



Course Handbook  
MSc (Pre-registration) Physiotherapy  
September 2019  
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School of Health Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

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## 1. Welcome to the course

Welcome to the School of Health Sciences and the *MSc (Pre-registration) Physiotherapy* programme here at UCLan!

The *MSc (Pre-registration) Physiotherapy* programme is an integrated programme that prepares you for the breadth of contemporary physiotherapy practice in the continually evolving Health and Social Care sector. Throughout the programme emphasis is placed on developing a range of professional knowledge, skills, values and behaviours that will enable graduates to meet the learning outcomes of the programme and the standards of proficiency for physiotherapists as outlined by the Health & Care Professions Council (HCPC). We use a case-based learning approach, which provides opportunities for integration of the four themes upon which the curriculum is based:

1. Competencies for physiotherapy;
2. Personal and professional development;
3. Society and public health;
4. Research.

The purpose of this handbook is twofold. Firstly, it aims to address many of the administrative questions that you may have during the early stages of the programme. This may relate to enrolment or registering for the appropriate modules. Secondly, it addresses many academic issues including the modules that are undertaken during each stage of the programme. This handbook should be used alongside other University guides.

We know that the first few weeks at a University can be both a fun and confusing time for students. As a team of academics and administrators we are here to help you, and you can access this help via the Hub where one of the School Administrators will assist you, or contact your Course Leader or Academic Advisor.

We are proud and excited about our new *MSc (Pre-registration) Physiotherapy* programme, and a team of dedicated and enthusiastic staff will be involved with facilitating your learning. We see university education as a partnership between students and lecturers, and we think it is fair expect the highest levels of motivation and commitment from our students.

I would like to take this opportunity to wish you the very best in your studies!

Ken Chance-Larsen  
Course Leader  
MSc (Pre-reg) Physiotherapy  
Telephone: 01772 893 627  
Room: Brook Building 126  
Email: [KChanceLarsen@uclan.ac.uk](mailto:KChanceLarsen@uclan.ac.uk)

## 1.1. Rationale, aims and learning outcomes of the course



Each programme of study in higher education has a set of learning outcomes that define the knowledge, skills, values and behaviours you are expected to demonstrate upon successful completion of the programme. The learning outcomes for the MSc (Pre-registration) Physiotherapy programme have been written with reference to a number of pertinent documents, including:

- CSP Physiotherapy Framework (2013)
- HCPC Standards of Education and Training (2014)
- HCPC Standards of conduct, performance and ethics (2016)
- HCPC Standards of Proficiency – Physiotherapists (2013)
- Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2015)
- WCPT guideline for physical therapist professional entry level education (2011)
- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- HEE Quality Framework 2016/17
- QAA Masters Degree Characteristics Statement (2015)
- QAA Subject Benchmark Statement Physiotherapy (2001)

This alignment of the programme learning outcomes with benchmarking documents provide assurance that the programme is of a quality that will give graduates eligibility to apply for initial registration with the HCPC and for full membership of the Chartered Society of Physiotherapy. HCPC registration enables graduates to apply for work as a physiotherapist in the UK.

The underpinning philosophy of the programme is one of integration and person-centredness, with focus on the factors that promote health in the context of the factors that cause disease. The programme is structured in a way that seeks to promote a holistic interpretation of health and healthcare needs, without compartmentalisation or ‘silo-ing’ of knowledge, skills and practice, with the intention of offering students opportunity to become independent and critical thinkers, and effective, evidence-based and innovative physiotherapists. University and practice-based learning is integrated within the same modules and students will predominantly undertake part-time practice based learning placements. This will give students opportunity to access peer and tutor support in parallel with clinical experiences, facilitating the integration of academic and practice based learning.

The programme offers a student-centred focus to the study of physiotherapy, with a theme-based curriculum within a case-based learning approach. The programme is structured around four themes that combine to underpin physiotherapy practice:

5. Competencies for physiotherapy;
6. Personal and professional development;
7. Society and public health;
8. Research.

These themes are integrated in modules throughout the programme. Students will work in groups and independently to explore knowledge, skills, values and behaviours, and have opportunity to analyse, reflect, debate, develop and revisit ideas, concepts and practice, as they progress through the programme. Students will be seen as equal partners and participants in the learning process.

The programme is based on the development of physiotherapy knowledge, skills, values and behaviours, and will facilitate critical thinking skills. Students will have access to an academic advisor who will help them reflect and consider their development throughout the programme.

### **Aims of the Programme**

The overall aims of the programme are to provide the opportunity for students to meet the HCPC standards of proficiency for physiotherapists, and to achieve the award of *Master of Science (Pre-registration) Physiotherapy* within the University. Students who successfully complete the programme will be eligible to apply for registration with the HCPC and CSP, which enables graduates to work as a physiotherapist in the UK.

The overarching course philosophy is to allow the integration of academic and clinical learning in an environment where content is explored through a case-based learning approach, preparing the student for the workplace. The course has four themes which are integral and embedded within each module and develop the learning journey throughout the entire programme. The four themes are:

- **Theme 1 (T1) - Competencies for physiotherapy** - where students will develop the knowledge, skills and behaviours required for physiotherapy practice.
- **Theme 2 (T2) - Personal and professional development** - which focuses on the development of the personal attributes and skills required to make the transition from student to physiotherapist.
- **Theme 3 (T3) - Society and public health** - which addresses the science and art of promoting and protecting health and well-being, preventing ill-health and prolonging life.
- **Theme 4 (T4) - Research** - where students will develop the ability to locate, interpret and critically evaluate research relevant to physiotherapy practice.

This programme will provide students with opportunities to develop the knowledge, skills, values and behaviours that underpin contemporary physiotherapy practice, along with the clinical competencies required for safe and effective clinical practice.

The programme is designed to enable students to:

- Become leaders in contemporary physiotherapy practice and be agents for change in service improvement and innovation to influence the local, national and international health and wellbeing agenda;
- Apply a critical, systematic and enquiring approach to the generation, application and dissemination of knowledge for their own continuous professional development and the further development of person-centred physiotherapy;
- Collaborate effectively with service users, carers, health professionals and other agencies in providing high quality health care.

## **Learning Outcomes**

### **Knowledge and Understanding**

On successful completion of the programme, the student must be able to:

- A1. Critically evaluate the concepts and theories that underpin contemporary physiotherapy practice, and apply the best available evidence to everyday practice;
- A2. Demonstrate awareness that people's health encompasses their activities and participation as well as their body structures and functions, personal and environmental factors;
- A3. Conduct an independent piece of research to enhance physiotherapy practice.

### **Subject-specific skills**

On successful completion of the programme, the student must be able to:

- B1. Meet the standards stipulated by the *HCPC Standards of proficiency – Physiotherapists*;
- B2. Deliver safe and effective person-centred physiotherapy, including diagnosis, treatment, rehabilitation and health promotion, informed by critical analysis of the best available evidence and appropriate use of current and developing technology;
- B3. Independently identify and develop and facilitate opportunities for change in order to create improvement in individual and population health and well-being and impacting positively on economic sustainability;
- B4. Contribute to and influence the development and evaluation of evidence based physiotherapy practice in the context of contemporary health and social care;
- B5. Integrate physiotherapy knowledge, skills, values and behaviours to manage disorders across the lifespan in a wide variety of settings with both individuals and populations.

### **Thinking Skills**

On successful completion of the programme, the student must be able to:

- C1. Demonstrate systematic clinical reasoning and critical appraisal skills through a solution focussed use of knowledge;
- C2. Demonstrate effective and autonomous decision making in complex and unpredictable situations;
- C3. Critically reflect upon practical and professional knowledge, skills, values and behaviours;
- C4. Debate and challenge local, national and international agendas and their impact on physiotherapy practice;
- C5. Interpret knowledge through independent thinking relevant to physiotherapy;
- C6. Engage in critical reflection to maintain effective practice and make recommendations for change.

## Other skills relevant to employability and personal development

- D1. Comply with the *Code of Professional Values and Behaviours of the CSP* (2011) and the *HCPC Standards of conduct, performance and ethics* (2016);
- D2. Access, critically appraise and apply best available evidence to practice;
- D3. Communicate effectively using a diverse range of communication strategies, tailored appropriately to specialist and non-specialist audiences;
- D4. Maintain a current professional portfolio;
- D5. Use skills effectively in partnership and leadership roles;
- D6. Demonstrate commitment to life-long learning through critical reflection on knowledge, skill and fitness to practice.

