

PROGRAMME SPECIFICATION BSc (HONS) PHYSIOTHERAPY

1.	Awarding Institution/Body	University of Worcester
2.	Teaching Institution	University of Worcester
3.	Programme Accredited By	Health and Care Professions Council Chartered Society of Physiotherapy
4.	Final Award	BSc (Hons)
5.	Programme Title	BSc (Hons) Physiotherapy
6.	Pathways Available	Single
7.	Mode and/or Site of Delivery	Standard taught programme and practice placements
8.	Mode of Attendance	Full time
9.	UCAS Code	B160
10.	Subject Benchmark Statement and/or Professional Body Statement	QAA Benchmark Statement for Physiotherapy (2001) Health and Care Professions Council (2012) Standards for Education and Training Chartered Society of Physiotherapy (2010) Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy Health and Care Professions Council (2012) Standards of Proficiency (Physiotherapists)
11.	Date of Programme Specification Preparation / Revision	August 2013 August and October 2014 (Regulations)

12. Educational Aims of the Programme

The BSc (Hons) Physiotherapy course aims to develop the learners' understanding of Physiotherapy and the environment in which Physiotherapists work. It seeks to develop skills appropriate, but not restricted to a career in health or social care settings for example role emerging settings. In particular the purpose of the course is to provide students with the ability to:

- Achieve the HCPC (2012) Standards of Proficiency providing eligibility to apply for entry to the HCPC register and eligibility to apply for professional membership of the Chartered Society of Physiotherapy.
- Practice in a professional manner; reflect upon and critically evaluate own abilities and limitations, in accordance with the HCPC (2012) Standards of Proficiency and the CSP (2012) Quality Assurance Standards acknowledging the need to seek appropriate assistance where necessary.
- Critically reflect upon contemporary theoretical perspectives which provide the underpinning knowledge base for professional practice recognising the importance of knowledge, skills, behaviours and values.
- Analyse the wider political, cultural, economic and social context of current health and social care provision.
- Critically analyse the complexity of professional, ethical and legal frameworks and their impact on Physiotherapy decision making.
- Practice in a fair and anti-discriminatory way, in accordance with ethical and legal frameworks (CSP Quality Assurance Standards (2012), HCPC Standards of Proficiency – Physiotherapists (2012) ensuring the primacy of service user interests and well-being.
- Demonstrate competence in assessing, planning, managing, auditing, and reflect and review practice in order to modify Physiotherapy provision accordingly within a range of settings.
- Locate, analyse and evaluate evidence and research; apply best available evidence, knowledge and appropriate repertoire of skills indicative of safe and effective Physiotherapy practice.

- Be an accountable practitioner, who demonstrates the ability to have flexible leadership, management and business skills that enable them to contribute with skill and confidence to effective multi-professional team working to ensure the total needs of service users and their family are addressed.
- Articulate and justify clinical reasoning, decision making and problem solving processes to challenge Physiotherapy provision and critically evaluate the outcomes of interventions and service delivery strategies.

The Curriculum Philosophy

The course team believes that students must be provided with opportunities to become effective and independent learners, who are imbued with a strong value base and sense of personal and professional responsibility for their future physiotherapy careers.

Central to the Physiotherapy curriculum framework is the understanding that students will develop the knowledge, skills, behaviour and values required of a future Physiotherapist. The course is designed to ensure that students are effectively prepared to practise as competent and confident professionals, who are able to work in partnership with users and carers and other professionals who can make sound and compassionate clinical decisions, problem solve and provide a consistent and high standard of evidence based care. This programme also incorporates leadership development as a core vertical theme, which is very attractive to providers and recognises that future practitioners need these skills to contribute effectively to flexible and responsive service delivery.

This will be developed within a philosophy of constructivism, accepting that students are social beings that will learn through active involvement in a range of learning and practice activities. The curriculum aims to foster students' individual strengths and attributes relating them to their own developing professional competence, preparing them by encouraging a reasoned, evaluative and evidence-based person-centred approach, encompassing reflection and independence in learning, and the ability to work effectively with others.

Through the achievement of the course aims and learning outcomes, University of Worcester Physiotherapy graduates will:

- Demonstrate the knowledge, skills, behaviours and values of a newly qualified Physiotherapist, understanding what it means to be a professional.
- Be able utilise problem-solving and clinical reasoning to provide evidence based practice in person-centred engagement and participation in Physiotherapy.
- Use physiotherapy to improve and maintain the health, function and wellbeing of individuals, communities and populations.
- Demonstrate professional competence in a range of settings, successfully transforming and adapting their knowledge, transferable skills, behaviours and values within a philosophy of lifelong learning.
- Demonstrate professionalism and leadership, an ability to manage change and entrepreneurial skills to promote new roles for Physiotherapy.

The Physiotherapy course utilises a **constructivist** approach to learning and teaching and assessment (Biggs, 2002; Murphy, 1997). This approach enables students to *construct meaning* through an integrated system of learning which represents the complexity of the real world and supports higher-level learning (Jonassen, 1994). Learners construct knowledge through their interactions with the environment, including interactions with peers and staff in the university and authentic learning opportunities in practice.

Constructivist educational learning strategies require students to be actively engaged in learning through a process of discovery, reflection and application to 'real life' situations. The aim of this approach is for students to turn declarative knowledge (factual learning) into functioning knowledge that allows problem solving and application to different contexts in more and more complex situations that cannot rely on planned routine and reaction.

Teaching focuses on facilitating student learning through opportunities and incentives aimed to engage and develop knowledge, by listening, guiding, resources provision, and coaching (Murphy, 1997). Learning experiences will use rich authentic problem solving situations and case studies; inside and outside the academic environment; provide opportunities for student centred learning and choice, and provide feedback to promote learning from experience (Wilson & Cole, 1991). Experience is at the core of learning, enabling students to use reflection to learn from their experiences in education and practice to enhance their future practice (Plack and Driscoll 2011).

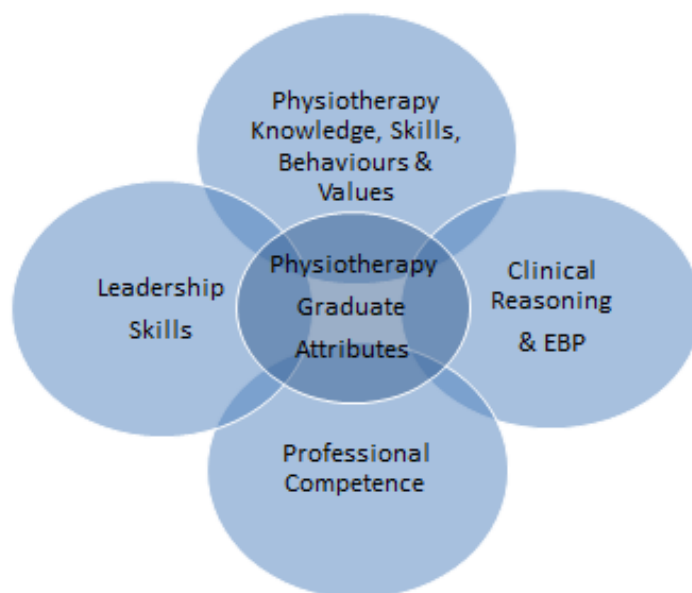
The constructivist educational paradigm underpins the theory of **transformative learning** (Cranton, 2006; Mezirow 2000). Transformative learning is an adult learning process by which previously held assumptions are brought to light, clarified, transformed and used to change practice (Hooper, 2007). Transformative learning is fostered by individual experience, promoting critical reflection, dialogue, holistic orientation awareness of context and authentic relationships. These elements are evident in practice education (Costa, 2009) and higher education practice (Mezirow and Taylor, 2004; Taylor, 2007).

The small cohort and regular interaction between students and academic staff in this course provides an opportunity to use transformative learning and critical thinking theory in module delivery and practice experience. Individual learning plans will be negotiated with each student at the commencement of the course and reviewed regularly with academic staff members. The integral use of Action Learning Sets in each year will enable students to develop their skills of reflection and relate theory to practice observed on continuous practice placement in Levels 4 and 5. Students will set learning goals related to educational achievement and developing personal and professional confidence, optimising the opportunities' to achieve their potential through the educational course including the use of coaching techniques.

