

## Programme Specification for BSc (Hons) Physiotherapy

**This document applies to Academic Year 2024/25**

*Table 1 programme specification for BSc (Hons) Physiotherapy*

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	Chartered Society of Physiotherapy (CSP) and approved by the Health and Care Professions Council (HCPC)
4.	<b>Final award or awards</b>	BSc (Hons)
5.	<b>Programme title</b>	BSc (Hons) Physiotherapy
6.	<b>Pathways available</b>	Single
7.	<b>Mode and/or site of delivery</b>	Standard taught programme and practice learning placements
8.	<b>Mode of attendance and duration</b>	3 years full time, which may include evenings and weekends
9.	<b>UCAS Code</b>	B160
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">HCPC Standards for Education and Training (2017)</a> <a href="#">HCPC Standards of Proficiency (Physiotherapists) (2022)</a> <a href="#">HCPC Standards of Conduct, Performance and Ethics (2024)</a> <a href="#">Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2020)</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	Re-approved July 2023 February 2024 – Change to admissions, addition of Foundation Year. September 2024 – change to progression regulations September 2024 – update to link for HCPC Standards of Conduct, Performance and Ethics (2024)

### 12. Educational aims of the programme

The BSc (Hons) Physiotherapy course aims to develop students' understanding of Physiotherapy and the wide range of environments where Physiotherapists work. It seeks to develop appropriate skills and prepare graduates for a physiotherapy career in health or social care settings in both UK and international contexts. The purpose of the course is to provide students with the ability to:

1. Achieve the [HCPC \(2022\) Standards of Proficiency \(Physiotherapists\)](#) providing eligibility to apply for entry to the HCPC register and eligibility to apply for professional membership of the Chartered Society of Physiotherapy.
2. Practice in a professional and inclusive manner; reflecting upon and critically evaluating own abilities and limitations, in accordance with the [HCPC \(2022\) Standards of Proficiency \(Physiotherapists\)](#), the [HCPC Standards of Conduct, Performance and Ethics \(2024\)](#) and the [CSP \(2012\) Quality Assurance Standards](#), acknowledging the

need to seek appropriate assistance where necessary.

3. Critically reflect upon contemporary theory that provides the underpinning knowledge base for the scope of professional practice recognising the importance of knowledge, skills, behaviours and values the [CSP \(2012\) Quality Assurance Standards](#).
4. Demonstrate competence and confidence in assessing, planning, delivering, evaluating, and modifying practice, accordingly, communicating and interacting inclusively with a diverse range of people in a variety of settings, indicative of safe and effective Physiotherapy practice.
5. Critically analyse the complexity of professional, ethical and legal frameworks, including wider political, cultural, economic and social context of current health and social care provision, and their impact on Physiotherapy decision making.
6. Be able to make sound and compassionate clinical decisions and provide a consistently high standard of evidence-based care through critical and reflective practice.
7. Be an accountable practitioner, who works in partnership, demonstrating flexible leadership of self and others, enabling them to improve and develop person centred services.

### 13. Intended learning outcomes and learning, teaching and assessment methods

Table 2 knowledge and understanding outcomes for module code/s

<b>Knowledge and Understanding</b>		
<b>LO no.</b>		<b>Module Code/s</b>
	On successful completion of the named award, students will be able to:	
1.	Practise safely and effectively within the scope of sustainable physiotherapy practice.	PTHY3203
2.	Critically discuss and demonstrate the knowledge, skills and behaviours and understand the values necessary to work effectively with individuals requiring physiotherapy services.	PTHY3203
3.	Critically discuss and analyse the underpinning knowledge behind and demonstrate a range of appropriate, safe and effective physiotherapy skills.	PTHY3204
4	Interpret and explain the theoretical knowledge in clinical and professional reasoning and decision making.	PTHY3204
5.	Locate, analyse and critically evaluate research and practice evidence for use in evidence-based physiotherapy.	ALHS3202
6.	Apply and evaluate the use of physiotherapy to improve and maintain the health, function and wellbeing of individuals, communities and populations.	PTHY3203

Table 3 cognitive and intellectual skills outcomes for module code/s

<b>Cognitive and Intellectual skills</b>		
7.	Critically analyse relevant theoretical frameworks and concepts and apply them to physiotherapy practice in a variety of contexts.	PTHY3203
8.	Evaluate evidence and research, reason, justify and apply within a framework of evidence-based physiotherapy practice	ALHS3202
9.	Evaluate and critically apply self-reflection and lifelong learning skills essential to professional practice	ALHS3204 PTHY3204

