



**MAHSA**  
**COLLEGE**  
Sabah Campus

**DIPLOMA IN  
PHYSIOTHERAPY  
Student Guide Book**

Compiled by  
Physiotherapy Department  
2017

**Personal Details**

Name : \_\_\_\_\_  
Student Number : \_\_\_\_\_  
Address : \_\_\_\_\_

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Contact Number : \_\_\_\_\_  
Email : \_\_\_\_\_  
Emergency contact person: \_\_\_\_\_  
Emergency contact number: \_\_\_\_\_

***Note:***

**You must be registered and have paid your fees to be in this programme.  
If you have any problems or queries, please contact the student section.**

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### ***Message from the Principal***

Dear Student,

On behalf of the Programme Team, I would like to take this opportunity to welcome you to the Diploma in Physiotherapy. This Programme is awarded by MAHSA College, Sabah Campus and has been developed by physiotherapy staff from the Physiotherapy Department. You will be joining students from different background and cultural diversity. I hope you will have a new learning experience as your learning here will prepare you for a rewarding career in physiotherapy. The MAHSA teaching staff will assist you to achieve your ambition but at the same time you need to understand your responsibility. You will be in a learning environment where you will feel comfortable about asking anything.

This handbook gives you some relevant background information about your Programme, MAHSA College, Sabah Campus and the Department of Physiotherapy is offering. You should read this Programme Handbook to get a clearer understanding.

A great emphasis has been placed on the learning process to help link theory with practice, and obtain the skills which will prepare you to be an effective practitioner and to further your study into the degree level. The College mission is to maintain its high standard of teaching and to strengthen its research profile and, as diploma students, you will have a very important part to play in this. We are proud of this Programme which we have developed and this has been given due recognition by the external reviewers from universities in Malaysia. We hope that you will be proud to be a MAHSA College, Sabah Campus student and strive to be excellent to uphold the name of the university through your excellence academic performance.

We hope during your 3 years in MAHSA College, Sabah Campus, you will get the most out of your time here. College life opens up new freedoms and opportunities, but if you are willing to work hard and manage your time effectively you will not have difficulty to complete the study. We hope while you are studying hard, you will be able to participate in other activities such as sports, cultural and community. We do not want you to be “*All work and no play make Jack a dull boy!*” Obviously this means working hard and doing well in your studies but also making sure that you enjoy yourself by also developing your interests outside your studies. It is a fact that major employers who recruit diploma will expect them both to have done well in their academics and achieved other objectives during their time as a student.

The world is changing and so the scope of Physiotherapy. The graduates do no longer have to think that they are only working in the hospitals, but they will have to manage patients in their homes. They may not be just restoring health but taking many preventive measures such as seeing the “healthy” that may not be in complete wellness and fitness. This presents many challenges but it also requires us all – health and social care professionals and academics develop a positive attitude toward diversity. In the world of Physiotherapy, contains people of different genders, different races, religions, ages, cultures, beliefs, sexual orientations and people with disabilities. We do not tolerate discrimination or abuse of any kind towards students and staff and will do all in our power to ensure that everyone undertaking a Programme has the opportunity to develop themselves to the full.

If you have any questions, do not hesitate to contact members of the MAHSA Programme Team. I hope you enjoy your time here.

**All the best**

**Andy Augustine**  
**Principal**  
**MAHSA College, Sabah Campus**

## The Vision and Mission of MAHSA College

### **VISION**

To be the centre of excellence in Higher Education in the region

### **MISSION**

1. To be committed to the delivery of education of the highest quality with emphasis on the hands-on training
2. To produce competent and highly skilled health care professionals through qualified, dedicated and experienced teachers.
3. To provide conducive facilities to ensure the desired standards in education.
4. To be recognised as one of the best Allied Health Sciences Colleges in the region.

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## 1. Introduction

### 1.1 This Handbook

This Handbook provides a comprehensive introduction to your Programme of study. Our MAHSA diploma programme has been externally reviewed by governmental and non-governmental professional experts in Physiotherapy field and assured the quality so that the Programme is benchmarking to the Malaysian Healthcare Standards. MAHSA has many facilities and learning resources in the library (Printed & Electronic resources) which you will be taught how to use them.