A **spiral curriculum** encompassing a constructivist educational theory will ensure students revisit and develop the identified graduate attributes. The four key themes of the spiral curriculum are embedded within each of the three years of study, with successive levels of complexity, building on previous knowledge to increase student competence (Harden, 1997):

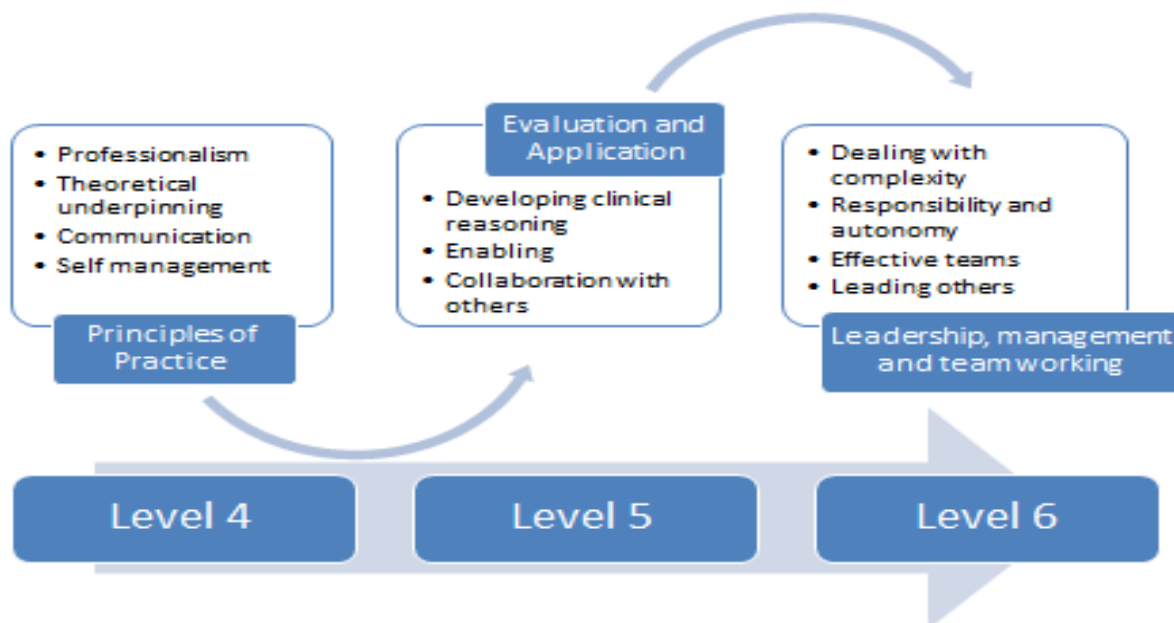
- Professional values and behaviours.
- Communication and inter-personal skills.
- Practice skills, clinical reasoning, problem solving and decision making.
- Leadership, management and team-working.

UW PHYSIOTHERAPY GRADUATE ATTRIBUTES WITHIN THE SPIRAL CURRICULUM



The modules in each year will focus student learning of physiotherapy through fundamental understanding of human and biomedical science and the principles and generic skills of physiotherapy practice (at level 4), application of health science and fundamental theory within a person-centred philosophy of practice (at level 5) and complexity of practice, leadership and preparation for employment in changing healthcare systems and settings (at level 6) while developing the knowledge, skills, behaviours and values to self-manage and professionally develop, collaborate with others and demonstrate leadership skill.

Progression within the Spiral Curriculum



Level Four learning focuses on the underpinning principles of the Physiotherapy process. A person-centred problem-solving approach to communication, gathering information through assessment, human and biomedical science and clinical reasoning will be learnt.

The knowledge, skills, behaviour and values necessary of the graduate Physiotherapist will be made evident to students in Year one in the classroom and through the continuous practice placement in Semesters one and two. Students will learn what it means to become a professional, being encouraged to think about and reflect on their experiences and to make justified links between theory and physiotherapy practice in the healthcare setting.

Shared learning with Occupational Therapy and Foundation Degree students will develop team working and inter-professional learning skills. A focus on self-management and awareness provides the basis for future development of leadership and management skills.

In **Level Five** learning will focus on evaluating and applying theory to physiotherapy practice. Building on the knowledge gained in Level Four, students will explore specific aspects of pathology in more complex and difficult case scenarios that require problem solving and application in a person-centred process of treatment. Students will consider best evidence and apply research to Physiotherapy interventions. The promotion of health and well-being and self-management of long term conditions will be introduced in preparation for emerging physiotherapy roles.

The focus of personal and professional learning will be collaboration with service users, patients and clients and their families and carers, student peers and inter-professional colleagues. This will be further embedded in the continuous practice placements in Year two where students can develop their professional skills and behaviours in practice. Academic tutors, inter-professional learning, practice education and group assignments will develop teamwork skills to work effectively with others and contribute Physiotherapy knowledge to the healthcare environment.

Level Six enables students to take on greater responsibility for their practice, critically evaluating and synthesising evidence and using complex clinical reasoning skills to make decisions. Two full-time practice placements will expose students to the professional responsibilities of managing their own patient caseload and working more autonomously within the multi-disciplinary team. Students will integrate individual, group and population considerations into their Physiotherapy practice, higher level management and leadership skills will be required. Students will have the opportunity to engage in a complex care placement at level six and extend the evidence base through research, project management, course development and policy analysis impacting on physiotherapy practice and provision. Essential business skills are included to facilitate an enhanced understanding of the commissioning and business context of contemporary health and care services to enhance future employment opportunities.

An independent research project will enable students to experience evidence-based practice and project management to facilitate their transition into independent life-long learners as they approach graduation. Through module delivery and practice placements students will demonstrate evidence of their competence through the use of the Pebble Pad Portfolio and mock interviews prior to graduation and employment.

13. Intended Learning Outcomes and Learning, Teaching and Assessment Methods

Knowledge and Understanding of:	Examples of Learning, Teaching and Assessment Methods Used:
<p><i>On successful completion of the course, students will be able to:</i></p> <ul style="list-style-type: none"> • Describe the nature and scope of Physiotherapy practice. • Demonstrate the knowledge, behaviours and understand the values necessary of a professional physiotherapist. • Demonstrate a range of appropriate, safe and effective physiotherapy skills. • Demonstrate and critically reflect on the underpinning knowledge necessary to work effectively with individuals requiring physiotherapy services. • Use and apply theoretical knowledge in clinical decision-making. • Locate and critically evaluate research evidence for use in evidence-based physiotherapy practice. • Evaluate legal and ethical frameworks and their application to physiotherapy practice. 	<p>Learning and Teaching Methods:</p> <ul style="list-style-type: none"> • A programme of structured lectures, (PTHY1001, PTHY1002, PTHY1003) interactive seminars (all university modules), group work sessions (ALHS1200, PTHY1001, PTHY1003, PTHY2001, PTHY2002, ALHS3006, PTHY3003, PTHY3004), individual tutorials and small group action learning sets (ALHS1200, PTHY1000, ALHS3006, PTHY3002) and VLE support (all university modules) • Practical demonstrations and skills sessions (PTHY1001, PTHY1002, PTHY1003, PTHY2001, PTHY2002, PTHY3003) • In-depth, self-directed research and tutorial guidance and discussion (PTHY3002) • Research and production of a variety of assignments and subsequent oral and written feedback • 'Real-world' settings and scenarios experienced via case studies, guest speaker inputs, (PTHY2001, PTHY2002) • Practice based learning (PTHY1000, 2000, 2005, 3000, 3005) • Inter-professional learning; lead lectures with other health students, seminars in the interpersonal communication, team working and leadership theme through the courses (ALHS1200, 2004, 3006) and working in inter-professional workshop style conference days and in the practice learning environment. • Facilitator led reflection and discussion in Physiotherapy and inter-professional Action Learning Sets • Contributions by service users, carers, the inter-professional and multi-agency team in academic modules.

