicine.com/policy-e-procedure/>

Prior to the course start date, new students will receive student induction information over three organised meeting from the Head of Department and the inductions material will be available online on the MIE website. Student induction for new students consists of a variety of informative introductory sessions normally scheduled throughout the first week of the new academic year.

A schedule of induction sessions is provided to new students as an Induction Timetable clearly identifying the title, date, time and location of each session. Sessions may include information regarding:

- a) Presentation of MIE, Academic Roles and Responsibilities
- b) Department Role and responsibilities, including Student Representative
- c) Enrolment and Recognition prior learning
- d) Student Support
- e) Academic policies
- f) Course curriculum overview, key contacts and organisation
- g) Teaching and assessment methods
- h) Marking criteria and learning outcomes
- i) Final grading system
- j) Module Guide, Assessment guideline and Time tables (how to use)
- k) Review academic policies
- l) Clinical Education curriculum overview and key contacts
- m) Clinical placement aims and organisation
- n) Code of conduct
- o) Assessment and marking criteria

⁴ 48. Admission policy

p) Review academic policies (attendance, assessment, extenuating circumstance)

Attendance Policies.

Attendance at all sessions is compulsory. Non-attendance may result in a delay in the commencement of your clinical experience or enrolment into the next academic year. Your attendance at these sessions shall be monitored and recorded.

Attendance through the programme is essential in order to achieve the learning outcomes and CPCM requirements. In addition, the design of the programme often requires the sharing of ideas and experiences in small group work and seminar presentations. Consequently, there is a collective responsibility to support each other by attending these sessions.

90% attendance is compulsory for both lectures and clinic. Lack of attendance will jeopardise entry to the examinations. Any lack to attendance must be supported with the required documentation (see Extenuating circumstances).

Assessments and Grading System.

The eligibility to sit assessment is based on 90% attendance.

At the beginnings of academic year, the Head of Department will publish the assignment timetables . Each assignment must be completed by student on the scheduled dates. The dates can be modified by Head of Department only for extraordinary reasons, such as:

- Unforeseen closure of College
- Absence of exam commission

Final Grading system Physiotherapy

The classification boundary ranges for bachelors' honours programmes are based on marks out of 100 and are:

Table 4 Final grading system

First Class Honours	80 % and above
Second Class Honours, First Division	70-79%
Second Class Honours, Second Division	60-69%
Third Class Honours	50-59%
Fail	49 % and below

Rules for calculating the final programme mark and degree classification

- First year (undergraduate) marks will contribute to the calculation of the final programme mark and/or degree classification. Additionally, units in any year of study that are pass/fail only will be disregarded in this calculation.
- All units taken in the years of study that contribute to the final programme mark and/or degree classification will count towards the weighted average final mark.
- Credits awarded via the Recognition of Prior Learning (RPL) from any institution other than ICOM must be counted as part of the qualification requirements but must be excluded from the calculation of the classification.
- Credits accrued at ICOM and awarded via the Recognition of Prior Learning (RPL) must be counted as part of the qualification requirements and included in the calculation of the Classification.
- The final programme mark is calculated as a weighted average of the year marks for those years of study that contribute to classification. The result of the calculation should then be rounded to the nearest integer. This must be done PRIOR to determining whether the final programme mark is within the classification boundary range.

Non-Accumulative (Threshold) Pass Mark

The pass mark for all elements of the programme is 50%.

This programme use a Non-Accumulative (Threshold) Pass Mark system. In a non-accumulative system, each assessment or exam must be passed individually, and failing any single component means the student does not pass the overall module, regardless of their performance on other components. This method is used widely in professional programmes where specific competencies and subject mastery must be assured, such as medicine, nursing, and other health-related fields.

The pass mark for each assessment is >50%. In order to successfully complete a module each individual assessment must be pass with >50% (e.g. 28% in assessment A + 73% in assessment B would be a module fail despite the overall mark of 50.5%).

Procedure in the event of illness

- If a student fails to sit or submit all or part of an assessment due to medically certified illness or other valid cause, they may be permitted to sit/resubmit the failed assessment(s) as if for the first time by a date to be determined in accordance with the Extenuating Circumstances policy. This is only permitted if application has been made in accordance with the Extenuating Circumstances policy

- If a student fails to sit or submit all or part of an assessment without medically certified illness or other valid cause, that will be considered a fail for that assessment.

Failing an assessment

Exam is also considered a fail for plagiarism and misconduct (see Academic Integrity):

- Plagiarism of literature
- Plagiarism during examination
- Misconduct with exam commission

Submission assessments

Several exams are submitted through Turnitin service.

- Turnitin classes will be open from December until the delivery date in the Exam Agenda (corresponding to the closing date of the Turnitin exam session).
- Extra submission time is not available through Turnitin.
- Extenuating Circumstance must be emailed to the Help Turnitin or secretary if upload of assessment is late but within 5 days of five days of assessment submission date.
- In case of Presentation style assessments, students will not be admitted to the oral exam, if they have not uploaded their presentation in the requested format by the date and time stated in the assessment brief.

Resit process

The assessment results are ratified by the Exam Board and it declares which student have passed the academic year.

Each assignment is granted 2 resubmission/resit, which will be capped at maximum of 50% of the mark. The student can sit the assessment only and exclusively if they have not passed the first attempt or if they were absent at the first attempt (B) and given justification through the procedure of the Extenuating Circumstances (see section).

Failure to attend the first attempt (B), without justification, does not allow students to access resit attempt 1 (C1) or resit attempt 2(C2).

The resubmission/resit exams will be organised in sessions, whose dates are communicated through a specific agenda by Exam Board.

The resit exams are charged to the student at a cost of 30 euros each.

The student can only progress to the next academic year if the all the assessments of a given module are passed with a mark >50% and the hours of allocated placement are be signed off in the student's clinical portfolio.