Table 4 skills and capabilities related to employment outcomes for module code/s

<b>Skills and capabilities related to employability</b>		
10.	Evaluate and demonstrate the knowledge, skills, behaviours and values required of a Physiotherapist as detailed in the Quality Assurance Standards (CSP 2012)	PTHY3203 ALHS3204
11.	Critically analyse own values, principles and assumptions and develop self-awareness establishing a non-judgmental and anti-discriminatory attitude, which is sensitive to the values and interests of others.	PTHY3203 PTHY3204
12.	Formulate, implement, evaluate and modify appropriate physiotherapy intervention, empowering individuals as active participants in the physiotherapy process.	PTHY3203 PTHY3204
13.	Critically appraise and apply leadership, management and entrepreneurial skills to enable effective delivery of physiotherapy interventions and in existing and new service provision.	ALHS3206 PTHY3204

Table 5 transferable/key skills outcomes for module code/s

<b>Transferable/key skills</b>		
14.	Present effective and skilled communication, including the use of digital technologies and interactions for facilitating effective team working and building partnerships with individuals including services users and carers' agencies, groups and communities.	PTHY3204 PTHY3203 ALHS3204
15.	Exercise autonomy and personal responsibility for own professional practice and wellbeing, maintaining and evidencing continuing professional development, reflection and lifelong learning using accurate documentation skills within a range of media.	ALHS3204 PTHY3204
16.	Critically evaluate aspects of professional practice through the application of rigorous research methodologies and research skills.	ALHS3202

### **Learning, teaching and assessment**

The Physiotherapy course is campus-based with some blended learning. Methods are inclusive and varied, providing different opportunities to learn, enabling students to achieve and demonstrate the modular learning outcomes to prepare them for physiotherapy practice. A spiral curriculum approach facilitates iterative and progressive development of professional and leadership skills across the course. Central themes of the curriculum which feature across the three years are: Person Centred Care, Research and Leadership. Year one sets the theme of 'Learning to be a Professional' knowledge, skills and behaviours gained are then built upon in year two where students extend their 'Developing Practice' skills and knowledge of assessment, clinical reasoning and treatment application with service users across a variety of patient populations and clinical environments. In year three the curriculum builds on skills and knowledge gained in year 2 to prepare students for graduation, and 'becoming an autonomous practitioner', adding increasing levels of criticality and complexity to the teaching and assessment activities. Throughout the course students will learn and be assessed through the use of case study scenarios, with increasing complexity as they move from levels 4 to 6. 1000 hours of practice-based placement supports the theoretical learning of the students with practical clinical experience.

## Teaching

Teaching and learning are student-centred, reflecting the philosophy of constructivism whereby students are active participants in their learning experience, and learn with and from each other. Methods of assessment reflect those likely to be encountered in Physiotherapy practice and include assessment of knowledge, skill, application and evaluation in preparation for employment. The academic modules in the course consist of shared modules with Occupational Therapy students, and specific Physiotherapy modules. The Physiotherapy modules are for Physiotherapy students only and cannot be taken outside of the programme. All academic modules are underpinned by a constructivist philosophy within the spiral curriculum.

Examples of learning and teaching methods used include:

- Lead lectures
- Practical classes
- Seminars
- Tutorials
- Problem-solving
- Oral presentations
- Presentation of seminar papers
- Tutorial/seminar discussions
- Use of e-learning (pre-reading, pre-recorded lectures, self-assessment quiz and online discussions)
- Student-led Problem-Based Learning
- Peer learning and peer feedback
- Case Study based Scenarios.

The spiral approach to learning is introduced in level four with the learning and teaching of fundamental assessment, treatment and clinical reasoning skills. These are then further enhanced and developed in levels five and six within physiotherapy modules via more complex case study-based scenarios to facilitate students' learning.

Learning in the university setting is complimented by practical and technical skill development, which uses a large, purpose-built practical room with plinths and practical physiotherapy equipment, use of the skills and simulation suite, a large community hall space and Ability House, a home setting. Students are supported to achieve the required level of competency, moving from basic skills acquisition to advanced skills requiring complex clinical reasoning. Assessment of clinical skill is facilitated using practical exams, and Objective Structured Clinical Examinations (OSCE), developmentally across the first two years of the programme. Valuable learning opportunities are provided using service users/carers and other professionals in both teaching and assessment strategies at all levels. With opportunities for interprofessional learning both within the university and the clinical practice setting, including during simulated practice where students have the opportunity to work with a range of professionals including occupational therapists, nurses and social workers.

Student meetings with personal academic tutors (PAT) are scheduled on at least four occasions in the first year and three times in each of the other years of a course.

