School of Health and Social Work

Title of Programme: BSc (Hons) Physiotherapy

Programme Code: HHPHY

Programme Specification

This programme specification is relevant to students entering:
26 September 2016

Associate Dean of School (Academic Quality Assurance):
Elizabeth Gormley-Fleming

Signature
Programme Specification
BSc (Hons) Physiotherapy

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body
University of Hertfordshire

Teaching Institution
University of Hertfordshire

University/partner campuses
College Lane Campus, Hatfield

Programme accredited by
Chartered Society of Physiotherapy; Health and Care Professions Council

Final Award
BSc (Hons)

All Final Award titles
Physiotherapy

FHEQ level of award
6

UCAS code(s)
B160

Language of Delivery
English

A. Programme Rationale

The primary aim of the programme is to produce graduates who are equipped with the skills, knowledge and competencies required for eligibility to apply for registration as physiotherapists with the Health and Care Professions Council and to become members of the Chartered Society of Physiotherapy. The programme has been designed to meet the requirements articulated in the QAA benchmark statements for Health Care Programmes - Physiotherapy.

The programme’s philosophy is to utilise a learner centred approach that involves the student actively in their learning, thus aiming to facilitate deeper learning. It also recognises students’ past experiences and their value and contribution to the learning process. The curriculum, in many of the modules, is designed around scenarios, which comprise inter-related subjects, and act as a trigger for students to discuss the intended learning outcomes and plan their strategy for achieving them. This integrated approach encourages synthesis of knowledge and facilitates both problem solving and reflective skills, thereby leading to the development of the students’ ability to become autonomous practitioners. The programme is designed to enable the graduate physiotherapist to be adaptable, manage and be responsive to change in health care provision, and be able to work as part of a health team. It also encourages from the outset continuing professional development. The acquisition of the core physiotherapy knowledge and skills is facilitated through empowering the student to be responsible for their learning. In addition, the curriculum has been mapped against the requirements of SkillsActive leading to eligibility of successful students undertaking the programme and additional short course to apply to join the Register of Exercise Professionals (REPs).

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to produce graduates who:

- are eligible to apply for registration with the Health and Care Professions Council and membership of the professional body (Chartered Society of Physiotherapy);
- are reflective physiotherapy practitioners with the requisite skills, knowledge and professional attributes consistent with those expected of newly qualified staff;
• have an understanding of the political, legislative and economic factors that impact upon practice;
• are equipped with the graduate skills and attitudes that are necessary to enable them to function
effectively in the complex, changing environment of the modern workplace;
• are committed to the enhancement of health and social care through inter-professional
collaboration;
• are committed to continued professional development and lifelong learning.

The overall aim of the programme is therefore to provide an educational context in which students
develop their intellectual potential, professional expertise and recognise the importance of continued
professional development and lifelong learning.

C. Intended Learning Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and
understanding, skills and other attributes in the following areas. The programme outcomes are
referenced to the QAA benchmark statements for Healthcare Programmes - Physiotherapy; the Health
and Care Professions Council (HCPC) Standards of Proficiency for Physiotherapists (2007); HCPC
Chartered Society of Physiotherapy (CSP) Learning and Development Principles (2011) and the
Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to
the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education
2010 have been used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific basis of physiotherapy</td>
<td>Acquisition of knowledge and understanding (A1-6) is through a blend of lectures, seminars, small group tutorials, student led small discussion groups, practical laboratory work, worksheets, electronic information and practice education. The programme follows an integrated scenario-based approach so that material studied is relevant and theory informs practice as well as practice informing theory. Inter-active learning in multi-professional groups is incorporated into the programme of study. Throughout, the learner is facilitated to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. At level 4 there is more structured guidance, which decreases as students’ progress through the programme. StudyNet is fundamental in supporting students’ learning and gives students access to a range of electronic resources and communication tools. Additional support is available through the student’s personal tutor, module leader and Programme Leader.</td>
<td>Knowledge and understanding are assessed through a combination of written and practical examinations (A1, A2, A3, A4, A5) and assessed in-course assessments (A1-A6), in the form of vivas (A2, A3), essay assignments (A1-A6), and project or case-study reports and presentations (A1-A6). Practice assessment also incorporates the assessment of knowledge and understanding.</td>
</tr>
</tbody>
</table>
within which physiotherapists operate;  
A6- The principles that underpin physiotherapists as life long learners and effective teachers in a range of contexts.