During your orientation week there will be opportunities for you to find out more about the programme and the range of facilities we thereby provide.

Other than this Handbook, you are recommended to refer to:

The Student Handbook which you will be given during your registration. Some of the useful information in the Student Handbook you may like to take note of:

- Academic management committee
- Academic affair
- Code of conduct
- Hostel rules and regulation ( for those of you who are staying in the hostel)
- Student affairs and student bodies
- Facilities
- Convocation rules

The Physiotherapy Department Assessment Regulation provides you with information pertaining to examinations. You can request for a copy upon commencement of the Programme.

## 2. Academic Calendar

Year	Semester	Academic activities	Duration (weeks)	Semester	Academic activities	Duration (weeks)		
1	1	Orientation	1	2	Study week	16		
		Study week	15		Mid semester break	1		
		Mid semester break	2		Revision	1		
		Revision	1		Study leave	1		
		Study leave	1		Semester Examination	2		
	Semester Examination	2						
	Semester Break	4	Semester Break		5			
	<b>Total</b>	<b>26</b>	<b>Total</b>		<b>26</b>			
	2	1	Study week		16	2	Study week	9
			Mid semester break		1		Mid semester break	1
Revision			1	Revision	1			
Study leave			1	Study leave	1			
Elective placement			2	Clinical placement	10			
Semester Examination		2	Semester Examination	2				
Semester Break		3	Semester Break	2				
<b>Total</b>		<b>26</b>	<b>Total</b>	<b>26</b>				
3		1	Study week	9	2		Study week	7
			Mid semester break	1			Mid semester break	1
	Revision		1	Revision		1		
	Study leave		1	Study leave		1		
	Clinical placement		10	Clinical placement		12		
	Semester Examination	2	Semester Examination	2				
	Semester Break	2	Semester Break	2				
	<b>Total</b>	<b>26</b>	<b>Total</b>	<b>26</b>				

### 3. Programme Structure

YEAR & SEMESTER	Programme Structure		
	CODE	MODULES	CREDITS
Year 1 Sem 1	PTAN 1112	1. Anatomy & Physiology I	2
	PTAP 1114	2. Applied Anatomy	4
	PTKI 1113	3. Kinesiology I	3
	PTBS 1112	4. Behavioural Science I	2
	PTHC 1112	5. Introduction to Health Care System I	2
	PTEN 1112	6. Integrated Language Skills	2
	PTCO 1112	7. Computer Literacy	2
	MPU 2133 / MPU 2163	8. U1 (Pengajian Malaysia) / U1 (Bahasa Melayu Komunikasi 1)	3
	<b>TOTAL</b>	<b>20</b>	
Year 1 Sem 2	PTAN 1123	1. Anatomy & Physiology II	3
	PTKI 1122	2. Kinesiology II	2
	PTBS 1122	3. Behavioural Science II	2
	PTMT 1123	4. Movement Therapy	3
	PTEL 1122	5. Electrotherapy I	2
	PTEN 1122	6. English for Academic Writing	2
	MPU 1122	7. U2 (Interpersonal Skills)	2
	<b>TOTAL</b>	<b>16</b>	
Year 2 Sem 1	PTMS 1214	1. Musculoskeletal I	4
	PTCR 1213	2. Cardiorespiratory I	3
	PTNE 1212	3. Neurology I	2
	PTEL 1212	4. Electrotherapy II	2
	PTPS 1212	5. Physiotherapy Skill	2
	PTEP1 212	6. Elective Placement	2
	MPU 2332	7. U3 (Family Structure)	2

		<b>TOTAL</b>	<b>17</b>
Year 2 Sem 2	PTMS 1224	1. Musculoskeletal II	4
	PTCR 1223	2. Cardiorespiratory II	3
	PTNE 1222	3. Neurology II	2
	PTCL 12210	4. Clinical Practice I	10
		<b>TOTAL</b>	<b>19</b>
Year 3 Sem 1	PTNE 1312	1. Neurology III	2
	PTPE 1312	2. Paediatrics	2
	PTWH 1312	3. Women's Health	2
	PTHC 1312	4. Introduction to Health Care System II	2
	MPU3423	5. U4 (Community Work 1)	2
	PTCL 13110	6. Clinical Practice II	10
		<b>TOTAL</b>	<b>20</b>
Year 3 Sem 2	PTSP 1322	1. Sports	2
	PTGE 1322	2. Geriatrics	2
	PTCL 13212	3. Clinical Practice III	12
		<b>TOTAL</b>	<b>16</b>
		<b>GRAND TOTAL</b>	<b>111</b>
Year 1 Sem 1	PTBK 1123	1. Bahasa Kebangsaan (Optional)	3