## Contact time

In a typical week at levels, 4 and 5 students will have 10-13 contact hours of teaching per week. In level 6 students will normally have slightly less contact time (10-12 hours) to facilitate independent study. On average, 90% of teaching will be campus-based face to face teaching with 10% blended online learning.

Typically, class contact time each week is structured around a 1-hour lecture and a two-hour practical, or a 2-hour lecture/seminar.

Students will undertake placement hours at levels 4, 5 and 6. Full-time practice learning placements equate to **34** hours for practice learning in each week of the 6-week placement block. All of these learning hours will be formally recorded and signed by an authorised signatory.

### Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes a range of experienced, well qualified academics, physiotherapy specialist clinicians, and physiotherapy and healthcare professionals in leadership roles. The team is well supported by service users and carers in 'expert by experience' roles from IMPACT, practice partners and from the Health Hub in the McClelland Centre for Health and Wellbeing. Staff team members from the Physiotherapy and Occupational Therapy courses contribute to delivery of shared modules.

Teaching is informed by research and practice. All course lecturers have or are working towards a higher education teaching qualification or are Associates, Fellows or Senior Fellows of the Higher Education Academy. Over 90% of teaching staff have Fellowship of the Higher Education Academy.

### Practice Learning

Physiotherapy is a professional course that consists of both academic theory and practice placement hours across the three years of study. To meet the requirements of the CSP, students must complete a minimum of 1000 hours of supervised and assessed practice.

Five physiotherapy specific modules will include 1 full-time block of practice learning placements of 6 weeks, with students completing 34 hours per week of practice learning. This will take place in a wide variety of practice settings. International placements may be possible, subject to availability and cost, organised by the Therapy Placements Team, and if undertaken, are included in placement hours.

Theory and Practice are fully integrated within the programme. Placements are embedded in Physiotherapy specific modules as shown:

*Table 6 Practice Learning Placements over the 3 academic years:*

LEVEL	THEORY	PRACTICE	PRACTICE HOURS	ASSOCIATED PHYSIOTHERAPY MODULE
FOUR	19 weeks	6 weeks semester 2	6 x 34 = 204	PTHY1203 Principles of Physiotherapy Practice 1
FIVE	18 weeks	6 weeks semester 1	6 x 34 = 204	PTHY2202 Acute Management & Rehabilitation
		6 weeks semester 2	6 x 34 = 204	PTHY2203 Integrated Community Physiotherapy Practice
Six	18 weeks	6 weeks semester 1	6 x 34 = 204	PTHY3204 Contemporary & Developing Physiotherapy Practice
		6 weeks semester 2	6 x 34 = 204	PTHY3203 Challenging Pathologies & Complex Needs
<b>TOTALS</b>	<b>55 WEEKS</b>	<b>Total:</b>	<b>1,020 hours</b>	

All campus-based learning is supported by and linked to the learning which takes place on practice placements. Students on the BSc (Hons) Physiotherapy course undertake over 1000 hours of practice education across 5 placements. Students will be placed in five different

practice environments, including one non-traditional setting, to ensure breadth of experience to enhance learning.

#### **14. Assessment**

The approach to assessment is based on achieving the learning outcomes that relate to the knowledge, skills, values and behaviours of a practicing physiotherapist at the end of the degree course. The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments which is graded and count towards the overall module grade.

Assessments used are inclusive and will include:

- Oral practical examination on underpinning knowledge and clinical reasoning skills
- OSCE (Observed Structured Clinical Examination)
- Written essays and reflective essays
- Research Proposal
- Dissertation
- Presentations (Video and in person)
- Case Studies
- Video Reflective Portfolios
- Interview
- Development of a Business Case

Through inclusive assessment, students will develop the skills required of a practising lifelong learner in Physiotherapy. Guided study is provided to engender independence in learning from Level four. The course will also develop academic skills such as scientific writing, researching, critical thinking and clinical reasoning utilising the current evidence base in readiness for employment.

A typical formal summative assessment pattern for each year of the course is:

##### **Level 4**

Literature Review, Oral viva of underpinning knowledge and clinical reasoning skills, OSCE (Observed Structured Clinical Examination), Reflective Essay, Essay's and a Case Study Presentation and completion of hours in one practice placement.

##### **Level 5**

Small Group Presentation, OSCE's (Observed Structured Clinical Examination), Case Study Presentation, completion of a research-based Ethics Form and completion of hours in two practice placements.

##### **Level 6**

Dissertation, Case Study Presentation, Video Reflective Portfolio, Business Case Proposal, Interview and completion of hours in two practice placements.

