

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>					
<b>Awarding Institution</b>	University of the West of England				
<b>Teaching Institution</b>	University of the West of England				
<b>Delivery Location</b>	City of Bristol College / Glenside Campus, University of the West of England				
<b>Faculty responsible for programme</b>	Health and Applied Sciences				
<b>Department responsible for programme</b>	Department of Allied Health Professions				
<b>Modular Scheme Title</b>	Undergraduate				
<b>Professional Statutory or Regulatory Body Links</b>	Health and Care Professions Council – approval Chartered Society of Physiotherapy - accreditation				
<b>Highest Award Title</b>	BSc (Hons) Physiotherapy				
<b>Default Award Title</b>	BSc (Hons) Health and Social Studies				
<b>Fall-back Award Title</b>	BSc (Hons) Health and Social Care Studies.				
<b>Interim Award Titles</b>	<ul style="list-style-type: none"> <li>• Certificate in Higher Education Health and Social Studies</li> <li>• Diploma in Higher Education Health and Social Studies</li> <li>• BSc Health and Social Studies</li> </ul>				
<b>UWE Progression Route</b>	NA				
<b>Mode(s) of Delivery</b>	Full Time (with Foundation Year) – 4 year				
<b>Codes</b>	<table border="0"> <tr> <td><b>UCAS:</b></td> <td><b>JACS:</b></td> </tr> <tr> <td><b>ISIS2:</b></td> <td><b>HESA:</b></td> </tr> </table>	<b>UCAS:</b>	<b>JACS:</b>	<b>ISIS2:</b>	<b>HESA:</b>
<b>UCAS:</b>	<b>JACS:</b>				
<b>ISIS2:</b>	<b>HESA:</b>				
<b>Relevant QAA Subject Benchmark Statements</b>	Physiotherapy (2001)				
<b>CAP Approval Date</b>	19 November 2015				
<b>Valid from</b>	September 2016				
<b>Valid until Date</b>	September 2022				
<b>Version</b>	1				

## Part 2: Educational Aims of the Programme

Accessing university to study for a chosen health career is not always possible for some people – life events and lack of opportunity can preclude this. This 4-year programme is a unique, alternative route into higher education. The first year of this 4-year programme will be taken at level 0, and delivered in the main by City of Bristol College. It offers a widening participation opportunity to more mature people who have little or no academic background. It is designed to up-skill the individual to the appropriate entry level for studying for a degree in Physiotherapy. Its year 1 (level 0) studies, taught mainly at City of Bristol College, aim to develop the necessary foundation sciences and concepts to underpin undergraduate studies from level 1 onwards.

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 intention is 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

- develop graduates who are eligible to apply for registration with the Health and Care Professions Council (HCPC) and membership of the Chartered Society of Physiotherapy (CSP).
- facilitate an interprofessional approach to healthcare provision
- provide a range of theoretical, practical and conceptual tools for critical analysis of contemporary physiotherapeutic intervention and service user and carers needs
- provide an educational experience which acknowledges the diversity of preferred learning styles by utilising a wide variety of teaching and learning strategies
- develop safe and effective graduate practitioners who undertake a reflective and evaluative approach to their professional practice
- enable students to take responsibility for identifying their future learning needs in continuing personal and professional development

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The programme emphasizes creating an environment which facilitates the development of safe, effective practitioners who are analytical and able to meet the changing needs within physiotherapy practice today and in the future. Accredited by the Chartered Society of Physiotherapy, and validated by the Health and Care Professions Council successful completion of the course leads to eligibility for membership of the CSP and HCPC. Physiotherapy graduates will be able to adhere to the professional codes of conduct of their profession and demonstrate personal leadership and the ability to work within a team. They will have shown that they are, at the point of qualification, fit to practice as entry-level physiotherapists.

















## Part 4: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Year 1 (level 0) is delivered mainly at City of Bristol College, with years 2-4 (levels 1-3) being taught at Glenside Campus, UWE. This Programme is designed to enable students from non-traditional backgrounds to access higher education health care programmes. In order to support students in their aspirations, teaching support in year 1 is intensive – particularly in the module 'Managing Numerical Data'. Whereas in the module 'Introduction to Evidence in Practice' students are expected to start to demonstrate their abilities as independent learners. This approach to gradual lessening of teaching support has been demonstrated to work well with these students.

