



Programme Specification

Physiotherapy {Apprenticeship-UWE} [Jan][FT][Glenside][4yrs]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Physiotherapy {Apprenticeship-UWE} [Jan][FT][Glenside][4yrs]

Highest award: BSc (Hons) Physiotherapy

Default award: BSc (Hons) Health and Social Studies

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

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: HAS School of Health and Social Wellbeing, Faculty of Health & Applied Sciences

Professional, statutory or regulatory bodies:

Chartered Society of Physiotherapy (CSP)

Apprenticeship: ST0519

Modes of delivery: Full-time

Entry requirements: Applicants will be sponsored by their employer, with experience in health care or social care, and will demonstrate commitment to lifelong learning in addition to the following:

GCSE: Grade C/4 or above in English and Mathematics or equivalent. We accept Functional Skills Level 2 in Maths and English.

Recent Study: We require evidence of recent assessed study within the last three years.

Tariff points: 128

A-level subjects: Grade C in Biology or Human Biology.

EDEXCEL (BTEC) Diploma: Six units in Biology or Human Biology. We will consider BTEC qualifications in Applied Science, Applied Science (Medical Science), Health and Social Care (Health Sciences) and Sports and Exercise Science. However, we will require you to clearly identify the units you are studying or have achieved as part of the qualification in your application. We will be looking for applicants who can clearly demonstrate a good understanding of the profession and why Physiotherapy is your chosen career path. We will not accept BTEC qualifications in Sport (Performance and Excellence) or Sport (Development, Coaching and Fitness).

Access Diploma: 15 Level 3 credits at Merit in Biology.

Baccalaureate IB: A minimum grade 5 in Higher Level Biology or Human Biology.

Other Level 3 qualifications are considered from a vocationally relevant subject matter. This includes a Level 3 Senior Healthcare Support Worker Apprenticeship where the applicant has chosen the Senior HCWS Allied Health Profession - Therapy Support Option.

Applicants who do not fit the typical entry requirements will be considered on an individual basis. In this situation evidence of recent study (within 3 years) to A level standard (level 3), evidence of biology related study in the last five years alongside a profile of longstanding relevant experience will be considered. Applicants with a previous degree will also be considered on an individual basis.

Pre-programme support

In order to mitigate difficulties adapting to the academic culture, UWE can offer a

pre-programme module named 'Accelerating Learning for Professionals'. This module contains a number of Learning Outcomes including the demonstration of problem solving, analysis and critical evaluation of evidence and reflective practice, which can prepare a learner for academic study in relevant circumstances.

Additional selection criteria:

Health assessment/declaration/vaccinations: Applicants must be in good health and be up-to-date with routine immunisations e.g. tetanus, diphtheria, polio and MMR. Employers are responsible for ensuring this can be evidenced at the start of the course. Applicants will also be required to confirm their status in respect of a number of infectious diseases and immunisations (tuberculosis, measles, mumps, rubella, chicken pox, varicella, hepatitis B, hepatitis C, HIV antibodies) and be prepared to have all required vaccinations funded by the employer. If vaccinations are not up-to-date this will affect ability to continue on the course. Concerns with regards to vaccinations should be raised at the point of application.

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. Employers must ensure that applicants who are offered a place have an up-to-date enhanced Disclosure and Barring Service (DBS) check.

Education and Skills Funding Agency (ESFA)

Applicants must meet all eligibility criteria as set out in the ESFA funding rules. See the following link (page 93) for further details:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/975795/2021_Provider_Rules_Version_5_v_1.0_FINAL.pdf

For implementation from: 01 January 2022

Programme code: B16G-JAN-FT-GL-B16G

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BSc (Hons) Physiotherapy programme is a four year degree apprenticeship for individuals employed in practice in an appropriate apprenticeship role. The programme works on the principle of 80% learning in practice and 20% learning off the job (in university). As a professional programme, validated by the Health and Care Professions Council (HCPC) and accredited by the Chartered Society of Physiotherapy (CSP), clinical placements are additionally required (circa 1000 hours over the 4 years).

The programme enables you to start your development as a physiotherapist by gaining foundational knowledge in anatomy, physiology, psychology, sociology, health, exercise, pathology and function. From here, assessment and treatment skills are developed in practice in your role of physiotherapy degree apprentice, in university and also on additional clinical placements outside of your usual role as an apprentice. You will build on your foundational knowledge to develop sound clinical reasoning skills, progressing towards being able to effectively manage complex clinical scenarios. Developing effective clinical reasoning enables the you to adopt an evidence informed and problem-based approach to providing highest quality of care. It also allows you to develop the skills required to individualise your approach, and be able to work collaboratively with patients and professionals in a variety of settings and specialisms.