#### **Assessment of Theory**

Assessment is designed to provide students with opportunities to demonstrate their practical, academic and professional progress, facilitated by the integration of theory with professional practice throughout the course. This is demonstrated using both formative and summative assessment opportunities in each module, identified within module outlines. Formative assessment via a range of activities includes practical skill feedback, observation, class discussions, dedicated tutorials, peer assessment tasks and mock exams. This is central to the learning, teaching and assessment strategies of all modules in enabling students to benefit from feedback prior to submitting summative assessments. All module outlines encourage students to act on feedback received in formative and other assessments, meeting with their Personal Academic Tutor (PAT) to discuss this. All students are encouraged to discuss assignment plans and/or submit samples of writing of up to 500 words to their module lead as part of the formative assessment strategy.

Summative assessment includes written and practical exams, OSCEs, essays, portfolios, verbal assessments, and individual and group presentations including posters and video portfolios. A Dissertation, undertaken at Level 6 facilitates truly independent learning with supervision from a named tutor who provides guidance of 6 hours in a negotiated learning process with individual students.

A mixture of assessments is intentionally set to maximise opportunities for all students to perform and develop skills relevant to future academic and professional study. Modules that include 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. There is an element of choice of summative assessment in many of the modules across the three years. Students must pass all components of a module assessment to pass the module. Compensation is not permitted. Each module outline uses a template for parity and includes an assessment brief with clear guidance about how to approach and present the assessed work, and explicit marking criteria which is published on Blackboard, and is introduced in every module in a taught session. The course utilises the Universities Generic Grade Descriptors across all modules, and all assessment rubrics include the assessment of spelling, punctuation and grammar as part of these grade descriptors in line with recommendations from the Office for Students.

Assessment submission dates are spread evenly across the course. Assessment guidelines together with a year planner for hand in dates are published in the Course Handbook and on Blackboard to support students in planning their assessment load. Formal module launches at the start of each module will contain more detailed explanation and expectations about the assignment. This will include showing students the marking rubrics that have been developed for use by marking teams, which also provide feedback and grade criteria for students. Students are also made aware of the marking standardisation, moderation and external examiner approaches to marking to assure them that fair and rigorous processes to assess their learning and achievement are in place.

### **Assessment of Practice**

Assessment of Practice Learning will be against the University of Worcester Practice Learning Document assessment criteria, based on the [HCPC Standards of Proficiency \(2022\)](#) and the CSP's Common Practice Assessment Framework (CPAF), and will be pass / fail, and ungraded. Students must pass the required learning outcomes and competencies of practice education in the Practice Learning Documents and to pass the associated physiotherapy module learning outcomes in each year of the course.

Physiotherapy modules have been developed to facilitate achievement of the [HCPC \(2022\) Standards of Proficiency – Physiotherapists](#). CSP Learning and Development Principles (2020) state that students cannot fail more than 1 practice placement in each academic year.

Each practice learning placement must be passed before progressing to the next academic level. To pass the practice placement students must achieve the criteria outlined in the Practice Learning Document (PLD) for each placement which are consistent with the [HCPC Standards of Proficiency \(Physiotherapists\) \(2022\)](#), and each student must complete the required hours. A practice educator who has undergone a formal period of preparation and education, including regular updates, holds the primary responsibility for student assessment. The practice educator and student are supported by the Zoned Academic who promotes robust and consistent arrangements for the assessment of practice learning.

Practice learning placements are ungraded (they are pass/fail) and failure to achieve the assessment criteria will result in failure of the placement, and of the aligned Physiotherapy module overall. Students must pass the aligned placement to pass the module. Students are only able to be reassessed in practice a maximum of two times during the course, on non-consecutive placements due [to CSP Learning and Development Principles \(2020\)](#).

Failure of a practice placement normally involves a new practice placement which may involve a delay in progression to years two or three of the course, or a delay in completion of the programme. If a student fails the second attempt at a practice-based learning component, they have failed the requirements of the programme and must be withdrawn. Completed hours of a failed practice-based learning component do not count towards the overall minimum requirement of 1000 practice-based learning hours. Failure of practice-based learning due to substantiated grounds of fitness to practise concerns will follow the [Universities Fitness to Practice Procedures](#).

## **15. Programme structures and requirements**

The BSc (Hons) Physiotherapy is a 3-year full-time course. Only those students successfully completing the BSc (Hons) Physiotherapy course are eligible to apply to register with the Health and Care Professions Council and apply to join the Chartered Society of Physiotherapy. Please see the Award Map below:



## Award map for: BSc (Hons) Physiotherapy

Course Title: BSc (Hons) Physiotherapy
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## Level 4

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
			Single Hons	
PTHY1201	Structure and Function of the Human Body	30	M	None
PTHY1203	Principles of Physiotherapy 1	30	M	None
PTHY1205	Principles of Rehabilitation	15	M	None
ALHS1206	Foundations for Professional Practice	15	M	None
ALHS1204	Health and Wellbeing	15	M	None
PTHY1202	Introducing the Evidence	15	M	None

## Requirements at Level 4

All modules are mandatory, and all 120 credits must be successfully completed to progress from level 4 to level 5.