Students receive regular formative feedback in class based activities to facilitate the development of confidence in learning. Use of learning tools is also encouraged eg. MyMaths enables students to log and monitor their own progression. Students are given advice on how to improve marks -module and topic specific - and develop study skills required for their further undergraduate study. Students have access to the libraries of both institutions and similarly for access to Student Advisors. The Well-being Service at UWE is available for counselling, mentoring and individual health related support. There are similar health and welfare support services at CoBC.

The BSc (Hons) Physiotherapy is managed as part of a suite of programmes within the Faculty of Health and Applied Sciences. Day-to-day management of the award is undertaken by the Programme Leader with support from the Teaching Team and Associate Head of Department. Information about the programme and the academic and pastoral support available, together with details of the Faculty and the University and its regulations and procedures, is provided in the programme handbook which is available to all students at the start of their studies. More detailed, module-specific information is provided via individual module handbooks and through the Virtual Learning Environment (VLE).

When they join the University, students undertake a comprehensive induction programme where they are introduced to their course and academic life in general; IT systems; the library; clinical work; support systems available, including student advisers, module leaders, a Buddy system; and their personal tutor. Academic Personal Tutor led sessions (typically with less than 15 students per group) are essential in assisting students to adjust to university life in their first year, and continue to provide support – including on study skills and careers – through the second and final year.

Matters relating to the student experience are addressed through the Student Rep/Staff Forum (SRSF) that includes student representatives, who also meet with the Programme Leader on a regular basis. For all students, access to academic staff and the student advisors is via email or by personal access, with most staff offering an office-hours policy facilitating the booking of appointments. The central University counselling and support services also provide assistance and guidance for students. Issues relating to disability are dealt with by the Programme Leader in consultation with the University's Disability Advice Centre, and special arrangements for assessments can be made where necessary, based on individual circumstances. For disabled students with specific requirements, consideration is made when arranging work-experience to accommodate their individual needs and to provide an experience that is as inclusive as possible.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a

## Part 4: Student Learning and Student Support

range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

Learning is based on an andragogy/student-centred approach, where students are encouraged and enabled to take responsibility for their own learning. Active research, professional engagement, feedback and teamwork are expected in all aspects of the programme. Professionalism and professional ethics is embedded throughout the programme to allow the students to develop a thorough understanding and purpose of their professional role.

Practice placement is fundamental to this vocational programme as it allows for the synthesis and integration of knowledge and skill acquisition into patient care. Students will gain invaluable experience in encouraging a healthy lifestyle and address the need to provide care and advice for those people who suffer injury, illness or disease. The student journey will permit them to be involved in practices including musculoskeletal, cardiorespiratory and neurological assessment and rehabilitation. In addition students may have experiences of working in mental health, learning disabilities, community, paediatric, private and charity sectors.

Student-centred learning in professional practice settings is facilitated by the use of pre-determined learning outcomes and the setting of personal goals and learning needs in collaboration with the practice educator. Student ownership of continuing personal and professional development is facilitated by the use of a professional practice portfolio which requires them to reflect on their practice experience. The placement opportunities will be in a variety of settings in which a graduate Physiotherapist may operate once they qualify.

The UWE programme team will provide support for both students and educators whilst on placement. This will largely be undertaken by phone, email and visits to review progress on placement. It is envisaged that this training will develop ready and able graduates.

Technology enhanced learning (TEL) is used and is being developed for integration into most modules, which reflects the technology enhanced learning strategies of the Faculty. The taught sessions utilise TEL to support pedagogy of inductive learning, where students engage in facilitated activities such as debates, problem-based learning, group working and research. Integral to this programme is the use of technologies to support reflective and professional practice, including an ePortfolio and computer simulations. In addition, modern technologies are incorporated as vehicles of learning (e.g. blogs, web pages etc.) and as vehicles for learning through assessment (e.g. online portfolios and tests, wikis etc.)

### **Teaching and learning facilities**

Students studying on this degree will be taught mainly at the Glenside campus, however year 1 (level 0) is mainly taught at City of Bristol College. The Glenside library provides an extensive range of literature and other resources that support the programme. Students have 24-hour access to computers, and IT support services are available within the University's Computing Helpdesk. The University's VLE hosted by Blackboard, has been developed to enhance the student's learning experience and to provide comprehensive support on both a programme and module-by-module basis. This includes access to teaching materials, links to relevant online resources and background reading, facilities for interaction and coordination during group work (e.g. blogs, wikis), submission of and subsequent feedback on assessments, and communication between tutors and students. The Faculty has a range of specialist teaching facilities that will be utilised, including well-equipped practical rooms, a Human Analysis Laboratory, and various simulation environments.