Reflective practice starts in year 1 and is guided throughout the programme to facilitate the transformation of knowledge and clinical practice required to become an autonomous physiotherapist equipped for lifelong development and learning.

Professionalism is an ethos of the programme mirroring the requirements in clinical practice, thereby enabling you to start your professional development from the first day on the programme. Evidence based practice is embedded throughout the programme, and you will be guided in accessing high quality sources of information to critically appraise in order to ensure that you can guide patients effectively, through shared decision making, to make an informed choice regarding their

treatment.

At UWE Bristol we offer this journey within a health care community guided by an experienced, passionate, and well-connected teaching team. We aim to co-create with our practice partners (including the apprentices' employers) a safely vulnerable learning environment where knowledge, concepts and beliefs can be questioned and challenged in a supportive and constructive manner. We work in collaboration with your employers and our health care partners to ensure that we can provide high quality placements in a range of settings, to facilitate the formation of a professional network and identity. You will complete clinical placements at various stages through each academic level of the programme, enabling different knowledge and skills to usual place of work to be put into practice from year 1.

We recognise the importance of individuality and creativity and therefore allow choice, where possible and appropriate, enabling you to shape your own learning and development. This enables you to identify transferrable skills and be curious about the expanding scope of physiotherapy practice, in both primary prevention and rehabilitation, across a range of settings, specialities and sectors in preparation for your first post as a qualified physiotherapist.

Features of the programme: As this is a four year degree apprenticeship, this programme will be in partnership with employers and be practice led in the sense of proportion of learning and teaching (80%). The university recognises its responsibility in providing a cohesive programme and supporting assessors and mentors in practice to optimise the learning opportunities and experience for the apprentice.

Distinct features of the programme include extra-curricular and voluntary opportunities which are shared with you throughout each year. These will vary depending on availability, but typically include trips to visit specialist units (e.g. spinal cord rehabilitation), assisting at charity events for patient groups, events with the CSP regional network, post graduate research internships, and the opportunity to apply for student representative roles.

There are opportunities at all levels for collaborative learning with students from

other health and social care professions within a number of core modules including anatomy and physiology, research principles and an innovative level 6 health informatics-based module - Healthy Futures.

Educational Aims: The programme aims to produce ready and able physiotherapy graduates, who fulfil the requirements for registration with the Health and Care Professions Council (HCPC) and membership of the Chartered Society of Physiotherapy (CSP).

The programme aims to provide a structure, environment and support network in which both the university and practice learning is cohesive and effective. It aims to embrace the practice and employer led ethos of Apprenticeship programmes by working collaboratively with you and practice partners both to create a positive and safe learning environment, and by also supporting the developmental and educational needs of the employers in driving your learning journey.

The aim is also to create reflective practitioners who are adaptable and take responsibility for lifelong learning and continual professional development.

The final aim is to empower you as contemporary practitioners by teaching and optimising transferrable skills and leadership qualities, to enable you to work in emerging areas and contribute to the expanding scope of practice of the profession.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Demonstrate knowledge and understanding consistent with the HCPC standards of proficiency, standards of conduct, performance and ethics, and entry level graduate of the CSP physiotherapy framework
- PO2. Conduct safe, effective, clinically reasoned assessments and interventions, which are evidence informed and tailored to the individual respecting equality and diversity, and service user autonomy

- PO3. Communicate effectively with service users, carers and the interprofessional team, in multiple settings and formats
- PO4. Engage in person-centred, collaborative working across multi-settings to promote the optimisation of health and wellbeing for individuals and communities across the lifespan
- PO5. Demonstrate skill in critical appraisal and evaluation of research to inform and evaluate individual practice and service development
- PO6. Assume responsibility as a professional autonomous practitioner; engage in reflective practice, commit to lifelong learning and continued professional development, effectively manage self, workload, and others when appropriate
- PO7. Demonstrate self-awareness and confidence to take appropriate risk, within scope of practice, to use own initiative to problem solve, and recognise transferrable skills in the context of integrated and collaborative working
- PO8. Develop skills needed to meet the changing role of today's physiotherapist; one who is resilient, flexible and adaptive to change, globally and culturally aware, and demonstrates leadership skills.