**Level 5**

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
			Single Hons	
PTHY2201	Principles of Physiotherapy Practice 2	30	M	None
PTHY2202	Acute Management and Rehabilitation	30	M	None
PTHY2203	Integrated Community Physiotherapy Practice	30	M	None
ALHS2204	Teamwork for Professional practice	15	M	None
ALHS2205	Research Methods: Developing the Evidence	15	M	None

**Single Honours Requirements at Level 5**

All modules are mandatory, and all 120 credits must be successfully completed to progress from level 5 to level 6.

**Level 6**

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
			Single Hons	
PTHY3203	Challenging Pathologies and Complex Needs	30	M	None
PTHY3204	Contemporary and Developing Physiotherapy Practice	30	M	None
ALHS3202	Generating the Evidence (Dissertation)	30	M	None
ALHS3206	Leadership Throughout Professional Practice	15	M	None
ALHS3204	Enhancing Employability	15	M	None

**Single Honours Requirements at Level 6**

All modules are mandatory, and all 120 credits must be successfully completed to achieve the award

## 16. QAA and professional academic standards and quality

Successful completion of the course enables graduates to apply to join the register of physiotherapists with the Health and Care Professions Council (HCPC).

The learning outcomes for modules at each level have been constructed in accordance with the Framework for Higher Education Qualifications (2014), with learning becoming progressively more challenging, moving from broad generic concepts to a more in-depth knowledge allowing decision-making in complex circumstances.

This award is located at Level 6 of the [OfS sector recognised standards](#) and operates under the Taught Courses Regulatory Framework.

The course meets the following benchmarks:

- [HCPC Standards for Education and Training \(2017\)](#)
- [Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy \(2020\)](#)
- [HEA \(2018\) UK Quality Code for Higher Education Part A](#)
- [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(FHEQ\) \(2014\)](#)

The following professional standards are embedded within the curriculum:

- [CSP \(2012\) Quality Assurance Standards](#)
- [CSP \(2019\) Code of Professional Values and Behaviours](#)
- [CSP \(2020\) Physiotherapy Framework](#)
- [HCPC \(2024\) Guidance conduct and ethics for students](#)
- [HCPC \(2024\) Standards of conduct, performance and ethics](#)
- [HCPC \(2022\) Standards of Proficiency \(Physiotherapy\)](#)

## 17. Support for students

### Induction

An induction shared with the new occupational therapy students in Welcome Week provides students with the opportunity to meet other students, the teaching team, the vice-chancellor and the Head or Deputy Head of Allied Health and Community. Sessions exist to introduce 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, and the student union. There is also an introduction to the physiotherapy course, the course team, and the profession with a focus on developing professionalism.

Students are signposted to the student support services which include:

<https://www2.worc.ac.uk/firstpoint/>  
<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>  
<https://www2.worc.ac.uk/disabilityanddyslexia/>  
<https://studyskills.wp.worc.ac.uk/>

### Personal and Academic Tutoring

There is wide ranging support for students on the BSc (Hons) Physiotherapy course. One of the main ways in which students are supported on the course is through the university-wide Personal Academic Tutoring System. Personal Academic Tutoring (PAT) is at the heart of supporting personal, professional and academic development and tutors meet with their tutees at least four times a year in first year and three times a year thereafter. These meetings are held in groups or individually as needed. PATs will 'signpost' students to the appropriate university support services as needed including Disability and Dyslexia support, IT, media and print services support, as well as a range of health and wellbeing support services such as student counselling service, financial advice and accommodation matters.

### **Year Tutors**

Each academic year is overseen by a Year Tutor whose role is to manage the overall student learning experience of the Physiotherapy course.

### **Practice learning support**

In practice placement learning, all students are allocated an appropriately trained Practice Educator (PE) 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 HCPC. Both student and PE are supported by a member of the academic course team in the role of Zoned Academic (ZA). This role involves using virtual or in-person meetings to meet with PE and student, together and separately, to review progress and the placement experience.

### **Disabled students**

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 Policy and Procedures on Inclusive Assessment sets out policy, procedures and guidance to ensure that disabled students are not discriminated against in relation to assessments.