## Part 4: Student Learning and Student Support

On the BSc (Hons) Physiotherapy programme teaching is a mix of scheduled, independent and placement learning.

Please note that there is no placement learning in level 0/year1.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes, group work, external visits, lab work, workshops; and practice placements. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, workbook completion, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

### **Placement learning:**

The programme includes extensive practice placement, which is embedded throughout years 2-4, and provides students with the opportunity to develop professional practice skills to enable them to meet the HCPC Standards of Proficiency. Students are required to complete a minimum of 1000 clinical hours in a practice placement by the end of the third year of the programme. This is in order to fulfil the requirement from Chartered Society of Physiotherapy in order to be eligible for full graduate membership on successful completion of the programme.

In addition to the 6 practice placements (each of 5 weeks duration) students will have the opportunity in year 2 (level 1) to go out on 3 days practice observation during semester 2 and prior to their first placement.

### **Academic personal tutor.**

Each student will have an Academic Personal Tutor (APT). During year 1 (level 0), this support will be provided by one of the City of Bristol College tutors. From year 2 (level 1), the APT will be a member of the UWE undergraduate programme team, who will facilitate students to manage the transition into level 1 at UWE, and progress from one stage/level to the next. Tutors will support students to:

- develop university level learning skills and styles
- develop the capacity for effective group work and learning with and from peers
- see the importance of a student's role in UWE life and as a member of their subject degree group
- develop a rounded appreciation of the student's academic programme and the connections between modules and the wider world
- plan the student's 'preferred future' and develop the graduate skills, attributes and abilities that will help students achieve their goals
- recognise, describe and demonstrate their academic achievements and graduate skills.

### **Description of any Distinctive Features**

Students can access UWE Glenside-based lecturers and facilities while undertaking this Programme of study – Glenside Campus has one of the best Libraries for Health and Social Care in South West of England. This is in addition to the tutors and facilities based at City of Bristol College during year 1 (level 0).

Students can progress to level 1 of their undergraduate programme only on successful

#### Part 4: Student Learning and Student Support

completion of the 120 credits specified at level 0.

Early in year 2 (level 1), students attend a half day of team building exercises run by the local Officer Training Corp (OTC). This is an excellent way for the whole cohort to get to know one another in different environment and helps to promote cohort identity along with team working skills. In year 4 (level 3) the students again visit the OTC where they undertake activities aimed at developing various leadership skills and attributes. They are also encouraged to be more self-aware of their own leadership style and how this can be developed.

A buddy system is in place, where students from the level above are assigned a few students from the year below. The buddy can provide informal peer support and advice, signposting peers to academic pastoral and social aspects of undergraduate student life.

Opportunities for student engagement with voluntary events are made available through the UWE EDGE volunteering programme. For example students are encouraged to sign up to this volunteering programme which will cover the cost for them to take a recognised short course e.g Disability Sport Coaching, in return for students repaying a small number of voluntary hours.

HCPC Standard of Proficiency 8.2 states applicant must be able to communicate in English to the standard equivalent to Level 7 International English Language testing System, with no element below 6.5.

Health checks and disclosure barring service checks are undertaken prior to Admission. In addition students are required to complete annual self-declarations in relation to health and DBS. 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 6 practice placement hours exceed this stipulation. If a student undertakes less than 75% of the total hours for any practice placement, the placement will not be assessed.

In order to be eligible to apply for HCPC Registration a student must graduate with a BSc (Hons) Physiotherapy award. The HCPC requires that registrants meet their educational standards and are to practise lawfully, safely and effectively.

No aegrotat award with registration is available and condonement of credit is not permitted CSP (2013) *Quality Assurance Processes Expectations for the accreditation of UK qualifying physiotherapy programme*. London: CSP

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.

## Part 5: Assessment

Approved to [University Regulations and Procedures](#)

### Assessment Strategy

A range of assessment methods are employed to monitor student attainment of the full range of Learning Outcomes. The principles, procedures and processes of assessment for each module are described in the module handbook, which is provided to each student and available online at the start of the module. Further, these assessments are summarised in the Assessment Calendar provided via the UWE Portal, which also facilitates the appropriate scheduling of assessment loading.