Assessment strategy: The assessment strategy has a programmatic design. Module assessments are integrated horizontally and vertically to maximise the transfer of learning between modules and levels leading to a programmatic approach. This applies to the knowledge, skills and abilities developed and assessed in each module, but also to the format of assessment. This is supported by a continuous feedback log (as part of the CPD portfolio).

The portfolio is critical in your learning journey, being the fundamental vehicle for structuring, facilitating, monitoring and evaluating learning in practice and how it fits alongside the placement and university learning. The portfolio will be reviewed and discussed at quarterly tripartite meetings between your assessor in practice, your university APT and yourself. The intention of this portfolio is to maximise learning in practice, and learn from assessment feedback, to develop the autonomy required for lifelong learning in preparation for clinical practice.

Assessment for learning is encouraged by using real world focus and an explicit link to physiotherapy practice within each assessment type. For example, in

'physiotherapy across the lifespan' you will use a case study from practice for your presentation. In addition, you will have an element of choice, when feasible and appropriate, to allow personalisation of learning. For example, you will have the opportunity to put forward research questions for your final year research project.

Practice placement is integral in the assessment strategy, with grading in practice at levels 5 and 6. Your placements will be different to your usual place of work. You will be encouraged to draw upon your learning from practice placements and your place of work to provide disciplinary context to your university-based assessments .

Student support and wellbeing is considered in the strategy, with a holistic timeline used to minimise excessive bunching of assessments whilst also recognising that you do need to develop prioritisation and time management skills to prepare for the demands in clinical practice. Familiarity of assessment methods are developed across each level to minimise anxiety associated with unknown approaches.

Collaborative tasks have been included as formative and summative assessments to facilitate peer support and learning, with the intention of reducing isolation of assessment but also to develop skills in working with others as required in clinical practice.

Student support: Support begins with a comprehensive induction programme where you are introduced to your course and academic life in general; IT systems; the library; clinical work; support systems available, including student advisers, year leads, module leaders, a student led buddy system, Peer Assisted Learning (PAL); and your Academic Personal Tutor (APT).

You will have an APT, who will facilitate you to manage the transition into the first year at UWE as a physiotherapy apprentice and as you progress from one stage/level to the next. Your APT will meet with you quarterly and your practice assessor, and also be available for support in between meetings. The role of the APT is to facilitate you in;

Developing university level learning skills and styles

Developing the capacity for effective group work and learning with and from peers

Seeing the importance of your student role in UWE life and as a member of your subject degree group

Developing a rounded appreciation of your academic programme and the connections between modules and the wider world

Planning your 'preferred future' and developing the graduate skills, attributes and abilities that will help you achieve your goals, and

Recognising, describing and demonstrating your academic achievements and graduate skills.

You will meet your APT during induction week and be informed of your tutor's contact details and how tutorials can be arranged. Whenever possible, you will remain with the same APT for the whole programme; this allows for continuity, particularly through the tripartite meeting process, with the APT monitoring your academic and personal progress year on year.

Additionally, you will have an assessor in practice who signs off your learning and also a more informal mentor who can act as a critical friend. Both these roles will be appointed by your employer, and the assessor in practice will be pivotal in the practice based apprentice learning. The assessor in practice will take part in the formal tripartite meetings with the UWE APT and yourself.

Access to support from 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 support and wellbeing services also provide assistance and guidance. Support needs relating to disability are facilitated by the programme leadership team in consultation with disability services, and reasonable adjustments for assessments, based on individual circumstances, are made where necessary. For disabled students and /or those with additional or specific requirements, access plans are used for arranging placements to accommodate individual needs and to provide an experience that is as inclusive as possible. Collaboration with your employer will also support this process.

The UWE programme team will provide support for you, your assessors and mentors in practice. Additionally, support on placement will include clinical educators (who will

in turn be supported by clinical educator training), and a visiting tutor who will support you and your clinical educator by phone calls, emails, and visits to review progress on placement.

Each cohort group will elect a student representative, who will attend student representative and staff forum, meeting regularly throughout the academic year. These meetings, along with your informal feedback and the module evaluation surveys, are a key mechanism to identify any areas for development within the programme to continue to support you to have the optimal learning experience.

Part B: Programme Structure

Year 1

Condonement and excused credit are not permitted for modules contributing to the award of BSc (Hons) Physiotherapy to ensure that all professional standards, competencies, skills and learning outcomes are achieved.