### 1.2. Course Team

| Name              | Role                              | Room  | Telephone     | Email  |
|-------------------|-----------------------------------|-------|---------------|--|
| Ken Chance-Larsen | Senior Lecturer and Course Leader | BB126 | 01772 89 3627 | <a href="mailto:KChanceLarsen@uclan.ac.uk">KChanceLarsen@uclan.ac.uk</a> |
| Louise Connell    | Reader in Rehabilitation          | BB128 | 01772 89 3725 | <a href="mailto:LACConnell@uclan.ac.uk">LACConnell@uclan.ac.uk</a>       |
| Sharon Crane      | Lecturer                          | BB126 | 01772 89 3607 | <a href="mailto:SCrane1@uclan.ac.uk">SCrane1@uclan.ac.uk</a>             |
| Rob Hamilton      | Senior Lecturer                   | BB116 | 01772 89 2795 | <a href="mailto:RHamilton@uclan.ac.uk">RHamilton@uclan.ac.uk</a>         |
| Sean Kilmurray    | Senior Lecturer                   | BB126 | 01772 89 4564 | <a href="mailto:SKilmurray@uclan.ac.uk">SKilmurray@uclan.ac.uk</a>       |
| Greg Littler      | Senior Physiotherapist            | BB119 | 01772 89 4566 | <a href="mailto:GLittler@uclan.ac.uk">GLittler@uclan.ac.uk</a>           |
| Karen May         | Divisional Leader                 | BB131 | 01772 89 5488 | <a href="mailto:KAMay@uclan.ac.uk">KAMay@uclan.ac.uk</a>                 |
| Erin Morehead     | Senior Lecturer                   | BB119 | 01772 89 4562 | <a href="mailto:ekmorehead@uclan.ac.uk">ekmorehead@uclan.ac.uk</a>       |
| Gillian Rawlinson | Senior Lecturer                   | BB126 | 01772 89 4579 | <a href="mailto:GRawlinson@uclan.ac.uk">GRawlinson@uclan.ac.uk</a>       |
| Hazel Roddam      | Reader in Allied Health Practice  | BB129 | 01772 89 5484 | <a href="mailto:HRoddam@uclan.ac.uk">HRoddam@uclan.ac.uk</a>             |
| Heather Stewart   | Senior Lecturer                   | BB124 | 01772 89 4926 | <a href="mailto:HCStewart@uclan.ac.uk">HCStewart@uclan.ac.uk</a>         |

### 1.3. Expertise of staff

All the core members of the teaching team are HCPC registered Physiotherapists and members of the CSP. The team has wide and diverse experience, including current clinical practice, research informed teaching, and clinical research. We have staff who are specialists in a range of clinical and research areas, who are able to bring this expertise and experience to life for students in the teaching sessions.

### 1.4. Academic Advisor

Students will be assigned an Academic Advisor who will provide guidance in academic matters, as well as information about where to go for any additional and specialist help and advice you might need. The Academic Advisor will be the first point of call for many of the questions you might have during your studies. The Academic Advisor will be able to help with personal development, including developing skills in self-awareness, reflection and



action planning. Students will meet their Academic Advisor regularly throughout the programme, and the schedule for these meetings will be arranged during the first two weeks of your studies.



### 1.5. Administration details

Campus Admin Services provides academic administration support for students and staff. The hub linked to the MSc (Pre-registration) Physiotherapy programme is located in the Brook Building and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

#### **Brook Building (room BB204)**

Community, Health and Midwifery

Nursing

Health Sciences

Social Work, Care and Community

Tel: 01772 891 992 or 01772 891 993

Email: [brookhub@uclan.ac.uk](mailto:brookhub@uclan.ac.uk)



### 1.6. Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses, they risk being filtered out as potential spam and discarded unread.

The course team will normally communicate with you via your University email, so please ensure you check this on a regular basis so that you don't miss out on important information. Staff will normally respond to emails from you within a 3 day working period, but please remember that not all members of the team work full time, and allow for this before sending repeat emails. It is expected you will include an email footer in all correspondence with UCLan staff: your name, cohort year, student number, course and the name of your Academic Advisor. Please note as this is a professional course all communication phone/email/text is expected to be professional and respectful.

If you wish to make appointments with staff, please use the Starfish system. Starfish is the University's *Student Relationship Management System*. Make sure that you provide details of your availability to allow staff to have time to consider your request and respond appropriately. A guide to the Starfish system can be accessed via [this link](#).

### 1.7. External Examiner

The University has appointed an External Examiner to your programme who helps to ensure that the academic standards applied to your programme are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available via Blackboard. The School will also send a sample of student work to the External Examiner for external moderation purposes, once it has been marked and internally moderated by the programme tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The external examiner details for the MSc (Pre-registration) Physiotherapy programme will be provided to students.

## 2. Structure of the programme



### 2.1. Overall structure

We have developed the programme with integration as a central tenet and philosophy. By presenting information within a case-based learning structure, we aim to give students opportunity to link the different domains of knowledge, skills, values and behaviours to specific clinical contexts. This, in turn, might help students to associate each academic element with its clinical relevance. We have developed four themes to facilitate this, and these are integrated in each module:

#### 1. Competencies for physiotherapy

Through these studies students will develop the knowledge, skills and behaviours required for physiotherapy practice. There is a focus on the integration of best available evidence with clinical reasoning to develop the clinical competencies to assess, manage and evaluate patients, in order to deliver effective and appropriate health care.

#### 2. Personal and professional development

Through these studies students will develop the personal attributes and skills to make the transition from student to physiotherapist. It includes communication and team working skills, the roles and responsibilities of a physiotherapist, and legal and ethical aspects of health care provision.

#### 3. Society and public health

This theme includes the science and art of promoting and protecting health and well-being, preventing ill-health and prolonging life. Students will develop abilities to engage with public health issues at the individual, local, national and international levels, underpinned by the WHO International Classification of Functioning, Disability and Health.

#### 4. Research

This theme includes the ability to locate, interpret and critically evaluate research relevant to physiotherapy practice. Students will develop the ability to use principles of scientific enquiry in various contexts.

Each of these themes are integrated into each of the six modules, so that you as a student are taken on a learning journey where concepts are introduced and developed throughout the course. For example, Theme 4 (Research) is introduced in the first module (Integrated Physiotherapy Practice 1) when you will develop foundational skills related to retrieving and appraising literature in the context of evidence based and research informed practice. In the following module (Integrated Physiotherapy Practice 2), you will learn about various research designs, outcome measures and interpretation of research data, and identify area of research for later protocol development and data collection. This process of identifying an area of research is facilitated by the part-time practice based learning placement (Block 2)

which is integrated into the module, giving you the opportunity to use real-life clinical experience and expertise of clinical staff to inform the selection of a research topic. During the next module (Integrated Physiotherapy Practice 3) you will develop the proposal for the study and start the process of collecting data. Data collection continues during the next module (Integrated Physiotherapy Practice 4) when you will also learn about software applications appropriate to research. In Integrated Physiotherapy Practice 5 you will explore how to define and describe the steps required for a clinical audit and service improvement, whilst continuing to collect data and process data. Finally, in Integrated Physiotherapy Practice 6, you will write up and present your research project.

This integrated programme structure allows students to embark on a learning journey, where content and concepts, knowledge and skills are developed throughout the course.

The programme is delivered over two extended academic years from September in Year 1 until August in Year 2, with one 30-credit module for each of the three semesters in Year 1 and Year 2. 1,000 hours of practice based learning (clinical practice) is embedded within the modules. The maximum time for completion of the programme is normally within 4 years of starting the programme. All the modules are core modules to the programme and you must satisfactorily complete all of these modules achieve the *MSc (Pre-registration) Physiotherapy* degree.

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment. A fail in any module or component of a module cannot be compensated and no award will be made until they have been passed.

There are five practice based learning placement blocks within the programme, and these are either part-time, full-time, or a mixture. This structure is intended to facilitate integration between university based and clinical based learning and teaching. The five blocks are:

**Block 1 - Year 1 –Integrated Physiotherapy Practice 1**

One day per week during weeks 5 to 12 of Semester 1, and two weeks full time before the start of Semester 2, a total of 135 hours.

**Block 2 – Year 1 –Integrated Physiotherapy Practice 2**

Two days per week during weeks 1 to 12 of Semester 2, a total of 180 hours.

**Block 3 – Year 1 –Integrated Physiotherapy Practice 3**

Three weeks full time before the start of Semester 3, then two days per week during weeks 1 to 12 of Semester 3, a total of 292.5 hours.

**Block 4 – Year 2 –Integrated Physiotherapy Practice 4**

Two weeks full time before the start of Semester 1, then two days per week during weeks 1 to 12 of Semester 1, a total of 255 hours.

## Block 5 – Year 2 – Integrated Physiotherapy Practice 6

Elective placement. Five weeks full time between semesters 2 and 3 (including Week 1 of Semester 3 if required), a total of 187.5 hours.

Modules available

Table 1 below shows you how the six modules fit into the programme structure, including the practice based learning blocks.

| Year   | Semester   | Module             | PBL  |
|--------|------------|--------------------|--|
| YEAR 1 | Semester 1 | IPP 1 (30 credits) | PBL Block 1 (135 hours)<br>1 day/week for 8 weeks, two weeks full time |
|        |            |                    |  |
|        |            |                    |  |
|        | Semester 2 | IPP 2 (30 credits) | PBL Block 2 (180 hours)<br>2 days/week for 12 weeks                    |
|        |            |                    |  |
|        |            |                    |  |
|        | Semester 3 | IPP 3 (30 credits) | PBL Block 3 (225 hours)<br>3 weeks full time, 2 days/week 12 weeks     |
|        |            |                    |  |
|        |            |                    |  |
| YEAR 2 | Semester 1 | IPP 4 (30 credits) | PBL Block 4 (255 hours)<br>2 weeks full time, 2 days/week 12 weeks     |
|        |            |                    |  |
|        |            |                    |  |
|        | Semester 2 | IPP 5 (30 credits) |  |
|        |            |                    |  |
|        |            |                    |  |
|        | Semester 3 | IPP 6 (30 credits) | Block 5 (187.5 hours)<br>5 weeks full time                             |
|        |            |                    |  |
|        |            |                    |  |

Table 1. MSc (Pre-registration) Physiotherapy programme outline. IPP: Integrated Physiotherapy Practice.