Assessment Procedure

1. Head of Department is responsible for planning programme assessment requirements well in advance. This includes responsibility for designing an assessment plan which minimises bunching of assessments and reflects due consideration of assessment structure, timing and methodology across the programme.
2. Programme and Module Leaders are responsible for formally providing students with information about examinations (date, time, and examination duration) through their assessment plan.
3. Head of Department is responsible for ensuring the assessment plan is provided in the programme handbook at the start of the course. Assessments will be explained to students prior to commencement to ensure they fully understand any requirements and rules, but without compromising the integrity of that assessment.
4. Head of Department is responsible for providing clear information about all programme assessment requirements and making these available to all students formally, in programme handbooks and/or module/unit guides. Information will include:
 - a) a.how and when assessment takes place
 - b) b.any associated additional costs
 - c) c.any special arrangements for assessed coursework, examinations or tests
 - d) d.any specialist or alternative ways of assessing/examining learners with learning difficulties/and/or disabilities
 - e) e.whether or not previous achievement or experience can count towards the proposed qualification.
 - f) f.how to present evidence for portfolios to support assessment
 - g) g.rules regarding timescales, examination conditions, methods of communicating the outcomes of assessment etc.
5. The Head of Department is responsible for coordinating programme handbooks and distributing these to students.
6. Programme and Module Leaders are responsible for preparing schemes of work/module guides and making these available to students at the start of their programme.
7. Programme leader and Module Leaders will hold assessment meetings to agree types of evidence being used to support assessment decisions. The rules of assessment must be applied when making judgements about the evidence or work presented. To be reliable, evidence must be valid (relating to the targeted outcome), authentic (must be the student's own work), current (reflecting current practice) and sufficient (enough to demonstrate competence in the planned outcomes).
8. The Head of Department will be responsible for appointing internal verifiers/moderators and ensuring implementation of internal verification activity across their Department.
9. Internal verifiers/moderators, in liaison with Programme Leaders and module/unit coordinators, will be responsible for ensuring all assignment briefs or assessments have been subject to a rigorous internal moderation/verification process using the agreed ICOM system prior to distribution to students.

10. Programme Leaders, in liaison with module coordinators, will ensure that appropriate arrangements are in place to retain coursework submissions securely and will ensure that the return of coursework to learners is timely and secure.
11. Module Leaders and assessors must not give informal extensions to individual students. Any student requiring further consideration due to learning difficulty, learning disability, or circumstances beyond their control, must apply to the Dean formally for an extension in advance of the submission date using the Authorised Extensions Policy. Where appropriate any learner unable to meet a submission date must use the Extenuating Circumstances procedures.
12. Where possible, anonymous marking should take place.
13. Internal verifiers/moderators, in liaison with Programme Leaders, module/unit coordinators and assessors, will be responsible for ensuring assessment decisions have been subject to a rigorous internal moderation/verification process in accordance with Internal Verification (IV) policy, IV handbook and agreed sampling levels, prior to assessment decisions/marks being issued to students.
14. Internal verifiers/moderators will hold regular standardisation meetings to agree assessment decisions/mark, or types of evidence being used to support the assessment decision.
15. Module/unit coordinators and assessors will be responsible for ensuring assessment feedback is provided to students in sufficient time to enable them to improve their subsequent performance. In all cases this will be within the College agreed timescale and as detailed on the assignment brief. This will normally be within three weeks.
16. Module/unit coordinators and assessors will be responsible for ensuring students receive regular updates on their progress through formative and summative assessment feedback.
17. Head of Department is responsible for monitoring the provision of feedback for programmes. Unless prohibited by the awarding body the minimum requirements for feedback are:
 - a) a. A provisional mark or grade
 - b) b. Feedback identifying the major shortcomings and recommendations to enable the work to be improved
 - c) c. Areas of strength
 - d) d. Feedback will be explicitly linked to the grading criteria

Exam Board

Internal and external markers meet at appropriate intervals during the academic year to consider and finalise the grades awarded to students at Exam Boards, which are formally constituted by MIE, and the External Examiners are normally present. Once marks have been ratified by the Exam Boards they will be formally published. Until the Exam Board meets and the marks are agreed, any unratified marks you have received during the year will not be final and could be subject to change. A Summary of the outcome will be reported to Academic Board and to the Management Board.

Extenuating Circumstance

A student may claim extenuating circumstances if they have been temporarily unable to participate in their course, submit work for assessment, or attend examinations. In this context assessment is taken to mean any work for assessment, for example coursework, assignments, projects and practical assessments. Similarly, students may wish to claim if their performance has been affected in assessments. The following are examples of extenuating circumstances;

- Bereavement in the family e.g. close relative, spouse or partner
- Serious sudden illness, sudden worsening of a chronic illness or accident
- Employer demands (Extended Pathway students only) e.g. short-term increase or change in work pattern
- Other exceptional circumstances which inhibit attendance or submission e.g. military service, civil unrest

Students are responsible for making the extenuating circumstances claim, demonstrating the circumstances are appropriate and providing proof in the form of the necessary evidence to support the claim.

Head of Department is responsible for chairing the Extenuating Circumstances Panel.

Module Leaders are responsible for ensuring academic staff are aware of the availability and scope of the extenuating circumstances procedure. Attending the Extenuating Circumstances Panel where appropriate.

Where a student encounters unforeseen circumstances that are consistent with any of the matters and wishes them to be recognised as extenuating circumstances they are required to provide supporting evidence. This is to be set out in writing, and be signed by the person providing it.

According to individual needs, Head of Department offers to the student a Learning Agreement concerning a strategy for the Extenuating Circumstance¹.

Authorised Extension Policy

A student may claim an authorised extension to an assessment deadline if they are aware in advance of the assessment deadline that they are temporarily unable to participate in their programme, submit assessments, or attend examinations. In this context assessment is taken to mean any work for assessment, for example coursework, assignments, projects and practical assessments. (<https://icomedicine.com/policy-e-procedure/>)

The following are examples of circumstances under which an authorised extension may be claimed;

- Bereavement in the family e.g. close relative, spouse or partner
- Serious sudden illness, sudden worsening of a chronic illness or accident
- Employer demands (part-time students only) e.g. short-term increase or change in work pattern

- Other exceptional circumstances which inhibit attendance or submission e.g. military service, civil unrest

Circumstances that inhibit a student from participation and/or submission of an assessment, in which the student could not reasonably be expected to be aware in advance of those circumstances, are outside the scope of this policy.