Effective learning is achieved by employing a range of assessment approaches across the suite of modules that recognise differential approaches to learning, with a vocational focus. These include opportunities for work-based learning and practical work, and 'real-life' assignments. The development of a flexible, inclusive and accessible curriculum ensures a high quality learning experience for all students.

As shown above, TEL is integral to this programme, being also used to supplement learning and to help students learn through assessment. The mapping demonstrates a range of modern technologies across the programme, but also shows repetition, of technologies, thus re-enforcement of skills. This is particularly important between levels as it provides opportunities for students to become proficient with these media in key areas.

The focus of the Assessment Strategy is assessment for learning; as such the strategy has been designed to support and enhance the development of both subject-based and generic key skills and allow students to realise their true potential. Many assessments focus on the development of subject-specific and professional skills that enhance students' employability, for example practical assessments, presentations and case studies.

The mode of feedback on student work is varied, and relates to the nature of the work undertaken. Methods of feedback include: detailed comments on scripts; oral feedback; generic or assignment-specific feedback forms; peer assessment; model answers. Feedback from practice placement occurs via the practice educator. As well as supplying feedback on summative assessment, the teaching team also employ feed-forward strategies, both on summative work (for example detailed commentaries provided on drafts for the final year project) and formative assessment, such as in-class tests (using Turning Point), on-line quizzes, and model answers for past exam questions.

- level 0 provides the opportunity to develop new skills and refresh existing ones in the underpinning sciences, investigative and communication skills, preparing students for the development and practice of professional behaviours.
- level 1 lays down the **foundations** of the key concepts of the knowledge base and practical skills relevant to physiotherapy as well as what it means to be a student in an academic and health care setting.
- level 2 develops **clinical reasoning skills** and the **application of evidence** to physiotherapeutic practice and what it means to be a health and social care

## Part 5: Assessment

professional.

- level 3 focusses on ***evaluation and appraisal*** of the role of physiotherapy within the changing landscape of health and social care, thereby developing a professional stance and understanding of the skill set of the profession

The team recognises that students have preferred learning styles and try to ensure that a variety of teaching and assessment methods are utilised throughout the course delivery. The physiotherapy programme at all times aims to develop self-directed and reflective practitioners.

### Level 0:

The Programme recognises that adult learners seek assurance that their learning is appropriate and that they develop confidence in their developing knowledge and competences. The assessment of knowledge and understanding is undertaken by a variety of means including laboratory reports, written assignments, written examinations, projects, presentations and portfolios. Practical skills are assessed by the research process, written assignments, lab reports and portfolios. Transferable skills are assessed by vocational study, laboratory and experimental reports, presentations, word processed assignments and the production of a portfolio.

Summative assessments are complimented by a variety of formative assessments in each module. These include short peer-reviewed tests, class quizzes and mini presentations. The outcome of these enhances the student's growing understanding of topics, self-esteem and communication skills, which ultimately contribute to the overall module assessment.

### Level 1:

Written examinations seek a depth of comprehension, integration and application appropriate for students who have not yet experienced professional practice, e.g. Foundations of Respiratory Physiotherapy and Foundations of Neuro-Science for Physiotherapists

Oral and practical assessments encourage students to develop clinical reasoning skills and develop appropriate professional communication skills and achieve practical skills which are underpinned by sound knowledge, e.g. ( Foundations of Neuro-Science for Physiotherapists, Applied Anatomy for Physiotherapy and Sport Rehabilitation, Exercise and Biomechanics for Physiotherapy and Sport Rehabilitation, Foundations of Musculoskeletal Physiotherapy )

Formative assessment opportunities are provided within the Foundations of Neuro-Science for Physiotherapists, Applied Anatomy for Physiotherapy and Sport Rehabilitation, and Foundations of Respiratory Physiotherapy. These include mock practical exams, peer review feedback, and sample exam questions.

Practice Placement is assessed via Continuous Practice Assessment (CPA). The summative mark is pass/fail. In addition, students are given formative feedback by the practice educator on progress against a range of criteria. This facilitates student understanding of their competence.

### Level 2:

At level 2 there is still a good range of formative assessment and study skills support, but not to the same intensity as at level 1.

