# PROGRAMME SPECIFICATION
MSc Physiotherapy (pre-registration)

<table>
<thead>
<tr>
<th>1. Awarding Institution</th>
<th>York St John University</th>
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<tbody>
<tr>
<td>2. Teaching Institution</td>
<td>York St John University</td>
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<tr>
<td>3. Delivery locations (if different to Teaching Institution)</td>
<td></td>
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<tr>
<td>4. Programme(s) Accredited by (professional/statutory body)</td>
<td>Health Professions Council (HPC) Chartered Society of Physiotherapy (CSP)</td>
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<tr>
<td>5. Faculty offering the Programme(s)</td>
<td>Health &amp; Life Sciences</td>
</tr>
<tr>
<td>6. Final Award(s)</td>
<td>MSc</td>
</tr>
<tr>
<td>7. Interim Awards</td>
<td>An award is available of <strong>MSc in Health Studies</strong> (without the placement component). Additional interim awards are available with 120 credits for <strong>Postgraduate Diploma in Health Studies</strong>, and 60 credits for <strong>Postgraduate Certificate in Health Studies</strong>.</td>
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<tr>
<td>8. Programme Title(s)</td>
<td>MSc Physiotherapy (Pre-registration)</td>
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<tr>
<td>9. UCAS Code / GTTR / Other</td>
<td></td>
</tr>
<tr>
<td>10. Approved Combinations (for Joint Honours programmes only)</td>
<td></td>
</tr>
<tr>
<td>11. QAA Benchmark Group(s)</td>
<td>FHEQ Level 7 Descriptor Benchmark</td>
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<tr>
<td>12. Applicable to Year of Entry to the Programme(s)</td>
<td>January 2017</td>
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</tbody>
</table>
| 13. Date Produced/Revised | 20 July 2012  
First entry to the programme in 2013  
October 2013 (change to IELTS wef January 2014) |
| 14. Mode of Study | The programme is offered in the following modes of study:  
Full-time: Over 2 years |
| 15. Introduction and Special Features | |
| 15-a Introduction | The ability to adapt to the changing needs of the service user and changing health and social care provision in the 21st century is embedded in the curriculum and students will be encouraged to develop and recognise models of physiotherapy practice that are person-centred and appropriate to the settings and roles in which graduates will practise. Furthermore, graduates will have an aptitude and enthusiasm for life-long learning and an appreciation of the continuum from qualifying education into post-qualifying practice and development and therefore able to contribute to the body of knowledge within the profession. |
In accordance with the requirements articulated in the Health Professions Council Standards of Proficiency - Physiotherapy (2007) and the CSP Learning and Development Principles (2010) the fundamental aim of the programme is to produce entry level graduates who are equipped with the knowledge, skills, behaviour and values (KSBV) required to become proficient, autonomous physiotherapy practitioners underpinned by scientific knowledge and having the ability to adapt to the changing needs of the service user and modern health care provision.

Graduates will be competent, reflective, critical thinking practitioners able to deliver safe, effective services within a variety of settings (this could include international as well as UK), demonstrating leadership and decision making skills. Advanced scholarship will enable graduates to demonstrate critical insight into practice, creativity and innovation in service delivery and management of themselves and others.

The programme will ensure the students are eligible to apply to register with the Health Professionals Council and Chartered Society of Physiotherapy.

15-b Special features of the programme.

This programme has been commended for the manner in which it captures contemporary practice and reflects a number of current and future health and social care drivers such as Long Term Conditions and Leadership & Service Development.

The professional practice element of learning is integral to the programme and an essential component of professional development. It is the purpose of professional practice to provide opportunities for students to demonstrate the ability to use knowledge, skills and information and show progress in applying it through their participation. Professional practice facilitates the transition from student to competent therapist by providing scope for reasoning and reflection in the practice environment that complements and extends their academic studies.

Placements are sought within the current geographical region of the Yorkshire and Humberside Strategic Health Authority. York St. John University works in conjunction with Leeds Metropolitan University, Huddersfield University, and Bradford University.

Placement learning is integral to the programme. Academic learning provides knowledge and skill which can be applied and developed in the workplace. Students are required to complete a minimum of 1000 hours professional practice education to fulfil the statutory and professional requirements. Placements will be 6 weeks (though a model of placing the students for 12 weeks in the same geographical area is also envisaged). A variety of placement opportunities will be experienced by students to ensure competence in a range of health and social care settings.

16. Criteria for Admission

First- or upper second-class BSc honours degree in a human biology/behavioural science/sports science/health-related profession, in which the foundation sciences (including human anatomy and/or physiology/psychology) were completed at honours level; plus experience of undergraduate level research skills and a project/dissertation.