The physiotherapy course has a proactive and inclusive approach to disabled students and works closely with students to ensure that individual support needs are identified and met in a timely and professionally appropriate way within a philosophy of professional regulation, competency and inclusion. Reasonable adjustments and support strategies are considered and applied creatively for practice (Practice Placement Adjustment Plan), ensuring patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and permit additional needs/reasonable adjustment to be put in place.

### **Student membership of the CSP**

Students on the BSc (Hons) Physiotherapy course are strongly encouraged to become student members of the professional body, the Chartered Society of Physiotherapy, during induction week. Student membership provides a range of supportive opportunities including keeping updated on the latest student and professional issues, access to a range of profession specific learning, study and professional development resources, and begin the process of developing a professional identity. Each cohort has a CSP Student representative elected by the group who supports students and acts as a liaison between the CSP and their cohort.

## **18. Admissions**

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. Applications are welcomed from school and college leavers, mature applicants and international students, and places are offered on merit. The university is committed to widening participation and our broad entry requirements reflect this. All applications are assessed using values-based recruitment principles, to ensure that applicants have the ability and capacity to develop the knowledge, skills and behaviours of a future physiotherapist.

### **Entry requirements**

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/courses/physiotherapy-bsc-hons#entry-requirements>

### **English Language Requirements**

Applicants whose first language is not English and who are required to provide a language test certificate as evidence of their proficiency must ensure that it is, or is comparable to, IELTS level 7.0 with no element below 6.5 (HCPC 2017).

### **Disclosure and Barring Service (DBS) requirements**

Enhanced disclosure under the DBS is a requirement for entry. Students on the course are also asked to declare any changes in their DBS status at the beginning of each academic year on SOLE and to sign a Physiotherapy Code of Conduct which is in the course handbook. Students are required to sign a self-declaration of offences form prior to interview and must be completed before an offer is made. Students are required to pay for their DBS check.

### **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, 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**

Full-time applicants apply through UCAS (B160). All applications are screened for academic suitability by Admissions administrators, then by the Physiotherapy Admissions Tutor for professional suitability and potential. Screening is based on knowledge of the profession and transferable skills. Applicants who meet the entry criteria and screening score are invited to interview. All applicants are considered, including those from previous admissions cycles, and those who have been unsuccessful.

### **Admissions/selection criteria**

Selection procedures are in line with the UW Equal Opportunities Policy, which aims to ensure equality of opportunity to students seeking admission to academic programmes. Selection is made based on:

- Achievement of minimum entry criteria
- Personal statements to demonstrate a full understanding of the breadth of the profession
- Evidence of transferable skills i.e., leadership, teamworking, experience working with people
- Awareness of qualities and values required to work as a physiotherapist
- All offers are subject to satisfactory Health Clearance and Disclosure & Barring Service Enhanced Disclosure.

### **Admissions interview process**

Candidates who have appropriate predicted grades in the correct subjects are invited to attend for an interview. The interview consists of an individual interview and a written test. The individual interview will assess knowledge of the profession and applicants' suitability for the role of diagnostic radiographer. The written test will take 20 minutes under exam conditions and test knowledge of transferrable skills such as teamworking skills and the application of NHS values. The combined nature of each part ensures that applicants can showcase their skills in communicating in written and spoken form. Each part of the interview process is given a score and those candidates meeting the minimum score are offered a place on the programme. Service users form part of the interview panel for the individual interview.

### **Equality, Diversity and Inclusion**

We are committed to assuring that our strategies, policies and practices are inclusive to students from all backgrounds, this includes our admissions processes. The University's approach to Equality, Diversity and Inclusion, is outlined in the [EDI Framework](#) and we also follow the university [Admissions Policy](#)

**We demonstrate our commitment to EDI in our admissions processes through:**

### **Screening and Marketing**

- We welcome applicants with a wide range of academic qualifications

- Our website is explicit in welcoming applications from students with disabilities and includes signposting to information and guidance on disability and becoming a health and care professional on the [Health and Care Professional Council website](#).
- Applicants are screened for interview based on specific criteria to reduce bias

### Interviews

- Staff on interview panels are required to complete EDI training and attend regular updates.
- Applicants are given information on how to prepare for their interview in advance. This can help to reduce anxiety and ensures all applicants have adequate time for processing.
- Applicants are invited to contact admissions tutors if they have any additional support needs.
- Most interviews are in person, however online interviews can be arranged for applicants who may find it difficult to travel due to carer responsibilities, finances or a disability.
- A rubric is used to score applicants to enhance consistency and fairness

### Offers

- Our standard tariff offer is lower than the sector average, giving more applicants the opportunity to study Physiotherapy.
- Contextual offers are made to applicants from low participant areas as part of our commitment to widening participation

### Admissions interview process

Candidates who meet the criteria for admission are invited to attend for an interview. The interview process, which is inter-professional with Occupational Therapy applicants, consists of group-based activities, both in uni-professional and mixed groups, and individual interviews. These activities enable candidates to demonstrate the values and qualities required of a Physiotherapist, and to show their understanding of the Physiotherapy profession. Members of the Universities IMPACT group form part of the interview panel.