### 2.2. Programme specific requirements

You **must** successfully complete **all 180 credits at level 7** (Masters level) on the programme in order to be **awarded the MSc (Pre-Registration) Physiotherapy degree**. All the modules are core modules to the programme. All five practice based learning blocks must be successfully completed and are subject to the following:

- students will only be given one opportunity to retrieve a placement following a fail;
- If the student subsequently fails the resit placement, he/she will be withdrawn from the programme (unless there are mitigating circumstances);

Students are subject to the UCLan *Regulations for the Conduct of Students* and the *Fitness to Practise Procedure* during the duration of the programme. Students who successfully complete the MSc (Pre-registration) Physiotherapy programme will be eligible to apply for initial HCPC registration and CSP membership. Physiotherapists are bound by the professional codes and requirements of both the HCPC and the CSP.

You are advised to familiar yourself with the following:

- UCLan *Regulations for the Conduct of Students*
- UCLan *Fitness to Practise Procedure*
- [HCPC Standards of conduct, performance and ethics \(2016\)](#);
- [The CSP Code of Members' Professional Values and Behaviour](#);

### Exit Awards

If you withdraw from the programme having successfully completed 60 credits at level 7, you will be eligible for the award of a **Post Graduate Certificate in Health Studies\***.

If you withdraw from the programme having successfully completed 120 credits at level 7, which must include HI4201, HI4202, & HI4203, you will be eligible for the award of a **Post Graduate Diploma in Rehabilitation\***.

**\*NB** - These awards will **not** permit you to apply for initial registration with the HCPC or to be eligible to apply for professional membership of the CSP.

### 2.4 Module Registration Options

Discussions about your progression through the programme take place through the University structure of module and course boards, where student progress will be reviewed by the course team.

### 2.3. Study Time

#### Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

Please be aware that your timetable may vary throughout the academic year, therefore it is vital that you check your timetable on a regular basis. If there are any short notice changes to the timetable, the staff team will endeavour to let you know via *Contact Your Students* either by text message or by email.

We try to organise the timetables to provide for full days of scheduled activity although this is not always possible. We acknowledge that students need to spend time on private study, in accessing the LIS, in working on group activities, and in completing assignments for a large proportion of the time at university (see below).

#### Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve. This means that there are 300

notional learning hours for a 30 credit module. These hours are in addition to the clinical placement hours, where applicable.

The contact time with module tutors is not the total number of learning hours. The contact time is simply the number of teaching hours and is a fraction of the total learning hours. The total number of learning hours includes **personal study hours**. The total number of learning hours depends on the level of study. Full time students should at all levels expect to engage in no less than **36 hours** of learning and study each week. The following table outlines the key components of the approximate learning hours.

**Example of how to balance taught sessions with personal study:**

| Activity   | Total number of hours |
|--|-----------------------|
| Lectures, seminars, workshops                              | 6 - 12 hours          |
| Personal learning and study, research, writing assignments | 24 - 28 hours         |
| Total workload per week                                    | 36 - 40 hours         |



**Attendance Requirements**

Notification of illness should be given to the module leader by email. You should also inform Brook Hub ([BrookHubAttendance@uclan.ac.uk](mailto:BrookHubAttendance@uclan.ac.uk)) or by telephoning the hub on 01772 891 993.

If you need to request time off from the course, these requests must be made to the Course leader, Ken Chance-Larsen, by email ([kchance-larsen@uclan.ac.uk](mailto:kchance-larsen@uclan.ac.uk)). These will only be granted under exceptional circumstances. **No other member of staff has permission to authorise requests for leave of absence.**

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Your attendance will be monitored electronically via the SAM system. This will be monitored on a weekly basis to ensure you are attending all of your classes. If your attendance is deemed to be poor (falling below 80% for any one module), then you will be asked to attend a meeting with the course leader to discuss this. This meeting will be communicated to you by email, and you must ensure you respond to this communication. You can check your own attendance record via MyUclan.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

## International Students

It is your responsibility under the UK Visas and Immigration (UKVI), Points Based System (PBS) – that you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

## Physiotherapy Specific Attendance regulations

As a student Physiotherapist you are preparing to become a responsible professional and as such, you are expected to demonstrate behaviour appropriate to this form of education. As a professional requirement, your attendance (both within the University and whilst on practice-based learning placements) will be monitored closely. Attendance will be recorded electronically by the Physiotherapy course team whilst in University and in your assessment document whilst on practice based learning placement.

The following policy will apply.

- In order to progress from one year to the next, you will normally be required to achieve a minimum of 80% level of attendance in each module. Under University academic regulations, if you do not achieve this level of attendance you may fail the module.
- Students on placement must normally complete 7.5 hours per day.
- Any student who falls below the 80% attendance threshold at any point in a module will be invited to an appointment with the Course Leader to discuss their attendance.
- If the situation does not improve an interview with the Division Lead will take place. **A verbal warning will be given.**
- When a verbal warning has already been issued to a student and there has been an unsatisfactory response, the student is formally cautioned at an interview with the Division Lead and Course Leader. **A written warning will be issued to the student at this point. A copy of the documentation will be held on the student's file.**
- If there is no response to the above action within the specified time period the student will attend a further interview with the Division Lead and Course Leader. Suspending progression on the programme will be considered. **An additional written warning will be issued to the student. A copy of the documentation will be held on the student's file.**
- If improvement does not take place within the specified time period, the Course will inform the student that the matter will be referred to the Chair of the Board of Examiners, who will consider the appropriate course of action.

Opportunities may be made available for retrieval of practical sessions missed through minor illness etc. Where minimum attendance levels have not been attained, the Examination Board will be consulted and attendance will be taken into account at Examination Boards where decisions are being made on your progression through the programme.

In order to meet the attendance requirements for the course, it is expected that you are available to attend university or placement during timetabled weeks and that you take holidays only during scheduled breaks in the timetable. There is an expectation that, when you are not timetabled for direct contact with teaching staff, you will be using the time for self-directed study or group work/meetings. In the exceptional circumstance that you need to take time off during teaching or placement weeks you must approach the Physiotherapy Course Leader for written permission for your absence. Students who cannot attend examination periods are subject to the University Academic regulations and Assessment Handbook.

Prospective employers often request attendance records and we refer to your individual record when completing reference requests.

### **3. Approaches to teaching and learning**

#### **Teaching staff**

The programme will be principally delivered by staff who are registered physiotherapists. All staff have postgraduate qualifications in education and in their discipline. We seek to match academic staff expertise with their teaching involvement. Information about staff and their academic/research interests and activities can be accessed via the University website.

#### **Learning and teaching methods**

The teaching and learning strategy of the programme aims to assist you in developing into an independent and autonomous learner. In acknowledgement of individual learning preferences we utilise a variety of teaching styles and formats.

There are a number of skills that a physiotherapist need to be proficient and confident in, for example presenting information in verbal and written formats formally and informally, working in teams, along with problem solving and justifying your decisions. Our teaching and learning approaches are intended to support you in developing these skills and giving you opportunity throughout the programme to become confident and proficient in using them. The University online learning environment Blackboard will be used to support you in your learning, and directed study activities will be communicated here. We expect students to engage with pre-session directed study activities, to facilitate optimal learning opportunities during face-to-face sessions. Most of your timetabled sessions will be workshops, seminars and practical sessions where you will undertake activities individually and in groups, to explore, discuss and debate material as well as practicing and evaluating professional skills.

#### **Case based learning**

Case-based learning (CBL) is an educational approach where students work in small collaborative groups to solve a series of problems that are presented in a context students are likely to encounter in practice. A proposed benefit of CBL is the development of lifelong learning skills in problem solving, self-directed learning, and collaboration, while building an extensive and relevant knowledge base. A recent systematic review found that students perceived that CBL enhanced learning; however, empirical data were inconclusive when



CBL was compared to other learning activities. In CBL, students are responsible for identifying knowledge deficits relating to the case, encouraging them to develop and manage their own learning goals and strategies needed for lifelong learners. CBL typically involves face-to-face interaction in small collaborative groups, with a focus on self-directed study.

Case scenarios will be used in the modules to help you to integrate the learning you do across the programme. The case scenarios have been developed with practice colleagues, service users and carers to ensure they are representative of contemporary physiotherapy practice and that the voice of service users and carers is heard within them. This type of learning will require you to be pro-active in your studying and feeding back to peers.

### Flipped classroom

We use a flipped classroom approach, where students have access to online resources and are required to complete some activities prior to face-to-face sessions, leaving more time for problem solving activities and practical skill development in class.

### Just-in-time-teaching

We ask students prepare for class by engaging with pre-session learning resources and responding to an online set of questions about new material, which the lecturer will use to better address students' knowledge gaps and misconceptions. The aim is to make in-class and out-of-class learning activities more interwoven and relevant.

### Service User and Carer involvement

Throughout the course you will meet a range of service users and carers within the academic curriculum as well as your practice placements. Service users and carers have been involved in the development of the case scenarios you consider and may be invited to some modules to participate in teaching sessions.

### Inter-professional learning

Interprofessional working is an important part of Physiotherapy and Healthcare. During this course and in your professional career, you will be working alongside other healthcare related professionals such as Doctors, Nurses, Occupational Therapists and Social Workers to deliver effective and patient-centred care. Whilst you are at University, you will have timetabled sessions where you will work in partnership with several professions, including Nurses and Occupational Therapists. You will learn about the crossover in care amongst disciplines, as well as distinct differences and boundaries between the professions. Learning about, with and from students in other health & social disciplines will help prepare you for real-world clinical settings. During your time on placement, you will work with a variety of professionals and will be a part of the wider multi-disciplinary team. This will further develop your skills in communication and collaborative working to provide optimal patient care and improve health outcomes.

