



University of the  
West of England

**FACULTY OF HEALTH AND APPLIED SCIENCES**

**ALLIED HEALTH PROFESSIONS**

**UNDERGRADUATE MODULAR SCHEME**

**2010 PRE-REGISTRATION CURRICULUM**

**BSc (Hons) Physiotherapy**

**PROGRAMME SPECIFICATION**

**Approved May 2010**



University of the  
West of England

## PROGRAMME SPECIFICATION

Section 1: Basic Data	Version 2
<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Delivery Location(s)</b>	University of the West of England
<b>Faculty responsible for programme</b>	Health & Applied Sciences
<b>Modular Scheme title</b>	
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	Health and Care Professions Council (HCPC) - approval Chartered Society of Physiotherapy (CSP) - BSc(Hons) Physiotherapy
<b>Highest award title</b>	
<b>Default award title</b>	
<b>Interim award titles</b>	BSc Health and Social Studies DipHE Health and Social Studies CertHE Health and Social Studies
<b>UWE progression route</b>	
<b>Mode(s) of delivery</b>	Full time 3 year
<b>Codes</b>	
<b>UCAS code</b> B960	<b>JACS code</b> B160
<b>ISIS code</b>	<b>HESA code</b>
<b>Relevant QAA subject benchmark statements</b>	Physiotherapy (2001)
<b>On-going</b>	
<b>Valid from (insert date if appropriate)</b>	September 2011
<b>Original Validation Date:</b>	
<b>Latest Committee Approval... Version Code 1</b>	<b>Date:...</b>

## **Section 2: Educational aims of the programme**

The programme aims to enable students to:

- fulfil the requirements for registration/qualification. become independent autonomous practitioners
- appreciate the broader contemporary issues related to health and social care services. be able to adapt to the changing healthcare environment and expectations
- evaluate knowledge which arises from practice
- evaluate knowledge from both a theoretical and practice perspective.
- implement safe and effective assessment, examination and treatment in the scope of physiotherapy practice
- understand and implement research-based and evidence-based practice to the field/scope of practice
- develop effective and appropriate relationships with service users, colleagues and other agencies
- function effectively within the interprofessional team
- be self aware, self directed and sensitive to the needs of others develop key and transferable skills
- be effective in self-management approaches develop leadership potential
- develop and promote ethical professional practice that respects diversity
- engage in the analysis of academic discourse
- use information and IT effectively to inform and support patient care engage in health promotional activities.
- link their undergraduate learning outcomes with future continuing professional development
- (CPD)

### **Programme-specific aims**

The main aim of the programme is to ensure that physiotherapists qualifying from the University of the West of England, Bristol, are fit for practice and purpose by being reflective, competent practitioners and critical thinkers.

The programme aims to enable the student to embrace the role of the physiotherapist as a practitioner, partner, leader and an advocate to the patient

Graduates should be able to take responsibility for their own professional development and be able to implement safe, ethical and effective delivery of physiotherapy services in a wide variety of interprofessional and multicultural contexts.

The programme also aims to

- produce physiotherapists who are able to meet the requirements to be eligible to apply for registration with the Health and Care Professions Council (HCPC) and membership of the Chartered Society of Physiotherapists (CSP).
- facilitate an interprofessional approach to healthcare of the individual give an overview of current themes and issues in relation to healthcare interventions
- provide a range of theoretical, practical and conceptual tools for critical analysis of contemporary physiotherapeutic intervention and needs
- provide an educational experience which acknowledges the diversity of preferred learning styles by utilising a wide variety of teaching and learning strategies
- enable students to take responsibility for identifying their future learning needs in continuing personal and professional development

### Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:*

...