## 4. Programme Information

### 4.1 Programme Delivery

Learning, Teaching and Assessment (LTA) strategies reflect College and Department strategies. Learning outcomes, content, LTA methodologies and assessment methods have been aligned to the Ministry of Education learning outcomes and the Malaysian Qualification Agency domains. These will scaffold student learning and further facilitate the integration of theory and practice. The curriculum is developed based on the principles that learning always proceeds from the known to the new and that good teaching will recognize and build on this connection.

The Programme structure and its implementation will provide the scaffold for the construction of the knowledge and skills necessary to practice safely and competently as a physiotherapist. The development of the practice of physiotherapy is an essential and core element of learning. The practice-based learning is introduced early in the Programme whereby students are placed in the various healthcare settings. This early exposure will provide students the understanding of the real practice situations. The acquisition of the required knowledge, intellect and skills are seen as a continuum as learning at MAHSA is transferred, applied and developed in the practice setting. Reciprocity of learning occurs as students move to the next academic or practice-based situation. This developmental process places the student at the center of the learning experience.

A structured process of personal guidance through the mentor and mentee approach in MAHSA and by the clinical educators facilitates the students' development as independent learners. Alongside the formal learning outcomes of the Programme, students are encouraged to develop their own personal learning outcomes in negotiation with MAHSA and clinical staff. This process promotes accountability for learning and develops self-reflection as the students become lifelong learners.

The application of theory to practice and the use of practical experience to inform understanding of theoretical concepts allow basic levels of problem solving and clinical reasoning to be developed within teaching and learning approaches appropriate for diploma level.

A typical student journey through the three year physiotherapy Diploma Programme would combine the use of profession specific modules that include embedded periods of practice placements. A model of integration of the practice, physiotherapy for special client groups is employed at the final year of the Programme.

A variety of teaching and learning strategies is used at all levels of the Programme, they are as follow:

- More interactive learning approach such as Enquiry Based Learning approaches (EBL) facilitate scaffolding learning and heighten engagement, thus bringing about deep as opposed to superficial learning. EBL also enables teachers to contextualize learning in a variety of ways and to add increasing level of complexity to scenarios which can introduce clinical reasoning and decision making at a basic level.
- Peer group learning which will facilitate deep learning and team work will be established within the Programme. Students will be well prepared in the use of reflective techniques as part of the repertoire of learning tools to both enhance their integration of theory and practice, and to provide them with a range of strategies to use in their professional development.

- Learning in practice environments is ensured through a strong partnership with service colleagues and this is based on a shared understanding of learning, teaching and assessment methodology.

Throughout the Programme the following themes are emphasized:

- **Physiotherapy Practice Skills** - Physiotherapy practice Skills are developed through early exposure to the clinical field alongside developing the core skills of applied anatomy and kinesiology in year 1, year 2 integrates these skills with the technical capabilities of physiotherapy assessment, treatment and management strategies. Physiotherapy practice in the final year focuses on the assessment and management of special client groups , which includes women's health, pediatrics, geriatrics and sports population).
- **Evidence base** - The appreciation of how research and evaluation inform and develop the evidence base of physiotherapy is introduced from Year 2 and Year 3 within the learning and teaching strategy across the Programme.
- **Professional Development** - The varying professional contexts of physiotherapy practice are introduced to the students throughout each year by exploring examples of context such as single and multiple pathologies, the environment of practice and the trends in physiotherapy practice. Students are able to experience a range of settings and pathologies within their clinical practice to provide an adequate view of contemporary physiotherapy practice.