According to individual needs, Head of Department offers to the student a Learning Agreement concerning a strategy for the Authorised Extension

The Assessment Moderation Policy

This policy ensures fair, consistent, and reliable assessments across all programs. The policy outlines the procedures, roles, and responsibilities necessary to effectively plan and monitor assessments at the program level

Special Assessment Needs

Students with a disability or requiring special arrangements will be given appropriate and sufficient consideration of their individual needs.

Academic Appeals Process

If a learner is dissatisfied with an assessment decision, they should discuss this with the relevant member of staff concerned in the first instance. If this does not lead to a satisfactory resolution, then the learner can appeal formally using the academic appeal policy (<https://icomedicine.com/policy-e-procedure/>)

Retaining Records

All student work and associated records are retained until after External Verification/Moderation and Certification. Work is stored securely in the college

Assessment Report

After the ratification of the marks, the student receives the report of the grades and credits obtained in the year of the course. The report also reports the weighted averages related to the modules and the overall average achieved at the completion of all relevant examinations per year.

The final average of each academic year is weighed against the total credits of each module

Academic Integrity and Plagiarism.

<https://icomedicine.com/policy-e-procedure/>

Students are ambassadors for MIE and must behave accordingly. This applies anywhere and at any time but is particularly important in the local community around the MIE sites.

It is important that learners are made aware of the seriousness of academic misconduct and the procedures in place for any case of suspected academic misconduct. Academic misconduct is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the college. This includes a wide variety of behaviours such as:

Cheating

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question, such as:

- Copying or attempting to copy from others during an exam or on an assignment.
- Communicating answers with another person during an exam.
- Using unauthorised materials, prepared answers, written notes, or concealed information during an exam.
- Allowing others to do an assignment or portion of an assignment for you, including the use of a commercial term-paper service.
- Submission of the same assignment for more than one course without prior approval of all the lecturers involved.
- Collaborating on an exam or assignment with any other person without prior approval from the instructor.

Plagiarism

Plagiarism is defined as use of intellectual material $\geq 20\%$ produced by another person without acknowledging its source, for example:

- Extensive copying of passages from works of others, essay, presentations or projects without acknowledgment.
- Use of the views, opinions, or insights of another without acknowledgment.
- Paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.
- Theft or Damage of Intellectual Property
- Damaging or stealing another person's assignment, book, paper, notes, experiment, project, electronic hardware or software.

- Improper access to, or electronically interfering with, the property of another person or the College's via computer or other means.
- Obtaining a copy of an exam or assignment prior to its approved release by the instructor.

Referencing and Academic Integrity

Understanding Referencing and Avoiding Plagiarism: As students you must emphasise the importance of acknowledging the contributions of other scholars in your academic work. When you use ideas, words, or research from other sources, you must properly credit these contributions to respect the intellectual property rights of the original authors. This practice, known as referencing or citing, is crucial to avoid plagiarism.

Referencing Style: MIE adheres to the Harvard system of referencing. To assist you in mastering this skill, you can find online tutorials and guides [here](#).

Submission of Work: When you submit assignments:

- **Summative Assessments:** Your work might be shared in paper or electronic form with third parties, such as external examiners, to ensure fair and comprehensive assessment.
- **Academic Integrity:** To maintain the integrity of our qualifications, we may compare your submissions with others' work. This comparison helps confirm that your work is original and truly your own.
- **Use of Turnitin®:** Submitted work may be stored in Turnitin®'s database to aid in academic offense investigations or to detect future plagiarism. For more details about Turnitin®, visit their [support page](#).

Ethical Compliance: By submitting any piece of work, you affirm that:

- It is your original creation and has not been submitted elsewhere.
- It adheres to the MIE's research ethics guidelines.

Disturbances in the Teaching Space

Disturbances can also serve to create an unfair academic advantage for oneself or disadvantage for another member of the academic community. Below are some examples of events that may violate the Code of Student Conduct:

- Interference with the course of instruction to the detriment of other students.
- Disruption of classes or other academic activities in an attempt to stifle academic freedom of speech.
- Failure to comply with the instructions or directives of the lecturer or tutor.
- Unnecessarily activating fire alarms.

Use of AI tools

<https://icomedicine.com/policy-e-procedure/>

MIE recognises that generative AI tools, such as ChatGPT, can be valuable for learning. These AI authorship tools can assist students with background reading, answering specific questions, structuring essays, and enhancing written communication. We understand that students and staff are likely to engage with this resource, and we aim to support its effective and transparent use. AI writing software will help healthcare professionals work more efficiently moving forward, and promoting its proper use will benefit all. However, it is crucial to ensure that AI does not replace human interaction and critical thinking, and everyone should be aware of its limitations.

Students are expected to follow these initial guidelines for permitted use of the software:

- Critical thinking and independent learning: ChatGPT and other forms of Generative AI are tools, not a substitute for critical thinking and independent learning.
- Research assistance: Students can use ChatGPT and other forms of Generative AI to get quick answers to research questions or to find additional resources to help with their studies.
- Self-directed learning: Students can use ChatGPT and other forms of Generative AI to revise, clarify, and consolidate concepts or ideas encountered while studying. However, they should also use the usual support channels, such as academic staff, course materials, and peers.
- Judgment and evaluation: Students should be aware that ChatGPT and other forms of Generative AI may not always provide accurate or complete answers and should use their judgment when evaluating the responses, just as they would with any other sources.
- Ethical use: Students must use ChatGPT and other forms of Generative AI ethically and avoid using it to gain credit for ideas that are not their own. If the tool is used to assist in the construction of any written part of submitted coursework, the following statement must be included in the heading of the document:
This work has utilised ChatGPT (or name of alternate AI Writing tool if used) to support some writing and sentence structure/to assist in elements of supportive research. (delete as appropriate)

Academic Integrity Committee

This consist of 3 nominated members of the academic staff who are responsible for ensuring consistency in relation to the implementation of plagiarism procedures and practice.

