



Module Specification

Physiotherapy (Degree) Apprenticeship Standard End Point Assessment (EPA)

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Part 1: Information

Module title: Physiotherapy (Degree) Apprenticeship Standard End Point Assessment (EPA)

Module code: UZYYDL-20-3

Level: Level 6

For implementation from: 2024-25

UWE credit rating: 20

ECTS credit rating: 10

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Allied Health Professions

Partner institutions: None

Delivery locations: Glenside Campus, Plymouth

Field: Allied Health Professions

Module type: Professional Practice

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module is set up to house the end point assessment (EPA) for the degree apprenticeship in physiotherapy, which has distinctive features to how it is expected to be administered. The EPA period must not commence until the student has met the gateway requirements, as outlined in the assessment plan for the Physiotherapist (integrated degree) apprenticeship standard.

Features: Not applicable

Educational aims: This module prepares students for the EPA by providing opportunities to consolidate, synthesise and develop their reasoning and practical skills, pulling all relevant programme strands together.

In order to prepare for the EPA and practice as a physiotherapist, students will need to reflect effectively on areas of practice, values, knowledge, skills and behaviours required of them as qualified physiotherapists, as well as for the assessment process. There are two mechanisms through which the module supports this:

Students will work together in their 'learning pods' engaging in action learning sets, or reciprocal learning networks, related to their preparation for the EPA and for their future practice. Each student will have the opportunity to have peer feedback through this process on at least one area of the apprenticeship standard (knowledge, skills or behaviour) which they have reflected on and found that they have development needs.

The students will be expected to work individually on their personal development plan, using the Physiotherapy Framework published by the Chartered Society of Physiotherapy. The framework acts as a tool to guide professional development, particularly around the behaviors, values, knowledge and skills required for contemporary physiotherapy practice at all levels and across a range of roles and settings. It is particularly useful for those who have already been working within the field and are gaining their physiotherapy qualification through the apprenticeship programme. It will allow the apprentice to develop a clear picture of how individual elements work together to produce physiotherapy practice, their position within the framework and how some elements/domains are more highly developed in some contexts of practice e.g. complexity, personal autonomy, sphere of influence. This will identify potential areas for development looking forward into their qualified roles. This tool will also be the starting point for their preceptorship in their first post, and their career profile will continue to evolve over time.

This module will also focus on the non-clinical aspects of working in healthcare as a physiotherapist, both now and in the future, and develop the student's ability to

critically evaluate and discuss the opportunities and challenges this may present for individuals, organisations and professional bodies.

Outline syllabus: Consolidation and application of reflexive processes in preparation for the EPA.

Consolidation of practice assessment and management knowledge, skills and behaviors.

Review of Apprenticeship Standards and portfolio of evidence requirements

Professional Standards and regulations - Health and Care Professions Council (HCPC) and CSP

Professional discussion skills

Healthcare structure, systems and processes, such as quality assurance.

Current policy drivers

Diverse roles within healthcare and physiotherapy and the attributes/skills needed.

Working in a global society and cultural considerations.

Leadership in healthcare.

Professional, legal and ethical issues/dilemmas within healthcare and physiotherapy.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning includes lectures and seminars. Lectures provide an introduction and summary of the topic area. Seminars include small group work, discussions, debates and activities, using case studies or

key documents to support learning. Teaching methods may also include reflective practice activities, online fora and peer assisted learning in learning pods.

Additionally, students are expected to engage in independent study using the resources on Blackboard as well as sourcing further resources. Independent learning includes hours engaged with essential reading, seminar preparation, portfolio development and completion, viva assessment preparation and practice.

Formative Feedback: This module will afford the student many opportunities for feedback upon their progress whilst preparing for the assessment and ensuring their portfolio of evidence is complete and well organised.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate safe and effective competencies, and use of physiotherapy knowledge, skills and behaviours in practice scenarios as set out in the Physiotherapist (Degree) Apprenticeship Standard

MO2 Critically evaluate and reflect on the theoretical concepts, arguments and methods underpinning physiotherapy, in order to make judgements and solve problems in a work-based context, whilst appreciating uncertainty, ambiguity, limits of knowledge, service design and the role of leadership.