#### **4.2 English Language in the Programme**

It is recognized that successful completion of the Programme is dependent upon the ability of the students in the English Language. All students must have an adequate command of written and spoken English to be able to study any Programme which leads to an award of the University. There are 2 modules in English with the purpose to strengthen the command of language and the academic writing among the physiotherapy students for Diploma level.

#### **4.3 Module Handbooks**

Students who registered will be given the module guide/handbook which has details on content, learning outcomes, teaching and learning methodologies, assessment and a list of references.

#### **4.4 Clinical Placement**

Clinical education is an important part of the Programme, you will be sent to the clinical facilities according to the disciplines and the modules which are delivered. You must be willing to go to the centers assigned and the centers can be far from your home. It has been long practice that physiotherapy students will find their accommodation and transport to get to the placement centers. Students need to discuss with the clinical coordinators, and must understand that the availability of the placement centers is dictated by the clinical centers.

## 5. Assessment

### 5.1 Assessment Strategy

Variety of assessment strategies used to ensure students develop the knowledge and demonstrate competency in the application of the core technical skills of physiotherapy practice whilst facilitating academic growth through the different levels of the Programme. Continuous assessment and structured feedback provide appropriate developmental guidance. Learning is demonstrated in a variety of assessment methods acknowledging the different ways students respond to and use assessment in their learning. Module assessments reflect the integration of skills -based learning with university learning acknowledging the importance of learning in the work place and the applied nature of physiotherapy practice skills. Students will be informed of dates (submission and expected period for feedback), tasks and criteria of each module at the beginning of each semester during the Programme. The criteria reflect each module's specific learning outcomes. These criteria will be shown as part of the assignment brief. The students are informed of the module assessment and the details are also stated in the module handbooks.

The assessment methods include theory examination (essays and Multiple Choice Questions), assignments, presentation, case study presentation, OSPE/OSCE (Practical exam using skill card / case scenario) and clinical evaluation. There are 2 components of the assessment: Continuous Assessment and Summative Assessment. Students must pass both components for progression to the next semester. Both components are equally important as they measure if the module learning outcomes are achieved.

### 5.2 Eligibility for sitting of examination

5.2.1) Student must pay all fees for the semester before being allowed to sit for the semester examination.

5.2.2) Student has to fulfil 80% of credit hours in the attendance for each module in a semester, before being allowed to sit for the examination.  
Exception is given for student who has medical reasons.

### 5.3 Progression in the programme

#### 5.3.1) Proceed to the next semester

The students who have passed all modules (grade C and grade point 2.00) for the semester under consideration and can proceed to the next semester of study. The GPA is 2.00 or higher.

#### 5.3.2) Resit / Re- assessment

The students who have **NOT** achieved a **PASS** in a module are required a re-assessment in order to achieve grade point of 2.00 (grade C) for progression to the next semester. The module result for a student who passes a module at re-assessment is capped at 50 (grade C, Grade Point 2.00). Students who have already passed a module may not be re-assessed that module in order to improve their module result. A fee of RM50 will be charged for each module in the 2<sup>nd</sup> resit.

#### 5.3.3) Repeat Semester

The students who have not satisfied the progression criteria for the semester must repeat the semester. The students who failed a module in the 2<sup>nd</sup> resit examination or GPA < 2.00

after 3 attempts, the students have to repeat the entire semester and required to pay a fee based on the number of credits (RM230 per credit for diploma programme ).

The student is not allowed to repeat the same semester twice.

#### 5.3.4) **Termination / discontinuation of the programme**

The student who failed a module after all reassessments or failed with a GPA <2.00 in the repeat semester (OR)

The student who failed with a GPA <1.00 in the semester.

The student will be informed of the decision in writing from the Registrar's office.

#### 5.3.5) **Completion of the programme**

The student has satisfied all requirements of all the modules and the intended award is conferred within the maximum duration for the completion of a programme

### 5.4 **Attendance at Examination**

5.4.1) Students who did not appear for a paper without giving any reason shall consider **FAIL** in the particular paper, but if a valid reason is given such as medical reason (evidence of a medical certificate required) then it is considered as sitting for the paper as the first attempt.