Applicants presenting a BA honours degree may be considered for applicants who are able to evidence significant academic or professional experience which is judged to be acceptable by York St John University

Insight into the physiotherapy profession is required as is evidence of study within the last three years.
Admission to the course is dependent upon completion of the following selection processes:

- academic entry requirements being met
- satisfactory application form
- successful interview
- satisfactory references (two are required, one of which must be an academic reference)
- receipt of a satisfactory Enhanced Criminal Records Bureau Disclosure. This link provides further details on the procedure. [https://www.yorks.j.ac.uk/admissions/dbs-and-medical/](https://www.yorks.j.ac.uk/admissions/dbs-and-medical/)
- satisfactory medical screening

The University understands the value of non-traditional applications. For further details on the process involved see link to the APEL system see link below:

**Accredited Prior (Experiential) Learning (APL/APEL).**

During the course of the programme and on completion students will be required to declare any convictions, cautions or allegations to the University and relevant professional body prior to application for registration.

**English language requirements**

York St John University requires applicants whose first language is not English to at least meet one of the following:

- Successful completion of a Bachelors or Masters degree at a University in a majority English speaking country (for a list of these consult YSJ International. Where the language of tuition has been English;
- The British Council IELTS 7.0 with no less than 7.0 in each component (6.5 in each component for January 2013 entrants only) or an equivalent English qualification such as:
- An IBT TOEFL score of 87 overall (with no less than 23 in each band, other forms of TOEFL are not acceptable);
- A Pearson Test of English Academic (PTE) of 59 overall, with no less than 59 in any component.
- Cambridge English Certificate with a score of 67 or above

The IELT must have been completed within the last two years (and official certification must be seen).

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17. **Programme Learning Aims**

The aim of the MSc Physiotherapy pre-registration programme is to graduate Physiotherapists who:

- are reflective, proactive, innovative and adaptable practitioners who have the ability to critique research, and evaluate the effectiveness of evidence in a wide variety of practice settings.
- are competent in the knowledge, skills, behaviour and values required of entry level graduates set out within the CSP’s Learning Development Principles for Accreditation of Qualifying Programmes (2010) and the QAA benchmark statements for Masters degrees (2010)
### Level M Programme Outcomes

Programmes learning outcomes are considered in the following three categories:

- **Cognitive**
- **Disciplinary/Professional Skills**
- **Transferable skills**:

#### A. Cognitive; the student will demonstrate:

- i. An in-depth evidence based knowledge and understanding of the core areas of physiotherapy rehabilitation which includes their application to practice and service delivery.
- ii. Concepts of innovative practice as a physiotherapist in the diverse, complex and evolving role of the profession within the public health arena.
- iii. Critical thinking in relation to the evidence, policy and legal frameworks and an ability to discuss the impact on health and social care settings, considering and tackling inequalities in health.
- iv. Critical reflection on previous learning and experience and incorporate this into their future learning and professional practice development.
- v. Research and enquiry techniques to collect, analyse, interpret and apply relevant information to physiotherapy both in theory and in practice at Master’s level.
- vi. Leadership qualities, solving problems in creative and innovative ways, and making decisions in challenging situations.
- vii. A conceptual understanding of quality, its measurement, and impact upon managing risk and reasoned decision making in the rehabilitation setting.

#### B. Disciplinary/Professional Skills; the student will demonstrate:

- i. A systematic understanding of the potential and limitations of physiotherapy as a practice-based discipline to affect an individual’s work, health and wellbeing.
- ii. Critical thinking in evaluating evidence based interventions with a variety of service users in a variety of clinical settings.
- iii. Presentation skills that offer an argument with clarity and competence and defend that argument in debate whilst showing due respect for the different perspectives of others.
- iv. Analysis, synthesis and articulation of knowledge about individuals with either short or longer term conditions.
- v. Compliance with the HPC Standards of Conduct, Performance and Ethics.

#### C. Transferable Skills; the student will demonstrate:

- i. Management of their own learning and development through clarifying personal values; setting personal objectives; managing time and tasks; and evaluating their own performance.
- ii. Effective learning strategies of independent and co-operative learning; finding and organising information; using a wide range of academic skills; and evaluating personal learning strategies.
- iii. Effective communication in expressing ideas and opinions, with confidence and clarity, to a variety of audiences for a variety of purposes through the use of appropriate language and form; presentation to different audiences using a variety of media; active listening; rational persuasion.
- iv. Productivity in team working, taking responsibility and executing agreed tasks; using initiative and leading others; supporting; asserting own values and respecting others; evaluating team performance.
| v. | Problem solving skills that enable identification of, and resolution strategies for a given problem. Demonstrating analysis; lateral thinking; identifying strategic options and decision making; and evaluating the success of different strategies. |
| vi. | Information Technology use appropriate for their learning and employability; as a communication and learning tool; to access and manage information; to present ideas; and use specialist software where relevant |
## Level M Programme Structure and Content