The summative assessments are designed to assess knowledge, understanding and clinical









	Musculoskeletal 2 UZYSY9-30-2				B 100								A P/F
	Health and Wellbeing across the life span UZYSY6-15-2	B 100											A P/F
	Service Improvement – a collaborative approach UZYSNA-15-2								A 100				
	Evidence based Physiotherapy UZYSY5-15-2								A 100				
<b>Compulsory Modules Level 3</b>	Physiotherapy Practice (15 credit practice) UZYSYB-15-3												A 100
	Contemporary Issues in Physiotherapy UZYSYA-15-3						A 100						
	Long Term Conditions – Effective collaborative working UZYSYD-30-3					A 50		B 50					
	Research Studies for Physical Therapies (30 credit project) UZYSYU-30-3										A 100		
	Complex issues in Musculoskeletal and Neurological Physiotherapy UZYSYC-30-3		B 50				A 50						

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 6: Programme Structure

The award route is a full time course, divided into 4 levels that equate with 4 academic years. Level 0/year 1 is mostly City of Bristol Based. Level 1/year 2 of the programme is almost entirely University based, but concludes with a period of professional practice. Levels 2/year 3 and 3/year 4 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.

Condonement and excused credit are not permitted as the professional body, Chartered Society of Physiotherapy requires that all modules contributing to the professional qualification must be passed (CSP (2013) *Quality Assurance Processes Expectations for the accreditation of UK qualifying physiotherapy programme*. London: CSP)

The programme structure reflects the primacy of physiotherapy as a discipline but also reflects the inter-professional 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.

### ENTRY

ENTRY		Compulsory Modules			
Year 1	UZYRFK-15-0	Foundation Human Biology	Successful completion of all level 0 modules required to permit progression to level 1/year 2.		
	UZYRGS-15-0	Human Anatomy and Physiology			
	UZYRF8-15-0	Communication and Study Skills			
	UZYRGT-15-0	Managing Numerical Data			
	UZYRGW-15-0	Social Sciences			
	UZYREU-15-0	Combined Sciences			
	UZYRGU-15-0	Research Basics			
	UZYRHK-15-0	Introduction to Evidence In Practice			
				Compulsory Modules	Interim Awards
	Year 2	UZYSXV-30-1		Applied Anatomy for Physiotherapy and Sport rehabilitation	Certificate in Higher Education Health and Social Studies  Credit Requirements 120 credits at level 0 or above of which not less than 100 are at level 1 or above
UZYSY3 -15-1		Foundations of Neuroscience for Physiotherapists			
UZYSXX-15-1		Foundations of Respiratory Physiotherapy			
UZYSXW-30-1		Exercise & Biomechanics for Physiotherapy and Sport Rehabilitation			
UZYSXY-15-1		Foundations of Musculoskeletal Physiotherapy			

UZYSYT-15-1 Foundations of Physiotherapy Practice	
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Year 3	Compulsory Modules	Interim Awards
	UZYSY8-30-2 Critical Care and Cardio Respiratory Rehabilitation	Diploma in Higher Education Health and Social Studies  Credit requirements 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
	UZYSY7-15-2 Neurology 2	
	UZYSY9-30-2 Musculoskeletal 2	
	UZYSY6-15-2 Health and Wellbeing across the Lifespan	
	UZYSNA-15-2 Service Improvement –a collaborative approach	
	UZYSY5-15-2 Evidence based Physiotherapy	

Year 4	Compulsory Modules	Interim Awards
	UZYSYB-15-3 Physiotherapy Practice	BSc Health and Social Studies  Credit requirements 300 credits, at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above  Target/Highest Award BSc (Hons) Physiotherapy  Credit requirements 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.  In order to be eligible to apply for HCPC registration a student must graduate with the award BSc (Hons) Physiotherapy.
	UZYSYA-15-3 Contemporary Issues in Physiotherapy Practice	
	UZYSYD-30-3 Long Term Conditions – effective collaborative working	
	UZYSYU-30-3 Research Studies for Physical Therapies	
	UZYSYC-30-3 Complex issues in Musculoskeletal and Neurological Physiotherapy Practice	

**GRADUATION**

**Part time:**  
Not available.

**Part 7: Entry Requirements**

The University's Standard Entry Requirements apply with the following additions/exceptions:

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The University's Standard Entry Requirements apply with the following additions/exceptions:

Applicants are selected from non-traditional backgrounds in line with University of the West of England's Widening Participation Policy. As a result they do not hold standard entry requirements. They are assessed at interview in terms of their understanding of the profession they have selected, demonstration of care and compassion, and a strong commitment to engage in four years of full-time study.