Within the course you will undertake several learning workshops (with students on other programmes) to explore contemporary and collaborative aspects of practice. These workshops are organised in a way to give students opportunities to discuss, evaluate and develop their profession-specific knowledge, skills, values and behaviours in a critical and collegial context, similar to what takes place in a real-world work setting. Examples of topics to explore during these sessions include professionalism, teamwork (such as shared assessment), multi-disciplinary team meetings, communication and holistic and person-centred care.

On module Blackboard sites you will be directed to a range of learning resources relevant to inter-professional learning, including real service-user stories, textbooks and research. The practice based learning (placement blocks) throughout your studies will play a key role in your learning about other professions, and each placement will provide opportunities to extend your learning in this area.

### Key Note Lectures

Lectures will be used to introduce concepts, give information and to 'set the scene' for your learning. Study materials are often made available in advance via Blackboard so that you have the opportunity to review material prior to a session.

### Practical Skills Sessions

Practical sessions allow you to acquire and practice the necessary therapeutic skills for safe and effective patient interventions. These sessions will be linked to genuine case studies to help you to integrate physiotherapy theory and practice. Elements of simulation learning will also be used.

### Independent / self-directed study / research

For each hour of tutor contact that you have within a module you will be expected to do 2 or more hours of additional study in your own time.

As you progress through the programme, answers to your questions will not always be readily available in standard textbooks. You will need use your independent study time to find and use contemporary, research-based materials (journal articles, conference papers, internet postings, current research programme briefs, research work in progress, and so on). Self-directed study will enable you to develop the skills for Lifelong Learning (LLL) and Continued Professional Development (CPD) that are essential components of your future professional practice.

### Practice Based Learning

Practice based learning forms a large part of the physiotherapy programme. Practice based learning placements will be marked as pass or fail, and you will need to pass the practice based learning block within the module in order to pass the module overall. Although the practice based learning components don't carry academic credit, students will be given a practice based learning placement completion certificate, including the marks awarded, as a

way to document clinical placement achievement. This certificate can be used in your personal development portfolio as evidence for CPD.

The practice based learning placement blocks will be arranged by the University, but students will be given the opportunity to arrange their own elective placement (Block 5). The five blocks will allow students opportunity to gain the 1,000 placement hours recommended by the CSP. The Physiotherapy Placement Lead will allocate your placements, which will take place across the north west region. You will experience a range of placements in different settings and specialisms ensuring you meet the requirements of the HCPC and CSP. Block 5 can be undertaken within the UK or abroad. In addition to the programme team there are a number of structures within the Faculty that will support you during placements. It is important that you familiarise yourself with all the requirements of practice placement blocks which is available through the practice based learning Blackboard site.

*Table 1* in this handbook outlines the timing of the placements, and the practice based learning Handbook gives further details about placements, including the regulations for students failing a practice based learning placement.

### Portfolio development

The use of reflection and portfolio development will be introduced in *Integrated Physiotherapy Practice 1*. A portfolio will be developed throughout the programme. It will include a variety of different sources of evidence including;

- personal development plans,
- reflective pieces,
- log of experiences,
- evidence of activity / achievement and
- specific aspects of formative/summative assessment.

The portfolio will be in an electronic format and your Academic Advisor will support you in developing this.

### Blackboard

The University uses Blackboard, a learning management system. Blackboard is a key component of the school's learning and teaching strategy and is an integral part of each module. You will need to have broadband internet access to enable you to view the full scope of teaching materials. Blackboard module sites will include information such as module descriptors, module handbooks, module assessments and provide you with access to a range of resources to support your learning. Blackboard also provides access to other supporting materials, which include directed study notes to prepare in advance of timetabled sessions, material relating to taught sessions, hyperlinks, discussion sites and chat rooms.

All modules will present teaching material through Blackboard, and it is important that you engage fully with this process. Lecturing staff will use Blackboard to communicate module specific information to students.

## Presentations

Presentations are often used to enable you to feedback to the student group following a period of directed or self-directed study. You will develop your presentation skills throughout the programme. A variety of different modes of presentation will be used, including verbal, poster and PowerPoint, Prezi and other appropriate software applications. Presentations in a variety of formats are a key feature of the assessment strategy on your programme.

## Microsoft Teams

We will use this group chat software as a chat-based communication space specific for each year cohort of students. This app is available on a range of platforms and has similar benefits to other social media apps, such as Facebook.

## Group Reflection and Knowledge Sharing

As part of all the modules where practice based learning is integrated, you will take part in formal group reflection activities, which will encourage group support to enable you to develop your skills in reflective practice. Group reflection and knowledge sharing will ensure that learning from practice environments is maximised by encouraging the sharing of practice experience.

### **3.1. Study skills**

Throughout the programme you will continue to develop your study skills, building on your previous experiences to become a Masters level learner. Study skills will be embedded through the modules often through the formative assessment opportunities provided guidance and feedback you so you can step up from your Bachelor's level study. In addition, you will use the support of your Academic Advisor to support you in this area. There are also a variety of services to support students and you are actively encouraged to use them. These include WISER – <http://www.uclan.ac.uk/students/study/wiser/index.php>



### **3.2. Learning resources**

#### **Learning Information Services (LIS)**

Please see the University handbook for information about LIS.

### **Electronic Resources**

The course team strive to facilitate significant access to electronic learning resources. Many of these will be available as link via Blackboard. This may include access to useful websites, videos and PDF files. It is therefore highly important that you have access to broadband in order to access these resources as they will routinely form part of directed study in preparation for sessions.

### 3.3. Personal development planning

Personal development planning (PDP) is an integral part of the programme and will be facilitated by your academic advisor and the completion of a skills portfolio over the course of this programme. You will be introduced to PDP and the wide content of continuous professional development (CPD) requirements for physiotherapists at the beginning of the programme and you will meet regularly throughout the programme with your Academic Advisor supporting you with this aspect.

As this programme is both professional and academic, the professional codes and requirements of the *HCPC Standards of conduct, performance and ethics* and the *CSP Code of Members' Professional Values and Behaviour* underpins all learning activities and creates a natural connection between practitioner development and academic learning. As you pass through the course, moving from fundamental skills through to develop expertise as an autonomous practitioner, personal development is both intrinsic to the course and pivotal to your personal and professional growth. The PDP activities within the programme are designed to support you to develop skills and behaviours that you can take forward throughout your physiotherapy career to meet the CPD requirements for registration.

You will be guided to complete the UCLan CareerEDGE model focussing on the Key Skills and providing a structure for you to demonstrate your development in relation to you as a person, your learning journey and employability skills. This will be supported near the end of the programme.

In addition to the outlined structured support for PDP, you will be continually encouraged to reflect on and discuss your learning with your peers and practice educators. In particular, a key programme strategy in helping to develop you, as learners and practitioners is the use of debate, discussion and peer group activities, related to all aspects of the course, e.g. inter-professional activities. These are seen as a way of fast tracking thought processes, using others as sounding boards to help develop clarity and direction.



### 3.4. Preparing for your career

Your future is important to us, and we would like you to achieve your full potential whilst at university and beyond. [UCLan Careers](#) offers a range of support for you including:

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- building an Employability Development Profile, using the UCLan CareerEDGE model of graduate employability.

1-2-1 career advice appointments are available for all students from UCLan Careers.

In addition, the physiotherapy team will organise events where local employers can meet students, with the aim of building networks and practising interview techniques.

## 4. Student Support

Initial student support and guidance should come from your Academic Advisor, however you will be informed of school level student support mechanisms during welcome week.



### 4.1. Academic Advisors

Your Academic Advisor will be one of the core members of the Physiotherapy team, and you will be informed who this is during welcome week. During this week you will have an opportunity to meet with your Academic Advisor and discuss how this support system will work.

Most tutors will normally ask to see you at least once per semester to check how you are getting on, and to provide you with any support that you need. This meeting will be organised via the [Starfish system](#).

If you would like additional meetings, you should contact your academic advisor via Starfish to arrange this.

### Course Leader

The Course Leader is responsible for:

- Day-to-day management of the programme.
- Providing you with an overview of each year.
- Your registration when entering each year.
- Liaising between you and the staff.
- Monitoring of attendance requirements (clinical and academic).
- Quality assurance in teaching, learning and assessment.

If you have any specific queries with regards to the day-to-day management of your cohort, you should make an appointment to see the Course Leader.

### Module Leader

For each module, there will be a module leader assigned who will be responsible for the module's overall management. If you have any queries regarding study related matters. It may be most appropriate for you, in the first instance, to arrange to see the module leader to address these.

The Module Leader provides:

- Comprehensive information regarding the module aims/learning outcomes and assessment requirements.
- Monitoring and reporting on your attendance, progress and achievement and provision of formative feedback at regular intervals throughout the module.

- Organisation for the modules assessment processes.
- Further help and assistance when required.
- Implementation of module evaluation.

### **Year Representatives**

During Welcome Week we will talk to you about the role of year representatives and CSP representatives. You will elect your own representatives for each of these roles. The CSP representative attends meetings and conferences organised by the CSP and provide the link between students and the professional body.

You elect your own representatives in the form of 1 or 2 year representatives and a CSP representative. The year representatives attend meetings and conferences and provide the link between the student body and the academic staff / professional body. Students are represented from year of the programme at Staff / Student liaison committees, both course level and school level. You will receive more information about these roles during Welcome Week.