### 5.5 **Submission of Work for Assessment**

5.5.1 The submission of work for assessment is the responsibility of the student.

5.5.2 Students are required to ensure that:

- All written assignments (including reports associated with practice or workplace assessments) are received in the appropriate administrative office by the published deadline (on or before the due date) and that all pages including the Assignment Cover sheet are securely fastened (e.g. stapled or bound or kept in a plastic cover);
- They signed and dated as proof of submission in a prepared sheet to the Module tutor / Programme Leader. Without proof of submission MAHSA College, Sabah Campus takes no responsibility for any assignment that goes missing. The assignment is deemed as failure in such circumstances.
- They retain a copy of all written work submitted for assessment or re-assessment.
- They retain all marked written assignments, together with cover sheets and examiner comments, until the module has been considered by the Board of Examination and the period of appeal has expired.
- They resubmit marked work if required by MAHSA College, Sabah Campus for moderation by an External Examiner or for any other reason considered valid by the Board of Examination.

5.5.3 Late assignments are not accepted and a mark of zero (0) is awarded unless an extension to the deadline has been approved for an individual student in advance of the deadline ( Refer Extensions in the Assessment Regulation)

## 5.6 Exceeding Word Limits

- 5.6.1) A written assignment must not exceed the maximum word limit set for that assignment. Students are required to enter an accurate word count on the Assignment Cover Sheet.
- 5.6.2) When a written assignment is marked, the excessive use of words beyond the stated word limit is reflected in the academic judgment of a piece of work which results in a lower mark being awarded for the piece of work.
- 5.6.3) In determining the text to be included within the maximum word limit, the following items are excluded:
- Abstracts
  - Intended quotations (of more than 50 words)
  - Tables
  - Figures
  - Diagrams
  - Footnotes/endnotes used for reference purposes and kept within reasonable limits,
  - List of references and/or bibliography
  - Appendices

## 5.7 Referencing your Work

You will be expected to fully reference your work in the text and in a bibliography. Good quality referencing provides evidence of your independent study/research. Poor referencing makes you vulnerable to a charge of “plagiarism”.

The Harvard-MAHSA method of referring to publications and of arranging references uses the author's name and the date of the publication. References are listed at the end of the text in alphabetical order by author's name. The general format of a journal reference is shown below:

**Chan, S.C (2014) Malaysian Students Dilemma, *Journal of Education*, 1(2), p. 34-56**  
**5.4.1).**

For detailed information pertaining to citation and referencing method, please refer to Harvard-MAHSA Citation and Referencing Guide Book.

## 5.8 Assessment Offences

- 5.8.1) An assessment offence is the generic term used to define cases where a student(s) has sought to gain unfair academic advantages in the assessment process for him / herself or another student(s).
- 5.8.2 ) An assessment offence may be committed in relation to work undertaken for any assessment method used by MAHSA College, Sabah Campus.
- 5.8.3) Plagiarism and collusion are common forms of assessment offence.

### Plagiarism

- Plagiarism is the submission of an item of assessment containing elements of work produced by another person (s) in such a way that it could be assumed to be the student's own work.
- Copying or close paraphrasing with occasional acknowledgement of the source may also be deemed to be plagiarism if the absence of quotation marks implies that the phraseology is the student's own.

- Plagiarised work may belong to another student or be (purchased) from published source such as report, journal or material available on the internet.

### **Collusion**

- Collusion occurs when two or more individuals collaborate to produce a piece of work to be submitted (in whole or part) for assessment and the work is presented as the work of one student alone.
- If students in a class are instructed or encouraged to work together in the pursuit of an assignment such group activity is regarded as approved collaboration. However, if there is a requirement for the submitted work to be solely that of the individual, joint authorship is not permitted. Students who, improperly, work collectively in these circumstances are guilty of collusion.

## **6. Attendance**

It is normally expected that students attend **ALL** timetabled sessions throughout the semester in order to keep up with the Programme. Good attendance is correlated highly with success in assignments. If students are ill or are experiencing any other difficulties that prevent students from attending class, students should inform the mentor or Head of Department immediately.

According to Ministry of Education and Malaysian qualification Agency, students must achieve 80% attendance before allowed to sit for exams. International students must achieve 90% attendance before their visa can be renewed. Regular non-attendance and none submission of module assessments may result students being withdrawn from the Programme.