#### **A Knowledge and understanding**

Learning outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and understanding of:</b>	<b>Teaching/learning methods and strategies:</b>
<ol style="list-style-type: none"><li>1. The theoretical, practical and professional basis underpinning a wide range of physiotherapeutic skills and interventions.</li><li>2. Issues that affect and change physiotherapy practice and roles; these include health and social policies, relevant legislation, ethics, recognition of diversity of needs and the professional framework of practice.</li><li>3. Health practice from a range of perspectives including interprofessional contributions and relationships and multi settings</li></ol>	<p>Acquisition of 1, 2 and 3 is through a variety of learning and teaching methods such as lectures, problem-solving seminars, practicals, web-based study and directed independent study. Strategies for encouraging a student-centred approach to learning are introduced early in the programme. Professional practice modules at each level of the programme enable students to apply theory to practice, so that learning continues in a work-based setting. Professional practice also provides valuable experience to underpin future learning at university.</p> <p>Acquisition of 3 is through professional practice, interprofessional and uniprofessional modules at all levels.</p> <p>Additional support is provided through the Student Advisors, the Graduate Development Programme and personal tutors. Students are also encouraged to form their own study groups to facilitate the learning process.</p> <p>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding.</p>
	<b>Assessment</b>
	<p>Testing of the knowledge base is through assessed coursework (1-3) oral and poster/leaflet presentations, (1-3) written examinations(1-3), Structured Oral and Practical Exams(SOPE)/Oral Structured Clinical Exams (OSCEs) (1-3) and professional practice assessments (1-3)</p>

## B Intellectual Skills

### B Intellectual Skills

By the end of the programme students should be able to;

1. Evaluate the indication for and effectiveness of physiotherapeutic intervention.
2. Demonstrate skills in research and critical appraisal in order to optimise clinical effectiveness and reflective practice.
3. To appraise the changing role of the physiotherapist and develop skills necessary to meet those requirements
4. Utilise theoretical and practice based knowledge to discuss physiotherapy intervention in a critical manner

### Teaching/learning methods and strategies

Intellectual skills are developed through problem solving of case studies or scenarios designed to enable the students to explore aspects of a given situation and consider his/her professional contribution (1-4).

Seminars, group work and self directed study are used to promote critical thinking (2) and professional practice modules allow the student to reflect on the clinical effectiveness of physiotherapeutic interventions. (1-4)

Enquiry-based learning develops analytical enquiry skills in processing information. Focused learning points are deliberately designed to trigger exploration, discussion and to confront pre-conceived ideas, beliefs and values (1-4).

Reflective practice is encouraged through professional practice and written assignments (1-4).

### Assessment

A variety of assessment methods is employed. A learner's ability to demonstrate intellectual skills is tested through written assignments (1-4), oral presentations (1-4), written examination (1, 3,4) and professional practice assessments (1-4).

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## C Subject, Professional and Practical Skills

### C Subject/Professional/Practical Skills      Teaching/learning methods and strategies

By the end of the programme students should be able to;

1. Promote the optimisation of health and well-being in individuals and groups, through education, advice, empowerment and the use of interventions which are within the scope of physiotherapy practice.
2. Adopt a holistic approach to the delivery of physiotherapy, which is responsive to the needs of the individual and service.
3. Assess the needs of the individual.
4. Plan and execute a safe and effective physiotherapy programme.
5. Recognise and respond to changing demands, without compromising the physiotherapist's duty of care to individuals.
6. Demonstrate leadership potential

Demonstrations and practice of professional skills with experiential learning take place in practical sessions (1- 6)

The development of the practical skills, which form a key component of the award, are facilitated by small group work linked directly to clinical reasoning and problem solving (1-6) .

The use of problem based learning gives students the opportunity to study and explore in depth, real life scenarios of service users with all the associated complexities. This approach enables the students to resolve specific problems which are typical of those encountered in professional practice. (1,2,3,4)

Students are facilitated in taking responsibility for their own learning while on placement by the use of pre-determined learning objectives (1-6) and the setting of personal goals and learning needs in collaboration with the clinical educator (1-6). Completion of a portfolio of practice-based evidence enables the student to maintain a record of their professional practice education, to develop their ability to reflect critically on situations that have contributed to their personal and professional development and to underpin their future CPD needs (1-6).

#### Assessment

Skills 1-6 are primarily assessed by professional practice assessments.

Additionally, an understanding of the requirement for skills 1-6 may be assessed in written examinations, oral presentations and written assignments.

