

YORK ST JOHN UNIVERSITY

PROGRAMME SPECIFICATION

1.	Awarding Institution	York St John University
2.	Teaching Institution	York St John University
3.	Delivery Locations (if different from YSJ)	
4.	Programme(s) Accredited by (professional/statutory body)	Health and Care Professions Council (HCPC) Chartered Society of Physiotherapy (CSP)
5.	School offering the Programme(s)	Health Sciences
6.	Final Award(s)	BHSc
7.	Interim Awards	Certificate of Higher Education in Applied Health Sciences Diploma of Higher Education in Applied Health Sciences BHSc (Ord) in Applied Health Sciences BHSc (Hons) in Applied Health Sciences
8.	Programme Title(s)	BHSc (Hons) Physiotherapy
9.	UCAS Code / GTTR / Other	B160
10.	Approved Combinations (for Joint Honours programmes only)	
11.	QAA Benchmark Group(s)	Health care programmes: Physiotherapy FHEQ Level 6 Academic and Practitioner Standards in Physiotherapy, (QAA 2001)
12.	Applicable to Year of Entry to the Programme(s)	September 2018
13.	Date Produced/Revised	October 2012, September 2014 (no change)

14.	Mode of Study	The programme is offered in the following modes of study: Full-time: 3 years Part-time: 6 years
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15.	Introduction and Special Features	
15-a	Introduction	The aim of the BHSc Physiotherapy programme is to produce graduates who are able to meet the challenges of 21 st century healthcare. In accordance with the requirements articulated in the Health and Care Professions Council Standards of Proficiency - Physiotherapy (2007) and the Chartered Society of Physiotherapy (CSP) Learning and Development Principles (2010) the curriculum will encourage students to be able to adapt to the changing needs of service users and local communities within a modern

	<p>health service that is constantly evolving new models of service and innovative practice. Graduates will be flexible and responsive to change and have the knowledge, skill, values and behaviours to provide person centred care and enhance the quality of the patient experience. Relevant to the NHS values the curriculum will reflect the needs of NHS employers Where graduates will recognise the following five principles:</p> <ol style="list-style-type: none"> 1. able to put patients first 2. respect others 3. strive to be the best 4. take pride in what they do 5. act with integrity <p>In addition they will be proficient, autonomous physiotherapy practitioners underpinned by scientific knowledge, who have the ability to contribute to the challenges in public health, have a significant role in the management of long term conditions and practice in a wide range of health settings within a diverse population. Furthermore through their knowledge of research methods and best practice graduates will be able to contribute to innovation and change in health care, and the developing body of knowledge within the profession.</p>
<p>15-b</p>	<p>Special features of the programme.</p> <p>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 in the workplace. 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.</p> <p>Placements are sought within the current geographical region of the Yorkshire and the Humber. Students are required to complete a minimum of 1000 hours professional practice education to fulfil the statutory and professional requirements. Placements will last 5 weeks. A variety of placement opportunities will be experienced by students to ensure competence in a range of health and social care settings. There may be opportunities at level two for students to undertake an international placement.</p> <p>To support an integrated approach to learning, programme levels have been aligned with over-arching themes to encourage the development of professionalism and employability of graduates and the knowledge, skills, behaviours and values to be patient-centred. In level 4 the theme will be 'Becoming a Professional'. These are students who are new to healthcare and the need to develop professionalism is articulated by a number of key stakeholders, for example NHS, HCPC and CSP. At level 5: Long Term and Acute Conditions Across the Lifespan come to the fore as these areas have been identified as key health areas to be addressed now and in the future. At level 6: Employability is the key focus. This aspect is essential for both employees and employers of the future. There is a recognised need throughout that developing employability in new graduates is essential in current and future higher education.</p> <p>Meeting the Health and Safety Training Requirements within the Curriculum Mandatory Training as directed by the NHS North of England (formally known as NHS North East, NHS North West and NHS Yorkshire and Humber Strategic Health Authorities).</p> <p>All health students are required each year to complete a range of health and safety mandatory training as set out by the NHS North of England. Mandatory training will be delivered where possible within inter-professional learning experiences as this follows current best practices within health and social care settings.</p>