In suspected cases of plagiarism and/or collusion the Academic Integrity Committee will invite the student(s) to an informal meeting to discuss the identified work. The aim of an informal meeting is to allow the Academic Integrity Officer to fully understand how the student has approached the assessment and to allow the student to reflect on their practices. This meeting should not include notetaking other than to record one of three possible outcomes:

- I. there is no evidence of academic misconduct or
- II. the process moves onto the formal steps of the academic misconduct procedure or
- III. the student admits the presence of academic misconduct in the work.

If the committee judges that a formal hearing is justified the student will be provided with:

- (a) a copy of these procedures;
- (b) written details of the allegation and a copy of all written evidence provided for the hearing by the academic who had made the allegation. This will include specific reference to the assessment in question and the nature of the suspected misconduct. For example: in a case of suspected plagiarism, the student should be provided with a copy of their work with the sections where plagiarism is suspected indicated and a copy of the Turnitin report detailing the identified sources;

In a case of suspected cheating in an examination the student should be provided with a copy of the examination's office report and copies of any materials removed from the student in the exam venue (if applicable); the date, time and place of the hearing. MIE will try to arrange the hearing at a time that is suitable for the student. Normally the hearing will take place within two weeks of the date that the student is formally notified in writing that an allegation has been made.

Where a student has been permitted a reassessment attempt after having been found guilty of academic misconduct and it is suspected that he or she has committed academic misconduct on the reassessment by the committee, this must be treated as a new offence and all relevant stages of this procedure must be followed.

Actions by Student

At this stage, the student may decide to admit that the allegation of academic misconduct is justified by providing a written statement. In this case no formal hearing will take place. The Dean of Faculty will be informed of the academic misconduct and the student's admission and determine the relevant penalty to be imposed. This will be recommended to the examination board to ratify the decision. A copy of the statement provided by the student will be kept on her/his file

If the student wishes to proceed to a formal hearing, s/he will be asked to confirm attendance to the Program Leaders and to provide the name of any friend. The friend would not normally contribute to the hearing chosen to accompany the student. If the friend is a member of the legal profession the meeting will be postponed allowing the college to get legal representation

If the student fails to attend the hearing without a reason that is deemed acceptable by the MIE , the hearing will proceed based on the evidence available to the panel. This will include any written submission that the student may have made

Actions of the Hearing Panel

The panel established to consider the evidence will comprise a minimum of two members of academic staff who are not directly involved with the student. The Dean of Faculty is designated as Chair of the panel.

While MIE allows audio recordings of lectures for study purposes, hearings may not be digitally recorded, and the written notes taken by the MIE will constitute the official record of the hearing. The Chair of the panel will make this clear to the student at the beginning of the meeting.

The panel will normally interview:

- i. the student, who may present documentation and/or supporting evidence
- ii. any relevant members of staff (e.g. module leader, or Head of Year who will present the evidence and the academic integrity committee).

The student, their friend (where present) and the staff member(s) presenting the evidence will then be asked to leave the hearing whilst the panel considers its decision.

The panel will decide if:

- a) there is insufficient evidence of academic misconduct. or
- b) it is more likely than not that academic misconduct took place.

Where it is found that there is evidence of academic misconduct, the panel shall then be advised of any prior instances of academic misconduct committed by the student to be able to determine a recommendation for the level of penalty to be imposed.

Adjournment may be required. Once a decision has been determined, the student, their friend (where present) and the staff member(s) presenting the evidence will be invited back in to the hearing to be verbally advised of the outcome.

Following the conclusion of the hearing, a summary report will be presented to the Exam Board, setting out the nature of the allegations and the recommendation of the panel concerning the level of penalty to be imposed. The student(s) will be provided with a copy of this report and a copy will be placed on the student's file.

If the outcome of the academic misconduct procedures indicates that a fitness to practice issue additionally arises, the separate Fitness to Practice procedures will be invoked.

However, in these instances, it may not be necessary to carry out the initial investigation stage of the Fitness to Practice procedures.

[Actions of Exam Board](#)

The student's results together with the report of the formal hearing will be considered by the Exam Board. The Board will be asked to ratify the recommendations of the formal hearing panel for the penalty to be imposed.

[Penalties appendix to assessment policy](#)

Penalties have been determined on the basis of the following principles:

- no student should gain any advantage over another as a result of academic misconduct
- for students found guilty of collusion, all students implicated in the case should normally receive the same penalty

- for students found guilty of plagiarism or copying group work, all those involved will normally receive the same penalty
- mitigating circumstances cannot excuse academic misconduct.

Applied penalties are:

- a) the assessment is considered fail with the opportunity to access to Resit exam
- b) the assessment is considered fail and will not be permitted further reassessment where an offence of academic misconduct is committed at the final assessment opportunity

Failure due to academic misconduct cannot be compensated.

Progression and Retention.

Progression

In order to progress from one level to the next students must achieve 60 credits at each level.

Awards

Students must achieve 240 ECTS points with a minimum of 120 credit points at Level 5, and a minimum of 120 credit points at Level 6 to be awarded a Bachelor of Science with Honours in Physiotherapy.

Exit Awards for non-completion of programme

Students who exit after successfully completing 60 credits at Level 5 will be awarded a Undergraduate Diploma in Physiotherapy.

Students who exit after successfully completing 120 credits at Level 5 will be awarded a Undergraduate Higher Diploma in Physiotherapy.

These exit awards will not entitle the student to seek registration with any professional bodies to practice as an Physiotherapist. Registration can only be sought on completion of the full 240 credits.

Absence and Withdrawal Procedures.

Absence Procedures and Protocols

Understanding and adhering to the absence protocols is crucial for maintaining your academic integrity and progression:

- **Notification Requirements:** Inform the institution on the first day of your absence.
- **Valid Reasons for Absence:** Legitimate absences include illness (requiring documentation), family emergencies, and other unavoidable commitments.
- **Invalid Reasons for Absence:** Routine appointments, non-urgent personal matters, and employment commitments should not conflict with your class schedule.