## D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
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By the end of the programme students should be able to:

1. Demonstrate the ability to communicate effectively with individuals, carers and other members of the interprofessional team.
2. Carry out their duties in a variety of environments as a member of an interprofessional team, and in so-doing recognise the needs, priorities and goals of others.
3. Demonstrate effective personal management skills, including time management, prioritisation of workload and ability to self-evaluate/reflect.
4. Take responsibility for continuing personal and professional development, acknowledging the importance of so-doing.
5. Develop skills needed to meet the changing role of today's physiotherapist; one who is:
  - flexible and adaptable to change
  - has leadership skills
  - able to work in partnership with a variety of individuals and organisations.
6. Promote equality to all individuals by adopting a sound ethical framework for practice, which respects the rights, beliefs and identity of others

Students are encouraged and facilitated to explore interprofessional aspects of care within both uni-professional and interprofessional groups, using Problem Based Learning (1, 2).

Skills 1, 2, 3 & 6 are acquired mainly in professional practice placement settings. Small group discussions in the University setting are utilised to practice communication, and for reflection on practice experiences. Use of portfolio development, career's preparation, and self directed study facilitate the achievement of (4).

Skills 4 and 5 will be explored in depth during level 3 modules.

### Assessment

Skills 1, 2, 3 & 6 are assessed as part of the professional practice assessments carried out by clinical educators.

Skills 3 & 4 are formatively assessed via the portfolio and summatively assessed in oral presentations and written assignments.

Skill 5 is assessed via a poster presentation

## **Section 4: Programme structure**

The award route is a full time course, divided into three levels that equate with three academic years. Level 1 of the programme is almost entirely University based, but concludes with a period of professional practice. Levels 2 and 3 consist of alternate periods within the University and the clinical environment. Although the levels build upon one another, progress through each module of the award is perceived to be dynamic; the various components being inter-related and inter-dependent. All modules are compulsory requirements for the award of BSc (Hons) Physiotherapy.

The structure reflects the primacy of physiotherapy as a discipline but also reflects the interprofessional nature of professional practice and seeks to acknowledge other disciplines that inform and enhance physiotherapy education. Emphasis is placed on integrating theory and practice, clinical reasoning and problem solving in order to provide the best possible education for the student and healthcare for the individual.



<b>level 1</b>	<p><b>Compulsory modules</b></p> <p>Principles of Exercise and Physical Activity UZYSF3-20-1</p> <p>Essentials of Cardiovascular Respiratory Physiotherapy UZYSEV– 20-1</p> <p>Essentials of Neurological Physiotherapy UZYSEW -20-1</p> <p>Essentials of Musculoskeletal physiotherapy UZYSEY-20-1</p> <p>Applied Kinesiology UZYSEU-40-1</p>	<p><b>Interim Award:</b></p> <p><b>Cert HE Health and Social Studies</b></p> <p>Credit Requirements</p> <p>120 credits at level 0 or above of which not less than 100 are at level 1 or above</p> <p><b>Interim Award:</b></p> <p><b>Dip HE Health and Social Studies</b></p> <p>Credit requirements</p>
<b>level 2</b>	<p><b>Compulsory modules</b></p> <p>Health and Well being UZYSF7-20-2</p> <p>Cardio Respiratory Management and Rehabilitation UZYSF4-20-2</p> <p>Musculoskeletal Management and Rehabilitation UZYSF6-40-2</p> <p>Neurological Management and Rehabilitation UZYSF5-20-2</p> <p>The purpose, scope and context of Interprofessional collaboration (IPA) UZYSFD-20-2</p>	<p>240 credits at level 0 or above of which not less than 220 are at level 1 or above and not less than 100 are at level 2 or above</p> <p><b>Interim Award:</b></p> <p><b>BSc Health and Social Studies</b></p> <p>Credit requirements</p> <p>300 credits, at level 0 or above of which not less than 280 are at level 1 or above, not less than 60 are at level 2 or above and not less than 60 are at level 3 or above.</p>
<b>level 3</b>	<p><b>Compulsory modules</b></p> <p>Physiotherapy Placement 5 UZYSFA-20-3</p> <p>Complex Conditions in Multi-settings UZYSF8-20-3</p> <p>Contemporary Physiotherapy Practice UZYSF9-20-3</p> <p>Exploring Quality Practice for Interprofessional / Inter-agency collaboration (IPB) UZYSFE-20-3</p> <p>Research Studies for Physical Therapies UZYSFB-40-3</p>	<p><b>Target/Highest Award:</b></p> <p><b>BSc (Hons) Physiotherapy</b></p> <p><b>Credit requirements</b></p> <p>360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above.</p>

## Section 5: Entry requirements

### All applicants must have

5 GCSEs at grade C or above including English Language, Mathematics, and Additional Science, Double Science, Physics **or equivalent**.