	<p>This list of specific training is as follows:</p> <ul style="list-style-type: none"> • Moving and handling with a minimum of 4 hours face to face contact annually with a staff ratio of 1: 8 • Basic life support with 3 hours of face to face contact • Risk and safe working practices to be included throughout the programme • Infection control with 2 hours face to face contact • Information governance (on-line package) • Fire with a minimum of 1 hour • Equality and diversity with a minimum of 1 hour • Breakaway Training with 2 hours of face to face contact • *Food hygiene (on-line basic training level) <p>*We have further enhanced this list at York St John University to include Food hygiene (on-line) as many students will have direct contact with food and or drinks during their work/ professional practice placement experiences.</p> <p>All students will complete this mandatory training each year before they go on professional practice work placements. Each student will receive a Mandatory training passport with all elements of training scrutinised and formally signed off as completed, by the University. Each student will be expected to present the passport to their professional practice educator on the first day of each work placement.</p> <p>Learning, teaching and assessment methods</p> <p>A range of learning, teaching and assessment methods will be used in order to as closely replicate the mandatory training that is currently used in health and social care settings. Examples include direct face to face training and assessment as used in basic life support, accredited trainers from the ambulance training unit lead the training (1:10 ratio) and assess each student in basic life saving techniques. Information governance training is accessed on line and is the NHS standard training package that our health students can access. Moving and handling training is provided within the programme by academics that have specific external specialist training in order that they can lead the 6 hours of face to face of practical and theory sessions that are required for each student (ratio 1:8). Some training can be delivered in large groups using a lecture format. Other health and safety training will be through supported open learning followed by seminars. Risk and safe practice training will be further enhanced by integrating the learning within specific modules.</p> <p><u>The programme also includes the following features that are of particular note:</u></p> <p>Opportunities exist for inter-professional learning throughout the programme, both within the placement settings and within the university environment.</p> <p>During the dissertation module there will be an opportunity to undertake primary research with the possibility of linking in with staff research.</p> <p>.</p>
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16.	<p>Criteria for Admission</p> <p><u>Entry Requirements</u> Entry requirements incorporate the regulations laid down by York St John University (undergraduate)</p> <p>Academic Requirements For standard entry onto the Physiotherapy programme, candidates should normally have achieved academic study equivalent to:</p>
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- Five GCSE passes (grades A*-C) including English language, mathematics and a science subject or dual science

In addition

ABB from A2 subjects to include Grade B or above in Biology or PE (but excluding General Studies) or

DDM from BTEC Extended Diploma in a related subject. The Health & Social Care Extended Diploma is accepted to cover the Biology requirement. or

Access Diplomas to include 45 credits at Level 6, including a minimum of three modules at Level 6 in Biology, with Distinction and Merit grades that exceed 128 UCAS Tariff points. or

- Foundation degree in a health related area
- Successful completion of a Bachelor's degree in a relevant subject, 2:2 minimum in a human biology/behavioural science/sports science/health-related profession. *BA (Hons) degrees 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.*

Potential students without formal academic qualifications at A2/AS level (or equivalent) and, who have been out of formal education for two years or longer, will be encouraged to make application through the alternative entry system available within the institution.

Those with appropriate APL/APEL ([Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#)) may be considered for entry under Policy for Applications from Candidates not Offering standard School Leaving Qualifications

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 where the language of tuition has been English;
- The British Council IELTS with no less than 7.0 in each component
- 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

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

Professional Requirements

All applicants to the programme must demonstrate, both on their application and at interview, an awareness of the purpose and nature of physiotherapy. It is important that applicants have a clear and realistic understanding of the variety of roles of physiotherapists.

General Entry Requirements

All offers are conditional on:

- Completion of a health screening form that will be scrutinised by the University Medical Officer and a decision then made by Student Services and the Head of Programme regarding the suitability of the student to participate in a professional programme.
- A satisfactory enhanced Disclosure and Barring check check.

Applicants with criminal convictions shall be considered in line with the Admissions Policy (V1.1) section 3.18 – Applicants with Criminal Convictions and policy SRA6 – Admission of Students & Criminal Conviction.