<table>
<thead>
<tr>
<th>Intellectual skills</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Professional autonomy and accountability of the physiotherapist in the context of service delivery and professional practice.  
B1- Analyse and solve problems using appropriate guidelines and evidence;  
B2- Relate theory to practice through the application of scientific and ethical principles to physiotherapy practice in order to make informed clinical decisions regarding diagnosis, management and treatment;  
B3- Reflect critically on their performance and practice within the context of patient-centred care;  
B4- Appreciate the changing and diverse context of physiotherapy provision participating in the continuation and development of the profession;  
B5- Synthesise knowledge and evaluate research evidence to support practice in the clinical setting recognising the significance of clinical effectiveness in the delivery of physiotherapy;  
B6- Understand the legal responsibilities and ethical considerations of professional practice acknowledging the boundaries of professional competence in a changing health care environment;  
B7- Appreciate the significance of professional self-regulation through adherence to professional, statutory and regulatory codes of practice, professional codes of conduct, values and beliefs;  
B8- Identify personal and professional goals for continuing professional development in order to enhance competence to practice and maintain registered professional status. | Intellectual skills (B1-8) are developed throughout the programme by the methods and strategies outlined in section A, above. Analysis, problem solving and clinical reasoning skills are introduced through case-scenarios and are further developed though tutorial work, practical laboratory sessions and practice education placements. Throughout, the learner is encouraged to further develop intellectual skills by independent study, which at level 4 is more structured and directed than at level 6. Students are introduced to reflective practice at level 4 and this is enhanced and supported as they progress through the programme with practice reflection sessions at the end of each period of assessed practice education. | Intellectual skills (B1-8) are assessed through the programme’s philosophy of employing a variety of assessment tools. These include written and practical examinations, vivas, group seminars, reflective essays, analytical case studies as well as self and peer assessment. Practice assessment also incorporates the assessment of profession specific skills. |
<table>
<thead>
<tr>
<th>Practical skills</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Specific Practical skills</td>
<td>Practical skills (C1-8) are developed throughout the programme by the methods and strategies outlined in section A, above. These are facilitated through the scenario-based approach to learning and teaching, supported by practical laboratory sessions, small group discussions, seminars and tutorials. Practical skills (C1-8) are also developed, re-enforced and consolidated during periods of practice education. Opportunities for Inter-professional learning will be incorporated into practice placement settings. The timing of practice education placements has been chosen purposefully so that there are placements relatively early in the programme and these periods dovetail with periods of university-based study. This is in order to facilitate the integration of theory and practice, maintain student motivation and aid the development of reflective practitioners. Through alternating learning in this manner, practice informs theory and theory informs practice.</td>
<td>Practical skills are assessed through using a combination of the following methods: interactive OSCEs (Objective structured clinical examinations), analytical case study reports, reflective writing relating to practice education placements and through a criterion referenced practice education assessment forms for each level of study.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferable skills</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1- Communicate effectively with a range of audiences;</td>
<td>Transferable skills (D1-8) are developed throughout the programme by the methods and strategies outlined in section A, above. Certain parts of the programme specifically emphasise the development of one or more of these transferable skills through their overt incorporation in a particular scenario.</td>
<td>Transferable skills are assessed through a variety of written assignments, vivas, OSCEs, presentations and practice education assessment forms.</td>
</tr>
<tr>
<td>D2- Work as an effective team member;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3- Demonstrate effective time management and self management skills including priority-setting;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4- Demonstrate appropriate people management skills;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D5- Identify, access and gather information utilising a range of resources;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D6. Demonstrate skills of analysis and enquiry;
D7. Initiate and complete projects/tasks;

Throughout, the student is encouraged to develop transferable skills by keeping a record of evidence, which is integrated into a portfolio of continuing professional development that students are introduced to at level 4 and will use throughout their career as a physiotherapist.

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full-time (3 year) mode and leads to the award of a BSc Degree with Honours in Physiotherapy. Entry is normally at Level 4 (with suitable A-level or equivalent qualifications). The programme is subject to the University’s Admission Policy, Procedures and Guidelines and will take account of University policy guidelines for assessing Accredited Prior Certificated Learning (APCL) or Accredited Prior Experiential Learning (APEL), see UPR AS/C/4 2001.

Professional and Statutory Regulatory Bodies
In order to be eligible to apply for registration with the HCPC and membership of the CSP, all modules must be passed.

