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:
01 September 2018

Associate Dean of School (Academic Quality Assurance): Cheryl Holman

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Amendment</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/09/17</td>
<td>Level 4 modules</td>
<td>4HSK0028 – 15 credit module</td>
<td>This placement module is now a 15 credit bearing module which is in line with the other placement modules</td>
</tr>
<tr>
<td>14/09/17</td>
<td>Level 5 modules</td>
<td>5HSK0078 – 30 credit module</td>
<td>A 30 credit module (2 smaller modules have been merged) enabling depth and breadth of topic to be explored</td>
</tr>
<tr>
<td>14/09/17</td>
<td>Level 6 modules</td>
<td>6HSK0140 - change in assessment</td>
<td>The assessment is now an oral presentation rather than a written exam to support employability</td>
</tr>
<tr>
<td>14/09/17</td>
<td>Placement modules</td>
<td>Aligned with the NHS Values</td>
<td>Students are recruited on the NHS Values and these values continue to be embedded throughout the programme</td>
</tr>
</tbody>
</table>

If you have any queries regarding the changes please email AQO@herts.ac.uk
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

<table>
<thead>
<tr>
<th>Awarding Institution/Body</th>
<th>University of Hertfordshire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>University of Hertfordshire</td>
</tr>
<tr>
<td>University/partner campuses</td>
<td>College Lane Campus</td>
</tr>
<tr>
<td>Programme accredited by</td>
<td>Health and Care Professions Council. Chartered Society of Physiotherapy</td>
</tr>
<tr>
<td>Final Qualification</td>
<td>Bachelor of Science Honours Degree : BSc (Hons)</td>
</tr>
<tr>
<td>All Final Award titles</td>
<td>Physiotherapy</td>
</tr>
<tr>
<td>(Qualification and Subject)</td>
<td></td>
</tr>
<tr>
<td>FHEQ level of award</td>
<td>6</td>
</tr>
<tr>
<td>UCAS code(s)</td>
<td>B160</td>
</tr>
<tr>
<td>Language of Delivery</td>
<td>English</td>
</tr>
</tbody>
</table>

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 all required benchmarks.

The programmes philosophy is to involve 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 is designed around patient scenarios, which comprise inter-related subjects, and act as a trigger for students to discuss the learning required and plan their self-directed study. This integrated approach encourages development 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 and social care provision, and be able to work as part of a health and social care multidisciplinary team. It also encourages, from the outset, lifelong learning and 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 the Register for Exercise Professionals with successful students undertaking the programme and an additional short course being able to graduate with dual qualification: Physiotherapist and Level 2 or Level 3 Exercise Professional.

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 ensure graduates:
• are eligible to apply for registration with the Health and Care Professions Council and become a member 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 graduates;
• 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 Health Care Programmes: Physiotherapy,
• Health and Care Professions Council (HCPC):
  o Standards of Proficiency – Physiotherapists (2013),
  o Standards of Conduct, Performance and Ethics (2016),
  o Standards of Education and Training (2017),
• Chartered Society of Physiotherapy (CSP) Learning and Development Principles (2015)
• Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scientific basis of physiotherapy</strong></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. Interactive learning in multi-professional groups is incorporated into the programme of study. Throughout, the learner</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</td>
</tr>
<tr>
<td>A1 Behavioural sciences that aid understanding of the dynamics of health, illness and healthcare and the impact that these factors can have on patients’ response to and management of their health status and related treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2 Biological sciences that act as a platform for problem-solving, recognizing the abnormal from the normal as well as human growth and development across the whole age spectrum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 Clinical sciences that aid</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bachelor’s Programme Specification / December 2016 / A5 Review Date October 2017 © University of Hertfordshire 2016
understanding of pathophysiology and resulting clinical features of conditions usually encountered in physiotherapy practice that also underpin effective clinical reasoning and clinical assessment skills

A4 Physical sciences as applied to physiotherapy practice in relation to movement analysis, measurement techniques, electro-physical modalities, biomechanics and ergonomics

A5 The legal, ethical and organizational framework within which physiotherapists operate

A6 The principles that underpin physiotherapists as life-long learners and effective teachers in a range of contexts

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. The VLE 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 Lead.

<table>
<thead>
<tr>
<th>Intellectual skills</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional autonomy and accountability of the physiotherapist in the context of service delivery and professional practice.</strong></td>
<td>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 through 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.</td>
<td>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 produced work, reflective essays, analytical case studies as well as self and peer assessment. Practice assessment also incorporates the assessment of profession specific skills.</td>
</tr>
</tbody>
</table>

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
<table>
<thead>
<tr>
<th>Professional Specific Practical skills</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong> Assess patients safety and effectively taking into account physical, psychological and cultural needs</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 are 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. Students undertaking Level 4 study have 2 placements encompassing 6 weeks of experience, in level 5 this is 2 placements encompassing 10 weeks and in level 6 15 weeks across 3 placements. All of these placements are normally within the academic year between</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 criterion referenced practice education assessment forms for each level of study.</td>
</tr>
</tbody>
</table>
C8 Participate effectively in inter-professional approaches to health and social care delivery