## **7. Assessment Regulations for Physiotherapy Department Awards**

All students are provided with the Assessment Regulations during enrolment. All matters relating to progression and awards are contained within the Assessment Regulations and students should familiarize themselves with these regulations.

## **8. Statement on the Use of Website Discussion Forums and Online Social Networking Sites**

Modern Communications Technology shortened the distance of connection between individuals in any part of the world. This is clearly a positive development in communication, encouraging debate and better understanding between people.

Students at MAHSA are encouraged to exchange information and to provide feedback on their experience here at the University, and there are a number of ways they are able to do this. These include the MAHSA facebook, emails, Baracuda system and the Learning Management System.

**All students** who are studying at MAHSA College, Sabah Campus, Physiotherapy Department should remember that anything posted on a social networking site is in the **public domain**. Used properly, social networking sites such as Facebook are a great way to find old friends, join interest groups and share information.

It is important for all individuals to be mindful of the effect, that statements posted on any medium accessible by others, may have. Such statements could be in print or on the web, referring to the College, its students and/or staff. It may also be in the case of a placement experience, referring to any member of placement staff, or service user.

Any statement posted onto a public forum **must** comply with both the College rules and regulations.

(Refereeing to the Student Handbook) and, with civil or criminal law. Defamatory or damaging statements made about individuals or organisations may be subject to potential proceedings under civil or criminal law and the College own regulations.

**The College advice to all its learning community is therefore to exercise sensible restraint when engaging in discussion or other types of exchange using these media.**

What may be considered to be letting off steam about a situation within a learning environment, a placement setting, or at work, can potentially be read by someone who may take offence at the content of a posting. You should be aware that complaints from **any person**, either within or outside the college community, citing incidences of misconduct in this context, will have to be investigated through the available disciplinary procedures. In addition, such misconduct may be subject to action according to civil or criminal law.

As a student within the Physiotherapy Department, you may have additional responsibilities and obligations towards a Professional Body. As part of potential disciplinary proceedings within the College, students may be subject to a MAHSA Disciplinary Board if found to have posted offensive, or otherwise inappropriate material. This may also mean that students requiring membership of professional body could be putting their registration at risk.

The World Wide Web is a wonderful resource for accessing information, for making friends, for engaging in debate and for entertainment. **Like any other medium, it is important to use it sensibly and with respect for others.**

## 9. How Students are supported in their Learning and Development

### 9.1 Curriculum Design and Research

The curriculum has been designed based upon diploma philosophy and the needs of Physiotherapy professionals in Malaysia. All relevant research is referred to within the modules and the Programme can contribute to current research within Physiotherapy practice through assignments linked to all the Programme modules.

### 9.2 Programme Induction

All students admitted to the Programme receive the necessary induction through a structured orientation programme to prepare them for the nature of study in a diploma Programme. The induction period which will be during the first week of Semester one with the introduction to the following:

- MAHSA College, Sabah Campus, Physiotherapy Department
- Aims and learning outcomes of the Programme
- Structure of the Programme
- Programme regulations governing progression and degree awards
- College regulations governing the conduct of assessments and examinations
- Individual modules which make up the Programme
- Assessment methods for each module
- The module tutors responsible for delivering each module
- Teaching and learning methods to be used in delivery of the Programme



- Use of the MAHSA College, Sabah Campus library facilities and other information sources, via the web
- Study skills including working and communicating on-line
- Mentor / Programme Leader arrangements for the duration of the Programme.

## 10. Programme Management

You will meet a broad range of academic, administrative and support staff throughout your studies. We also draw upon subject specialists outside the College and external practitioners/consultants/advisors within Malaysia.

Staff and others from the college (such as the Library and Student Affairs) are here to help you get the most out of the Programme. This section introduces you to the Programme staff and their responsibilities, and provides advice on how you might involve others.

## 11. Staffing and Management

The Programme is managed by MAHSA academic and administrative staff. You will be introduced to the Head of Department, Programme Leader, academic and non-academic staff during the period of orientation.