Work-Based Learning, including Sandwich Programmes
In order to be eligible for the award at least 1000 hours of practice placement experience is normally required for the full time award with eligibility for CSP membership.
In addition to the Practice Education modules there is a 2 week practice placement in Level 4 which counts towards the 1000 hours and enables the student to gain an early experience of physiotherapy practice.

Programme Structure
The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

<table>
<thead>
<tr>
<th>Mode of study</th>
<th>Full Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry point</td>
<td>Semester A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compulsory Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
</tr>
<tr>
<td>Module Code</td>
</tr>
<tr>
<td>Credit Points</td>
</tr>
<tr>
<td>Language of Delivery</td>
</tr>
<tr>
<td>% Examination</td>
</tr>
<tr>
<td>% Coursework</td>
</tr>
<tr>
<td>% Practical</td>
</tr>
<tr>
<td>Semesters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations for Physiotherapy Practice</td>
</tr>
<tr>
<td>Cardiorespiratory</td>
</tr>
<tr>
<td>Neuromusculoskeletal 1</td>
</tr>
<tr>
<td>An Introduction to Interprofessional Education</td>
</tr>
<tr>
<td>Neurosciences 1</td>
</tr>
</tbody>
</table>

Progression to Level 5 normally requires passes in all Level 4 modules and a minimum of 120 credits with the exception of An Introduction to Inter-professional Education which is not a prerequisite of Level 5 study.
## Compulsory Modules

### Module Title

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Neuromusculoskeletal 2</td>
<td>5AHP1012</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>Neurosciences 2</td>
<td>5AHP1013</td>
<td>15</td>
<td>English</td>
<td>60</td>
<td>0</td>
<td>40</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>Practice Education 1 – Communication</td>
<td>5AHP1014</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>Research Methods</td>
<td>5HSK0024</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>Practice Education 2 – Service Improvement</td>
<td>5HSK0019</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>Neuromusculoskeletal 3</td>
<td>5AHP1017</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>Neuromusculoskeletal 4</td>
<td>5AHP1018</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>Complex Patient Care</td>
<td>5AHP1019</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>B</td>
</tr>
</tbody>
</table>

Progression to Level 6 requires passes in all academic Level 5 modules and normally requires a minimum of 120 credits.

### Module Title

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Physiotherapy Practice in Health and Social Care</td>
<td>6AHP1034</td>
<td>15</td>
<td>English</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>Practice Education 3 – Health and Well-being</td>
<td>6AHP1035</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>25</td>
<td>75</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>Enhancing Health &amp; Social Care through</td>
<td>6AHP1016</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>Interprofessional Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Practice Education 4 – Equality &amp; Diversity</td>
<td>6AHP1037</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>25</td>
<td>75</td>
<td>B</td>
</tr>
<tr>
<td>6</td>
<td>Practice Education 5 – Personal and People</td>
<td>6AHP1038</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>P/F</td>
<td>100</td>
<td>B</td>
</tr>
<tr>
<td>6</td>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Advancing Practice</td>
<td>6AHP1036</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>B</td>
</tr>
<tr>
<td>6</td>
<td>Applied Research</td>
<td>6AHP1039</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
</tr>
</tbody>
</table>

The award of an Honours Degree requires 360 credit points passed with a minimum of at least 120 credits at Level 6.

### Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14, Section D.

### Table 1b Final and interim awards available

The programme provides the following final and interim awards:

<table>
<thead>
<tr>
<th>Award</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Certificate</td>
<td>45 credit points at level 4</td>
<td>4</td>
</tr>
<tr>
<td>Certificate of Higher Education in</td>
<td>120 credit points at level 4</td>
<td>4, 5</td>
</tr>
<tr>
<td>Rehabilitation Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
University Diploma in Rehabilitation Studies 180 credit points including at least 60 at level 5

Diploma of Higher Education in Rehabilitation Studies 240 credit points including at least 120 at level 5

BSc Rehabilitation Studies 300 credit points including 180 at level 6/5 of which 60 must be at level 6

*BSc (Hons) Physiotherapy 360 credit points passed with a minimum of at least 120 credits at Level 6.

NB* The only award that entitles the recipient registration by the HCPC and enables the recipient to become a full member of the CSP is the BSc (Hons) Physiotherapy upon successful completion of all modules.