### Modules for the Programme

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Block</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPS001</td>
<td>Long Term Conditions</td>
<td>30</td>
<td>1 &amp; 2</td>
<td>CA</td>
</tr>
<tr>
<td>MPS002</td>
<td>Physiotherapy Practice</td>
<td>30</td>
<td>1</td>
<td>CA</td>
</tr>
<tr>
<td>MPS003</td>
<td>Rehabilitation Practice with Health Promotion</td>
<td>30</td>
<td>2</td>
<td>CA</td>
</tr>
<tr>
<td>MPS009</td>
<td>Physiotherapy Professional Practice Placement 1</td>
<td>0 (must pass)</td>
<td>3</td>
<td>CA</td>
</tr>
<tr>
<td>MPS010</td>
<td>Physiotherapy Professional Practice Placement 2</td>
<td>0 (must pass)</td>
<td>3</td>
<td>CA</td>
</tr>
<tr>
<td>MPS004</td>
<td>Audit, research and service evaluation</td>
<td>15</td>
<td>4</td>
<td>CA</td>
</tr>
<tr>
<td>MPS006</td>
<td>Leadership and service development</td>
<td>15</td>
<td>4</td>
<td>CA</td>
</tr>
<tr>
<td>MPS005</td>
<td>Patient Management</td>
<td>15</td>
<td>5</td>
<td>CA</td>
</tr>
<tr>
<td>MPS011</td>
<td>Physiotherapy Professional Practice Placement 3</td>
<td>0 (must pass)</td>
<td>5</td>
<td>CA</td>
</tr>
<tr>
<td>MPS012</td>
<td>Physiotherapy Professional Practice Placement 4</td>
<td>0 (must pass)</td>
<td>5</td>
<td>CA</td>
</tr>
<tr>
<td>MPS007</td>
<td>Research in Physiotherapy Practice</td>
<td>30</td>
<td>6</td>
<td>CA</td>
</tr>
<tr>
<td>MPS008</td>
<td>Contemporary Practice</td>
<td>15</td>
<td>6</td>
<td>CA</td>
</tr>
<tr>
<td>MPS013</td>
<td>Physiotherapy Professional Practice Placement 5</td>
<td>0 (must pass)</td>
<td>7</td>
<td>CA</td>
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</tbody>
</table>

### Status of Module will be either:
- **C**: Compulsory, **CP**: Compulsory for progression to the next level, **CA**: Compulsory for award, **O**: option or **E**: elective

### Year 1

#### Theme: Professionalism

<table>
<thead>
<tr>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
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</thead>
<tbody>
<tr>
<td>Induction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MPS001</td>
<td>Long Term Conditions (30 Credits)</td>
<td></td>
</tr>
<tr>
<td>MPS002</td>
<td>Physiotherapy Practice (30 Credits)</td>
<td>MPS009/MPS010 Placement 1 &amp; 2</td>
</tr>
<tr>
<td>MPS003</td>
<td>Rehabilitation Practice with Health Promotion (30 credits)</td>
<td>2 x 6 weeks Level 1</td>
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</tbody>
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### Year 2

#### Theme: Management & Leadership

<table>
<thead>
<tr>
<th>Block 4</th>
<th>Block 5</th>
<th>Block 6</th>
<th>Block 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPS004</td>
<td>Audit Research and Service Evaluation (15 Credits)</td>
<td>MPS011/MPS012 Placement 3 &amp; 4</td>
<td>MPS013 Placement 5 6 weeks Level 3</td>
</tr>
<tr>
<td>MPS005</td>
<td>Patient Management (15 Credits)</td>
<td>2 x 6 weeks Level 2</td>
<td></td>
</tr>
<tr>
<td>MPS006</td>
<td>Leadership and Service Development</td>
<td>MPS007 Research in Physiotherapy Practice (30 Credits)</td>
<td>MPS008 Contemporary Practice (15 Credits)</td>
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Level M Teaching and Learning and Assessment Strategies

Our approach is to foster and promote learner responsibility and learner independence to allow the students to:

- Engage with complex, challenging problems and real health issues
- Proactively use available resources to address problems, construct solutions and answers, identify new questions and create new knowledge
- Question, reason, and think critically about what they see, hear and feel, weighing up evidence and the opinions of others and reaching their own conclusions
- Reflect constructively on their own learning, not least through use of feedback
- Share their knowledge and experience with fellow students and staff
- Manage effectively their own learning processes, individual and collaborative
- Understand and communicate effectively with individuals from differing backgrounds and perspectives
- Be equipped through their learning, skills and personal development for the demands of their careers

In addition, central to the programme is the development of clinical reasoning and the critical appraisal of evidence-based practice particularly with respect to complex health and social care situations utilising an inter-disciplinary focus. These skills will be further developed through professional practice placements in contemporary settings. Through critical analysis, contemporary legislation on policy, structure and function of health and social care organisations are considered in addition to how this impacts on physiotherapy practice. Working at Master’s level, the students will focus on developing a knowledge base in physiotherapy, which is evidence-based and strongly underpinned by research.