PLUS

Tariff points as appropriate for the year of entry (refer to the UWE website).

OR

Open University (OU): 120 credits **must include** substantial elements of Biology or Human Biology

OR

Honours degree: **must include** substantial elements of Biology or Human Biology

OR

Access Diploma (refer to UWE website for requirements)

OR

UWE / City of Bristol Foundation Programme for Health Professions

OR

European Baccalaureate 74-80 **must include** Biology

\*(Non standard entry applicants may be considered with a lower tariff point on individual merit).

Applicants whose first language is not English must have a minimum IELTS score of 7 overall with a minimum of 6.5 in any section, (or equivalent)

Health checks and criminal record bureau checks will be undertaken on all candidates in accordance with university, faculty and programme policies.

## Section 6: Assessment Regulations

### Approved to University Academic Regulations and Procedures

In order to be eligible for the award of BSc (Hons) Physiotherapy it is recommended that a student undertakes at least 1000 hours of professional practice (Chartered Society of Physiotherapy). The Health Professions Council require that registrants meet their educational standards and are to practise lawfully, safely and effectively.

If a student undertakes less than 75% of the total number of professional practice hours allocated to a single placement then the placement will not be assessed although the hours will contribute to the recommended 1000.

In order to be eligible to apply for HCPC Registration a student must graduate with a BSc (Hons) Physiotherapy award.

No aegrotat ward with registration is available

The programme will have at least one external examiner appointed who is appropriately experienced and qualified and is from the relevant part of the HCPC register.

## **Section 7: Student learning: distinctive features and support**

The design of the award route has been influenced by a numbers of factors:-

- The modular framework of the University and interprofessional pre-qualifying frameworks of the Department of Applied Health Professions, which provides opportunities for programmes to share common elements and to develop within students the ability to evaluate and experience interprofessional education and practice.
- The requirement of the Health Professions Council that registrants meet their educational standards and are able to practise lawfully, safely and effectively
- The Curriculum Framework for Qualifying Programmes in Physiotherapy (CSP, 2002)
- The need to adopt an integrated and interactive approach so that component subjects are not free standing
- The changes in health care delivery which have resulted in physiotherapists working with greater autonomy in an increasingly wide range of settings.

Students have the opportunity to learn in collaboration with students from other health and social care professions. Working together using problem-based learning is designed to encourage the development and promotion of skills for interprofessional and interagency collaboration, whilst ensuring that the professional identity of individual professions is maintained and, if possible, enhanced. This approach should ultimately enhance responsiveness to the “service user and carer” perspective and promote the best possible care.

Learning is based on an androgogic/student-centred approach, where students are encouraged and enabled to take responsibility for their own learning. Active research, exploration, feedback and teamwork are expected in all aspects of the programme.

Student-centred learning in professional practice settings is facilitated by the setting of personal goals and learning needs in collaboration with clinical educators.

Student ownership of continuing personal and professional development is facilitated by the use of a professional practice portfolio. The Chartered Society of Physiotherapy (CSP) has an electronic portfolio called Pebblepad. This is available for all members of the CSP including student members. Students are introduced to this model however, although students are encouraged to become CSP members, this is not mandatory and therefore some students may not have access to Pebblepad.

Models for e-learning are being developed for integration into most modules, which reflects the e-learning strategy of the faculty.

Student support is offered through:

- an Induction Programme for all students
- clinical link lecturers
- clinical educators
- Academic Personal Tutor (APT)
- access to the Faculty and University student support systems, including the Student Advisors.

## Section 8 Reference points/benchmarks

- QAA benchmark statements for Physiotherapy (2001)
- Health Professions Council (2009) *Standards of Education and Training*
- Health Professions Council (2007) *Standards of Proficiency for Physiotherapists*
- Health Professions Council (2008) *Standards of Conduct, Performance, and Ethics*
- CSP Curriculum Framework for Qualifying Programmes in Physiotherapy (CSP, 2002)

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 he/she 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 individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.