	<p>Assessment Methods:</p> <ul style="list-style-type: none"> • Practical demonstrations, OSCEs and viva (PTHY1001, PTHY1003). • Role play (ALHS1200). • Examinations (PTHY1001, PTHY1002). • Practice Placement Documentation (PTHY1000, PTHY2000, PTHY2005, PTHY3000, PTHY3005). • Portfolio (PTHY1000, PTHY2000, PTHY2005, PTHY3000, PTHY3005) including Pebble Pad to support personal and professional profile development. • Patchwork assessment (ALHS3006). • Reflective essay (PTHY1003, ALHS2004). • Oral presentations (PTHY2002, PTHY3003). • Extended case studies (PTHY2002). • Production of an educational object (PTHY3004). • Independent study; a sustained piece of individual work which critically reflects upon, analyses and explores the evidence base of an aspect of professional practice relevant to the Physiotherapy profession (ALHS2003, PTHY3002).
<p>Cognitive and Intellectual Skills:</p>	<p>Examples of Learning, Teaching and Assessment Methods Used:</p>
<p><i>On successful completion of the course, students will be able to:</i></p> <ul style="list-style-type: none"> • Critically analyse relevant theoretical frameworks and concepts and apply them to the practice of Physiotherapy in a variety of contexts. • Locate and evaluate evidence and research, reason, justify and apply within a framework of evidence-based Physiotherapy practice. • Demonstrate and apply self-reflection, criticality and lifelong learning skills including sensitivity to diversity (in terms of people, cultures, management, stakeholders and ethical issues). 	<p>Learning and Teaching Methods:</p> <ul style="list-style-type: none"> • Dedicated library, information technology and academic writing sessions throughout each year to support and facilitate learning. • Integration of study skills in academic study to provide relevance and context (ALHS1200, PTHY1001, PTHY1003). • Action learning sets to develop and support problem solving and to realise links between theory and practice (PTHY1000, PTHY2000, PTHY2005, PTHY3000, PTHY3005). • Use of guided study of current research and policy in academic modules and via VLE. • Guided practical study (PTHY1001, PTHY1002). • Equip students with skills to critically appraise evidence using appropriate tools and methods (ALHS2003, PTHY3002). • Promotion of reflective, independent and self-directed learning, underpinning the ethos of lifelong learning in all academic and practice placement modules (ALHS1200, ALHS2003, PTHY1000, PTHY2000, PTHY2005, PTHY3000, PTHY3005). • Use of information technology, information retrieval and management, critical thinking, critical reading and research methodology. • Tutor, peer led and group discussion of key issues and application of key concepts. • Seminar and assignment preparation in the form of wider academic reading, secondary or primary research (ALHS2003).

	<ul style="list-style-type: none"> • Interaction with service users, organisations and practitioners via guest speakers, visits etc. • Classroom based opportunity to engage in problem solving and consideration of complex issues in clinical practice. • The strategy orientation of Level 6 requires students to identify, formulate and solve problems thereby creating, evaluating and selecting from a range of options. • Higher order critical skills (e.g. the ability to evaluate evidence, arguments and assumptions to reach sound judgements) are encouraged not only at level 6, but also at levels 4 and 5 (with additional tutor support) in line with UW's Curriculum Design Policy. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Case study (PTHY2001, PTHY2002) • Research project design (ALHS2003) • Independent Study (PTHY3002) • Portfolio based extended essay (PTHY3004)
<p>Practical Skills Relevant to Employment:</p>	<p>Examples of Learning, Teaching and Assessment Methods Used:</p>
<p><i>On successful completion of the course, students will be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate the knowledge, skills, behaviours and values required of a Physiotherapist as detailed in the <i>Quality Assurance Standards (CSP 2012)</i>. • Recognise and appropriately apply the <i>HCPC (2012) Standards of Proficiency</i> of Physiotherapy practice across a range of placements. • Establish and maintain trust and confidence of service users, carers and the public. • Communicate effectively through a range of media and in a range of contexts. • Recognise own values, principles and assumptions and develop self-awareness establishing a non-judgemental and anti-discriminatory attitude, which is sensitive to the values and interests of others. • Effectively assist individuals to identify their healthcare needs. • Select, plan and implement appropriate Physiotherapy intervention. • Evaluate success of interventions and adapt / alter interventions accordingly. • Empower and involve individuals as active participants in the Physiotherapy process. • Take responsibility and critically reflect on their own work and that of others. • Exercise autonomy and initiative in professional/academic activities recognising the limits of professional autonomy within the context of Physiotherapy practice. • Demonstrate comprehensive, systematic Physiotherapy assessment skills maintain clear, accurate and complete records. • Engage in partnership working with service users, carers, families and the wider inter-disciplinary, multi-agency team. 	<p>Learning and Teaching Methods:</p> <ul style="list-style-type: none"> • Professional behaviour theme throughout all clinically oriented modules; communication skills, legal and ethical aspects, self-awareness and values at level 4 (ALHS1200), team working and empowering others at level 5 (ALHS2004) and leadership business skills and management at level 6 (ALHS3002). • Practical and group work sessions in a shared learning environment with other therapists and healthcare professionals to develop communication, interpersonal, and team working skills (ALHS1200, ALHS2004). • Demonstrations, and supervised practice of practical and verbal assessment skills (PTHY1001, PTHY1003). • Demonstrations, and supervised practice of practical anatomy skills (PTHY1001). • Demonstrations, and supervised practice of physiotherapy therapeutic treatment and handling skills (PTHY1001, PTHY1003, PTHY2001, PTHY2002). • Peer learning and feedback is encouraged and expected in all practical aspects of modules. • Use of case studies and practice placement scenarios to develop clinical reasoning skills (PTHY1003, PTHY1002, PTHY2001, PTHY2003, PTHY3003). • Mandatory Moving and Handling training in preparation for practice. • Use of Pebble Pad to develop web-based portfolio for practice placement. • Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values.

<ul style="list-style-type: none"> • Apply leadership and management skills to co-ordinate, manage and deliver effective Physiotherapy interventions and quality service provision, including risk management. • Critically analyse a full range of interventions including the evidence base of up to date advances in practice and health. 	<ul style="list-style-type: none"> • Pebble pad portfolio, practice based learning opportunities, practice-based assessment process, and inter-disciplinary learning. • Involvement of service users and carers in the delivery of the course and the assessment of practice where appropriate. • Students are supported and supervised, either directly or indirectly in practice by appropriately educated practice educators and where appropriate other professionals. • Academics attend a tripartite meeting at the formative intermediate interview in practice, providing student-centred educational support, exploring students learning experiences and opportunities and strengthening the integration of theory with practice, with the focus on the students' theoretical knowledge and application. • Practice learning experiences in a range of hospital and community settings, including flexible placements using a 'hub and spoke' design to maximise the learning opportunities offered by diverse and non-traditional settings. • Two six week placements at the end of the course to provide opportunity to consolidate knowledge and skills to become a confident and competent practitioner (PTHY3000, PTHY3005). • Induction at the start of each new practice learning experience to identify individual learning needs. • Facilitated feedback within Action Learning Sets provide opportunity to reflect on experiences in practice, to share best practice and to debate, evaluate and consolidate learning experiences with their peers (PTHY1000, PTHY2000, PTHY2005, PTHY3000, PTHY3005). • The modular Practice Learning Documents provide an on-going record of progression and achievement across the three years of the course, facilitating progress from fully supervised practice-based learning to opportunities for indirect supervision as experience in the practice learning environment progresses, providing students with the opportunity to manage a small case load. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Practical assessment of physiotherapy practice skills (PTHY1001, PTHY1003, PTHY2001, PTHY2002) • Communication skills are assessed in (ALHS1200, PTHY1001, PTHY1003, PTHY1000, PTHY2000, PTHY2005, PTHY3000, PTHY3005). • Team working skills (ALHS1200, PTHY1003, PTHY3003, ALHS3006, PTHY1000, PTHY2000, PTHY2005, PTHY3000, PTHY3005). • Mandatory practice learning is assessed via a Practice Learning document for each practice placement module, incorporating the <i>HCPC (2012) Standards of Proficiency</i>.
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	<ul style="list-style-type: none"> • Reflection in and on practice within Action Learning Sets and case study work offers students the opportunity to engage in problem solving and decision making and demonstrate awareness of own strengths, limitations, responsibility and accountability (PTHY1000, PTHY2000, PTHY2005, PTHY3000, PTHY3005). • Research-based knowledge for evidence based practice, understanding and critical appreciation is assessed through (PTHY2001, PTHY2002, PTHY3003, PTHY3004) and the Independent Study (PTHY3002). • Skills to prepare for employment and leadership (PTHY3002, PTHY3004).
<p>Transferable / Key Skills:</p>	<p>Examples of Learning, Teaching and Assessment Methods Used:</p>
<p><i>On successful completion of the course, students will be able to:</i></p> <ul style="list-style-type: none"> • Exercise autonomy and personal responsibility for own professional practice and learning. • Recognise own values, principles and assumptions and develop self-awareness establishing a non-judgemental and anti-discriminatory attitude, which is sensitive to the values and interests of others. • Critically apply reflective and reflexive skills that foster a commitment to lifelong learning and continuing professional development. • Through the use of an evidence-base and reflective portfolio of evidence and personal development plan (PDP) contribute to personal and professional development and a commitment to lifelong learning and continuous professional development. • Develop essential skills of negotiation, engagement and facilitation to allow effective team-working and partnerships with colleagues, other health and social care professionals, service users, carers and their families. • Communicate with others in a clear and articulate manner, presenting arguments and ideas verbally in group work activities and in formal presentation and seminars and through written academic assignments, the portfolio of evidence and examinations. • Demonstrate the ability to undertake a sustained, autonomous study which critically evaluates an aspect of Physiotherapy practice, demonstrating systematic, rigorous research processes, which highlights both the implications and recommendations for developing current and future Physiotherapy practice. • Develop the leadership and business skills required to obtain and further develop employment in traditional or role emerging settings. 	<p><u>Learning and Teaching Methods:</u></p> <ul style="list-style-type: none"> • Self-management skills are experienced through meeting assignment submission deadlines, working with others, the Independent Study (PTHY3002) and personalised assessment opportunities where students may choose a topic, condition or case study as the basis for assessment. • Personal development is introduced at Level 4 and is encouraged throughout the course via the academic tutor support system, online resources for PDP and employability. • Interpersonal, team-working and leadership skills are experienced via group activities and assessments (ALHS1200, ALHS3006, PTHY1003, PTHY3004). • Opportunities to prepare and complete presentations • Communication skills, negotiation and professional and ethical values embedded in the course (ALHS1200, ALHS2004, ALHS3006, and ALHS3006) and within inter-professional Action Learning Sets (PTHY1000). • Feedback provided verbally or in writing on all formative, summative and practice-based assessments. • Reflective assignments and opportunity to maintain a personal professional profile, as an e-portfolio on Pebble Pad, incorporating reflective and reflexive practitioner approaches. • Academic tutorial support fostering personal, professional and academic development. • Students can develop their professional responsibility for evaluating their study experiences and the extent to which their learning needs are being met by completing online theory and practice learning module evaluations and by evaluating their practice learning experiences. • Independent study at level 6 (PTHY3002).