There has been a conscious decision to construct a varied and diverse assessment programme using the principles of formative assessment to underpin the summative approach adopted. These summative assessments vary from written work, poster presentation and practical work (e.g. viva, practical demonstrations).

Teaching Learning and Assessment

Examples of best practice for enquiry-based learning and teaching methods include the use of student led presentations, practical workshops and tutorials throughout the programme. All lecture based sessions are interactive as students are expected to participate in activities during the sessions, such as case study analysis for example, or present the material themselves in peer teaching sessions. Patient scenarios including virtual, paper, and ‘real life’ are utilised throughout the programme.

Enquiry-based learning and teaching methods include:
- Lectures
- Tutorials, group and individual
- Seminars, both tutor and student led
- Interactive lectures
- Practical workshops
- Student led presentations
- Supervised research study
- Clinical placement utilising a range of supervision models

Online teaching and learning methods include:
- Electronic ‘work books’
- Electronic journals
- Discussion groups
- Computer marked formative assessments
- Formative tests
• The use of assignment drop boxes (where student essays are submitted and returned electronically)
• Links to relevant web sites and journal articles

On line teaching and learning is utilised across the programme and supports the activities described above. Examples of best practice include online interactive self-assessment quizzes, electronic workbooks for self completion and integration with taught material. Links to relevant web sites are also available on the University Virtual Learning Environment and electronic discussion groups are formatted and utilised by the tutors to facilitate debate and dialogue amongst the students to enhance enquiry and self-directed learning.

Assessment will take a number of different forms including:
Written assignments, reports, and project work; practical skills assessments and verbal presentations/vivas; poster presentations; a research proposal and research project.

All modules have a formative assessment component (both formal and informal) that underpins and augments the summative assessment.

19. Progression and Graduation Requirements

YSJ general regulations for postgraduate awards apply to this programme and can be found via the University’s homepage. In addition, the following programme specific regulations apply:

• MPS004 must be successfully completed in order to progress to module MPS007.
• All modules for the programme are compulsory and all need to be passed in order to gain the award of MSc Physiotherapy (pre-registration).

Marks from the modules MPS004, MPS007 and MPS008 will be used in classification borderline cases.

Exit Awards

Candidates will be eligible for the award of the MSc Health Studies (without the placement component) when they have:

a) achieved a classification average, determined across all modules calculated in accordance with the classification rules approved by the Academic Board, which is equal to or greater than the minimum pass mark specified for taught postgraduate awards.

Year 1
Long Term Conditions (30 M credits)
Physiotherapy Practice (30 M credits)
Rehabilitation Practice with Health Promotion (30 M credits)

Year 2
Audit, research and service evaluation (15 M credits)
Leadership and service development (15 M credits)
Patient Management (15 M credits)
Research in Physiotherapy Practice (30 M credits)
Contemporary Practice (15 M credits)

Candidates will be eligible for the award of the Postgraduate Diploma in Health Studies when they have:
a) been awarded 120 credits at 'M' Level
b) achieved a classification average, determined across all modules calculated in accordance with the classification rules approved by the Academic Board, which is equal to or greater than the minimum pass mark specified for taught postgraduate awards.

Candidates will be eligible for the award of the **Postgraduate Certificate in Health Studies** when they have:

a) been awarded 60 credits at 'M' Level
b) achieved a classification average, determined across all modules calculated in accordance with the classification rules approved by the Academic Board, which is equal to or greater than the minimum pass mark specified for taught postgraduate awards.

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### 20. Internal and External Reference Points

**FHEQ Level 7 Descriptor Benchmark**

Workplace learning: Evidencing through reflection and evaluation (2005)

Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2010)

Learning and Development Principles for CSP Qualifying Programmes in Physiotherapy: Examples of good practice (2010)

University Learning, Teaching and Assessment Strategy (2012-2015)

Learning and Teaching Development

HPC Standards of Education and Training (2009)

HPC Standards of Proficiency (2007)

[http://www.qaa.ac.uk/assuringstandardsandquality/quality-code/Pages/default.aspx](http://www.qaa.ac.uk/assuringstandardsandquality/quality-code/Pages/default.aspx)

CAIPE (2012) Interprofessional Education in Pre-registration Courses

NHS Institution for Innovation and Improvement

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### 21. Further Information

*Further information on the programme of study may be obtained from:*

- Admissions Entry Profile (Admissions)
- Programme validation document (Registry – Academic Standards)
- Regulations (Registry – Academic Standards)
- Student programme handbook (Faculty)
- Module handbooks (Faculty)