### 11.1 Head of Physiotherapy Department

The Head of Department involves in the management of the department, provide strategic direction to academic development, design and curriculum content of Programme and support Programme Leader and lecturers to ensure the effective day-to-day operation of the Programme. The Head of Department holds all key information regarding the Programme and its students. This is the person who manages such processes as enrolment, day to day correspondence, confirmation of attendance letters, monitoring to ensure the programme is delivered effectively etc.

### 11.2 Programme Leader

The Programme Leader is the operational manager of the Programme. The Programme Leader will provide you with details about the Programme and will answer any general Programme-related questions you have. Your Programme Leader is responsible to inform you the assessment policies and procedures so that you know what the ground rules are. The Programme Leader is committed to helping you get the most out of the Programme and, where appropriate, will liaise with your other lecturers to make sure that they are aware of your needs and of how you are progressing generally. The Programme Leader will be your initial point of contact for all general queries including timetabling queries.

### 11.3 Mentor

Your Mentor is the people you get in touch most of time. He / She will be able to provide advice, counselling and other pastoral care support in relation to academic matters. He/she is the person you must contact first if there are any problems affecting your academic work at MAHSA. You should see your Mentor at least once in every semester. He/she will normally be able to provide you with a job reference or general testimonial when you leave the College but this is not automatic and you will have to provide them with information to write this.



#### 11.4 Module Tutors / Subject Coordinators

For each module of study, you will have a designated Module Tutor / Subject Coordinator. He / She is responsible for supporting your learning and assessment. Although the Module Tutor / Subject Coordinator will usually teach some classes, the primary role of the tutor is not to be a teacher. The Module Tutor's primary role is to help you in your general learning in that module.

In addition to the Module Tutor, you may also have other lecturers who will take part in the delivery of that module. All tutors will play a part in providing you with an overview of the module, guide you in your studies and assessment, discuss and share ideas with you and the group, recommend learning resources, and provide feedback on your assessment. However, you have the ultimate responsibility for your learning - it is up to you to use the resources, present your own ideas, and act on the feedback. So look upon your tutors as a resource and a signpost rather than as a font of all knowledge.

#### 11.5 Clinical Coordinators

The clinical coordinators will arrange your clinical placement according to the modules which you completed. You may be posted to suitable centers in order for you to practice in the discipline which you have already learned in the College.

## 12. Communication

### 12.1 Appointments

Academic staffs teach on many modules/Programmes across MAHSA and it is advisable to make an appointment if you wish to see them. Occasionally you may be able to have an immediate appointment, but don't be disappointed if asked to return at a mutually convenient time. Please contact staff to cancel if you are unable to make the arranged appointment.

The Programme Leader normally allocates time during the week when he will be available; but please feel free to see them at any time if the situation is urgent.

### 12.2 Notice Board

You will be well informed about the teaching and exam schedules and results through departmental notice board.

### 12.3 Email

Email is used extensively throughout MAHSA College and it is still a very effective method of two-way communication between students and staff. Your batch / you will automatically be allocated an e-mail address by the University once you have enrolled.

### 12.4 Student Feedback

As part of the MAHSA College Quality Assurance policy, the views and opinions of students are an important and valued part of continuous improvement within our Programmes. Formally, we ask for feedback via both the Programme Committee and by using questionnaires.

The Programme Committee meets twice per academic year. It consists of the Programme management, plus student representatives selected by the student group; although, depending on numbers, all students

will be invited to Programme Committee meetings. The Committee considers all aspects of the Programme and discusses actions for improvement where appropriate. Mentors, individual lecturer and module tutors will be invited to attend the meetings where appropriate. The student representatives will be notified of the dates of the Programme Committee and will be encouraged to seek your views so that they can fully represent you.

The most important form of feedback is informal - through discussions with lecturers, admin staff and/or the Programme Leader. We welcome constructive feedback at any time about any aspect of the Programme. If you have any issues regarding the Programme, we hope that these can be addressed informally wherever possible. If the issue is related to a particular subject/module then, in the first instance, you should raise this with the Module Tutor / Subject Coordinator concerned. For general issues related to the Programme or its management then you should discuss the matter with the Programme Leader.

### **13. Room Locations**

All of your teaching will take place within MAHSA College, Sabah Campus. The building/room abbreviations will be explained when you receive your timetable.