<table>
<thead>
<tr>
<th>Transferable skills</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>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 or when on placement. Students carry out projects in small groups. At level 4 these are less complex than at levels 5 and 6. 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.</td>
</tr>
<tr>
<td>D2</td>
<td>Work as an effective team member</td>
<td></td>
</tr>
<tr>
<td>D3</td>
<td>Demonstrate effective time management and self-management skills including priority setting</td>
<td></td>
</tr>
<tr>
<td>D4</td>
<td>Demonstrate appropriate people management skills</td>
<td></td>
</tr>
<tr>
<td>D5</td>
<td>Identify, access and gather information utilizing a range of resources</td>
<td></td>
</tr>
<tr>
<td>D6</td>
<td>Demonstrate skills of analysis and enquiry</td>
<td></td>
</tr>
<tr>
<td>D7</td>
<td>Initiate and complete project/tasks</td>
<td></td>
</tr>
<tr>
<td>D8</td>
<td>Learn effectively and independently in preparation for life-long learning</td>
<td></td>
</tr>
<tr>
<td>D9</td>
<td>Develop an understanding of leadership skills relating to people and time</td>
<td></td>
</tr>
</tbody>
</table>

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

The programme is offered in full time mode (3 years), and leads to the award of a Bachelor of Science Degree with Honours in Physiotherapy.

Entry is normally at Level 4 with suitable A-level or equivalent qualifications. Appropriate Accredited Prior Learning (APCL) or Accredited Prior Experiential Learning (APEL) is possible and would be viewed on a case by case basis. Intake is normally September.

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 required for the final award with eligibility for CSP membership.

Erasmus Exchange programme

The programme has supported students on the Erasmus Exchange programme previously and continues to offer this normally at Level 5 study.

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

**Mode of study** Full time

**Entry point** Semester A

### Level 4

<table>
<thead>
<tr>
<th>Compulsory Modules</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></td>
<td>Foundations for Physiotherapy Practice</td>
<td>4HSK0007</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>30</td>
<td>70</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Cardiorespiratory 1</td>
<td>4HSK0050</td>
<td>15</td>
<td>English</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td>Neuromusculoskeletal 1</td>
<td>4HSK0051</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>30</td>
<td>70</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td>An Introduction to Inter-professional Education</td>
<td>4HSK0013</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Neurosciences 1</td>
<td>4HSK0054</td>
<td>15</td>
<td>English</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Practice Education 1: Respect and Dignity</td>
<td>4HSK0052</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>AC</td>
</tr>
</tbody>
</table>

Progression to level 5 normally requires passes in all Level 4 modules with the exception of 4HSK0013 and Practice Education 1 which are not prerequisites to Level 5 study.

### Level 5

<table>
<thead>
<tr>
<th>Compulsory Modules</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></td>
<td>Neuromusculoskeletal 2</td>
<td>5HSK0078</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td>Neurosciences 2</td>
<td>5HSK0077</td>
<td>15</td>
<td>English</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>A</td>
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<tr>
<td></td>
<td>Practice Education 2 – Compassion</td>
<td>5HSK0079</td>
<td>15</td>
<td>English</td>
<td>0</td>
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<tr>
<td></td>
<td>Cardiorespiratory 2</td>
<td>5HSK0050</td>
<td>15</td>
<td>English</td>
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<td>100</td>
<td>A</td>
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<tr>
<td></td>
<td>Research Methods</td>
<td>5HSK0024</td>
<td>15</td>
<td>English</td>
<td>100</td>
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<td>0</td>
<td>B</td>
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<tr>
<td></td>
<td>Practice Education 3 – Everyone Counts</td>
<td>5HSK0082</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
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<tr>
<td></td>
<td>Complex Patient Care</td>
<td>5HSK0080</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>B</td>
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</tbody>
</table>

Progression to Level 6 requires passes in all Level 5 modules with the exception of Practice Education 2 and 3 which are not prerequisites to Level 6 study.
Mode of study Full time

Entry point Semester A

Level 6

<table>
<thead>
<tr>
<th>Compulsory Modules</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></td>
<td>Physiotherapy Practice in Health and Social Care</td>
<td>6HSK0140</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Practice Education 4 – Working Together for Patients</td>
<td>6HSK0141</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Enhancing Health &amp; Social Care through Inter-professional Education</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></td>
<td>Practice Education 5 – Improving Lives</td>
<td>6HSK0143</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>B</td>
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<tr>
<td></td>
<td>Practice Education 6 – Commitment to Quality Care</td>
<td>6HSK0144</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Advancing Practice</td>
<td>6HSK0142</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>B</td>
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<tr>
<td></td>
<td>Applied Research</td>
<td>6HSK0145</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 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>Final Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc (Hons)</td>
<td>BSc (Hons) Physiotherapy</td>
<td>360 credit points including 240 at level 5/6 of which 120 must be at level 6</td>
<td>6</td>
<td>All programme learning outcomes (see Table 2)</td>
</tr>
</tbody>
</table>