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.

**Health Assessment/Declaration** - applicants must be in good health. Those offered a place are required to complete a questionnaire and be prepared to undergo a medical examination if necessary.

**Disclosure of Criminal Background** - the Rehabilitation of Offenders Act 1974 does not apply and all convictions, including those which are spent, must be disclosed. This is in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Applicants who are offered a place must undergo a Disclosure and Barring Service (DBS) check and will be required to complete a Disclosure Application Form. All information will be treated in confidence and only taken into account when absolutely necessary.

**Interview** - shortlisted applicants will be invited to attend an interview.

The core values of the NHS Constitution are embedded throughout the programme and within its recruitment process.

## Part 8: Reference Points and Benchmarks

The BSc (Hons) Physiotherapy programme is based on the reference points and benchmarks set out by the Quality Assurance Agency for Higher Education (QAA) (2001, 2008), the Health and Care Professions Council (HCPC) (2013, 2014) and the Chartered Society of Physiotherapy (2013) Learning & Development Principles. The curriculum has been mapped to the HCPC Standards of Proficiency for Physiotherapists (2013); Standards of Conduct, Performance and Ethics (2012), and to the Chartered Society of Physiotherapy (2011) Code of Members Professional Values and Behaviour to ensure that students graduating from this programme are fully equipped to apply for registration with the HCPC and join the profession as qualified physiotherapists.

The QAA Benchmark Statement for Health Care Programmes: Physiotherapy (2001) provides both generic and specific standards that graduate should meet – which are comprehensive but can be recognised within the HCPC standards (2014), so mapping to those do show that QAA benchmarks are also being reached.

## Part 8: Reference Points and Benchmarks

The programme's quality and the educational standards to which it adheres have also been mapped to the HCPC (2014) and Chartered Society of Physiotherapy (2013) Learning & Development Principles. The University fully supports these standards and the physiotherapy team always responds to consultation exercises when changes are proposed to help ensure they retain their currency within the ever evolving Health and Social Care landscape.

The UWE strategic framework is embedded at all levels of study with particular reference to providing a strong student focus, ensuring the best experience both academically and socially; to ensuring open and responsive communications and showing full commitment to equity, fairness and inclusivity.

Chartered Society of Physiotherapy (2013) *Learning & Development Principles*. London: CSP

Chartered Society of Physiotherapy (2011) *Code of Members Professional Values and Behaviour*. London: CSP

Health and Care Professions Council (2014) *Standards of Education and Training*. London: HCPC

Health and Care Professions Council (2013) *Standards of Proficiency for Physiotherapists* London: HCPC

Health and Care Professions Council (2012) *Standards of Conduct, Performance, and Ethics*. London: HCPC

### [QAA UK Quality Code for HE](#)

The Quality Assurance Agency for Higher Education (2008) *The framework for higher education qualifications in England, Wales and Northern Ireland*. Mansfield: Linney Direct

The Quality Assurance Agency for Higher Education (2001) *Benchmark Statement: Health care programmes – Physiotherapy*. Gloucester: QAA

University of the West of England (2014) Strategic Framework.

University of the West of England, Bristol (2014) Sustainability Plan 2013 – 2020. UWE, Bristol. [Online] Available at:

<http://www1.uwe.ac.uk/aboutus/visionandmission/sustainability/sustainabilityaction/sustainabilitydocuments.aspx>

### **SEEC credit level descriptors (2010)**

SEEC credit level descriptors have been used to establish the level of the programme and its modules, and to inform the learning outcomes and assessment criteria at level 4 (Cert. HE), level 5 (Dip. HE), and level 6 (BSc).

These credit levels descriptors inform the following areas:

- The development of subject specific knowledge and understanding, generic cognitive and intellectual skills, key/transferrable skills, and subject specific practical skills;
- Teaching, learning and assessment strategies that deliver, ensure and assess the

## Part 8: Reference Points and Benchmarks

attainment of these levels;

- The programme level learning outcomes that are reinforced by the modular learning outcomes, teaching, learning and assessment strategies described in individual module specifications.