### **4.2. Students with disabilities**

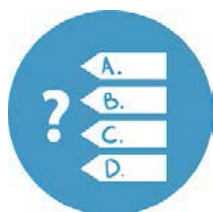
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or the School Disability Lead Sean Kilmurray [SFkilmurray@uclan.ac.uk](mailto:SFkilmurray@uclan.ac.uk) as soon as possible. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

### **Assessment arrangements for students with a disability**

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser ([disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)) or the School Disability Lead Sean Kilmurray ([SFkilmurray@uclan.ac.uk](mailto:SFkilmurray@uclan.ac.uk)) for advice and information.

### **4.3. Students' Union**

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>



## **5. Assessment**

### **5.1. Assessment Strategy**

Assessment is an essential part of any academic programme. The main purpose of assessment is to establish that you achieve the intended learning outcomes of the modules and thus the programme. Throughout the course of your programme you will be assessed on all the modules that you undertake. Normally you will gain a percentage mark for the assessment except for those assessments that are pass/fail only.

All assessed work is marked and internally moderated by academic staff. In addition, assessed work is externally moderated by an external examiner who is an HCPC registered physiotherapist. External examiners are appointed in line with University policy (see [Section J](#) of Academic Regulations).

The MSc (Pre-registration) Physiotherapy programme is made up of 180 credits (Level 7). You must satisfactorily complete all these credits to be awarded the degree.

Assessment activities provide you with feedback about your learning and should be seen as part of the learning journey as a whole. You will also undertake *formative* assessments during the modules, these are tasks you undertake through the module which gives you opportunity to review your learning and practice elements of the *summative* (assessed) assessment before you undertake them. Formative assessment opportunities will include online learning tasks, video submission of mock clinical skills, peer assessment of written assignment draft, academic advisor support for the core practice skills portfolio, and regular debriefing sessions of your clinical placement experiences. These opportunities are central to your learning, as you will receive feedback that is relevant both to your development and to the summative assessment tasks in the module.

Table 1 show an overview of the summative assessments used across all the modules of the programme. You should refer to your Student School Handbook and Module Information Packs for more detailed information related to assessment.

| Year 1                               | Year 2                               |
|--------------------------------------|--------------------------------------|
| Practice Based Learning assessment   | Practice Based Learning assessment   |
| Skills portfolio                     | Skills portfolio                     |
| OSCE                                 | Examination                          |
| Written assignment                   | Practical skills assessment and viva |
| Oral assessment and presentation     | Written assignment                   |
| Practical skills assessment and viva | Presentation                         |
| Presentation                         | Portfolio                            |
| Portfolio                            | Dissertation                         |
|                                      | Oral assessment and presentation     |
|                                      | Critical discussion                  |

*Table 1. Assessment methods used in MSc (Pre-reg) Physiotherapy*

The five practice based learning blocks are assessed on a pass/fail basis and are part of the overall assessment to the modules within which they are housed. You must therefore successfully pass the placement element in order to pass the module. If a placement receives a fail grade then the student will be required to complete another placement during the reassessment period. This placement will be the same area (e.g. acute, MSK, rehab or community) but is unlikely to be at the same location. The nature of the resit placement will depend on time constraints and the student's ability to complete the placement, but is likely



to be a block placement. Students will only be given one opportunity to retrieve a placement following a fail. If the student fails the resit placement, he/she will be withdrawn from the programme (unless there are mitigating circumstances). Students are only able to retrieve a maximum of two placements.

It is standard policy to offer students who have failed a summative assessment a second opportunity to be successful. Each module information pack and the module briefing sessions will outline the procedure for the second opportunity for each assessment method. In the event of a failed assessment, the module leader and/or your academic advisor will discuss the options with you. It may be possible to progress on to the next module while you are waiting to complete a re-assessment and the course team will discuss this option with you. However, in order to progress to Year 2 of the programme you must have successfully completed HI4201, HI4202 and HI4203. If you are unsuccessful at completing an assessment at second attempt, you will be required to step off the current programme. The course leader will then discuss the potential option of re-purchasing this module the following academic year or leaving the course with an exit award if enough credits have been accrued.

**Please note: Regulations regarding compensation (Academic Regulation G10.3) of modules do not apply to this programme.**

It is strongly recommended that you keep a copy of all your assessment work. The University is only required to keep copies of assessments for 4 months following the exam boards, after which time it will usually be destroyed. All assessment work is the intellectual property of the University of Central Lancashire and therefore your assessments may be used as examples for future students.

### **Proof Reading Assignments**

Assignments should normally go through a number of drafts and should be proof read before submission. Assignments will lose marks for poor spelling, grammar and referencing. Proof reading should include the following:

1. A spell check set to English Language UK;
2. Use of appropriate grammar (avoid the use of the first and second person, eg "my", "I", "we", "our", etc in essays and reports). Personal development assignments may, of course, use these expressions;
3. Accurate referencing (cross check from citations to the bibliography);
4. Ensuring that the assignment is clear and logical in its approach;
5. Ensuring that the assignment actually addresses the set question and meets the assessment criteria.

### **Staff support for submission of assessment**

Support for your assessments will be timetabled within the module and provided on a small group basis. You will find full details about the module assessment requirements on the module blackboard site and will be introduced to the assessments by the module leader at the beginning of the module. You are encouraged to make use of the support given within the module.

## **5.2. Notification of assignments and examination arrangements**

All of the hand-in deadlines for summative assessments are published in the Module Information Packs at the start of the academic year. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit within the hand-in deadlines. Lead lectures, seminars and practical sessions are designed to support your assignment submission and failure to attend any of these sessions may result in module tutors not offering additional individual tutorials.

Practical timetables will be published on Blackboard in the area for those modules being assessed by practical exams. Please ensure you take note of when you are to be examined as well as when you will be modelling for fellow students.

## **5.3. Referencing**

Links to the relevant referencing guide will be available via the module Blackboard area. Please ensure you use this to guide your referencing in all pieces of academic work, unless otherwise specified.

## **5.4. Confidential material**

As a student registered on the MSc (Pre-registration) Physiotherapy you must register as a student member of the professional body (CSP, [www.csp.org.uk](http://www.csp.org.uk)). Further, the HCPC outlines the Standards of conduct, performance and ethics, relevant for health and care professionals, including physiotherapy students. Standard 5 relates to confidentiality. You should ensure that you are familiar with these rules and should note that as a student on a professional programme, this applies to your conduct outside of clinical practice and University. Full guidance from the school is available in the school student handbook.

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should

- safeguard the interests of those involved in or affected by their work;
- report their findings accurately and truthfully;
- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University's ethical framework available at:

<https://www.uclan.ac.uk/students/research/ethics.php>

If in doubt about any ethical issues related to any aspect of your studies, you should consult your dissertation supervisor for advice.

## 5.5. Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses Turnitin, an online assessment software, to facilitate marking of written work, and to check for plagiarism and/or collusion. An important function of Turnitin is to allow students to check their own work for plagiarism, and thereby help students develop academic writing and referencing skills.

Students are required to submit their assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



## 7. Student Feedback

You can play an important part in the process of improving the quality of this programme through the feedback you give. There are many different ways you can voice your opinion – module feedback questionnaires, direct discussion with the course team, through your student representatives, in the end of course review.

### 7.1. Student Staff Liaison Committee meetings (SSLCs)

Student representatives will be selected by you in the early part of the first semester. SSLC's will be held every semester and give you the opportunity to provide feedback to the course team about how you think the programme is going. Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

## 8. Important information

### 8.1. Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

## 8.2. Conduct and Professional Behaviour

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

All students on the MSc (Pre-registration) Physiotherapy programme are bound by the requirements of the *HCPC Standards of conduct, performance and ethics* and the *CSP Code of Members' Professional Values and Behaviour*.

Students will be required to engage in the demonstration and practice of physical examinations and therapeutic interventions in order to fulfil core elements of their programmes. Students must ensure that they understand and accept the implications of this requirement. On commencement of the programme you will be required to sign a document which confirms that you have understood the requirements and implications of the course.

The University is committed to the education of competent and conscientious students who after graduation will continue to develop as committed professionals within their chosen field.

It is a requirement of the University therefore that students act in a manner consistent with the privilege of being emerging professionals within the workplace. We expect our students to behave in lectures and associated sessions in a way that helps to create a learning environment that promotes the education and growth of all involved. This would include, but is not limited to, behaviour that reduces distraction, promotes respectful and productive discussion, civility, and provides an environment of acceptance and openness to the educational process involved. In addition, the following recommendations are made:

- Be respectful of the learning environment and the educational experiences of others. If you arrive after the lecture or session has started, enter in as non-disruptive and quiet manner as possible. Do not leave the session once seated unless necessary so as not to disrupt the tutor or fellow students. Wait until the tutor indicates that the session is over before starting to pack personal belongings.
- Arrive on time for all programmes sessions and submit class assignments (homework, papers, take-home assignments, etc.) on time. If due to unforeseen circumstances you will be late attending a session or will miss a class altogether, notify all relevant parties as soon as possible.
- Turn all mobile phones to “off” while attending sessions.
- Abstain from inappropriate use of computers (e.g., text messaging, e-mailing, taking pictures) or other electronic devices (e.g., mobile phones, PDAs) during sessions.
- Be mindful and respectful of the privacy and feelings of others (e.g., do not make light of personal information disclosed by another during a class or to others after class).

- Be judicious when disclosing information about yourself in a public domain (e.g., posting information on personal websites such as Facebook). In addition, refrain from posting unprofessional statements or pictures that may be viewed by supervisors, instructors, other students, etc.
- Dress appropriately (e.g., do not wear hats or caps in class unless for religious or medical purposes, dress professionally when meeting with tutors or supervisors).
- Avoid talking during sessions unless requested by the tutor.