	<p>Assessment Methods:</p> <ul style="list-style-type: none"> • Oral presentations (PTHY1001, PTHY1003, PTHY2001, PTHY2002, PTHY3003). • Group presentations (ALHS2004). • Written assessments in a variety of formats (reflection, report, critique, examination) are used to develop written communications, with particular reference to the nature of the intended audience (PTHY1001, PTHY1002, PTHY2001, PTHY2002, PTHY3003). • Portfolio assignments (PTHY1000, PTHY2000, PTHY2005, PTHY3000, PTHY3005, ALHS3006).
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14. Assessment Strategy

The BSc (Hons) Physiotherapy course adopts a progressive structure of:



With the intention of supporting progression across the intended range of cognitive, academic, practical and transferable skills appropriate to both study on the course and future employment, the spiral curriculum design has enabled the development of planned, integrated and progressive learning, teaching and assessment strategies for the course.

Four broad categories of learning are assessed across the three years as identified in the Learning Outcomes in the previous section;

1. Knowledge and Understanding.
2. Cognitive and intellectual skills.
3. Practical skills relevant to employment.
4. Transferable and key skills.

Progression between academic levels 4, 5 and 6 is achieved by increasing demands on the student in terms of their knowledge, comprehension, application, analysis, synthesis and evaluation (Principles for course design: Guide to writing learning outcomes and developing assessment criteria (Appendix A) University of Worcester). Where higher order academic skills are required at a lower level, students will be supported to achieve the learning outcome.

The mix of 30 and 15 credit modules offers a rich learning experience for students and the inclusion of a variety of innovative assessment strategies supports learning and achievement. The methods of assessment reflect those likely to be encountered in Physiotherapy practice and include assessment of knowledge, skill, intellect, application and evaluation in preparation for employment. Through assessment students will develop skills required of a practising lifelong learner in Physiotherapy. Furthermore, a proportion of modules offer a choice within assessment.

The course seeks to meet the assessment requirements of the University's Assessment Policy and Health and Care Professions Council (HCPC 2012) Standards of Proficiency and Standards of Education and Training Guidance (HCPC 2012). In addition, the course will ensure that the Chartered Society of Physiotherapy (CSP 2010) Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy are achieved, and the Quality Assurance Standards (CSP 2012) and the Code of Professional Values and Behaviours (CSP 2011) are embedded within the curriculum. This is achieved by ensuring that:

- Assessment is designed to provide students with opportunities to demonstrate their practical, academic and professional progress and achievement in theory and practice throughout the course.

- Academic assessment facilitates the integration of theory with professional practice, many draw upon practice learning experiences or utilise a scenario-based approach.
- A flexible, student-centred combination of traditional, diverse and innovative assessment activities are utilised enabling students to develop the skills of higher education and those needed for future employment as an Physiotherapist.
- Summative assessment activities include an unseen exam, essays, and individual and group presentations. While innovation and creativity of assessments is encouraged, this is within the context of a defined range of assessment strategies providing students with opportunities to master the skills of assessment.
- Formal guidance is provided for all assessment activities whether formative or summative. For summative assessments a comprehensive assignment brief is provided containing explicit assessment criteria, aligned to the learning outcomes clearly indicating what students need to do to complete the assessment successfully, utilising marking criteria benchmarked to UW grade descriptors.
- A mixture of assignments is intentionally set in order to **maximise opportunities for all students** to perform and develop skills relevant to future academic and professional study.
- An appropriate balance of **formative and summative assessments** is included. The majority of modules include two summative assessments, which are typically weighted, for example, 50:50, 60:40, or 75:25, to reflect their role in delivering learning outcomes and 'syllabus' coverage at a mid-point and end of the semester.
- Modules including more than 2 assessment items allow students to experience a variety of assessment approaches within a subject area and to demonstrate ability and effectiveness across a range of physiotherapy practice skills and knowledge. Every module provides opportunities for formative assessment via a range of activities which might include practical skill feedback, observation, class discussions, dedicated tutorials and blended learning. More formal opportunities are provided via exercises posted on the VLE. This is central to the learning, teaching and assessment strategies of all modules in enabling students benefit from feedback prior to submitting summative assessments.

Mapping of assessment strategies to modules can be found in the course handbook.

Assessment of Professional Practice and integration between practice and theory is provided throughout the course and is assessed in a variety of module, practice specific and learning outcome oriented methods.

- Assessment of practice learning is facilitated by a Practice Learning document for each placement, with opportunities for the formative and summative assessment of practice learning across the three years of the course. These provide an on-going record of progression and achievement across the course.
- Students are encouraged to fully participate in university based profession specific and inter-professional Action Learning Sets that are facilitated by academic staff to evaluate their practice and to gain insight on their learning needs to improve their assessed work.
- Throughout the course students are supported to maintain a personal professional profile developed using Pebble Pad and incorporating personal professional development planning, which is shared throughout the course with the student's personal tutor. It is expected that the personal professional profile will form the basis of the Continuing Professional Development CPD, which is a requirement for Physiotherapists registered with the HCPC and CSP (HCPC Standards of Proficiency 2012, Quality Assurance Standards 2012).
- The Practice Learning Documents utilise HCPC standards of proficiency, developed and adapted to be used as progression outcomes to be achieved across each module and year of the course.
- The Practice Learning Documents also provide opportunity for the student to demonstrate additional experiences and inter-professional learning and working.

- The Practice Learning Documents include expectations that have been aligned to the practice modules learning outcomes. The expectations and learning outcomes have been written to reflect the level of study.
- All students are allocated an appropriately trained Practice Educator to support their practice-based learning. All Practice Educators will have undergone a formal period of preparation and are required to attend regular updates as per the requirements of *CSP (2010) Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy* Principle 6.
- The primary responsibility for student practice placement assessment rests with the Practice Educator who is supported by the Zoned Academic who promotes robust and consistent arrangements for the assessment of practice learning.
- Formative assessment is integral to and supports summative assessment of practice learning and therefore it must be completed. It involves initial and intermediate interviews, which facilitate the development of a focused action plan to assist students to achieve the required level of skill, competence and professional behaviour.
- Students will engage in Action Learning Sets throughout their practice modules.

Further details on the assessment of practice can be found in the course handbook.