MO3 Discuss the structure and function of health and social care services in the UK, and the opportunities and challenges of current and future healthcare delivery for the physiotherapist

MO4 Explore professional values, including initiative, personal responsibility and decision making, legal and ethical issues/dilemmas in physiotherapy practice

MO5 Draw upon an understanding of global perspectives and cultural competence to perform effectively and with respect, both professionally and socially in a multi-cultural environment.

MO6 Critically appraise the current and future role of the physiotherapist, and recognise how physiotherapists develop skills to enhance their future roles and fulfil the responsibilities of the profession

Hours to be allocated: 200

Contact hours:

Independent study/self-guided study = 160 hours

Face-to-face learning = 40 hours

Total = 200

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link

[https://www.instituteforapprenticeships.org/apprenticeship-standards/physiotherapist-\(integrated-degree\)-v1-0](https://www.instituteforapprenticeships.org/apprenticeship-standards/physiotherapist-(integrated-degree)-v1-0)

Part 4: Assessment

Assessment strategy: In line with the physiotherapist degree apprenticeship standard, there are two assessment methods:-

Method 1 (Component A) is a demonstration of practice, whereby apprentices are observed by an independent assessor completing two practical demonstration stations (max 90 mins). Apprentices will demonstrate the KSBs assigned to this assessment method.

The same independent assessor must assess both practical demonstration stations of this assessment method.

Station 1 - Assessment and Intervention

Station 2 - On going management

At both stations, apprentices will be given:

10 minutes to review the information (range of data and information about the patient with a long-term condition) and make notes;

30 minutes of demonstration;

and 10 minutes clarification discussion will follow completion of both stations to allow the independent assessor to cover any gaps for KSBs not observed.

Method 2 (Component B) is a Professional Discussion in a viva format. (1 hour)

Professional Discussion to allow the apprentice to demonstrate the depth and breadth of the physiotherapy values, knowledge, skills and behaviours required to practice both safely and effectively. A bank of questions will be used to examine the student on all aspects of practice.

Prior to undertaking the method 2 assessment, the student must also have completed their portfolio of evidence. This is not submitted but is used by the apprentice to underpin their professional discussion, by selecting items to inform and enhance their evidence.

Marking descriptors in line with the physiotherapist degree apprenticeship standard will be used to ensure students are assessed against the EPA module learning outcomes.

This multiple faceted approach to assessment (method 1 and method 2 with underpinning portfolio of evidence) enables students to demonstrate a range and depth of knowledge, skills and behaviours both applied to practice, and to the wider contemporary issues within healthcare. The professional discussion allows assessors to assess the student's understanding of selected wider debates and issues further, affording the students the opportunity to clearly demonstrate their level 6 professional reasoning skills.

In order to encourage deep learning and full engagement, students can bring their professional portfolio to the viva. Examiners can ask students to fully articulate and defend their opinions. This format is directly related to the students' future employability and ability to perform well during a job interview.

Formative Assessment

Formative assessment of practical skills related to the two demonstration of practice stations in method 1 will be supported on an ongoing basis in practice, and monitored via the tripartite meetings.

There will be the opportunity to do a formative practice mini-viva at the end of the module teaching block. Students will be asked one question and given verbal feedback on their performances.

Assessment components:**Practical Skills Assessment - Component A (First Sit)**

Description: Assessment Method 1: Demonstration of Professional Practice with the following grades: Fail/Pass

Weighting: 0 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Presentation - Component B (First Sit)

Description: Assessment Method 2: Professional Discussion with the following grades: Fail/Pass/Distinction

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4, MO5, MO6

Practical Skills Assessment - Component A (Resit)

Description: Assessment Method 1: Demonstration of Professional Practice with the following grades: Fail/Pass

Weighting: 0 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Presentation - Component B (Resit)

Description: Assessment Method 2: Professional Discussion with the following grades: Fail/Pass/Distinction

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Applied Physiotherapy {Apprenticeship-UWE} [Jan][FT][Glenside][4yrs] BSc (Hons)
2021-22