Furthermore, Physiotherapy students must behave in a professional manner at all times, including those periods when they are required to act as models and/or practice skills. When taking part in a practical session, practical exam or when on placement you should be able to comply with the following statements:

- During practical sessions, exams and on placement you should be in good health and able to participate to your full potential. If you consider yourself unable to take part for any reason, you should seek advice from the course leader at the earliest opportunity.
- You are expected to behave in a professional manner at *all times* and adhere to the principles of professional dress identified below.
- For exams and on placement professional dress is:
  1. Clean and ironed navy trousers and white tunic or polo shirt
  2. Men only – underneath your tunic you must wear a short sleeved white shirt and blue/black tie
  3. Dark coloured, securely fastened, flat shoes which fully enclose the foot (i.e no sling backs, peep toe or slip on shoes) or clean white trainers
- For practical sessions professional dress is:
  1. Shorts, sleeveless top, tracksuit and clean trainers
- Other aspect of a professional appearance include:
  1. Hair neat and tidy and tied back if below shoulder length (note that extremes of hair colour and hair decoration are not acceptable)
  2. Jewellery limited to a wedding ring with no protruding stones and 1 pair of plain ear studs
  3. Jewellery should be removed from any other piercings (e.g. tongue bar, lip ring, eyebrow ring, nose stud etc)
  4. Wrist watches should be removed whenever participating in clinical skills and for the duration of any examination.
  5. Fingernails should be short and clean with no acrylic nails or nail varnish
- Professional conduct includes:
  1. Being polite and professional when in a clinical environment – whether this is real or simulated.
  2. Introducing yourself to patients, models and other clinical staff by giving your name and student status and asking how they wish to be addressed.
  3. Using your voice appropriately with consideration given to the clinical situation and person that you are treating
  4. Ensuring that explanations are clear and accurate.

5. Conducting yourself in accordance with the principles of Health and Safety (identified overleaf) and professional guidelines on safe practice, taking into account any local policies which influence this.
- During the process of acquiring the necessary examination and therapeutic skills, students may have to:
    1. Act as 'models' to allow fellow students to practice the skills previously taught by the staff. Again, consent from the model would be required prior to any practice taking place, practice previously taught skills without any staff supervision. It may at times be necessary for students and 'models' to practice without direct supervision from a member of the teaching staff in order that an acceptable level of competence is acquired. Consent to practice would again be required from the 'model'.
    2. Dress in a manner which is appropriate to expose the body part(s) being considered and allow skills practice to be effective,
    3. Work in mixed gender groups and to examine and practice modalities with models of both gender

### **8.3. Costs that may be incurred as part of the programme**

#### **Chartered Society of Physiotherapy membership**

As a Physiotherapy student it is mandatory that you join the CSP. The CSP benefits members as a source of information, support, as a trade union and there is even a student officer, who is dedicated to supporting and advising students and is working hard on your behalf. The CSP Student Officer is supported in the university by CSP student representatives; they provide both regional and national links to other students and the CSP.

The CSP also advises on elective placements overseas and even has scholarship funds for which members can apply. In addition you will receive publications such as the news magazine *Frontline*, access to the peer reviewed journal *Physiotherapy* and dedicated student publications.

In addition, in order to complete the portfolio for your placement modules, you will need to be able to access the CSP's online portfolio.

It is in your interest to join as soon as possible. There current fee is £39 per year. For more information visit <http://www.csp.org.uk/membership/students> . You will be given further information about joining the CSP during Welcome Week and the CSP student advisor will be visiting in the following weeks.

#### **Uniform**

Unless you are informed otherwise professional uniform should be worn at all times whilst on clinical placement. The cost of the uniform is included in the course fees. The University will inform you of where to purchase these from in the Welcome Week of your programme of studies.

### **Practical Uniform**

During practical sessions you should wear shorts, sleeveless tops, tracksuit and training shoes. Ideally shorts and t-shirt should be made of cotton so that they can be worn in close proximity to electrotherapy machines. Cycling shorts are not suitable as it is necessary to be able to apply treatments directly to the skin of the thigh. Students who are incorrectly attired may be excluded from the practical session at the discretion of the teaching member of staff. Although not compulsory, University of Central Lancashire Physiotherapy logo clothing will be available to order. Further details will be available in the early part of semester 1.

### **Accommodation**

For some placements, where commuting is not a realistic option, accommodation will be arranged for you. Accommodation costs will have to be met by you and any accommodation costs at the university maintained.

### **Travel Costs**

Where commuting to a placement is necessary, you should be aware that your Car Insurance must include business use to ensure adequate cover. The cost of traveling to compulsory placements is included in your course fees. The contribution to cost associated with elective placements will be discussed on an individual basis.

### **Medical Costs**

Please note the details below regarding medical costs. There is no charge for the initial medical screen as this is included in your course fees. However, these costs will be passed to you, should you fail to attend a booked appointment for a medical or vaccination.

#### **8.4. Medical screening**

It is a compulsory requirement of the programme that you undergo a medical screening at the commencement of the programme. The objective of undergoing medical checks is to establish that you are physically fit enough to complete the programme; **if the medical identifies this not to be the case you may be required to withdraw from the programme.** The medical includes a full health check questionnaire including a review of your immunisation history. You will be informed if you are required to attend in person for a medical, which will be carried out by an occupational health nurse based in a local NHS trust.

To ensure protection when working in health care settings your immunisation against a variety of diseases such as Tuberculosis & Hepatitis B is compulsory. Immunisation will be arranged following initial medical review. You will be notified of these arrangements by the occupational health team.

**Please note: If you are called in for an appointment it is essential that you attend. Failure to do so will result in you being charged a non-attendance fee. If you need to re-arrange your appointment you must do this 24 hours in advance, otherwise you will still be charged the fee. You will be charged each time you miss an appointment. This charge also applies if you are offered a place on the course but fail to enrol following either attending or missing an appointment.**

During the course, it is your responsibility to bring any change in your medical status to the attention of your academic advisor at the earliest possible opportunity, to ensure that any additional support is made available to you in a timely manner. In addition you will be asked to sign a declaration at the beginning of each academic year stating your fitness to continue with the programme. In addition you will also complete a declaration before starting each clinical placement.



## 9. Appendices

### 9.1. Programme Specification

#### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

This Programme 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.

|   |   |
|---|---|
| <b>1. Awarding Institution / Body</b>                   | University of Central Lancashire  |
| <b>2. Teaching Institution and Location of Delivery</b> | UCLan Preston campus  |
| <b>3. University School/Centre</b>                      | School of Health Sciences   |
| <b>4. External Accreditation</b>                        | Health and Care Professions Council (HCPC)<br>Chartered Society of Physiotherapy (CSP)  |
| <b>5. Title of Final Award</b>                          | MSc (Pre-registration) Physiotherapy  |
| <b>6. Modes of Attendance offered</b>                   | Full time   |
| <b>7. a) UCAS Code</b>                                  | TBC   |
| <b>7. b) JACS Code</b>                                  | B160  |
| <b>7. c) HECoS Code</b>                                 | 100252  |
| <b>8. Relevant Subject Benchmarking Group(s)</b>        | <ul style="list-style-type: none"><li>• CSP Physiotherapy Framework (2013)</li><li>• HCPC Standards of Education and Training (2014)</li><li>• HCPC Standards of conduct, performance and ethics (2016)</li><li>• HCPC Standards of Proficiency – Physiotherapists (2013)</li><li>• Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2015)</li><li>• WCPT guideline for physical therapist professional entry level education (2011)</li><li>• QAA Subject Benchmark Statement Physiotherapy (2001)</li></ul> |

|   |   |
|---|---|
| <b>9. Other external influences</b>   | <ul style="list-style-type: none"> <li>• The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies ( 2014)</li> <li>• QAA Masters Degree Characteristics Statement (2015)</li> <li>• HEE Quality Framework 2016/17</li> </ul> |
| <b>10. Date of production/revision of this form</b>   | November 2017   |
| <b>11. Aims of the Programme</b>  |   |
| <p>The overall aims of the programme are to provide the opportunity for students to meet the HCPC standards of proficiency for physiotherapists, and to achieve the award of <i>Master of Science (Pre-registration) Physiotherapy</i> within the University. Students who successfully complete the programme will be eligible to apply for registration with the HCPC and CSP, which enables graduates to work as a physiotherapist in the UK.</p> <p>The overarching course philosophy is to allow the integration of academic and clinical learning in an environment where content is explored through a case-based learning approach, preparing the student for the workplace. The course has four themes which are integral and embedded within each module and develop the learning journey throughout the entire programme. The four themes are:</p> <ul style="list-style-type: none"> <li>• <b>Theme 1 (T1) - Competencies for physiotherapy</b> - where students will develop the knowledge, skills and behaviours required for physiotherapy practice.</li> <li>• <b>Theme 2 (T2) - Personal and professional development</b> - which focuses on the development of the personal attributes and skills required to make the transition from student to physiotherapist.</li> <li>• <b>Theme 3 (T3) - Society and public health</b> - which addresses the science and art of promoting and protecting health and well-being, preventing ill-health and prolonging life.</li> <li>• <b>Theme 4 (T4) - Research</b> - where students will develop the ability to locate, interpret and critically evaluate research relevant to physiotherapy practice.</li> </ul> <p>This programme will provide students with opportunities to develop the knowledge, skills, values and behaviours that underpin contemporary physiotherapy practice, along with the clinical competencies required for safe and effective clinical practice.</p> <p>The programme is designed to enable students to:</p> <ul style="list-style-type: none"> <li>• Become leaders in contemporary physiotherapy practice and be agents for change in service improvement and innovation to influence the local, national and international health and wellbeing agenda;</li> <li>• Apply a critical, systematic and enquiring approach to the generation, application and dissemination of knowledge for their own continuous professional development and the further development of person-centred physiotherapy;</li> <li>• Collaborate effectively with service users, carers, health professionals and other agencies in providing high quality health care.</li> </ul> |   |