15. Programme Structures and Requirements

The BSc (Hons) Physiotherapy is a full-time course, taken over 3 years.

Opportunities exist for students to suspend their studies by intercalation if required, but in accordance with University of Worcester requirements full-time programmes must be completed within five years including interruptions, which fall within six years for programme completion to ensure currency stated by the CSP.

Where students leave the programme early they will be provided with a transcript of their theoretical and practice learning achievements and where applicable intermediate awards are available, depending upon credit achieved.

Only those students successfully completing the BSc (Hons) Physiotherapy course are eligible to apply to register with the Health and Care Professions Council and the Chartered Society of Physiotherapy. **Aegrotat awards do not permit a student to apply to register with the Health and Care Professions Council and the Chartered Society of Physiotherapy.**

Physiotherapy is a professional course that consists of both academic and practice modules across the three years of study. In order to meet the requirements of the CSP, students must complete a minimum of 1000 hours of supervised and assessed practice. These hours are submitted monthly and recorded by the Work Based Learning Team on record of attendance sheets and entered onto the student's education record.

This course includes an innovative structure of practice and theory whereby practice placement modules are continuous throughout Level 4 and 5 and then full-time at Level 6.

THEORY AND PRACTICE HOURS

LEVEL	THEORY	PRACTICE	PRACTICE HOURS
FOUR	24 weeks	9 weeks part time semester 1 (1 day a week 7.5 hours) 12 weeks part time semester 2 (2 days a week 15 hours)	247
FIVE	24 weeks	11 weeks semester 1 (2.5 days a week 18.5 hours) 11 weeks semester 2 (2.5 days a week 18.5 hours)	221 221
SIX	24 weeks	6 weeks semester 1 (5 days a week 37.5 hours) 6 weeks semester 2 (5 days a week 37.5 hours)	225 225
TOTALS	72 WEEKS		1139

Practice Modules

Practice will be undertaken using a split week approach with students initially attending practice one day a week (semester 1, Level 4) increasing to two days a week (semester 2, Level 4) and two and a half days a week (semester 1 and 2 Level 5). In Level 6 there are two full time six week placements, one in each semester. A half-day study period (pro-rata) will be included in Practice Learning 2, 3, 4 and 5.

Practice placement module 1 (in parallel with theory modules) will commence in semester 1, one day a week to allow for understanding of foundation theories and basic physiotherapy skills in practice. This will allow students to see a range of services and concentrate on recognising professional values and developing and enhancing professional communication and behaviours. Students will gain formative feedback on these behaviours during each experience which will reinforce professional expectations early in the course. Students will also gain experience across a diverse range of practice areas outside of Physiotherapy using a 'hub and spoke' model which has been adopted to provide a flexible approach to maximise the additional learning opportunities related to the service user journey and an understanding of 24/7 service delivery.

Practice placements will be continuous at Level 5. Students will move from observing practice to participating in interventions to undertaking a caseload with progressively less assistance. Throughout they will be supported by Practice Educators who will discuss and explore the issues and management with the students.

At Level 6 all students will have the opportunity to undertake one role emerging placement. Students will use this opportunity to consolidate previous practice learning and apply occupation theory to various communities with occupational needs. At the end of Level 6, successful students will be at the level of a newly qualified physiotherapist.

The Practice Learning documents for each practice module have been developed to facilitate formative and summative assessment of practice learning across the three levels of the programme, providing a record of the student's progress and achievement. All practice modules have been developed to facilitate achievement of the HCPC (2012) Standards of Proficiency - Physiotherapists.

Academic Modules

The academic modules consist of both shared modules with Occupational Therapy and Foundation Degree students, and specific Physiotherapy modules. These Physiotherapy modules are for Physiotherapy students and cannot be taken outside of the programme. All academic modules are underpinned by the constructivist philosophy within the spiral curriculum and embed the University of Worcester Physiotherapy graduate attributes.

BSC (HONS) PHYSIOTHERAPY - MODULE AND LEVEL STRUCTURE

Students must complete a total of 120 credits in **each academic year** and cannot progress into the next academic year carrying failed modular credits. All modules are therefore mandatory to allow progression into the next academic year.

LEVEL 4				
MODULE CODE	MODULE TITLE	CREDITS (Number)	STATUS (Mandatory (M) or Optional(O))	PREREQUISITES (Code of Module required)
PTHY1000	Practice Learning 1	15	M	None
PTHY1001	Foundation Sciences for Physiotherapy 1 <i>(Anatomy)</i>	30	M	None
PTHY1002	Foundation Sciences for Physiotherapy 2 <i>(Physiology)</i>	15	M	None
PTHY1003	Guiding Principles of Physiotherapy Practice	30	M	None
ALHS1200	Effective Communication and Ethical Practice	30	M	None

LEVEL 5				
MODULE CODE	MODULE TITLE	CREDITS (Number)	STATUS (Mandatory (M) or Optional(O))	PREREQUISITES (Code of Module required)
PTHY2000	Practice Learning 2	15	M	All Level 4 modules
PTHY2005	Practice Learning 3	15	M	All Level 4 modules
PTHY2001	Applied Sciences 1 <i>(Musculo-Skeletal)</i>	30	M	All Level 4 modules
PTHY2002	Applied Sciences 2 <i>(Neurology and Cardio-Vascular and Respiratory)</i>	30	M	All Level 4 modules
ALHS2003	Applied Research and Evidenced Based Practice	15	M	All Level 4 modules
ALHS2004	Team Working and Enabling Others	15	M	All Level 4 modules

LEVEL 6				
MODULE CODE	MODULE TITLE	CREDITS (Number)	STATUS (Mandatory (M) or Optional(O))	PREREQUISITES (Code of Module required)
PTHY3000	Practice Learning 4	15	M	All Level 5 modules
PTHY3005	Practice Learning 5	15	M	All Level 5 modules
PTHY3003	Managing Patients with Complex Needs	30	M	All Level 5 modules
PTHY3002	Independent Study	30	M	All Level 5 modules
ALHS3006	Leading for Enhanced Service Delivery	15	M	All Level 5 modules
PTHY3004	Enhancing Employability	15	M	All Level 5 modules

16. QAA and Professional Academic Standards and Quality

The BSc (Hons) Physiotherapy course is aligned with a range of quality academic and professional frameworks.

The learning outcomes for theory and practice learning modules at each level have been constructed in accordance with the QAA Framework for HE Qualifications and QAA Benchmark Statement for Physiotherapy (2001), with learning becoming progressively more challenging, moving from broad generic concepts to a more in-depth knowledge allowing decision-making in complex circumstances. The aims and intended learning outcomes of the course are aligned with the *Framework* descriptor for a Bachelors degree with Honours (Level 6) and the *Framework for Qualifications of the European Higher Education Area* requirements for completion of a first cycle award.

The BSc (Hons) Physiotherapy course is situated within the Undergraduate Regulatory Framework at the University of Worcester. The course meets the requirements for:

- CSP Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (Chartered Society of Physiotherapy 2010).
- QAA Benchmark Statement for Physiotherapy (2001).
- QAA Benchmark Statements for Health Care Programmes (2008).
- HCPC Standards of Proficiency - Physiotherapists (2012).
- HCPC Standards of Education and Training (2012).
- Guidance on Conduct and Ethics for Students (HCPC 2012).

The Quality Assurance Standards (CSP 2012) and the Code of Professional Behaviours and Values (CSP 2011) have been considered and integrated within the curriculum.

17. Support for Students

Student support is a central component of the Physiotherapy course and is available from within the Academic Unit of Allied Health Sciences, the Institute of Health and Society and from the wider University

Induction

There is a comprehensive induction programme for both theory and practice. The first week of the course provides students with opportunity to meet the teaching team, including their academic tutor, other students on their course, in the academic unit and the wider university. Sessions exist on introducing students to the principles of learning and teaching in higher education, introduction to information and learning systems including library resources, an introduction to student services, the student union and professional and representative bodies.

Academic Tutors

Academic tutoring is at the heart of supporting students personally, professionally and academically. The course team believe that the academic tutor system is fundamental to student success. All students are allocated a tutor from within the Physiotherapy team of lecturers and will oversee the Pebblepad portfolio. In Level 4 six mandatory group tutorials are pre-planned to facilitate sharing of experiences and provision of general professional and academic development. Additionally, students are encouraged to seek individual tutorial support as required.