E. Support for students and their learning

Students are supported by:
- An induction week at the beginning of the programme
- Programme Leader and Year Tutors to help students understand the programme structure
- Personal tutors to provide academic and pastoral support
- Practice tutors who co-ordinate practice education, being visited on placement by a member of academic staff and designated practice educators for each practice placement
- Student representatives on programme committees, Practice education forum and the student:staff consultative committee
- A designated Programme Administrator
- StudyNet, a versatile on-line inter-active intranet and learning environment
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 2 Learning Resources Centres
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
- Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery
- Medical Centre
- A Mathematics Drop-in Centre
- University Disability Advisors
- An Equal Opportunities Officer
- The Students’ Union
- Guided student-centred learning on StudyNet module sites
- A Careers Service for all current students and graduates

F. Entry requirements

The normal entry requirements for the programme are:

Minimum of 6 GCSEs taken at one sitting including English, mathematics and a science at grade B or above.

AND

ABB to include two life science GCE A2 subjects at a minimum of A and B each plus a B from other GCE A2 studies (excluding General Studies and Critical Thinking).

This institution considers the following to be life sciences:
- Biology
- Chemistry
- Geography
- Human Biology
- Physical Education
- Physics
- Psychology
- Sociology
- Sports Science

Other relevant subjects passed at an equivalent level to the above will also be considered, for example: Irish Higher Leaving Certificate, International Baccalaureate, Access Diploma, BTEC combined with A1/2 studies, Open University modules and previous relevant degrees.
In addition:

- students must be successful at interview which includes a numeracy and literacy assessment
- students must be medically fit to undertake the programme and students will therefore need a satisfactory health assessment
- in order to comply with the 'Rehabilitation of Offenders Act' 1974 and 'Rehabilitation of Offenders Act 1974 (exceptions) order' 1975, students need a satisfactory Disclosure and Barring Service (DBS) clearance.
- all students registered for this programme are expected to register with the Chartered Society of Physiotherapy
- all international (including EU) students must achieve IELTS (Academic) Level 7 with no element lower than 6.5.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).
Section 2

Programme management

Relevant QAA subject benchmarking statements: Healthcare Programmes - Physiotherapy
Date of validation/last periodic review: December 11
Date of production/last revision of PS: February 2014
Relevant intakes: Level 4 entering September 2016
Administrative School: School of Health and Social Work

Table 3 Course structure

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course description</th>
<th>JACS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHPHY</td>
<td>BSc (Hons) Physiotherapy</td>
<td>B160</td>
</tr>
</tbody>
</table>

Course Instances

<table>
<thead>
<tr>
<th>Instances code</th>
<th>Intake</th>
<th>Stream</th>
<th>Instances Year</th>
<th>Location</th>
<th>Mode of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTY1F</td>
<td>A</td>
<td>Physiotherapy</td>
<td>1</td>
<td>Hatfield</td>
<td>Full-time</td>
</tr>
<tr>
<td>PTY2F</td>
<td>A</td>
<td>Physiotherapy</td>
<td>2</td>
<td>Hatfield</td>
<td>Full-time</td>
</tr>
<tr>
<td>PTY3F</td>
<td>A</td>
<td>Physiotherapy</td>
<td>3</td>
<td>Hatfield</td>
<td>Full-time</td>
</tr>
</tbody>
</table>

The programme is managed by:
- Dean of School of Health and Social Work
- Head of Department of Allied Health Professions and Midwifery
- Associate Dean (Academic Quality Assurance) who has delegated responsibility for programmes in the School of Health & Social Work
- A Programme Leader who is responsible for the day to day management of the Programme;
- Year tutors, responsible for a specific year of the Programme, who assist and support the Programme Leader;
- An Admissions Tutor and team, with specific responsibility for open days and selection;
- A Practice Placement Tutor who co-ordinate practice education and assist with the procurement of placements;
- A designated Administrator to deal with day to day administration associated with the programme
- Module Co-ordinators who are responsible for individual modules
- A programme committee, the membership of which includes all academic staff who teach on the programme, the Information Hertfordshire consultant, practice representatives from local provider units and student representatives. The Programme Leader chairs this committee;
- A Professional Lead advising on issues pertinent to the development and delivery of the Programme of Study.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (UPR AS11, UPR AS12 or UPR AS13, UPR AS14) with the exception of those listed below, which have been specifically approved by the University:
• intra-module compensation is not permitted;
• progression from one level to the next normally depends on meeting the pre-requisite requirements of achieving 120 credits at the preceding level of study, see above;
• students are allowed two referrals in practice placements, if more than two placements are referred the student is required to withdraw from the programme;
• students are required to undertake and to pass the placement period at the end of Level 4. In the event that a student has not achieved this prior to progression, they will be required to undertake this Level 4 placement in Semester A at Level 5.
• failure to achieve the mandatory requirements for practice placements without serious adverse circumstances, will lead to referral in the practice placement and postponed as a consequence.
• if a student fails a placement they will be expected to undertake a placement as a referral opportunity in a comparable area of clinical practice. If this placement is not successful the student is required to withdraw from the programme;
• at each academic level, the student will normally be required to have passed 45 credits (at first attempt/referral) to be permitted a re-enrolment opportunity and hence repeat failed modules (i.e. FREN grade);
• an aggregate award is not a permissible for Registration;
• the external examiner appointed to the programme must be appropriately experienced and qualified and be from the relevant part of the HCPC Register, in accordance with the HCPC Standards of Education & Training (SETs) 6.11. Where the programme has more than one external examiner, at least one must be from the relevant part of the HCPC Register;
• professional suitability and respect of confidentiality are requirements of the programme and breaches of either will be subject to investigation following the School policies. These policies are included on the programme point on StudyNet and referred to in the students' handbook.
• failure to fulfill the requirements for practice, including undertaking barring and enhanced disclosure checks, attending occupational health screening when referred and (where applicable) completing a statutory declaration, will normally lead to the student being withdrawn from the programme.