|  |
|--|
| <b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>  |
| <b>A. Knowledge and Understanding</b>  |
| On successful completion of the programme, the student must be able to:  |
| <ul style="list-style-type: none"> <li>A1. Critically evaluate the concepts and theories that underpin contemporary physiotherapy practice, and apply the best available evidence to practice;</li> <li>A2. Demonstrate a critical understanding regarding how people's health encompasses their activities and participation as well as their body structures and functions, personal and environmental factors;</li> <li>A3. Conduct an independent piece of research to enhance physiotherapy practice.</li> </ul>  |
| <b>Teaching and Learning Methods</b>   |
| Case based learning; lectures (traditional and interactive); seminars; student and tutor-led tutorials; experiential learning; e-learning; reflection; interprofessional learning; directed and self-directed learning; simulated practice; small group workshops; problem-based clinical scenarios; portfolio development; work-based learning, independent study.  |
| <b>Assessment methods</b>  |
| Examinations; written assignments; project work; presentations; Objective Structured Clinical Examinations (OSCEs); online tests; practice based assessment; portfolio; on-going record of achievement.  |
| <b>B. Subject-specific skills</b>  |
| On successful completion of the programme, the student must be able to:  |
| <ul style="list-style-type: none"> <li>B6. Meet the standards stipulated by the <i>HCPC Standards of proficiency – Physiotherapists</i>;</li> <li>B7. Deliver safe and effective person-centred physiotherapy, including diagnosis, treatment, rehabilitation and health promotion, informed by critical analysis of the best available evidence and appropriate use of current and developing technology;</li> <li>B8. Independently identify and develop and facilitate opportunities for change in order to create improvement in individual and population health and well-being and impacting positively on economic sustainability;</li> <li>B9. Contribute to and influence the development and evaluation of evidence based physiotherapy practice in the context of contemporary health and social care;</li> <li>B10. Integrate physiotherapy knowledge, skills, values and behaviours to manage disorders across the lifespan in a wide variety of settings with both individuals and populations.</li> </ul> |
| <b>Teaching and Learning Methods</b>   |
| Case based learning; lectures (traditional and interactive); seminars; student and tutor-led tutorials; experiential learning; e-learning; reflection; interprofessional learning; directed and self-directed learning; simulated practice; small group workshops; problem-based clinical scenarios; portfolio development; learning in the practice environment, independent study.   |
| <b>Assessment methods</b>  |
| Examinations (written, practical and viva); written assignments; project work; presentations (group and individual); Objective Structured Clinical Examinations (OSCEs); online tests; practice based assessment; portfolio of professional development; on-going record of achievement.   |
| <b>C. Thinking Skills</b>  |
| On successful completion of the programme, the student must be able to:  |
| <ul style="list-style-type: none"> <li>C7. Demonstrate systematic clinical reasoning and critical appraisal skills through a solution focussed use of knowledge;</li> </ul>  |

- C8. Demonstrate effective and autonomous decision making in complex and unpredictable situations;
- C9. Critically reflect upon practical and professional knowledge, skills, values and behaviours;
- C10. Debate and challenge local, national and international agendas and their impact on physiotherapy practice;
- C11. Interpret knowledge through independent thinking relevant to physiotherapy;
- C12. Engage in critical reflection to maintain effective practice and make recommendations for change.

**Teaching and Learning Methods**

Case based learning; lectures (traditional and interactive); seminars; student and tutor-led tutorials; experiential learning; e-learning; reflection; interprofessional learning; directed and self-directed learning; simulated practice; small group workshops; problem-based clinical scenarios; portfolio development; learning in the practice environment, independent study.

**Assessment methods**

Examinations (written, practical and viva); written assignments; project work; presentations (group and individual); Objective Structured Clinical Examinations (OSCEs); online tests; practice based assessment; portfolio of professional development; on-going record of achievement.

**D. Other skills relevant to employability and personal development**

On successful completion of the programme, the student must be able to:

- D7. Comply with the *Code of Professional Values and Behaviours of the CSP (2011)* and the *HCPC Standards of conduct, performance and ethics (2016)*;
- D8. Access, critically appraise and apply best available evidence to practice;
- D9. Communicate effectively using a diverse range of communication strategies, tailored appropriately to specialist and non-specialist audiences;
- D10. Maintain a current professional portfolio;
- D11. Use skills effectively in partnership and leadership roles;
- D12. Demonstrate commitment to life-long learning through critical reflection on knowledge, skill and fitness to practice.

**Teaching and Learning Methods**

Case based learning; lectures (traditional and interactive); seminars; student and tutor-led tutorials; experiential learning; e-learning; reflection; interprofessional learning; directed and self-directed learning; simulated practice; small group workshops; problem-based clinical scenarios; portfolio development; learning in the practice environment, independent study.

**Assessment methods**

Examinations (written, practical and viva); written assignments; project work; presentations (group and individual); Objective Structured Clinical Examinations (OSCEs); online tests; practice based assessment; portfolio of professional development; on-going record of achievement.

| 13. Programme Structures  |             |                                     |               | 14. Awards and Credits  |
|---|-------------|-------------------------------------|---------------|---|
| Level   | Module Code | Module Title                        | Credit rating |   |
| 7   | HI4206      | Integrated Physiotherapy Practice 6 | 30            | <p><b>MSc (Pre-registration) Physiotherapy</b><br/> <b>Requires 180 level 7 credits</b><br/> <i>This award gives eligibility to apply for HCPC registration and CSP membership.</i></p> <p><b>PGDip in Rehabilitation</b><br/> <b>Requires 120 level 7 credits &amp; must include HI4201, HI4202, &amp; HI4203.</b><br/> <i>This award will <b>not</b> permit you to apply for initial registration with the HCPC or to be eligible to apply for professional membership of the CSP.</i></p> <p><b>PGCert in Health Studies</b><br/> <b>Requires 60 level 7 credits.</b><br/> <i>This award will <b>not</b> permit you to apply for initial registration with the HCPC or to be eligible to apply for professional membership of the CSP.</i></p> |
| 7   | HI4205      | Integrated Physiotherapy Practice 5 | 30            |   |
| 7   | HI4204      | Integrated Physiotherapy Practice 4 | 30            |   |
| 7   | HI4203      | Integrated Physiotherapy Practice 3 | 30            |   |
| 7   | HI4202      | Integrated Physiotherapy Practice 2 | 30            |   |
| 7   | HI4201      | Integrated Physiotherapy Practice 1 | 30            |   |
| <b>15. Personal Development Planning</b>  |             |                                     |               |   |
| <p>Personal development planning (PDP) is an integral part of the programme and students will complete an electronic portfolio over the two years of the programme, facilitated by the student's academic advisor.</p> <p>As the student progresses through the programme, opportunities for reflection on their personal, academic and professional development are facilitated in the university and clinical practice settings. Learning, teaching and assessment strategies enable the student to develop skills of self-assessment, self-awareness, goal setting and action planning. Regular meetings between the student and their academic advisor enable areas of development and areas for improvement to be identified, documented and discussed.</p>  |             |                                     |               |   |
| <b>16. Admissions criteria</b>  |             |                                     |               |   |
| <p>Applicants are expected to have developed an understanding of the various roles and responsibilities of a physiotherapist.</p> <p><u>Undergraduate degree or equivalent</u><br/> Applicants should hold a Bachelor degree (lower second class or above) in a relevant discipline and be able to demonstrate knowledge of scientific enquiry. Non-standard applicants will be considered on individual merit. All applicants must hold GCSE/O Level Mathematics and English Language at grade C or above.</p> <p><u>International qualifications</u><br/> We may accept qualifications gained in other countries. Enquiries of eligibility, including certified translations of qualifications into English, can be sent to <a href="mailto:iadmissions@uclan.ac.uk">iadmissions@uclan.ac.uk</a>.</p> |             |                                     |               |   |

### English language

If English is not their first language, students will require, in addition to the other entry requirements, International English Language Testing System (IELTS) of 7 with no element below 6.5.

Applicants who have qualified outside of the UK and whose first language is not English must be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

All offers made for this programme are subject to a satisfactory values-based interview, enhanced DBS clearance and medical screening. Further details of the interview process will be provided to applicants who have successfully met the entry requirements. Applicants will be guided through the DBS and medical screening process and the costs of these services are included in the course fees.