- **Documentation Requirement:** Proper evidence must be submitted for absences due to medical reasons or other approved causes to ensure they are recorded as excused.

Maximum Time for Completion Policy

Completion Timeline Requirements: It is essential to complete your academic programs within the stipulated timelines:

- **Standard Completion Times:** Each programme has a defined maximum duration, ranging from 1.5 to 8 years, depending on the level of study.
- **Extension Policy:** Extensions may be granted in exceptional circumstances. These are subject to approval by the Programme Coordinator and may require adjustments to your course plan, including course repetition or updates to meet current academic standards.

Interruption, Withdrawal, and Transfer Policy

<https://icomedicine.com/policy-e-procedure/>

Policies on Interruption, Withdrawal, and Transferring: Making significant changes to your academic journey requires careful consideration and adherence to formal procedures:

- **Interruption of Study:** You may temporarily interrupt your studies due to personal or medical reasons. This process includes formal suspension of fee liability and safeguards your academic progress until your return.
- **Withdrawal from Studies:** If you choose to withdraw from your program, be aware of the implications for fee liability and the potential to receive exit awards for completed modules.
- **Transfer of Studies:** Should you decide to transfer to another institution, you must follow the formal withdrawal process and then reapply through the admissions processes of the prospective institution. This decision may affect your accumulated credits and how they are recognized in your new program.

9.Clinical Placement Policies:

Policies and procedures relating to clinical placements can be found in the **Physiotherapy Clinical Placement Student Handbook**

10.Student Support Services

To assist students in achieving the learning outcomes, MIE has a range of services to support students with academic and pastoral issues. These include manual therapy skills workshops, English language support and academic skills surgeries. A detailed induction and orientation programmes is delivered at the start of each academic year. Advice on generic study skills is available on the VLE

to which all students have access. This includes advice on writing, oral communication, numeracy, problem-solving and career management.

The Staff Student Consultative Committee (SSCC) provides a forum where student concerns and feedback can be heard and responded to quickly and effectively. Student representatives meet regularly with the course leader and senior managers.

Students receive English Language lessons throughout their programme delivered by British Institute (BI) ICOM have worked successfully with the BI for over 10 years. Students must reach 6.5 IELTS equivalence prior to graduation to comply with the CPCM requirements for registration.

Equality & Disability

MIE is committed to valuing diversity and the promotion of equality of opportunity for all its users. It is also committed to working with National Commission for the Promotion of Equality, and all partners to promote community harmony and social cohesion. <https://icomedicine.com/policy-e-procedure/>

The College will challenge all forms of inequality, discrimination and harassment, and actively promote opportunities for the protected groups:

- a) Age
- b) Disability
- c) Gender reassignment
- d) Marriage and civil partnership
- e) Pregnancy and maternity
- f) Race
- g) Religion or belief
- h) Sex
- i) Sexual orientation

The College will seek positively to remove conditions and barriers which place people at a disadvantage and will actively promote equality for all and celebrate diversity.

The Equality Duty has three general aims:

- I. To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts;
- II. To advance equality of opportunity between people who share a protected characteristic and those who do not; and
- III. To foster good relations between people who share a protected characteristic and those who do not.

Learning Support

AIM :To support and engage our diverse learner population in preparation for and throughout their programme of study and actively assist them into employment or further study.

Strategies:

1. Provide effective induction programmes that assist students to make the most of their academic life and learning opportunities. These will acknowledge the mode and length of study, location and the learner's academic background, and focus particularly on the early part of students' study and how to make the most of learning opportunities.
 2. Ensure that inclusion of academic skills (including literacy, numeracy and other study skills) occurs throughout the lifetime of a learner's programme of study.
 3. Design the early part of a programme of study to include processes that diagnose learner learning support needs, integrate appropriate study and academic skills and provide early formative feedback.
 4. Where possible, provide students with appropriate credit for prior learning experiences.
 5. Provide online and/or face-to-face tutorial support, including coverage of academic matters, numeracy and digital literacies, that are fit for purpose and visible to students and tutors.
 6. Provide effective language skills support to enable international students to make the most of their academic life and learning opportunities.
 7. Embed an ethos of education for sustainability, which will feature throughout a student's study and support processes.
- Continue to work in partnership with our students to improve communication and feedback locally and across MIE .

The Equal Opportunities (Persons with Disability) Act 2000 , and the Italian Guide Line of DM 5669 12/07/2011 Law n. 170/2010 granted the learning support to student affected by Specific Learning Disorders.

MIE apply the guidelines listed below::

- Preventive interventions
- Welcoming, tutoring, monitoring
- Hand out measures:
 - Oral examination where more advisable
 - Quantitative reduction of written examination or increase execution time to 30%
 - orthographic or grammar errors should not be taken into consideration in the judgment of examination
- Compensatory measures:
 - Lessons video recordings
 - Digital format books and materials
 - Software supports
- Specific Service:
 - Personal tutoring
 - Planning and scheduling counselling
 - On line availability of didactic materials

Declaration and Support for Specific Learning Disabilities (SLD)

Students may declare a SLD at any point during their course. To access tailored learning support, students must provide a valid SLD Certification. This certification, must be issued by accredited centres or specialists and updated after reaching the age of majority, and must include:

Nosologic Code and Description: A detailed description of the specific learning disorder.

Learning Support Requirements: Information tailored to the student's individual learning needs.

Strengths and Weaknesses: A breakdown of the student's particular areas of strength and weakness in learning.

Students should submit their SLD Certification to the Admissions Team or the Head of Department. Based on the specific needs outlined in the certification, the Head of Department will create a personalized Learning Agreement that includes a strategy for Learning Support, ensuring the student receives the necessary accommodations to succeed academically

Personal Tutoring

Students receive academic and pastoral tutorials. The Programme and Module Leaders ensure that assignment guidelines and grading criteria are clearly communicated to students and that they have appropriate access to resources. The personal tutor is responsible for supporting student progression and providing additional academic and pastoral support. The Personal Development Planning (PDP) process occurs where students and tutors periodically to discuss academic needs and development. Students have an allocated clinic educator to provide supervision and support whilst in the training clinic. They also can access technical support on software applications and the use of the VLE. Student support services also includes support for pastoral issues such as finance, legal matters, accommodation and support for international students.