Further points of clarification and interpretation relevant to this specific programme are given below:
• a successfully accomplished period of supervised practice education, of not less than 1000 hours, is normally required for receipt of the award;
• Students who do not attend mandatory training sessions and do not have serious adverse circumstances accounting for this non-attendance will normally not be permitted to attend the next period of practice placement education and will be referred on the module. Students will normally however be permitted to undertake the referral opportunity.
• Part 1 and all four areas of practice highlighted in Part 2 of the clinical placement assessment form must normally be passed in order for the placement assessment to be passed;
• length of student registration is a maximum of six years;
• students will normally be required to attend a minimum of 80% of each module undertaken;
• students re-enrolling on academic based modules will normally be required to undertake a period of practice education within the re-sit year;
• failure to anonymise work relating to practice included within the Continuing Professional Development Portfolio and thereby breaching professional confidentiality would normally result in the matter being dealt with in accordance with the procedure set out in UPR AS 14 Section 5 and referral to the Associate Dean of School (AQA).

Other sources of information

• Definitive Module Documents
• Module Guides
• Student Handbook
• A-Z guide
  http://www.studynet1.herts.ac.uk/ptl/common/support.nsf/support?ReadForm
• University of Hertfordshire Course website:
  http://www.herts.ac.uk/courses/
• QAA Benchmark Statement website:
Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
SEEC Credit Level Descriptors for Further and Higher Education 2010:
External Quality Review report website:
http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCXIha_hSU
Professional or Statutory Regulatory Body information: <insert URL>
UNISTATS website:
http://www.unistats.com/
University of Hertfordshire Academic Quality website:
(StudyNet → Staff → Department Lists → Academic Quality Office)
Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:
http://sitem.herts.ac.uk/secreg/upr/AS14.htm
Learning and Teaching Policy and Graduate Attributes, UPR TL03:
http://sitem.herts.ac.uk/secreg/upr/TL03.htm
Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:
http://sitem.herts.ac.uk/secreg/upr/SA03.htm
Academic Quality, UPR AS17:
http://sitem.herts.ac.uk/secreg/upr/AS17.htm
Index of UPRs for students:
http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm
Information on Programme and Module External Examiners
School Specific Policies and Regulations (Fitness to Practice, DBS, Confidentiality, Practice Complaints, Fraudulent Access to NHS Sponsored Courses)
http://sitem.herts.ac.uk/secreg/School-specific%20HSK%20Policies%20and%20Regs.htm

Other information relevant to the programme

The blended approach towards the design, structure and delivery of the programme requires students to use StudyNet to facilitate and enhance their learning. StudyNet is the University of Hertfordshire’s managed learning environment (MLE). MLE refers to the range of information systems and processes that an educational establishment utilises to provide and support learning. Academic staff can post news items, web links and data files (for example Word, PowerPoint, Excel, MPEG files) directly to a module level database. There is also a discussion forum and group work facility. StudyNet links to the electronic resources of the University’s Learning Resource Centre. The main use by academic staff concerned with the delivery of the physiotherapy programme is to post lecture notes, news and weblinks and to seed discussions. Students also post materials they produce for seminars (Word or PowerPoint documents), participate in on-line discussions and can access almost all these module related materials, email and central resources seamlessly via any Internet connection. The introduction of Interprofessional learning into the curriculum has afforded the opportunity for collaborative learning with students from other health and social care disciplines both within the University and in the practice placement setting.

