



Programme Specification

Physiotherapy [Sep][FT][Glenside][3yrs]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Physiotherapy [Sep][FT][Glenside][3yrs]

Highest award: BSc (Hons) Physiotherapy

Interim award: BSc Health and Social Studies

Interim award: DipHE Health and Social Studies

Interim award: CertHE Health and Social Studies

Awarding institution: UWE Bristol

Affiliated institutions: Not applicable

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

Department responsible for the programme: HAS Dept of Allied Health Professions, Faculty of Health & Applied Sciences

Contributing departments: Not applicable

Professional, statutory or regulatory bodies:

Chartered Society of Physiotherapy (CSP)

Health and Care Professions Council (HCPC)

Apprenticeship: Not applicable

Mode of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website

For implementation from: 01 September 2018

Programme code: B96013-SEP-FT-GL-B96013

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: 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.

Educational Aims: The programme aims to:

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 Learning Outcomes:

Knowledge and Understanding

- A1. The theoretical, practical and professional basis underpinning a wide range of physiotherapeutic skills and interventions
- A2. 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
- A3. Health practice from a range of perspectives including interprofessional contributions and relationships and multi settings
- A4. The standards of conduct, performance and ethics expected of HCPC registrants and members of the CSP

Intellectual Skills

- B1. Evaluate the indication for and effectiveness of physiotherapeutic intervention
- B2. Demonstrate skills in research and critical appraisal in order to optimise clinical effectiveness and reflective practice
- B3. To appraise the changing role of the physiotherapist and develop skills
- B4. Utilise theoretical and practice based knowledge to discuss physiotherapy intervention in a critical manner

Subject/Professional Practice Skills

- C1. 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
- C2. Adopt a holistic approach to the delivery of physiotherapy, which is responsive to the needs of the individual and service.
- C3. Assess the needs of the individual
- C4. Plan and execute a safe and effective physiotherapy programme

C5. Recognise and respond to changing demands, without compromising the physiotherapist's duty of care to individuals

C6. Demonstrate leadership potential

Transferable Skills and other attributes

D1. Demonstrate the ability to communicate effectively with service users, carers and other members of the interprofessional team

D2. 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

D3. Demonstrate effective personal management skills, including time management, prioritisation of workload and ability to self-evaluate/reflect

D4. Take responsibility for continuing personal and professional development, acknowledging the importance of so-doing

D5. 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

D6. Promote equality to all individuals by adopting a sound ethical framework for practice, which respects the rights, beliefs and identity of others

Part B: Programme Structure

Year 1

Year 1 Compulsory Modules

Module Code	Module Title	Credit
UZYSXV-30-1	Applied Anatomy for Physiotherapy and Sport Rehabilitation 2019-20	30
UZYSXW-30-1	Exercise and Biomechanics for Physiotherapy and Sport Rehabilitation 2019-20	30
UZYSXY-15-1	Foundations of Musculoskeletal Physiotherapy 2019-20	15

UZYSY3-15-1	Foundations of Neuroscience for Physiotherapy 2019-20	15
UZYSYT-15-1	Foundations of Physiotherapy Practice 2019-20	15
UZYSXX-15-1	Foundations of Respiratory Physiotherapy 2019-20	15

Year 2

Year 2 Compulsory Modules

Module Code	Module Title	Credit
UZYSY8-30-2	Critical Care and Cardio Respiratory Rehabilitation 2020-21	30
UZYSY5-15-2	Evidence Based Physiotherapy 2020-21	15
UZYSY6-15-2	Health and Well-Being across the Lifespan 2020-21	15
UZYSY9-30-2	Musculoskeletal 2 2020-21	30
UZYSY7-15-2	Neurology 2 2020-21	15
UZYSNA-15-2	Service Improvement - a Collaborative Approach 2020-21	15

Year 3

Year 3 Compulsory Modules

* Note: Module UZYYFM-30-3 Research Studies for Physical Therapies 2 is available only to students transferring from the BSc(Hons) Sports Rehabilitation programme and who have already completed Research Studies for Physical Therapies (UZYSYU-30-3).

Module Code	Module Title	Credit
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UZYSYC-30-3	Complex Issues in Musculoskeletal and Neurological Physiotherapy Practice 2021-22	30
UZYSYA-15-3	Contemporary Issues in Physiotherapy Practice 2021-22	15
UZYSYD-30-3	Long Term Conditions: Effective Collaborative Working 2021-22	30
UZYSYB-15-3	Physiotherapy Practice 2021-22	15
UZYSYU-30-3	Research Studies for Physical Therapies 2021-22	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

The programme emphasises 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 D: External 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 and 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.

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 and 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 and 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 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:

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.

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.

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.

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. 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 21st 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.

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 E: Regulations

Approved to University Regulations and Procedures