A Personal Tutor is a member of academic staff who provides academic guidance, support for student personal development and pastoral care with regard to student welfare.

College responsibilities are:

- to provide clear information to students and staff regarding the provision for personal tutoring in the College;
- to ensure personal tutoring arrangements meet all of the College's minimum requirements for personal tutoring;
- to ensure that all students are allocated a named personal tutor at the commencement of their programme me;
- to ensure that replacement Personal Tutors are allocated to students in instances of extended staff absence;
- to ensure that an appropriate system is introduced to effectively monitor personal tutoring arrangements within the College;
- to ensure that clear information is provided to students on how to request a change of Personal Tutor.

Concerning personal tutor, specific student's requests can be given to the Head of Department, Programme or Module Leaders.

Student responsibilities are:

- to attend Personal Tutor meetings and to inform their tutor, in advance, of any instances of unavoidable absence;
- to actively participate in meetings with Personal Tutors;

- to inform Personal Tutors of any personal circumstances that might be affecting attendance and academic progress;
- to submit any requests for extenuating circumstances to the Dean;
- to declare any needs for specific support from the College and to actively seek such support;
- to take a proactive approach to identifying and accessing opportunities provided to enhance their employability;
to actively respond to feedback and guidance provided and opportunities to enhance personal development;
- to inform Personal Tutors of their inclusion as a named referee in respect of any applications for employment or other purposes. In all cases, students must provide the Personal Tutor with relevant information regarding the purpose of the reference.

Colleges monitor Personal Tutoring through reviewing the outcomes of College student experience surveys and through the College's monitoring and evaluation systems. A record should be kept confirming that all tutees have attended the Personal Tutor session and that all of the required information has been provided by the tutor. Any students who do not attend a Personal Tutor meeting without having informed the College of unavoidable absence should be subject to the College's attendance monitoring procedures.

Complaints

A student who is, or was recently a registered student, or a group of students wishing to complain should normally do so within 3 months of the event which has given rise to the complaint or, if a series of events has given rise to a complaint, within 3 months of the final event in the series. In exceptional circumstances, complaints received outside of this time frame may be considered providing the explanation for delay is outside the control of the complainant⁵.
<https://icomedicine.com/policy-e-procedure/>

Complaints should be done as follow

Stage 1: Early Resolution

- i. Initially, a student should seek to deal with his/ her complaint at the level at which the event leading to the complaint occurred.
- ii. A student should, if at all possible, address his/ her complaint to the Module leader or member of staff most directly involved in the event leading to the complaint, in order to give that person the opportunity to address his/her concerns.
- iii. If for any reason the student does not feel that this is possible, s/he should seek advice from the Programme Leader in order to identify an appropriate alternative mechanism of early resolution.
- iv. Stage 1 complaints will be dealt with in a timely fashion. Those involved in investigating the complaint will establish appropriate timescales based on its nature and complexity. These timescales should be communicated to the student and the student kept informed

⁵49. Complaints procedure
57. Student complaints and grievance procedures

of any changes. Where possible, the investigation should be completed within 7 working days.

- v. At the end of Stage 1, a student will be provided with a written response to his/her complaint, copied to the Dean which will either:
 - Detail the proposed resolution; OR
 - If no resolution has been proposed, explain why resolution has not been considered to be possible.

Stage 2: Formal Complaint

- i. If a student is not satisfied with the outcome of Stage 1, s/he may choose to submit a Stage 2 complaint, by completing the Complaints Form. This should be done within 21 working days of the release of the written response to Stage 1. A Stage 2 complaint will normally only be considered following the completion of the early resolution stage.
- ii. A student wishing to submit a Stage 2 complaint should do so to the Dean of Faculty
- iii. If the Dean was involved in the case at Stage 1, s/he will nominate an appropriate alternative individual to consider the case. If no appropriate individual can be found within MIE, s/he shall refer it to the Principal, who will then assign the case to an appropriate individual.
- iv. The receipt of the complaint form will normally be acknowledged within 3 days.
- v. The Dean of Faculty or his/her nominee will consider the case appropriately. This will normally involve discussions with the student and/or the subject of the complaint.
- vi. Complaints will be dealt with in a timely fashion. The Dean will establish appropriate timescales based on the nature and complexity of the complaint. These timescales should be communicated to the student and the student kept informed of any changes. Where possible, complaints should normally take no more than 10 working days to investigate from the acknowledgement being sent.
- vii. The Dean or their nominee will inform the complainant, the subject of the complaint, and the Vice Principal and Principal, in writing, of the outcome of the investigation.

11.Appendices

Extenuating Circumstances Claim Form

Please complete this form if illness or other circumstance has affected your academic performance .

All claims MUST be substantiated by original documentary evidence, e.g. medical certificate. All information submitted is confidential and will only be made available to the relevant Board.

Please complete <u>all sections</u> of this form.				
Surname/Family name:			Date:	
First name (s):			Your ID number:	
Aspects for which extenuating circumstances are claimed				
Module code	Module title and coursework where appropriate	Part (s) affected insert code from list below*	For late course work	
			Deadline	Date submitted
Codes for entry into above 'Part(s) affected' section.				
Part affected	1	Examination	Performance affected	
Part affected	2	Examination	Unable to attend	
Part affected	3	Course work	Submitted on time but performance affected	
Part affected	4	Course work	Submitted late (provide dates above)	
Part affected	5	Course work	Not submitted	
Part affected	6	All	Unable to attend module, wish to retake without penalty	

NB: Coursework includes projects, presentations and in-module tests.

Please complete the sections overleaf and return this form together with supporting evidence to the Dean marked '**Extenuating Circumstances**' via email no more than **5 working days after the examination date or assessment submission date**.