The programme had a very successful outcome from the QAA Major Academic Review (2005). The reviewers had confidence in academic and practitioner standards and the quality of the learning opportunities were rated as commendable. On both ratings, the programme attained the maximum available. The review report is available at http://www.qaa.ac.uk/reviews/reports/health/uniherts05.pdf.

University policies relevant to the Programme

The University undertakes to use all reasonable endeavours to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and
assessment of a programme may be necessary in order to ensure that the programme remains up to
date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to
conform to new regulatory requirements imposed by this institution, by professional or statutory bodies,
or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and
environmental issues which may be agreed from time to time by the Board of Governors and/or the
Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines
will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving
the Use of Human Subjects (UPR RE01) agreed from time to time by the Academic Board of the
University. However, where the programme is offered in collaboration with another institution (for
example through a franchise arrangement for all or part of the programme) then specific approval must
be obtained from the University for the operation of the programme within ethical guidelines prepared
by the partner institution. The partner institution will be responsible for all insurance liability in connection
with the observance of ethical guidelines.

Signed

Date 9th August 2016

Liz Gormley-Fleming
Associate Dean of School (Academic Quality Assurance)

If you would like this information in an alternative format please contact: Jayne Bartholomew, Programme Leader BSc (Hons) Physiotherapy on j.e.bartholomew@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner’s Report for the programme, please email a request to aqo@herts.ac.uk
### Table 2: Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

| Module Title | Module Code | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 |
|--------------|-------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Foundations for Physiotherapy Practice | 4HSK0007 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Neuromusculoskeletal 1 | 4AHP1004 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Cardiorespiratory | 4AHP1003 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| An Introduction to Interprofessional | 4HSK0013 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Neuromusculoskeletal 2 | 5AHP1012 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Neurosciences 2 | 5AHP1013 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Research Methods | 5HSK0024 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practice Education 1 - Communication | 5AHP1014 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practice Education 2 - Service Improvement | 5HSK0019 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Complex Patient Care | 5AHP1019 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Neuromusculoskeletal 3 | 5AHP1017 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Neuromusculoskeletal 4 | 5AHP1018 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Physiotherapy Practice in Health and Social Care | 6AHP1034 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practice Education 3 - Health and Well-being | 6AHP1035 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Advancing Practice | 6AHP1036 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practice Education 4 - Equality and Diversity | 6AHP1037 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practice Education 5 - Personal and People Development | 6AHP1038 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Applied Research | 6AHP1039 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Enhancing Health and Social Care through Inter-professional Education | 6AHP1016 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Key:** Learning Outcome which is assessed as part of the module ✓

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Key to Programme Learning Outcomes

Knowledge and Understanding

A1. Behavioural sciences
A2. Biological sciences
A3. Clinical sciences
A4. Physical sciences
A5. Legal, ethical and organizational framework
A6. The principles that underpin physiotherapists as life long learners

Practical Skills

C1. Assess patients safely and effectively, taking account of physical, psychological and cultural needs
C2. Construct specific, safe and effective treatment plans with patients using problem solving and clinical reasoning skills
C3. Use therapeutic exercise safely and effectively
C4. Use manual therapy safely and effectively
C5. Use electrotherapy modalities safely and effectively
C6. Demonstrate an understanding of the role of physiotherapy in the prevention of illness and injury and in health promotion
C7. Appraise evidence in order to choose and evaluate treatment intervention
C8. Participate effectively in inter-professional approaches to healthcare delivery

Intellectual Skills

B1. Problem solving approach to patient care
B2. Relate theory to practice using clinical decision making skills
B3. Reflect critically on performance and practice
B4. Appreciate the changing and diverse context of physiotherapy provision
B5. Synthesise knowledge and evaluate research evidence to support practice
B6. Understand the legal responsibilities and ethical consideration of professional practice
B7. Appreciate the significance of professional self-regulation through adherence to codes of practice
B8. Identify personal and professional goals to enhance competence to practice

Transferable Skills

D1. Communicate effectively to a range of audiences
D2. Work as an effective team member
D3. Demonstrate effective time management and self-management skills
D4. Demonstrate appropriate people management skills
D5. Identify, access and gather information utilizing a range of resources
D6. Demonstrate skills of analysis and enquiry
D7. Initiate and complete projects/tasks
D8. Learn effectively and independently in preparation for life long learning