Full consideration must be given when accepting students onto the programme with criminal convictions or cautions as this may have potential impact on the student's ability to gain registration with the Health and Care Professions Council on graduation. This in turn will affect the employability of the graduate who would not then be able to practice as a physiotherapist. The University reserves the right to pass on pertinent information to potential employers if a reference is requested.

<http://www.hpc-uk.org/education/providers/guidance/>

Equality & Diversity

Applications are considered in line with SSPP02 - The University Student Equal Opportunities Policy and individual Admissions policies:

- SSPP6 – Race Equality Policy
- SSPP25 - Student's Religion and Belief Policy
- SSPP19 – Sexual Orientation

Applications from candidates with disabilities are considered in line with the Admissions Policy (V1.1) section 3.7 – Entry for Candidates with disabilities and individual Admissions policies:

- SSPP4 – Disability Policy
- SSPP8 – Statement for Students with a Disability
- SSPP31 – Disability Equality Scheme

17.

Programme Aims

To produce graduates who are fit for practice and purpose (equipped with the skills, knowledge, values and behaviours required to become proficient physiotherapy practitioners, who have the ability to adapt to the changing needs of the service user and to changing models of health care provision within the NHS and other settings).

This aim will be achieved by the following programme professional outcomes considered in the following three categories

- A. Cognitive
- B. Disciplinary/Professional Skills
- C. Transferable Skills

A. Cognitive: the students will be:

- i. Reflective practitioners with the requisite skills, knowledge and attributes to practice physiotherapy consistent with that expected of newly qualified staff within the NHS and other settings.
- ii. Informed by best current evidence.
- iii. Critically analytical of contemporary physiotherapeutic intervention and needs including engagement in research and evidence based health care
- iv. Able to reflect on their practice and promote continual professional development and lifelong learning

B. Disciplinary/Professional Skills: the student will:

- i. Be eligible to apply for registration with the Health and Care Professions Council and for membership of the Chartered Society of Physiotherapy
- ii. Enable individuals and groups to optimise their health and social well-being
- iii. Deliver physiotherapy in response to individual need
- iv. Promote equality to all in physiotherapy practice

C. Transferable Skills: the student will:

- i. Be equipped with the graduate skills and attitudes necessary to enable function in