Please note that the Board of Examiners will not usually consider claims received after the deadline. If you are submitting your claim **outside of the 5 working day** deadline please **submit a supporting statement** explaining why you were unable to submit your claim in time.

Please give further details of your circumstances, including the dates during which you were affected and the impact on your academic performance. You are reminded that claims cannot be accepted without original written documentary evidence. Please note that you should keep a copy of your claim form along with copies of any original documents you submit.

Details of your claim	Dates affected	Module (s) affected

Primary contact address (e.g. term time)		Address to which communication regarding this extenuating circumstances claim should be sent:
Student signature		Date
If you require any support in completing this claim please contact the Dean		

To support your claim read paragraphs 1 and 2 and highlight the appropriate section in each paragraph that applies to your claim.

Request for the recognition of extenuating circumstances, including illness

Burden of proof in seeking the recognition of extenuating circumstances

When making a request for the recognition of extenuating circumstances it is for the student to show that one of the circumstances listed in paragraph 1 applies and to provide the necessary evidence to support their request (see paragraph 2).

- ICOM will consider requests for the recognition of extenuating circumstances where there has been:
 - bereavement through the death of a close relative or significant other* that in employment would lead a reasonable employer to grant compassionate leave⁶.

⁶ *in such an instance ICOM will require independent evidence of the nature of the relationship

- serious short-term illness or accident of a nature that, in employment, would lead a reasonable employer to agree to absence on sick leave
- a long-term (chronic) health problem suddenly worsening
- for part-time and distance learning students in full-time employment only, an increase in their workload due to circumstances beyond their control, or being required by their employer to work through periods normally available for study and/or assessment
- other exceptional circumstances that will affect the student's ability to submit an assessment on time or to attend an assessment or have affected them.

2. Evidence required

Where a student encounters unforeseen circumstances that are consistent with any of the matters outlined in paragraph 1 and wishes them to be recognised as extenuating circumstances they are required to provide supporting evidence. This is to be set out in writing and be signed by the person providing it. The nature of the evidence that the College requires includes:

- for bereavement, a death certificate or a signed and dated letter from a minister of religion, medical practitioner, police officer, solicitor, magistrate or other officer of the law or a person with equivalent professional standing
- for illness, a signed and dated letter from a medical practitioner (GP, clinical specialist, or registered professional in psychiatric practice) that states the dates when the illness affected the student and how, without breaching confidence, the circumstances affected or are likely to affect
 - the student's ability to prepare for an assessment, submit or attend for an assessment
 - the student's ability to recognise and deal with their circumstances
- for a student awaiting a diagnosis of an illness or condition, a signed and dated letter from a medical practitioner (GP, clinical specialist, or registered professional in psychiatric practice) that states the dates when the student attended for treatment, when tests were undertaken, and when a diagnosis is expected
- for accident or injury to the student, a copy of an accident report provided by a police officer, Magistrate, or Magistrate's Clerk; or a signed and dated letter from a medical practitioner. In all cases where a letter is provided it must state the dates when the accident or injury affected the student; the position and qualification(s) of the person providing the letter; and their contact details
- for significant adverse personal or family circumstances being encountered by the student, a signed and dated letter from one or more of the following: a medical practitioner; a social worker (stating their position with respect to the student); a registered psychological therapist; a registered professional in psychiatric practice; an officer of the law; a teacher outside ICOM; a minister of religion. The letter they provide must give their position and qualification(s) and their contact details and must provide information on the time when the circumstances occurred and whether they are continuing
- for part-time and distance learning students in full-time employment only, who have experienced an increase in their workload due to circumstances beyond their control, or have been required by their employer or a client to work through periods normally available for study and/or assessment where they are in employment, a signed and dated letter from their employer, or their employer's authorised representative, stating that the student has been required by them to undertake work in the interests of the employer and that this was in time that had previously been agreed would be available for the student to study, prepare for assessment, or take an assessment
- where they are self-employed, evidence from their client or the client's authorised representative stating that they have required the student to undertake unforeseen work that was necessary in the interests of the client's business, together with the dates and times when the student had been required to attend the client or undertake the previously unforeseen work.

2. EVALUATING CRITERIA

The evaluation of assessments are in agreement with tables below

Table 5 marking criteria overview level 5 & 6

Level 5

Classification %	Knowledge, Understanding & Application	Structure & Organisation	Presentation & Attribution of Sources	Evaluation
≥80	An excellent answer showing a well developed ability to apply knowledge and concepts to the question or topic at hand. Provides a comprehensive discussion of the core issues, with evidence of synthesis and analysis. Knowledge, understanding and skills are quite advanced for this level. Appropriate and well integrated personal reflection where relevant.	Excellent development of discussion with clear structure.	Excellent literary style. There should be very little, if any, presentation errors on the script. An extensive range of sources are critically appraised and referenced accurately.	An excellent and very well constructed answer which takes into account current discussion/debate. Evidence of creativity and independent thought.
79-70	A very good response that demonstrates application of knowledge and concepts to the question or topic at hand. Provides a balanced discussion/application of the main issues, with evidence of evaluation. Shows knowledge and understanding of the topic with a few minor errors present. Appropriate personal reflection where relevant.	Discussion shows clear development, within standard essay structure.	Accurately supported by a good range of sources. There are few errors or omissions on the script. Generally, referencing follows the correct format and is applied consistently.	Displays a very good level of skill in providing an answer which takes into account current discussion/debate. Some evidence of creativity and independent thought.
69-60	An answer that shows a satisfactory explanation of the main issues. with some shortcomings but no fundamental errors. Adopts a thoughtful approach to the topic, with some evidence of evaluation.	Discussion is generally well-organised and clearly structured.	Additional reading and referencing could develop the arguments further.	Displays a good level of skill in providing an answer which takes into account current discussion/debate.
59-55	An answer that shows a basic understanding of the question or topic at hand. Discussion addresses the main points but could be better developed. Some evidence of personal reflection shown where appropriate.	Has some structure to discussion, but significant areas for improvement.	Shows evidence of reading only a very limited number of sources. Shows some skills in applying the correct referencing style.	Displays some limited skill in discussion but incorporates some unnecessary description.
54-50	An answer showing a limited grasp of some of the issues but displays evidence of having addressed the main learning outcomes. Module pass/fail issues are met. Not all learning outcomes may have been addressed. Some evidence of personal reflection but may be used inappropriately.	Has some structure to discussion, but significant areas for improvement. May contain significant omissions or irrelevant material.	Presentation is of a sufficient level to be able to follow arguments. Shows evidence of reading at the minimum level, and a basic grasp of the correct referencing style.	Tends to describe rather than discuss.
49-47	Set question has not been answered, either in part or whole. There may be concerns about the understanding of practice and its application. Shows a limited discussion of the main issues. Has not	Disorganised structure and presentation. May contain substantial omissions or irrelevant material.	There may be an insufficient level of academic referencing and citations in the assignment to support claims and arguments. Poor literary style and presentation with a significant number of errors. The writing rarely goes beyond simply paraphrasing. There may be	An attempt to answer the question but largely descriptive in nature. Argument, evidence, and theoretical material is partly misrepresented or misunderstood.