During Levels 5 and 6, group tutorials will be pre-planned at the start of each semester, but it is expected that students will increasingly request individual personal tutorials with the expectation that all students will have an end of the semester personal tutorial. Students are advised to maintain regular contact with their academic tutor, with email being the communication tool of choice. All tutorial contact is recorded in writing, with a copy made available for the student. While it is unlikely; a student may request a change of academic tutor (or vice versa).

Worcester Weeks

The academic year includes three Worcester Weeks (when formal module activities are suspended) which are intensive study weeks in each year of the course where students engage in innovative and exciting learning activities. Worcester Weeks include extended induction activities, academic tutorials, study advice sessions, staff research seminars and employability events and activities for all students.

Disability and Dyslexia Support

The University has a Diversity and Equality Policy and does not discriminate directly or indirectly in the admission, progress and assessment of students. The Disability and Dyslexia Service within Student Services provides specialist support on a one to one basis. Additionally the University's Assessment arrangements for Disabled Students sets out policy, procedures and guidance to ensure that disabled students are not discriminated against in relation to assessments. Students are actively encouraged to disclose specific learning needs to practice educators to enable support and problem solving to meet student and placement needs.

Meeting the needs of a Physiotherapy student with a disability requires a balancing of creative reasonable adjustments and support strategies within a context of professional regulation and competency, reasonable adjustments and support strategies must be student-centred, professionally acceptable and ensure patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and address patient safety. The document link here provides guidance for staff in managing work placements for students with disabilities, which can be used in discussion with practice educators and academic tutors.

http://www.worc.ac.uk/adpu/documents/Accessible_high_quality_placements_and_wbl_brochure_final_Sept_2011.pdf

Guidance about reasonable adjustments can be found here:

http://www.worc.ac.uk/adpu/documents/Reasonable_Adjustments_for_Disabled_Students_jan_13.pdf.

Furthermore, pre-practice learning placement visits can facilitate optimal support in practice, and the Zoned Academic will visit the Practice Educator in the practice learning environment to offer support and advice, to allow reasonable adjustments to facilitate successful progression and achievement.

"Into Physiotherapy Welcoming and supporting Disabled Students" (Owen-Hutchinson and Atkinson 2010) is available to CSP members and provides useful support and guidance for staff and students in physiotherapy. A hard copy is available from the Course Leader.

<http://www.csp.org.uk/publications/physiotherapy-welcoming-supporting-disabled-students>

Study Skills Support

Developing effective study skills are an essential element in achieving academic success. Accessing and improving study skills in higher education and in professional practice are introduced in the Induction week for new student Physiotherapists. Study Skills Advice Sheets have been developed to assist students to plan and carry out coursework, assessments and examinations.

Students will begin their process of formal study skill development in taught modules (ALHS1200, PTHY 1003) which will be revisited in the Action Learning Sets, profession specific hours of supervised facilitated reflective learning linked to ALHS1200 and Practice Learning 1. This will facilitate the underpinning of self-leadership and study skills in practice based learning, specifically in relation to developing an evidence base for Physiotherapy practice.

Study Skills Workshops are free sessions open to all students on a self-referral basis on a range of topics including exam advice and essay writing.

Learning Resources

The Hive has a substantial number of Physiotherapy and health related learning resources. The team consistently update provision and ensure that new modules are supported by appropriate texts. A specific health Resource has been developed by the subject librarians called Netvibes which provides links to a wide variety of health-related resources such as databases, quality indicators, NICE, Cochrane etc. which will expose students early on to the array of resources on which to base evidence-based Physiotherapy practice.

Key journals and periodicals related to Physiotherapy such as the British Journal of Physiotherapy and American Journal of Physiotherapy are subscribed to and a number of health specific E resources databases and E Books are accessible in addition, for example Medline, Psychinfo, Cinahl, and Web of Science.

The Subject Librarians work in close liaison with the course team and attend course and team meetings to ensure good communication links. The librarians provide both formal and informal support to students on accessing information sources ([Information on The Hive](#)).

Independent Study Support

Students are encouraged and facilitated in their development of independent study skills in line with University and professional requirements throughout their degree course. All students complete a level 6 independent study. Students are supported in this via the module leader and an independent study supervisor, usually from the students chosen area of study.

Practice Learning Support

Prior to commencing their first practice learning experience, students have a practice induction, which includes professional responsibilities and expected conduct, introduction to practice learning assessment documentation and workplace policy and guidance. Additional practice induction occurs at the start of each practice learning experience.

Students are supervised and assessed while in the practice learning environment, with the Practice Educator having primary responsibility for supporting and supervising learning experiences, either directly or indirectly.

During 'additional Hub and Spoke' experiences in year one students are supported and supervised by appropriately educated practitioners, who may not be an Physiotherapist, but who will provide feedback on the students' performance to their Practice Educator.

The practice learning and assessment process is further supported by:

- A Zoned Academic.
- Work Based Learning Support Team.
- Simulated learning opportunities.

Practice Educator Training

All Practice Educators will receive appropriate training from the University of Worcester prior to accepting students on placement. Practice Educators who have completed training at other institutions will receive a half day training update on University of Worcester documentation and procedures. All Practice Educators are eligible to apply to study the Mentorship module which is a 20 credit M level module. New Practice Educators will complete a 4 half day training programme that mirrors the M level Mentorship module and will enable them to apply for ACE accreditation if required, and will carry credits at M level if the module assignment is completed.

Further details of practice learning support are available in the course handbook and Assessment of Practice Learning documentation.

18. Admissions

The BSc (Hons) Physiotherapy course aims to recruit to 16 places. These will **not** be commissioned / funded by the NHS so students are not entitled to claim an NHS bursary or course fees.

Admissions Policy for the Course

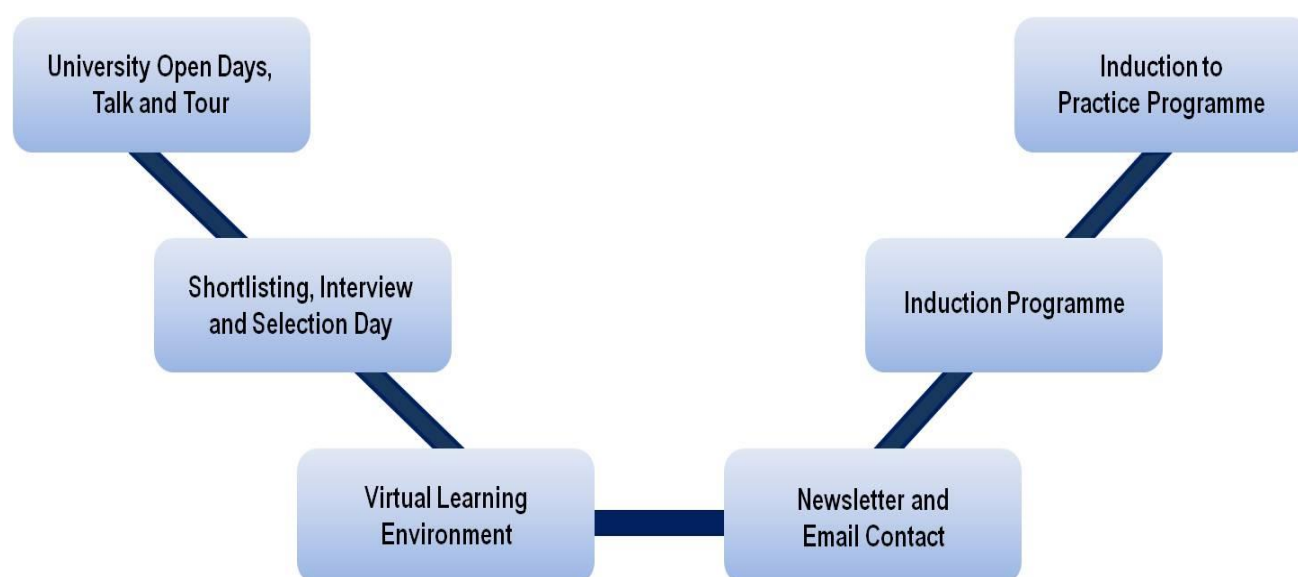
The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Admissions to Physiotherapy are made in line with the University's [Admissions Policy](#) and Diversity and Equality policies.

Students with Disabilities

Students with disabilities are viewed positively by the University of Worcester. Students applying for Physiotherapy should refer to the HCPC (2006) document, a disabled student's guide to becoming a healthcare professional.