Applicants who do not meet the current academic requirements to study BSc (Hons) Physiotherapy, can apply to undertake BSc (Hons) Physiotherapy with Foundation Year via UCAS.

- **BSc (Hons) Physiotherapy with Foundation Year B165**

All applicants for the BSc (Hons) Physiotherapy with Foundation Year will complete the admission/selection criteria identified above. All students who meet all the criteria for entry to Physiotherapy with Foundation Year and are successful at interview are offered a place, conditional upon confirmation of good health and good character. Please note: the number of places on the Foundation Year for Physiotherapy students will be capped due to limited placement capacity. Progression from the Foundation Year to the BSc (Hons) Physiotherapy is subject to successfully passing all modules of the Foundation Year.

For the BSc (Hons) Physiotherapy with Foundation Year only level 4-6 is approved by the HCPC and CSP. The level 3 Foundation Year sits outside HCPC and CSP requirements.

Please see the Healthcare Professions Foundation Year Programme Specification for full details.

## 19. Regulation of assessment

The BSc (Hons) Physiotherapy course operates under the University's Taught Courses Regulatory Framework.

### 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.
- Students are required to submit all items of assessment in order to pass a module and a pass mark in each item of assessment is required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.
- For practice placements students must meet the required hours of attendance as part of the assessment for passing placement.

### Submission of assessment items

- Students who submit course work late but within 7 days (one week) 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 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the [Taught Courses Regulatory Framework](#).

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module; the module grade for a re-taken module is capped at D-.
- A student can only be reassessed in a practice element once, failure to pass practice elements of modules (PTHY1203, PTHY2202, PTHY2203, PTHY3203, PTHY3204) following reassessment will lead to the student being withdrawn from the programme.
- If a student is unsuccessful in the reassessment of a theory element of modules PTHY1203, PTHY2202, PTHY2203, PTHY3203, PTHY3204 they have the right to retake the theory element with attendance; this may require the student studying on a part-time basis to retrieve the failure. The re-take is capped at D-
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessment.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 120 credits at Level 4.
- A student will be permitted to progress with conditions from Level 4 to Level 5 if by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4 but have not exhausted all reassessment opportunities in the remaining 30 credits.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 240 credits including 120 credits at Level 5.
- A student will be permitted to progress with conditions from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits including 90 credits at Level 5 but have not exhausted all reassessment opportunities in the remaining 30 credits.
- A student progressing with conditions, must take the outstanding reassessments at the next available opportunity.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated.
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessments or retake the failed modules the following academic year.



Students will be able to carry forward any passed modules.

This course is subject to the [University's fitness to practice procedures](#).

## Requirements for Awards

*Table 7 requirements for awards*

Award	Requirement
Certificate of Higher Education (Cert HE) [ <b>Certificate of Higher Education Health Care Sciences</b> ]	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education (DipHE) [ <b>Diploma of Higher Education Health Care Sciences</b> ]	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours) [BSc Health Care Sciences without eligibility to apply to register with the HCPC and CSP]	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including any of the mandatory modules for Level 5 and Level 6 of the award (excluding the Dissertation module) as specified on the award map.
Degree with honours [BSc (Hons) Physiotherapy]	Passed a minimum of 360 credits with 120 credits at each level of the course, as specified on the award map.

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

100% of graduates have found employment as Physiotherapists without difficulty, mainly within the NHS. A small number have taken up posts in private healthcare. Physiotherapy graduates can also enroll in further master's level study and are encouraged to become Practice Educators and sessional lecturers within the university to share their experiences of graduate practice.

### Student employability

Employability is integral to the physiotherapy course; the aim of the course is to produce graduate chartered physiotherapists. The spiral curriculum facilitates professional development with a developing focus from self to others to services over the course. This is supported with shared modules, inter-professional learning and practice placements integrated within modules on the course, preparing students for graduation and professional employment. The teaching team works hard to develop students' employability skills in a shared Level 6 module (Enhancing Employability ALHS3204). This module focusses on making sure students are ready for their first job, as well as making them aware of the current political climate, and the direction of travel of the profession, and strategies to maintain and promote their own health and wellbeing in the workplace. It also covers the basics of securing a job; interview technique, and presenting themselves professionally as a future graduates, supported by local employers who deliver many of the taught sessions. There is significant involvement and support from a wide network of local stakeholders with over 30 external speakers as Visiting Lecturers involved in delivering this module.