	<p>the complex, changing environment of the modern health and social care workplace.</p> <ul style="list-style-type: none"> ii. Manage oneself and work with others to optimise results via inter-professional collaboration. iii. Have leadership qualities, solve problems in creative and innovative ways, and make decisions in challenging situations. iv. Use Information Technology 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.
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18 -1	YSJU Level 4 / NQF Level 4 / FHEQ 4
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18-1a	<p><u>Level 4 Programme Outcomes</u></p> <p>Upon successful completion of level 4 the students will be able to:</p> <ul style="list-style-type: none"> a. evaluate, interpret and apply the underlying theoretical material associated with physiotherapy practice b. utilise a variety of appropriate resources to obtain relevant information c. present and, with guidance, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic physiotherapy theories and concepts d. evaluate with guidance the different problem solving approaches to physiotherapy practice e. communicate learning effectively using structured coherent arguments f. identify personal learning needs and take responsibility for learning g. develop skills in a structured managed environment h. work effectively as part of a team in order to deliver patient-focused care i. competently select and apply a limited range of physiotherapy skills , j. demonstrate professional responsibility in delivering inclusive –non-discriminatory intervention to a diverse population k. commit to improvement of the user experience l. understand the importance of adhering to the Health and Care Professions Council Standards of Conduct, Performance and Ethics and CSP rules of professional conduct. m. demonstrate skills required for group and team working n. take responsibility for the health and safety issues of the individual and of others o. consider the application of concepts to contexts other than those in which they were first taught p. consider psychosocial issues related to physiotherapy practice q. understand the structure and function of the human body in relation to dysfunction and pathology
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18-1b	<p><u>Level 4 Programme Structure and Content</u></p> <p><i>Modules for the Programme (Please list modules)</i></p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>Credits</th> <th>Semester</th> <th>Status of Module</th> </tr> </thead> <tbody> <tr> <td>1PS400</td> <td>Foundations of Physiotherapy Practice 1</td> <td>30</td> <td>1</td> <td>CP</td> </tr> <tr> <td>1PS401</td> <td>Professional Development</td> <td>30</td> <td>1</td> <td>CP</td> </tr> <tr> <td>1PS402</td> <td>Foundations of Physiotherapy Practice 2</td> <td>20</td> <td>2</td> <td>CP</td> </tr> <tr> <td>1PS403</td> <td>Exercise, Rehabilitation and Health Promotion</td> <td>20</td> <td>2</td> <td>CP</td> </tr> <tr> <td>1PS404</td> <td>Physiotherapy Professional Practice Placement 1</td> <td>20</td> <td>2</td> <td>CP</td> </tr> </tbody> </table> <p><i>Status of Module will be either:</i> C: Compulsory, CP: Compulsory for progression to the next level, CA: Compulsory for award, O: option or E: elective</p>	Code	Title	Credits	Semester	Status of Module	1PS400	Foundations of Physiotherapy Practice 1	30	1	CP	1PS401	Professional Development	30	1	CP	1PS402	Foundations of Physiotherapy Practice 2	20	2	CP	1PS403	Exercise, Rehabilitation and Health Promotion	20	2	CP	1PS404	Physiotherapy Professional Practice Placement 1	20	2	CP
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18-1c	<p><u>Level 4 Teaching and Learning and Assessment Strategies</u></p> <p>The theme for level 4 will be 'Becoming a Professional'. The emphasis will not only be on the understanding and application of theory, principles and clinical skills of professional practice at a foundational level but also the development of professional behaviours, values and attitudes that are vital in becoming an autonomous and reflective practitioner. This will be facilitated by keynote lectures, tutorials, seminars and practical workshops. Supported open learning (SOL) will be an important part of every module; structured learning materials or activities will be provided that encourage students to manage their own learning either individually or in groups. Students will be encouraged to reflect on these learning experiences in a graduate portfolio.</p> <p>Over the initial 6 weeks there will be on-going induction activities to support the students in developing study skills, particularly in writing, presentation and note making. The use of information technology, in particular the VLE and web resources will be included in this and all modules.</p> <p>Assessment at level 4 will be by practical demonstrations and written assignments. For example Foundations of Physiotherapy 1 utilises a demonstration of applied knowledge of anatomy, physiology and pathology, and justification of safe and effective physiotherapy interventions. Whilst in Professional Development students will complete a 3,500 word written assignment. Formative assessments will be used to support student learning and preparation for summative assessment. For example within Foundations of Physiotherapy 1 there will be a number of formative demonstrations of safe and effective application of therapeutic modalities.</p> <p>Physiotherapy Professional Practice Placement Level 4</p> <p>Students will be given, under supervision, the opportunity to practice patient assessment, clinical management and handling skills, decision making and participation in general patient care in primary or secondary care environments. They will be assessed through an extended learning contract at a pass/fail basis. If a student fails the professional practice assessment at level 4, they must successfully repeat the placement and the assessment before progression to level 5. If the student fails the repeat of the placement assessment or any other future professional practice their progress through the programme will normally be terminated</p>
18 -2	YSJU Level 5 / NQF Level 5 / FHEQ C
18-2a	<p><u>Level 5 Programme Outcomes</u></p> <p>Upon successful completion of level 5 the students will be able to</p> <ol style="list-style-type: none"> a. demonstrate knowledge, justification and critical understanding of the principles of physiotherapy practice b. apply concepts and principles of clinical reasoning particularly in a clinical setting c. utilise problem solving approaches in order to critically evaluate the available evidence base d. interact effectively as a member of a range of clinical teams in order to deliver appropriate care to the service user e. utilise a range of physiotherapeutic interventions within varying situations across a range of complexities f. demonstrate awareness of limitations of personal professional knowledge and the impact of this upon learning and service delivery g. evaluate treatment outcomes and their impact on physiotherapy practice h. communicate information and analysis to a range of personnel i. understand the importance of adhering to the Health and Care Professions Council Standards of Conduct, Performance and Ethics

