



Programme Specification

BSc (Hons) Physiotherapy [Glenside]

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Contents

Programme Specification	1
Section 1: Key Programme Details	2
Part A: Programme Information	2
Section 2: Programme Overview, Aims and Learning Outcomes	3
Part A: Programme Overview, Aims and Learning Outcomes	3
Part B: Programme Structure.....	8
Part C: Higher Education Achievement Record (HEAR) Synopsis	10
Part D: External Reference Points and Benchmarks	10
Part E: Regulations	12

Section 1: Key Programme Details

Part A: Programme Information

Programme title: BSc (Hons) Physiotherapy [Glenside]

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: CHSS School of Health and Social Wellbeing, College of Health, Science & Society

Professional, statutory or regulatory bodies:

Chartered Society of Physiotherapy (CSP)

Health and Care Professions Council (HCPC)

Modes of delivery: Full-time

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

For implementation from: 01 September 2026

Programme code: B96B13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BSc (Hons) Physiotherapy programme at UWE Bristol offers a dynamic and holistic journey into the physiotherapy profession, equipping learners with the foundational knowledge and practical skills needed to become collaborative, inclusive, and evidence-informed practitioners.

From the outset, learners develop core knowledge in anatomy, physiology, psychology, sociology, pathology, and exercise science. This foundation supports the development of a person-centred approach to clinical reasoning and assessment skills, which are honed through university-based learning and diverse clinical placements across all three years.

The programme fosters a strong professional identity, encouraging learners to embody the values and behaviours expected of healthcare professionals. The programme is underpinned by the Chartered Society of Physiotherapy (CSP) four pillars of practice (Clinical Practice, Education, Research and Leadership). Reflective practice and professionalism are embedded throughout, supporting lifelong learning, adaptability and innovation in a rapidly evolving healthcare landscape.

Learners are supported to build cohort identity and a sense of belonging, with opportunities to share their voice in shaping their learning experience. The programme promotes a safely vulnerable learning environment, where questioning and critical thinking are encouraged within a supportive community of peers, academics, and clinical partners.

Digital capability and academic literacy are developed through engagement with high-quality evidence, critical appraisal, and the use of digital tools to support learning and clinical decision-making. Learners are guided to become digitally fluent and academically confident, ready to navigate modern healthcare systems.

Inclusivity is a core value, with the programme recognising and celebrating individuality, creativity, and diverse perspectives. Learners are encouraged to shape their own learning journey, identifying transferable skills and exploring the expanding scope of physiotherapy across varied settings and populations.

Ethical practice and professional behaviours are central to the curriculum, ensuring graduates are prepared to make informed, compassionate, and responsible decisions in collaboration with patients and colleagues.

The programme also integrates sustainability, encouraging learners to consider the environmental, social, and economic impact of healthcare delivery and to adopt sustainable practices in their future roles.

An enterprising mindset is nurtured through opportunities for innovation, curiosity, and exploration of emerging areas in physiotherapy, including public health, prevention, and rehabilitation across sectors.

Finally, the programme is research-informed, with evidence-based practice woven throughout. Learners learn to critically engage with research and apply it to clinical scenarios, empowering them to deliver high-quality, patient-centred care.

Features of the programme: Distinct features of the programme include extra-curricular and voluntary opportunities which are shared with learners throughout each year. These will vary depending on availability, but typically include opportunities to assist in delivering an exercise class for people who have had a stroke, trips to visit specialist units (e.g. neurological rehabilitation), assisting at charity events, events with the CSP regional network, post graduate research internships, and the opportunity to apply for student representative, ambassador, or PAL leader roles.

Educational Aims: On completion of the programme, learners should be able to:

Fulfil the requirements to be eligible to apply for registration with the Health and Care Professions Council (HCPC) and membership of the Chartered Society of

Physiotherapy (CSP).

Demonstrate the key skills and knowledge to enable safe and effective, clinically reasoned assessments and interventions.

Work collaboratively as part of an interprofessional team with a holistic, person-centred approach which respects and promotes equality and diversity.

Critically appraise literature to inform an evidence-based approach to practice and take responsibility for lifelong learning and continual professional development.

Be a reflective practitioner who is adaptable and takes responsibility for lifelong learning and continual professional development.

Identify transferrable skills and leadership qualities 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 Health and Care Professions Council (HCPC) standards of proficiency, standards of conduct, performance and ethics, and entry level graduate of the Chartered Society of Physiotherapy (CSP) physiotherapy framework.
- PO2. Conduct safe, effective, clinically reasoned assessments and interventions, which are evidence informed and tailored to individual needs respecting equality, diversity and autonomy
- PO3. Communicate effectively with service users, carers and the interprofessional team, in multiple settings and formats
- PO4. Implement person-centred, collaborative working practices across multiple settings to optimise health and wellbeing for individuals and communities across the lifespan

- PO5. Critically appraise research to inform and evaluate individual practice and service development
- PO6. Exemplify professional autonomy through reflective practice, commitment to lifelong learning and continued professional development, and effective management of self, workload, and others when appropriate
- PO7. Demonstrate the ability to make informed and balanced decisions through effective risk assessment and management, while working autonomously and collaboratively within the scope of physiotherapy practice to deliver safe, person-centred care
- PO8. Model 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.