<http://www.hpc-uk.org/assets/documents/1000137FAdisabledperson'sguidetobecomingahealthprofessional.pdf>

Overview of Recruitment



Entry Requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications to include Biology, Human Biology, PE or Sports Studies. The current UCAS Tariff requirements for entry to the course are published in the prospectus on the University website and reviewed on a yearly basis. Applicants must have gained work experience in Physiotherapy and have gained a clear understanding of the breadth of the Physiotherapy profession.

Recognition of Prior Learning

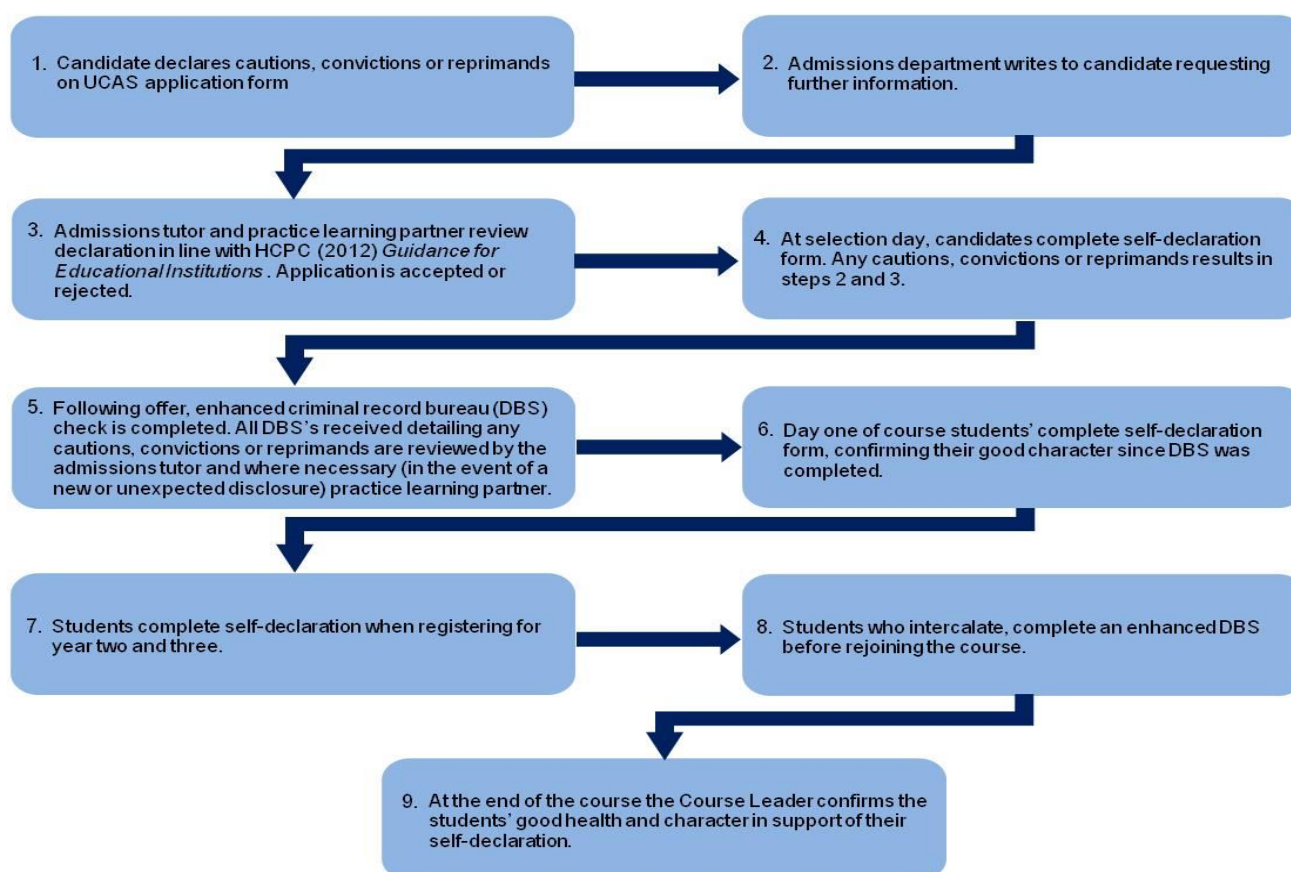
Details of acceptable level 3 qualifications and the policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions Procedures

In addition, to the above, the *HCPC (2012) Standard 3: Selection, Admission, Progression and Completion* specify professional entry requirements to determine good health and good character.

The Physiotherapy Course operates the Good Character Flow Chart below:



Good health is determined through occupational health assessment which is currently provided by an independent supplier.

Course Code:

BSc (Hons) Physiotherapy B160

All applications are received through University and College Application Service (UCAS):

Admissions/Selection Criteria

All applications received are scrutinised and short listed against set criteria which include both education and professional requirements:

- Applicant meets/working towards academic entry requirements
- Personal statement has a clear Physiotherapy focus including work experience
- Coherent and logical expression of ideas
- Satisfactory Academic Reference
- Declaration of criminal cautions/convictions

Candidates who meet the criteria for admission are invited to attend for an interview.

The interview process, which is inter-professional with physiotherapy applicants, facilitates a variety of opportunities including group work discussions and small group interviews. This enables candidates to discuss and express the values and qualities required of a Physiotherapist, and to demonstrate their understanding of the Physiotherapy profession.

Academic and practice learning partners (and where possible service users / carers) interview potential students, and in partnership, a selection decision is made against set criteria. These relate to the candidates performance in the group and written activity and the small group interview. Each of these activities is sub-divided with positive behavioural indicators rated 1-5; where 1 indicates considerable development is needed and 5 is excellent.

Academic practice learning partners and service users and carers attend training in the principles of selection, anti-discriminatory behaviour and equal opportunities through the University or the practice partners employing institution.

Where a candidate is unsuccessful at interview they are offered written 'feedback' against individual performance and interview outcome. In some instances potential students may be advised to reapply at a later date or to seek further education.

Those students who meet all the criteria for entry and are successful at interview are offered a place, conditional upon meeting academic requirements, satisfactory occupational health and Disclosure and Barring Service (DBS) screening.

19. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

An integrated range of strategies are used by the Physiotherapy course team to monitor, evaluate and improve the quality and standards of learning and teaching:

Academic

- Annual Evaluation Report.
- External examiner reports with external examiners having opportunity to visit practice learning environments and review Practice Learning documents.
- Annual monitoring by the Health and Care Professions Council (HCPC) and the Chartered Society of Physiotherapy (CSP).
- Informal midpoint and formal, anonymous online end of module evaluation by students. Module leaders provide a formal response and action plan which is available for current and future students to access via Blackboard.
- Where modules are shared (ALHS modules) moderation meetings take place prior to confirmation of grades for parity between markers.
- Each cohort has a student academic representative (StAR) provided with training for the role by the Student Union.
- Course management committee meetings every semester, facilitated by the course leader involving StARs, academic and practice team members to allow ongoing monitoring and evaluation of the programme.
- Quality steering group who oversee the quality aspects of the provision, including evaluations of theory and practice experiences and recruitment and retention issues.
- Modifications to modules including assessment strategies are presented at the Institute of Health and Society's Institute Quality Committee.
- Institute of Health and Society student forum.
- Post examination board moderation providing opportunity to reflect on assessment activities, process and assessment marks of identified modules.
- Involvement of service users, carers and families from all fields of practice in learning, teaching and as applicable in assessment activities and involvement in the development of new curriculum.
- Academic team engagement with the University's Peer Learning Through Observation scheme supported by an Institute of Health and Society peer learning champion.
- Final year students complete the National Student Survey (NSS), the NSS is also used formatively at the end of year one and two to identify and respond to issues.
- The University and Institute of Health and Society Learning and Teaching Committees, together with the Academic Development and Practice Unit (ADPU) promote learning and teaching, through the provision of support and personal development opportunities for staff. This includes a programme of staff development seminars and when requested facilitates Institute/departmental staff development.

- Three of the Institute staff hold University Teaching/Senior Teaching Fellowship Status, another holds National Teaching Fellowship status and several members of the team hold Fellowship status with the Higher Education Academy.
- A Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA.
- Several members of the academic team are external examiners.
- Staff development activity – including clinically focused courses, doctoral level study, and support with research, publications and conference presentations.