	<ul style="list-style-type: none"> j. adhere to CSP rules of professional conduct in delivering inclusive intervention to a diverse population k. transfer theory to practice l. understand the importance of a reflective approach to continuing personal and professional development m. explore wider concepts of physiotherapeutic techniques and consider injury prevention, health promotion, the psycho-social aspects of patient care 																																			
18-2b	<p><u>Level 5 Programme Structure and Content</u></p> <p><i>Modules for the Programme (Please list modules)</i></p> <table border="1" data-bbox="296 528 1331 1021"> <thead> <tr> <th><i>Code</i></th> <th><i>Title</i></th> <th><i>Credits</i></th> <th><i>Semester</i></th> <th><i>Status of Module</i></th> </tr> </thead> <tbody> <tr> <td>2PS400</td> <td>Evidence based Principles of Musculoskeletal Practice</td> <td>20</td> <td>1</td> <td>CP</td> </tr> <tr> <td>2PS401</td> <td>Evidence based Principles of Neurological Practice</td> <td>20</td> <td>1</td> <td>CP</td> </tr> <tr> <td>2PS402</td> <td>Evidence based Principles of Cardiovascular and Respiratory Practice</td> <td>20</td> <td>1</td> <td>CP</td> </tr> <tr> <td>2PS403</td> <td>Physiotherapy Professional Practice Placement 2a Musculoskeletal</td> <td>20</td> <td>2</td> <td>CP</td> </tr> <tr> <td>2PS404</td> <td>Physiotherapy Professional Practice Placement 2b Cardiovascular & Respiratory</td> <td>20</td> <td>2</td> <td>CP</td> </tr> <tr> <td>2PS405</td> <td>Physiotherapy Professional Practice Placement 2c Neurology</td> <td>20</td> <td>2</td> <td>CP</td> </tr> </tbody> </table> <p><i>Status of Module will be either:</i> C: Compulsory, CP: Compulsory for progression to the next level, CA: Compulsory for award, O: option or E: elective</p>	<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Semester</i>	<i>Status of Module</i>	2PS400	Evidence based Principles of Musculoskeletal Practice	20	1	CP	2PS401	Evidence based Principles of Neurological Practice	20	1	CP	2PS402	Evidence based Principles of Cardiovascular and Respiratory Practice	20	1	CP	2PS403	Physiotherapy Professional Practice Placement 2a Musculoskeletal	20	2	CP	2PS404	Physiotherapy Professional Practice Placement 2b Cardiovascular & Respiratory	20	2	CP	2PS405	Physiotherapy Professional Practice Placement 2c Neurology	20	2	CP
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18-2c	<p><u>Level 5 Teaching and Learning and Assessment Strategies</u></p> <p>The theme for level 5 will be ‘Long Term and Acute Conditions Across the Lifespan’. Level 5 will build on the foundational knowledge introduced in level 4 and students will begin to apply this knowledge to the management of a diverse range of patients with both acute and long term conditions, and across the whole lifespan of ages. Students will study 3, 20 credit modules concurrently in semester 1 covering the 3 recognised core areas of physiotherapy practice: musculoskeletal, cardiovascular and respiratory, and neurology. As the modules will run concurrently there will also be cross-modular learning opportunities where students will work in groups to address multi-pathology case studies. Students will be required to investigate and appraise the evidence that informs physiotherapy practice, develop the skills of reasoning and reflection and to begin to manage their own learning and future development. Learning and teaching methods will include lectures, problem-solving workshops, collaborative and independent study topics, tutorials, demonstrations, seminars and presentations.</p> <p>The approach to assessing academic modules in level 5 utilises an innovative approach in that all three semester 1 modules will be assessed together by two assessments (with three components in each one): a practical demonstration during the modules prior to placement and a written assignment after placement at the end of semester 2. This emphasises the theme for the year and the integration of learning across the core areas of practice and the student’s ability to apply this to complex patient scenarios, which reflects the nature of clinical work.</p> <p><u>Physiotherapy Professional Practice Level 5 Placements</u></p> <p>Students will be given the opportunity to practice, under supervision, patient assessment, clinical management and handling skills, decision making and participation in general physiotherapy management. As a level 5 placement, students will be encouraged to develop</p>																																			

a limited degree of clinical autonomy. Placements will include one each of musculoskeletal, neurology and cardiovascular respiratory core areas of practice, the order of which can be interchangeable according to student needs and availability of placements. . There may be opportunities at level 5 for students to undertake an international placement.