### Graduate Attributes

The University has a set of five graduate attributes – high level skills, qualities and understandings – that we aim to develop in all of our students. This is how we will develop and demonstrate these attributes in the context of the course and which modules will focus on these specifically:

**Social responsibility**

Graduates who are globally and socially responsible, culturally aware and understand the ethical impact of decisions.

We will ensure our graduates are aware of the social, cultural and ethical considerations of practice, they will explore non-discriminatory practice, equality and diversity and health inequalities in year one in ALHS1206 Foundations for Professional Practice and ALHS1204 Health and Wellbeing and they will be able to demonstrate these skills in their practice placements in their three years of training. In year three, in module PTHY3204 Contemporary and Developing Physiotherapy Practice, students will explore working with populations experiencing health inequalities and develop potential strategies and solutions.

**Reflective and resilient lifelong learning**

Graduates who are resilient and aspirational, intellectually curious and critically reflective lifelong learners

Students will learn about the importance of Reflective Practice in physiotherapy and their own personal practice in year one in module ALHS1206 Foundations for Professional Practice and build on these skills as they move through second and third years, applying increasing criticality and self-reflection. As part of the assessment in the 3<sup>rd</sup> year module, ALHS3204 Enhancing Employability, students will learn strategies for managing their own physical and mental wellbeing and create a personal plan for their continuing professional practice for the first year of practice postgraduation and beyond.

**Problem solving**

Graduates who can employ analytical, creative and evaluative skills to investigate problems and propose viable solutions

Students will learn clinical decision-making skills in year one in PTHY1203 Principles of Physiotherapy Practice 1 and build on these skills in years two and three in the three physiotherapy specific modules which will allow them to employ critical analysis and appraisal of the evidence base across acute and community settings as they develop their assessment, clinical reasoning and treatment skills with a variety of populations. Students further develop these skills in five practice placements, giving them the opportunity to demonstrate these attributes with service users, colleagues and carers. In years one to three students will learn about the importance of evidence-based practice and develop skills in critical appraisal of the literature base when choosing appropriate assessments and treatment interventions for service users, from year one PTHY1202 Introducing the Evidence, to ALHS2105 Developing the evidence through to year 3 where they will independently select a professionally relevant area to research in the production of a Dissertation in module ALHS3202 Generating the Evidence.

**Teamwork and effective communication**

Graduates who can work in teams and communicate effectively to a range of audiences.

Students will learn how effective communication is a key attribute of a successful and effective physiotherapist. Communication theory will be introduced in first year in ALHS1206 Foundations for Professional Practice, this will be further developed in ALHS2204 Teamwork for Professional Practice where they will identify and apply relevant theory to help understand the challenges and opportunities that team-working brings, recognising the strengths of good team-work in the enhancement of care. This module will allow students to experience working with others and give opportunity to present as part of a small group to develop their own teamworking skills. The importance of effective teamwork will also be examined through second year modules PTHY2202 Acute Management and Rehabilitation and PTHY2203 Integrated Community Physiotherapy Practice where students will explore the importance of effective teamworking and communication with the wider multidisciplinary team and health systems. These skills will also be enhanced through completion of practice placements across the three years where students will experience

working with teams in clinical and non-clinical settings.

### **Digital citizenship**

Graduates who have high degrees of digital capability to actively and responsibly create, communicate and collaborate online.

Students will learn how to communicate with their peers and teaching staff on digital platforms, both via the use of the Virtual Learning Environment (VLE) using tools such as Blackboard and MS Teams for both taught sessions as well as for assessment across all three years. Within practice placements students will learn how to use digital tools such as Pebblepad for recording and sharing their progress via Practice Learning Documents (PLD) across the three years. In module PTHY3204 Developing and Contemporary Physiotherapy Practice, students will learn about the importance of health informatics and the importance of patient data and explore how technology can enhance and improve patient outcomes via the completion of an innovative digital health solution as part of their assessment.

### **Links with employers**

The BSc (Hons) Physiotherapy course has extremely close links with both local practice partners who provide many opportunities for employment for graduates. They are invited to support the Enhancing Employability module, and job opportunities and communication about posts are shared during Zoned Academic visits to students on placement as well as from the Year 3 tutor and Course Leader. Partners have been involved in evaluation of our established modules, learning outcomes, placement consideration of current content and have been central to our development of new placement models and new academic modules to facilitate graduate employment and succession planning in local Trusts. Annual Mentor Awards ensure that practice partners receive recognition for their input to practice education and the future of their workforces.

### **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 they take 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 associated course documentation e.g. course handbooks, module outlines and module specifications.