Practice

- Feedback sessions evaluating and reflecting on practice learning experiences facilitated by the practice placement tutor. Formal opportunity to anonymously provide online evaluation of practice learning, which is shared with the practice educators.
- Practice placement panel, convened by the course leader moderates a selection of Practice Learning documents each semester and reviews all practice fails to ensure practice-based learning principles have been applied.
- All practice learning environments will have a current learning environment profile (LEP).

20. Regulation of Assessment

The regulation of assessment adheres where appropriate to the [Undergraduate Regulatory Framework](#).

All modules must be successfully passed to be eligible for the award of BSc (Hons) Physiotherapy and eligibility to apply for Registration with the HCPC and for professional membership of the Chartered Society of Physiotherapy.

Requirements to Pass Modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Condonement of failure in a module may not be permitted.
- For Physiotherapy Practice Learning modules PTHY1000, PTHY2000, PTHY2005, PTHY3000, PTHY3005 all items of assessment must be passed with a minimum pass mark of D- for the portfolio.
- For modules where a practical skills component exists (PTHY 1001, PTHY 1003, PTHY 2001, PTHY 2002), there is no compensation between assessment items.
- For all other ALHS modules, where more than one item of assessment within a module exists, students will fail a module if any item of assessment achieves lower than an E grade.
- Students are required to submit all items of assessment in order to pass a module.
- All modules have attendance requirements which are documented in individual module specifications; students must normally complete a minimum of 80% attendance for summative assessment to take place.

Attendance Policy

- Students are required to attend all sessions. Where a session is missed without notification, students will be required to discuss with the module leader how to facilitate the required learning.
- If students miss more than two sessions (in 15 credit modules) or three sessions (in 30 credit modules) without mitigating circumstances, they will automatically be awarded a fail grade (NA) for the module. This provides no resubmission opportunity. This will require students to pay to retake the whole module at the next running of it and all UW regulations for retaking modules will apply.

- Registers are taken at the start of all theory sessions and sent to the Course Leader to monitor.
- Students will be contacted via University email if they have missed 2 sessions without notification.
- Students will be invited to meet with the course leader to discuss attendance and the implications of further non-attendance.
- Attendance at the following sessions is mandatory throughout the course:
 - Basic Life Support (BLS) <http://www.resus.org.uk/siteIndx.htm>.
 - Moving & handling.
 - Other sessions stated as mandatory by module leads.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline and assignment brief, and for practice learning modules within the student/Practice Educator guide to the Practice Learning document.

Submission of Assessment Items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see URF.

Retrieval of Failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module unless the module is a practice learning module, where only one reassessment attempt is permitted.
- Where a practice learning module is failed students will be offered an opportunity of a full time summer placement to facilitate retrieval of the fail.
- Failure in the original and reassessment opportunity of a practice learning module will result in discontinuation from the programme.
- No student will be reassessed in practice more than 1 time at each level. Failure in excess of this will lead to discontinuation from the programme.

Requirements for Progression

The following requirements for progression take precedence over the general URF requirements for this programme:

- Students at Level 4 may be permitted to progress to Level 5 when they have passed 120 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed 120 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- A student who fails in the original and reassessment opportunity of a practice learning module will be discontinued from the programme.
- Students who pass less than 120 credits but have submitted all items of assessment will be required to study on a part-time basis to retake modules.

Requirements for Awards

Students who exit the programme prior to successful achievement of the academic and/or practice requirements of the BSc (Hons) Physiotherapy award are eligible for an Award as detailed below:

<p>END OF YEAR ONE 120 credits at Level 4 CERTIFICATE OF HIGHER EDUCATION HEALTH CARE SCIENCES</p>
<p>END OF YEAR TWO 120 credits at level four and 120 credits at Level 5 DIPLOMA OF HIGHER EDUCATION HEALTH CARE SCIENCES</p>
<p>END OF YEAR THREE 120 credits at level 4, 120 credits at level 5 and at least 60 credits at Level 6 BSc HEALTH CARE SCIENCES, WITHOUT ELIGIBILITY TO APPLY TO REGISTER WITH THE HCPC AND CSP. AEGROTAT AWARD OF BSc PHYSIOTHERAPY (WITH ELIGIBILITY TO APPLY TO REGISTER WITH THE CSP AND HCPC) IS NOT PERMITTED:</p>
<p>END OF YEAR THREE 120 credits at level 4, 120 credits at level 5 and 120 credits at level 6 BSc (HONS) PHYSIOTHERAPY WITH ELIGIBILITY TO APPLY TO REGISTER WITH THE HCPC AND CSP</p>

Given the professional requirements of the course and the need to safeguard the public where an allegation of cheating in academic assignments is upheld or where a student's attitude or conduct causes concern the University's Fitness to Practice procedures will be invoked.

Classification

The Honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits at Level 6 only.

For further information on honours degree classification, see the [Undergraduate Regulatory Framework](#).

21. Indicators of Quality and Standards

National Student Survey (NSS) Results

Results are not available for Physiotherapy as this is a new programme, however the UW is pleased that the Nursing programme at the University is currently ranked no.1 in the NSS after receiving a 100% satisfaction score, being 1 of 5 universities from more than 70 eligible to be shortlisted as the Nursing Provider of the Year in the Nursing Times.

Graduate Employability

Graduates from Nursing and Paramedic Science have a 100% record of employment at 6 months.

Degree classifications

62.4% of nursing students from the University achieved 1st class honours degrees.

Annual Monitoring

Annual monitoring is completed by course leaders for HCPC and CSP.

Institutional Audit

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate Destinations, Employability and Links with Employers

Graduate Destinations

The course fully integrates theory to practice in accordance with the Learning and Development Principles for CSP Accreditation of Qualifying programmes in Physiotherapy (2010) with the practice component providing students with the opportunity to develop understanding of service user experiences of health and social care. Successful completion of the course allows students to be eligible to apply for registration with the HCPC, and once registered to use the protected title of Physiotherapist. Graduates are also eligible to apply to register as a professional member of the Chartered Society of Physiotherapy.

Physiotherapists work in a variety of specialisms in health and social care. Additionally, some physiotherapists are involved in education, sport, research, private practice and service management (CSP 2012).

Student Employability

The course has been designed to enable students to achieve the HCPC Standards of Proficiency for Physiotherapy (2012) which normally indicates a student's *Fitness to Practice* and be employed as a Physiotherapist in either the NHS and social care, voluntary or private health care sector, both locally and nationally.

The course has been developed with practice partners to ensure that students are prepared for current and emerging roles in Physiotherapy. Integral to the spiral curriculum is a focus on Leadership and Team-working preparing students for their future roles as healthcare professionals and leaders in practice.

There are five practice modules within the course maximising the diversity of experiences available for students preparing them for employment. A final year module "Enhancing Employability" prepares students for graduation and employment by focusing on the knowledge, skills and behaviours required for their future practice. Students are prepared for applying for jobs, preparing their CVs and the interview process within various health and social care systems and providers.

The Institute of Health and Society in conjunction with the university's careers department will hold a career fair every year for qualifying students. Employers from within the Worcestershire and Herefordshire counties and surrounding areas are invited to meet with students and discuss career opportunities and further professional development. <http://www.worc.ac.uk/careers/>.

Working with Practice Partners

UW will be a provider of Physiotherapy education for the counties of Herefordshire and Worcestershire. Curriculum development activity has taken place under the steer of the Curriculum Steering Group, involving academics, practitioners, and users and carers, ensuring a partnership approach to the new course.

Practice partners will be involved in the university education provision and in placement support for students in Physiotherapy practice. The university will include practice partners in module

evaluation and in delivery of specialist lectures in each of the three years. Practice partners will be included in annual review and in evaluation of the practice placements. They will also be invited to apply for Lecturer Practitioner posts and secondments within the Allied Health Science Unit. The clinicians within Herefordshire and Worcestershire have and will continue to be pivotal in developing the course and facilitating practice based representation thus ensuring currency and professional credibility in developing a curriculum that will deliver qualified Physiotherapists who are 'Fit for Practice, Purpose and Award' able to meet the demands placed on them by an ever changing health and social care provision.

Opportunities for Further Study

Continuing professional development learning opportunities exist on a number of courses available at the University of Worcester: <http://www.worcester.ac.uk/departments/659.html>.

The University also provides the opportunity to undertake post-graduate academic study including the Masters degree (MSc) in Advancing Practice for students exiting with a BSc (Hons) <http://www.worcester.ac.uk/courses/8295.html>.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).