### **17. Key sources of information about the programme**

- Student handbook
- UCLan Website
- Course Leader

### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| Level          | Module Code | Module Title                        | Core (C), Compulsory (COMP) or Option (O) | Programme Learning Outcomes |    |    |    |    |                         |    |    |    |    |                 |    |    |    |    |   |    |    |    |    |   |
|----------------|-------------|-------------------------------------|---|-----------------------------|----|----|----|----|-------------------------|----|----|----|----|-----------------|----|----|----|----|---|----|----|----|----|---|
|                |             |                                     |   | Knowledge and understanding |    |    |    |    | Subject-specific Skills |    |    |    |    | Thinking Skills |    |    |    |    | Other skills relevant to employability and personal development |    |    |    |    |   |
|                |             |                                     |   | A1                          | A2 | A3 | B1 | B2 | B3                      | B4 | B5 | C1 | C2 | C3              | C4 | C5 | C6 | D1 | D2  | D3 | D4 | D5 | D6 |   |
| <b>LEVEL 7</b> | HI4201      | Integrated Physiotherapy Practice 1 | Core                                      | ✓                           | ✓  |    |    | ✓  | ✓                       | ✓  | ✓  | ✓  |    | ✓               |    | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  |    | ✓  |   |
|                | HI4202      | Integrated Physiotherapy Practice 2 | Core                                      | ✓                           | ✓  | ✓  |    | ✓  | ✓                       | ✓  | ✓  | ✓  |    | ✓               | ✓  | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  | ✓  | ✓  | ✓ |
|                | HI4203      | Integrated Physiotherapy Practice 3 | Core                                      | ✓                           | ✓  | ✓  |    | ✓  | ✓                       | ✓  | ✓  | ✓  |    | ✓               | ✓  | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  | ✓  | ✓  | ✓ |
|                | HI4204      | Integrated Physiotherapy Practice 4 | Core                                      | ✓                           | ✓  | ✓  |    | ✓  | ✓                       | ✓  | ✓  | ✓  | ✓  | ✓               | ✓  | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  | ✓  | ✓  | ✓ |
|                | HI4205      | Integrated Physiotherapy Practice 5 | Core                                      | ✓                           | ✓  | ✓  |    |    | ✓                       | ✓  |    | ✓  | ✓  | ✓               | ✓  | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  | ✓  | ✓  | ✓ |
|                | HI4206      | Integrated Physiotherapy Practice 6 | Core                                      | ✓                           | ✓  | ✓  | ✓  | ✓  | ✓                       | ✓  | ✓  | ✓  | ✓  | ✓               | ✓  | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  | ✓  | ✓  | ✓ |

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

### Learning outcomes for the award of MSc (Pre-registration) Physiotherapy

On successful completion of the programme, the student must be able to:

|   |  |
|---|--|
| <b>A. Knowledge and Understanding</b>                                     |  |
| A1.   | Critically evaluate the concepts and theories that underpin contemporary physiotherapy practice, and apply the best available evidence to everyday practice;   |
| A2.   | Demonstrate a critical understanding regarding how people's health encompasses their activities and participation as well as their body structures and functions, personal and environmental factors;  |
| A3.   | Conduct an independent piece of research to enhance physiotherapy practice.  |
| <b>B. Subject-specific skills</b>   |  |
| B1.   | Meet the standards stipulated by the <i>HCPC Standards of proficiency – Physiotherapists</i> ;   |
| B2.   | Deliver safe and effective person-centred physiotherapy, including diagnosis, treatment, rehabilitation and health promotion, informed by critical analysis of the best available evidence and appropriate use of current and developing technology; |
| B3.   | Independently identify and develop and facilitate opportunities for change in order to create improvement in individual and population health and well-being and impacting positively on economic sustainability;                                    |
| B4.   | Contribute to and influence the development and evaluation of evidence based physiotherapy practice in the context of contemporary health and social care;   |
| B5.   | Integrate physiotherapy knowledge, skills, values and behaviours to manage disorders across the lifespan in a wide variety of settings with both individuals and populations.  |
| <b>C. Thinking Skills</b>   |  |
| C1.   | Demonstrate systematic clinical reasoning and critical appraisal skills through a creative solution focussed use of knowledge and problem solving;   |
| C2.   | Demonstrate effective and autonomous decision making in complex and unpredictable situations;  |
| C3.   | Critically reflect upon practical and professional knowledge, skills, values and behaviours;   |
| C4.   | Debate and challenge local, national and international agendas and their impact on physiotherapy practice;   |
| C5.   | Interpret knowledge through independent thinking relevant to physiotherapy;  |
| C6.   | Engage in critical reflection to increase self-awareness, maintain effective practice and make recommendations for change.   |
| <b>D. Other skills relevant to employability and personal development</b> |  |
| D1.   | Comply with the <i>Code of Professional Values and Behaviours of the CSP (2011)</i> and the <i>HCPC Standards of conduct, performance and ethics (2016)</i> ;  |
| D2.   | Access, critically appraise and apply best available evidence to practice;   |
| D3.   | Communicate effectively using a diverse range of communication strategies, tailored appropriately to specialist and non-specialist audiences;  |
| D4.   | Maintain a current professional portfolio;   |
| D5.   | Use skills effectively in partnership and leadership roles;  |
| D6.   | Demonstrate commitment to life-long learning through critical reflection on knowledge, skill and fitness to practice.  |

### Learning outcomes for the award of PGDip in Rehabilitation



On successful completion of the programme, the student must be able to:

|   |  |
|---|--|
| <b>A. Knowledge and Understanding</b>                                     |  |
| A1.   | Critically evaluate the concepts and theories that underpin contemporary physiotherapy practice, and apply the best available evidence to everyday practice;   |
| A2.   | Demonstrate a critical understanding regarding how people's health encompasses their activities and participation as well as their body structures and functions, personal and environmental factors;  |
| A3.   | Conduct an independent piece of research to enhance physiotherapy practice.  |
| <b>B. Subject-specific skills</b>   |  |
| B2.   | Deliver safe and effective person-centred physiotherapy, including diagnosis, treatment, rehabilitation and health promotion, informed by critical analysis of the best available evidence and appropriate use of current and developing technology; |
| B3.   | Independently identify and develop and facilitate opportunities for change in order to create improvement in individual and population health and well-being and impacting positively on economic sustainability;                                    |
| B4.   | Contribute to and influence the development and evaluation of evidence based physiotherapy practice in the context of contemporary health and social care;   |
| B5.   | Integrate physiotherapy knowledge, skills, values and behaviours to manage disorders across the lifespan in a wide variety of settings with both individuals and populations.  |
| <b>C. Thinking Skills</b>   |  |
| C1.   | Demonstrate systematic clinical reasoning and critical appraisal skills through a creative solution focussed use of knowledge and problem solving;   |
| C2.   | Demonstrate effective and autonomous decision making in complex and unpredictable situations;  |
| C3.   | Critically reflect upon practical and professional knowledge, skills, values and behaviours;   |
| C4.   | Debate and challenge local, national and international agendas and their impact on physiotherapy practice;   |
| C5.   | Interpret knowledge through independent thinking relevant to physiotherapy;  |
| C6.   | Engage in critical reflection to increase self-awareness, maintain effective practice and make recommendations for change.   |
| <b>D. Other skills relevant to employability and personal development</b> |  |
| D1.   | Comply with the <i>Code of Professional Values and Behaviours of the CSP (2011)</i> and the <i>HCPC Standards of conduct, performance and ethics (2016)</i> ;  |
| D2.   | Access, critically appraise and apply best available evidence to practice;   |
| D3.   | Communicate effectively using a diverse range of communication strategies, tailored appropriately to specialist and non-specialist audiences;  |
| D4.   | Maintain a current professional portfolio;   |
| D5.   | Use skills effectively in partnership and leadership roles;  |
| D6.   | Demonstrate commitment to life-long learning through critical reflection on knowledge, skill and fitness to practice.  |

## Learning outcomes for the award of PGCert in Health Studies

On successful completion of the programme, the student must be able to:

|  |
|--|
| <b>A. Knowledge and Understanding</b>  |
| A1. Critically evaluate the concepts and theories that underpin contemporary physiotherapy practice, and apply the best available evidence to everyday practice;<br>A2. Demonstrate a critical understanding regarding how people's health encompasses their activities and participation as well as their body structures and functions, personal and environmental factors;<br>A3. Conduct an independent piece of research to enhance physiotherapy practice.   |
| <b>B. Subject-specific skills</b>  |
| B2. Deliver safe and effective person-centred physiotherapy, including diagnosis, treatment, rehabilitation and health promotion, informed by critical analysis of the best available evidence and appropriate use of current and developing technology;<br>B3. Independently identify and develop and facilitate opportunities for change in order to create improvement in individual and population health and well-being and impacting positively on economic sustainability;<br>B4. Contribute to and influence the development and evaluation of evidence based physiotherapy practice in the context of contemporary health and social care;<br>B5. Integrate physiotherapy knowledge, skills, values and behaviours to manage disorders across the lifespan in a wide variety of settings with both individuals and populations. |
| <b>C. Thinking Skills</b>  |
| C1. Demonstrate systematic clinical reasoning and critical appraisal skills through a creative solution focussed use of knowledge and problem solving;<br>C3. Critically reflect upon practical and professional knowledge, skills, values and behaviours;<br>C4. Debate and challenge local, national and international agendas and their impact on physiotherapy practice;<br>C5. Interpret knowledge through independent thinking relevant to physiotherapy;<br>C6. Engage in critical reflection to increase self-awareness, maintain effective practice and make recommendations for change.  |
| <b>D. Other skills relevant to employability and personal development</b>  |
| D1. Comply with the <i>Code of Professional Values and Behaviours of the CSP (2011)</i> and the <i>HCPC Standards of conduct, performance and ethics (2016)</i> ;<br>D2. Access, critically appraise and apply best available evidence to practice;<br>D3. Communicate effectively using a diverse range of communication strategies, tailored appropriately to specialist and non-specialist audiences;<br>D4. Maintain a current professional portfolio;<br>D5. Use skills effectively in partnership and leadership roles;<br>D6. Demonstrate commitment to life-long learning through critical reflection on knowledge, skill and fitness to practice.   |