### **14. Changing Programme /Withdrawal from College**

Occasionally students want to leave a Programme. It is essential that you contact your Mentor and Programme Leader in the first instance, as they will be able to discuss your concerns with you, and offer advice on options open to you. If, however, you still feel that leaving is the best decision for you, then you need to formally withdraw from the Programme in writing. If you fail to do this, you may be liable for fees - and a "failure" on a Programme will look worse to potential Programme Leaders or employers than a "withdrawal".

Please note, that there may be financial implications due to change or withdrawal from a Programme and you should discuss this with the Head of Department.

### **15. Library and Student Services**

You will be introduced to the Library and Student Services at MAHSA College, Sabah Campus, as part of Programme induction.

#### **15.1 Library Services**

We will be making you fully aware of the library facilities available to you at MAHSA and information sources to help you in your directed and independent learning and in the completion of your assignments.

#### **15.2 IT Facilities**

During your induction in first week of Semester One we will be informing you of IT facilities you can access and the resources available to you at MAHSA.

#### **15.3 Student Services**

We will be explaining what kind of Student Services are available to you

**APPENDIX - 1**  
Grading System

Marks	Grade	Grade Point	Status
90-100	A+	4.00	Distinction
80-89	A	4.00	Distinction
75-79	A-	3.67	Distinction
70-74	B+	3.33	Credit
65-69	B	3.00	Credit
60-64	B-	2.67	Credit
55-59	C+	2.33	Pass
50-54	C	2.00	Pass
45-49	C-	1.67	Marginal Fail
40-44	D+	1.33	Fail
35-39	D	1.00	Fail
30-34	E	0.67	Fail
<30	F	0.00	Fail

**Note:**

- a. The minimum passing mark is 50 i.e. grade C.
- b. For the 1<sup>st</sup> and 2<sup>nd</sup> re-sit examinations, a student will be awarded only a maximum mark of 50.

## APPENDIX - 2

### Glossary of Common Terms and Phrases

PD	Physiotherapy Department	Physiotherapy Department
Module	A module is a discrete body of learning leading to specified learning outcomes which are formally assessed. Students achievement in a module is assessed either by fine grading or on a pass/fail basis. Assessment normally takes place within or at the end of the period in which the module is delivered.	The modules in the programme include content, learning outcomes, teaching and learning strategies and  There are a total of 34 modules in the 3 years of your study which you must take.
Module Code	The code number for your Module	Each module is given a code and you need to include this in all your work submitted
ASAHS	Assessment Regulations for Allied Health Sciences	These are the assessment procedures and regulations that will govern your study
PL	Programme Leader	Programme Leader is responsible for the day to day running of your programme
Credits	Each credit is 40 notional hours	The total credits to be awarded in the Diploma in Physiotherapy is 108 credits
Semester	The academic year consists of 2 semesters	There are totally 6 semesters in this programme
Grade	A grade means a value in alphabetical form showing the student's performance in a module	The result presented with Grade such as A, B+, B, B-, C+, C and so on
Grade Point	Grade point is a value in numerical form showing the student's performance in a subject / module	Grade point (GP) is the score given according to the grade e.g. A = 4.00, B+ = 3.67, C = 2.00
Credit Value	Credit value is a value obtained by multiplying the grade point against the credit unit. Value = (Grade Point) x (Credit Unit)	Module with 2 credits: Credit value = GP 2.00 x 2 = 4.00
Grade Point Average (GPA)	Grade Point Average (GPA) means the value achieved by a student in a semester calculated as total credit value obtained in a semester divided with total credit value registered for the same semester	Credit value = 30.00 in a semester divided with total credits of 15 GPA = 2.00

Cumulative Grade Point Average (CGPA)	Cumulative Grade Point Average (CGPA) means the grade point average (GPA) obtained by a student in all the examination sat and is calculated as total number of credit values accumulated in all the semesters divided with cumulative credit unit attempted in all the semesters	Credit value accumulated is 93.35 Total credit of the module is 37 CGPA = $93.35 / 37 = 2.52$
Transcripts	A transcript is an official statement listing the detailed assessment results for the whole study duration of the student issued by the College.	Transcript will be issued after students completed the 3 years study



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