If a student fails a professional practice assessment they may need to intercalate in order to give time to successfully redeem the assessment before progression to level 6. This repeat professional practice will only be allowed if the student passes all other modules at level 5 and has passed all previous professional practice assessments. If they have already failed a professional practice assessment, even if it was successfully redeemed, their progress through the programme will normally be terminated.

18-3	YSJU Level 6 / NQF Level 6 / FHEQ Level 6																									
18-3a	<p><u>Level 6 Programme Outcomes</u> Upon successful completion of level 6 the students will be able to:</p> <ol style="list-style-type: none"> safely and competently practice physiotherapy within the current Chartered Society of Physiotherapy Rules of Professional Conduct and Standards of Physiotherapy Practice adhere to the Health and Care Professions Council Standards of Conduct, Performance and Ethics structure patient intervention by goals, outcomes, evidence-based physiotherapeutic treatment strategies and measurement of effectiveness based on sound assessment skills provide a needs led approach to patient care respecting cultural diversities demonstrate a detailed understanding and ability to argue coherently and critically the key aspects of physiotherapy practice engage critically in a reflective approach to physiotherapy and utilise potential to share learning with others engage with the process of continuing professional development and lifelong learning as a chartered physiotherapist analyse the policy context and resource issues affecting health care delivery and identify priorities within available resources respond to the challenge of clinical governance and quality issues search, analyse and critique an appropriate evidence base for practice problem solve critically in a range of clinical settings evaluate and engage in research for physiotherapy theory and practice utilise a range of appropriate physiotherapy interventions and outcome measures within a complex range of situations exert responsibility and initiative in a professional context work effectively as a team member or leader in order to deliver improvement to the service user use transferable skills to maximise potential in decision making 																									
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18-3c	<p><u>Level 6 Teaching and Learning and Assessment Strategies</u></p> <p>At Level 6 the theme will be 'Employability'. The emphasis of the learning will be on synthesis and critical evaluation, and the combination of modules is designed to enhance the employability of students by building on the professional knowledge, skills, values and behaviours they have developed through levels 1 and 2. This will prepare them for the complexity of clinical practice and encourage development of flexibility, adaptability, leadership and project management in order to practice in an ever changing work-place.</p> <p>Professional Practice Placements will provide opportunity to participate in addressing complex clinical problems in the relevant speciality areas. Placements will develop a greater degree of clinical autonomy in preparation for graduation and clinical practice. Students will be expected to demonstrate a reflective, holistic and person-centred approach to patient care and work collaboratively with other health professionals, clients and carers</p> <p>Physiotherapy Professional Practice Level 6a, 3b</p> <p>Students will be given the opportunity to participate in addressing complex clinical problems in the relevant speciality areas. At Level 6 students will be encouraged to develop a greater degree of clinical autonomy in preparation for graduation and clinical practice. They will be expected to demonstrate a reflective, holistic and person-centred approach to patient care. Students will have the opportunity to work collaboratively with other health professionals, clients and carers to provide a clear person-centred service. They will be expected to analyse the way in which theory, practical skills and clinical reasoning are used by physiotherapists and to evaluate their own practice through reflection. Students will be required to demonstrate that they can integrate academic study and practice-based learning in order to meet the Health Professions Council requirements for continuing professional development to support best professional practice and the maintenance of professional standards.</p> <p>If a student fails a professional practice assessment at level 6, this must be successfully redeemed to enable the student to complete their progression through the programme. This repeat professional practice will only be allowed on the recommendation of the examiners and if the student has passed all previous professional practice assessments. If they have already failed a professional practice assessment, even if it was successfully redeemed, their progress through to completion of the programme will not normally be allowed.</p> <p>Final Viva</p> <p>At the core of this year there is a final viva which captures the level 6 placements and in addition allows students to reflect back on placements in previous levels. It is considered that this assessment is an essential component that will assess the students' ability to practice autonomously. Previous experience has shown the value of this assessment especially with its integration to placement learning.</p>
19.	<p>Progression and Graduation Requirements</p> <p>The University's general regulations for undergraduate awards apply to this programme. These can be found in the Document Directory via the homepage.</p> <p>In addition, the following programme-specific regulations apply:</p> <ul style="list-style-type: none"> • All level 4 modules must be successfully completed prior to progressing to level 5 and all level 5 modules must be successfully completed prior to progressing to level 6 • In order to gain the BHSc (Hons) Physiotherapy award students must have successfully completed all modules for the programme and a minimum of 1000 hours of professional practice • Students who have Semester 1 resits following the Progress and Award Board and are