Assessment for learning is encouraged by using real-world focus and an explicit link to physiotherapy practice within each assessment type. In addition, learners will have an element of choice, when feasible and appropriate, to allow personalisation of learning. For example, learners will have the opportunity to put forward research questions for their final year research project.

Practice placement is integral in the assessment strategy, with grading in practice at levels 5 and 6. Learners will be encouraged to draw upon their learning from practice placements to university-based assessments to provide disciplinary context.

Student support and wellbeing is considered in the strategy, with a holistic timeline used to minimise excessive bunching of assessments whilst also recognising that learners 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: Student support begins with 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, year leads, module leaders, a student-led buddy system, Peer Assisted Learning (PAL); and their APT.

Each learner will have an APT, who will facilitate them to manage the transition into the first year at UWE and as they progress from one stage/level to the next:

Develop university level learning skills and styles;

Develop the capacity for effective group work and learning with and from peers;

See the importance of individual role in UWE life and as a member of the subject degree group;

Develop a rounded appreciation of the learner's academic programme and the connections between modules and the wider world;

Plan own 'preferred future' and develop the graduate skills, attributes and abilities that will help learners achieve their goals, and

Recognise, describe and demonstrate their academic achievements and graduate skills.

Learners will meet their APT during induction week and are informed of their tutor's contact details and how tutorials can be arranged. Whenever possible, learners will remain with the same APT for the whole programme; this allows for continuity and the APT monitors learners' academic and personal progress year on year.

Students have access to support from academic staff and the student advisors. The central University support and wellbeing services also provide assistance and guidance for learners. 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 learners 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.

The UWE programme team will provide support for both learners and their educators whilst on placement, by assigning a link tutor who will support by phone calls, emails, and meetings to review progress on placement.

Each tutor group will elect a student representative, who will attend student representative and staff forum, meeting regularly throughout the academic year. These meetings, along with informal feedback from learners and the module evaluation surveys, are a key mechanism to identify any areas for development within the programme to continue supporting learners 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 120 credits from the modules in Compulsory modules

Module Code	Module Title	Credit
UZYKH4-15-1	Essentials of Neuroscience for Physiotherapy 2026-27	15
UZYKH5-15-1	Essentials of Cardiorespiratory Physiotherapy 2026-27	15
UZYUQ-30-1	Physiotherapy Practice 1 2026-27	30
UZYVX-30-1	Essentials of Musculoskeletal and Exercise Therapy 2026-27	30
UZYVY-30-1	Clinical Anatomy for Therapeutic Practice 2026-27	30

Year 2

The student must take 120 credits from the modules in Compulsory Modules.

Year 2 Compulsory Modules

Students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZYKH7-15-2	Clinical Reasoning: Cardiorespiratory Physiotherapy 2027-28	15
UZYU6-30-2	Clinical Reasoning in Neurological and Long-term Conditions 2027-28	30
UZYUR-30-2	Clinical Reasoning: Musculoskeletal Physiotherapy 2027-28	30
UZYU7-30-2	Physiotherapy Practice 2 2027-28	30
UZYW3-15-2	Foundations for Dissertation 2027-28	15

Year 3

The student must take 120 credits from the modules in Compulsory Modules.

Year 3 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZYKHC-30-3	Complex clinical reasoning for musculoskeletal and neurological physiotherapy 2028-29	30
UZYKHD-15-3	Complex Clinical Reasoning: Management of the Critically Ill Patient 2028-29	15
UZYUUS-15-3	Complex Clinical Reasoning: Exercise in Physiotherapy 2028-29	15
UZYU8-30-3	Physiotherapy Practice 3 2028-29	30
UZYUW4-30-3	Dissertation Project in Physiotherapy 2028-29	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) (Standards of Proficiency, 2023; Standards of Education and Training, 2017) and the Chartered Society of Physiotherapy (CSP) (Learning and Development Principles, 2022;

Physiotherapy Career Framework, 2024).

The curriculum has been mapped to the HCPC Standards of Proficiency for Physiotherapists (HCPC, 2023); Standards of Conduct, Performance and Ethics (HCPC, 2024), and the CSP Code of Members Professional Values and Behaviour (CSP, 2019) 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'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 (2022) Learning & Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy. London: CSP

Chartered Society of Physiotherapy (2019) 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 (2024) Standards of Conduct, Performance, and Ethics. London: HCPC

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

The Quality Assurance Agency for Higher Education (2024) The framework for

higher education qualifications in England, Wales and Northern Ireland. Mansfield:
Linney Direct

Part E: Regulations

Approved to University Regulations and Procedures.