In order to be eligible for the award of BSc (Hons) Physiotherapy it is recommended that a student undertakes 1000 hours of professional practice (CSP). The five practice placement blocks cumulatively provide 1087.5 hours, which exceeds this stipulation allowing for possible absences.

Normally, a student is expected to achieve a pass in the professional practice placement of a specific level in order to be allowed to commence any of the professional practice placements of the next level.

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

No aegrotat award with registration is available.

Year 1 Compulsory Modules

Students must take 90 credits from the modules in Compulsory modules

Module Code	Module Title	Credit
UZYYD5-30-1	Applied Physiotherapy Practice 1 2021-22	30

UZYD6-30-1	Clinical Anatomy for Physiotherapy 2021-22	30
UZYD7-15-1	Fundamentals of Human Anatomy and Physiology (Applied Physiotherapy) 2021-22	15
UZYD8-15-1	Fundamentals of Musculoskeletal Physiotherapy 2021-22	15

Year 2

The student must take 90 credits from the modules in Compulsory Modules.

Year 2 Compulsory Modules

Students must take 90 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZYD9-15-2	Applied Physiotherapy Practice 2b 2022-23	15
UZYDA-30-2	Developing Clinical Reasoning in Musculoskeletal Physiotherapy and Practice 2a 2022-23	30
UZYDB-15-1	Fundamentals of Neuroscience for Physiotherapy 2022-23	15
UZYDC-15-1	Fundamentals of Respiratory Physiotherapy 2022-23	15
UZYDD-15-2	Informing Practice through Research and Inquiry (Applied Physiotherapy) 2022-23	15

Year 3

The student must take 90 credits from the modules in Compulsory Modules.

Year 3 Compulsory Modules

The student must take 90 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZYDE-15-3	Applied Physiotherapy Practice 3 2023-24	15

UZYDF-15-2	Developing Clinical Reasoning for Cardiorespiratory Physiotherapy 2023-24	15
UZYDG-15-2	Developing Clinical Reasoning in Neurological Physiotherapy 2023-24	15
UZY9Q-15-3	Healthy Futures 2023-24	15
UZYDH-30-2	Physiotherapy Practice Across the Lifespan 2023-24	30

Year 4

Students must take 90 credits from the modules in Compulsory modules.

Year 4 Compulsory Modules

Students must take 90 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZYLG-30-3	Complex Clinical Reasoning in Neurological and Musculoskeletal Practice 2024-25	30
UZYLJ-15-3	Integration of Learning in Practice 2024-25	15
UZYLH-15-3	Management of the Critically Ill Patient: Complex Clinical Reasoning 2024-25	15
UZYYDJ-30-3	Research and Evidence in Practice (Applied Physiotherapy) 2024-25	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

The programme facilitates a learning environment for the development of safe, effective, analytical practitioners who embrace life-long learning and adapt to meet the changing needs within physiotherapy practice. Accredited by the Chartered Society of Physiotherapy (CSP) and validated by the Health and Care Professions Council (HCPC), successful completion of the course leads to eligibility to apply for membership of the CSP and HCPC. Graduates will be able to adhere to the professional codes of conduct of their profession, demonstrate personal leadership,

and the ability to work within a team. They will have demonstrated that they are 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 by the Health and Care Professions Council (HCPC) (2013, 2016, 2017), the Chartered Society of Physiotherapy (CSP) (CSP, 2015), the Physiotherapist (Integrated Degree) Apprenticeship Standard (Institute of Apprenticeships & Technical Education) and the UWE DA framework (UWE, 2019). The curriculum has been mapped (see appendix X) to the HCPC Standards of Proficiency for Physiotherapists (HCPC, 2013); Standards of Conduct, Performance and Ethics (HCPC, 2016), and the CSP Code of Members Professional Values and Behaviour (CSP, 2011) 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 programme has also been mapped against the Physiotherapist (Integrated Degree) Apprenticeship Standard (ST0519).

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 (2017), 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 CSP Learning & Development Principles (CSP, 2015). 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.

References:

Chartered Society of Physiotherapy (2015) Learning & Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy. London: CSP

Chartered Society of Physiotherapy (2011) Code of Members Professional Values

and Behaviour. London: CSP

Health and Care Professions Council (2017) Standards of Education and Training. London: HCPC

Health and Care Professions Council (2016) Standards of Conduct, Performance, and Ethics. London: HCPC

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

Institute for Apprenticeships & Technical Education. Physiotherapist (Integrated Degree) Apprenticeship Standard (ST0519).

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

Part E: Regulations

Approved to Variant University Regulations and Procedures