	<p>then on placement are permitted to have the option to take their resits in the Semester 2 resit period.</p> <p>Professional Practice:</p> <p>If a student fails the professional practice assessment at level 4, they must successfully repeat the placement and the assessment before progression to level 5. This repeat professional practice will only be allowed on the recommendation of the examiners. If the student fails the repeat of the placement assessment or any other future professional practice their progress through the programme will normally be terminated.</p> <p>If a student fails a professional practice assessment at Level 5 they may need to intercalate in order to give time to successfully redeem the assessment before progression to level 6. This repeat professional practice assessment will only be allowed on the recommendation of the examiners and if the student passes all other modules at level 5 and has passed all previous professional practice assessments. If they have already failed a professional practice assessment, even if it was successfully redeemed, their progress through the programme will normally be terminated.</p> <p>If a student fails a professional practice assessment at level 6, this must be successfully redeemed to enable the student to complete their progression through the programme. This repeat professional practice assessment will only be allowed on the recommendation of the examiners and if the student has passed all previous professional practice assessments. If they have already failed a professional practice assessment, even if it was successfully redeemed, their progress through to completion of the programme will not normally be allowed.</p> <p>Interim awards:</p> <ul style="list-style-type: none"> • Certificate of Higher Education in Applied Health Sciences - Completion of level 4 modules: A minimum of 100 credits; • Diploma of Higher Education in Applied Health Sciences - Completion of level 4 and a minimum of 100 credits at Level 5; • BHSc (Ord) in Applied Health Sciences - Completion of level 4 and 2 modules and accumulation of a minimum of 60 credits at level 6. This will not confer eligibility to apply for registration with the Health and Care Professions Council and consequently to practice as a physiotherapist; • BHSc (Hons) in Applied Health Sciences - Successful completion of all modules for the programme, with the exception of professional practice or achievement of a minimum of 100 credits at level 6. This will not confer eligibility to apply for registration with the Health and Care Professions Council and consequently to practice as a physiotherapist.
20.	<p>Internal and External Reference Points</p> <p>This programme specification was formulated with reference to:</p> <p>FHEQ Level 6 Descriptor Benchmark QAA Benchmark Group(s) Health care programmes: Physiotherapy Health Education England HPC Standards of Education and Training (2009) HPC Standards of Proficiency (2007) NHS Institute for Improvement and Innovation 2011 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) Learning and Teaching Development Modernising Allied Health Professional Careers, Dept of Health 2011</p>

	<p>NHS Institution for Innovation and Improvement http://www.institute.nhs.uk/innovation/care_homes/expert_advice_on_equality_issues.html University Learning, Teaching and Assessment Strategy (2012-2015) UK Quality Code for Higher Education (2012) http://www.qaa.ac.uk/assuringstandardsandquality/quality-code/Pages/default.aspx Workplace learning: Evidencing through reflection and evaluation (2005)</p>
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21.	<p>Further Information</p> <p>Further information on the programme of study may be obtained from:</p> <ul style="list-style-type: none"> • Admissions Entry Profile (Registry - Admissions) • Programme validation document (Registry – Academic Standards) • Student programme handbook (School) • Module handbooks (School) • Regulations (Registry – Academic Standards)
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Registry notes:

2PS400, 2PS401 and 2PS402 become year-long modules wef 2016/17 (QSC PASP 25.7.16)

2PS400, 2PS401 and 2PS402 become sem 1 modules wef 2017/8 (QSC PASP 22.11.17)