	addressed learning outcomes sufficiently. Module pass/fail issues are not met. Some attempt at relevant reflection.		evidence of plagiarism. Please refer to University policy on Unfair Practice.	
46-20	An attempt to answer the questions, but without a basic grasp of material or appropriate skills.	Difficult to follow, with no clear structure. May contain mostly irrelevant material.	Poor literary style and presentation with a significant number of errors. Referencing absent or inaccurate. There may be evidence of plagiarism. Please refer to University policy on Unfair Practice.	Largely descriptive. Difficult to comprehend the answer.
20-0	No answer offered, irrelevant, fundamentally wrong. No reflection where relevant.	Content bears little relevance to the question.	Poor literary style and presentation with a significant number of errors. Referencing absent or inaccurate. There may be evidence of plagiarism. Please refer to University policy on Unfair Practice.	Not easily comprehensible.

Level 6 Marking criteria

Classification %	Knowledge, Understanding & Application	Structure & Organisation	Presentation & Attribution of Sources	Evaluation
≥80	An excellent response showing a strong ability to apply knowledge and concepts to the question or topic at hand. Shows wide knowledge of the topic with very few errors or omissions. Appropriate integrated personal reflection where relevant.	Excellent development of argument with clear structure.	Excellent literary style. There should be very few, if any, presentation errors on the script. An extensive range of sources are critically appraised and referenced accurately.	The answer displays independent critical thought, persuasive arguments and analysis. Critical appraisal and analysis skills are evident.
79-70	An answer that shows a comfortable grasp of the main issues. The majority of learning outcomes and/or key parts of the question or topic have been addressed with some shortcomings but no fundamental errors. Adopts a thoughtful approach to the topic. Reflection shows good insight into the topic being considered.	Argument shows clear development, within standard essay structure.	Accurately supported by a good range of sources. There are few errors or omissions on the script. Generally, referencing follows the correct format and is applied consistently.	Displays a good level of skill in applying concepts, thinking critically and using evidence.
69-60	An answer that shows a satisfactory grasp of the main issues. The majority of learning outcomes and/or key parts of the question or topic have been addressed well. Personal reflection shows insight into the topic discussed	Material coherently organised overall, but some inconsistencies present.	Shows familiarity with the basic reading, with some minor errors and omissions of essential material. Some errors with presentation and style. For the most part, the correct referencing style is applied consistently.	Faithful reproduction of material without significant critical judgment. Displays some skills in applying concepts and using evidence but tends to describe rather than analyse.
59-55	An answer that shows a basic understanding of most of the issues raised by the topic or question. Some evidence of personal reflection shown where appropriate.	May contain substantial omissions or irrelevant material.	Shows evidence of reading only a very limited number of sources. Shows some skills in applying the correct referencing style.	Mainly descriptive, but shows some evidence of analysis.
54-50	An answer showing a limited grasp of some of the issues but displays some signs of skill in addressing the learning outcomes. Module pass/fail issues are met. Not all learning outcomes may have been	Has some structure to argument, but significant areas for improvement.	Presentation is of a sufficient level to be able to follow arguments. Shows evidence of reading at the minimum level, and a basic grasp of the correct referencing style.	Predominantly descriptive, but with some limited evidence of analysis.

	addressed. Some evidence of personal reflection but may be used inappropriately.			
49-47	Set question has not been answered, either in part or whole. Shows some evidence of grasp of material and/or skills, but not applied appropriately or where relevant. There may be concerns about the understanding of practice and its application. Module pass/fail issues are not met. Some attempt at relevant reflection.	Content bears little relevance to the question. Poorly organised structure and presentation of argument.	There may be an insufficient level of academic references and citations in the assignment to support claims and arguments. Poor literary style and presentation with a significant number of errors. Contains a considerable number of verbatim quotations or unreferenced sources. Referencing style needs considerable improvement. There may be evidence of plagiarism. Please refer to University policy on Unfair Practice.	An attempt to answer the question but little awareness of analysis. Arguments, evidence, and theoretical material is substantially misrepresented or misunderstood. The writing rarely goes beyond simply paraphrasing.
46-20	An attempt to answer the questions, but without a basic grasp of material or appropriate skills.	Difficult to follow, with disorganised structure.	Poor literary style and presentation with a significant number of errors. Referencing absent or inaccurate. Significant number of verbatim quotations or unreferenced sources. There may be evidence of plagiarism. There may be evidence of plagiarism. Please refer to University policy on Unfair Practice.	Difficult to comprehend arguments.
20-0	No answer offered, or irrelevant or , fundamentally wrong. No reflection where relevant.	No clear structure.	Poor literary style and presentation with a significant number of errors. Referencing absent or inaccurate. Serious breach of confidentiality where relevant. There may be evidence of plagiarism. Please refer to University policy on Unfair Practice.	No comprehensible arguments presented.