### Teaching and Learning

This programme takes a student-centred approach to learning by allowing students to take control of aspects of their learning and providing a learning environment that stimulates active engagement and participation, while the module team facilitates this learning. Module learning outcomes have been designed to ensure that students meet the overall programme learning outcomes on completion of the programme.

A wide range of assessment methods are incorporated within the programme to cater for a diversity of approaches to learning. The programme team recognises the importance of both summative and formative assessments and feedback as an integral part of the learning teaching process. All assessments comply with university assessment regulations.

Technology Enhanced Learning (TEL) is integral to the subject matter within this programme. A range of modern technologies will be used across the programme.

### UWE 2020 Strategy

This programme will contribute to the four priority areas outlined within the UWE Bristol strategy 2020. Namely:

1. *Outstanding learning*: embedded throughout the programme is use of TEL, clinical placements and other experiential learning opportunities. This vocational programme focusses on applying theory to practice throughout, and has professional practice in all three years.
2. *Ready and able graduates*: a key driver in the design of the programme has been to give graduates of the programme key skills to go out and work in a wide range of sectors. Practice placements through the degree will provide invaluable real-world experience.
3. *Research with impact*: research forms an important part of this programme, both in terms of informing the curriculum and in developing higher level cognitive skills. Research-active academic staff will play a key role in the development and delivery of the modules within this programme, bringing their areas of expertise. In addition, students will be taught research methods in year two and will get the opportunity to carry out a piece of research in their final year.
4. *Strategic partnerships, connections and networks*: in designing the programme, engagement with local stakeholders proved extremely fruitful and these connections will be invaluable in sourcing practice placements for students as well as strengthening links between UWE and these stakeholders in Bristol, and the local community. While the NHS is our main partner, the nature of this programme lends itself to partnerships at other levels (eg. private and third sector), and offers exciting opportunities for students and staff alike.

As discussed in the assessment strategy and other sections within this specification, students' learning is supported in a specific stratified approach across the three years. Academic study skills will be front loaded in level 1, including the period prior to starting university.

Physiotherapy is a very practical based profession; this is reflected in the curriculum delivery.

## **Part 8: Reference Points and Benchmarks**

Evidence based practice is integral to the programme and Level 3 modules support consolidation and reflection on previous and current learning , along with development of specific employability skills and attributes. This approach gives the students an outstanding learning experience, helps them fulfill their potential and enables them to graduate as 'ready and able' therapists. Our networks with local services, both statutory and third sector are part of this outstanding learning experience, as are our many supportive service users who come in to teach, interview applicants for the programme and help with curriculum development.

UWE is committed to ensuring that its students and future graduates, are equipped with the skills knowledge and attributes that will enable them to thrive in the challenging environment of the 21<sup>st</sup> century. As part of this commitment the university has developed a comprehensive approach to embedding Education for Sustainable Development (ESD) within the curricula of the University (UWE, 2014).

The programme team maintains strong links with the Chartered Society of Physiotherapy with several being members of national fora. Some members of the team retained a clinical work load, whilst others are research active – this contributes to the student learning experience, and ensures the teams' awareness of current developments and issues within the profession.

Alongside the curriculum changes which are influenced by extrinsic factors, direct feedback from students, through SRSFs and other mechanisms impacts upon the learning opportunities and experiences of future students – this feedback is an important and integral part of the day to day functioning of the programme and enriches the experience for staff as well as students.

### **Consideration of feedback from stakeholders**

The City of Bristol College works closely with the University of the West of England and other stakeholders at a strategic level to provide a strong focus for widening participation within the City.

The methods used to evaluate and improve the quality and standards of learning throughout the academic year include student feedback, standard university monitoring methods, reviews and consultation with external stakeholders and external examiners, reviews from the CSP and, leading up to the programme 5 yearly review, a series of strategic programme development meetings throughout the year to synthesize programme data and feedback and reshape the programme to continue to meet the needs of the students, the regulatory body and the profession.

The student feedback measures include student evaluation forms at the end of modules, verbal feedback within module review sessions, student representative feedback at Student Rep Staff Fora (three students per cohort). There are a standard 4 of these a year. There is a yearly stakeholders meeting for clinicians, service users and carers, graduates and current students to feed into programme developments, programme management committee meetings, and a yearly monitoring form completed for the CSP. All of these mechanisms allow for evaluation, reflection, feedback and changes to the programme to enhance quality.



## Part 8: Reference Points and Benchmarks

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, available on the [University's website](#).