The BSc (Hons) Physiotherapy is the only award that entitles the recipient to be eligible to register by the HCPC and enables the recipient to become a full member of the CSP and requires successful completion of all modules.
The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14) with the exception of those listed below, which have been approved by the University:

- Final compensatory credits (UPR AS14 section D4.4) and/or intra-module compensation is not permitted;
- 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) (UPR AS14, section D3);
- The length of student registration is a maximum of six years (UPR AS14 section D3.9)
- Placements:
  - During the course of the programme a student can fail, at most, two different placements at the first sitting as long as the subsequent rest attempts (referrals) are passed. If a student were to fail a further third placement at the first attempt, they will normally be withdrawn from the programme without a referral opportunity.
  - If a referred (FREF) placement is failed the student is normally withdrawn from the programme. The FREF placement will be of the same/similar speciality but at a different site.

Further points of clarification:
- Failure to achieve the mandatory requirements (including cardiopulmonary resuscitation, moving & handling training, Infection Prevention/Blood Borne Viruses seminars) prior to the first practice placements in that level of study without serious adverse circumstances, will normally lead to referral in the practice placement.
- Failure to fulfill the wider requirements for practice, including undertaking enhanced disclosure and barring checks, attending occupational health screening when referred and (where applicable) completing a statutory DBS self-declaration in all subsequent years, will normally lead to the student being withdrawn from the programme

<table>
<thead>
<tr>
<th>Interim Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
</table>
| Certificate of Higher Education | Certificate of Higher Education in Rehabilitation Studies | 120 credit points at level 4 | 4, 5 | Level 4 A1 - A6
Level 4 B1 – B4 and B6 – B8
Level 4 C1 – C8
Level 4 D1 – D9 |
| Diploma of Higher Education | Diploma of Higher Education in Rehabilitation Studies | 240 credit points including at least 120 at level 5 | 5, 6 | As per the Certificate of Higher Education plus:
Level 5 A1 – A6
Level 5 B1 – B6, B8
Level 5 C1 – C8
Level 5 D1 – D9 |
| BSc/BA | BSc Rehabilitation Studies | 300 credit points including 180 at level 6/5 of which 60 must be at level 6 | 6 | As per the Diploma of Higher Education plus:
Level 6 A6
Level 6 B5
Level 6 D1 – D8 |

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14) with the exception of those listed below, which have been approved by the University:

- Final compensatory credits (UPR AS14 section D4.4) and/or intra-module compensation is not permitted;
- 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) (UPR AS14, section D3);
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  - During the course of the programme a student can fail, at most, two different placements at the first sitting as long as the subsequent rest attempts (referrals) are passed. If a student were to fail a further third placement at the first attempt, they will normally be withdrawn from the programme without a referral opportunity.
  - If a referred (FREF) placement is failed the student is normally withdrawn from the programme. The FREF placement will be of the same/similar speciality but at a different site.

Further points of clarification:
- Failure to achieve the mandatory requirements (including cardiopulmonary resuscitation, moving & handling training, Infection Prevention/Blood Borne Viruses seminars) prior to the first practice placements in that level of study without serious adverse circumstances, will normally lead to referral in the practice placement.
- Failure to fulfill the wider requirements for practice, including undertaking enhanced disclosure and barring checks, attending occupational health screening when referred and (where applicable) completing a statutory DBS self-declaration in all subsequent years, will normally lead to the student being withdrawn from the programme
• Successful placement periods totaling no less than 1000 hours must be completed. To complete each placement Part 1 and all four sections of Part 2 must be successfully completed.
• 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 2017). Where the programme has more than one external examiner, at least one must be from the relevant part of the HCPC Register;
• Fitness to Practise and respect of confidentiality are requirements of the programme and breaches of either may be subject to investigation following the School policies [http://sitem.herts.ac.uk/secreg/upr/SA15.htm](http://sitem.herts.ac.uk/secreg/upr/SA15.htm)
• Students are expected to attend all taught sessions of each module undertaken which is monitored through the Check-In system. Student attendance may be taken into account by the Board of Examiners

**E. Management of Programme & Support for student learning.**

**Management**
The programme is managed and administered through:

- Programme Lead and Year Tutors to help students understand the programme structure and to provide support with the transitional periods between levels of study
- Practice Lead who co-ordinates practice education, members of academic staff who visit students on placement and designated practice educators for each practice placement
- Module leads to support students to understand the individual modules and components of the modules
- An Admissions Tutor with overall responsibility for the selection process and Open Days
- Student representatives on Programme Committees, Practice Education Forum and the Student Staff Consultative Committee
- A designated Programme Administrator dealing with the day to day administration associated with the programme
- A Professional Lead advising on issues pertinent to the development and delivery of the programme.

**Support**
Students are supported by:

- An induction week at the beginning of the programme and a re-introductory week at the commencement of each level of study
- Personal tutors to provide academic and pastoral support
- An open door policy from all staff to enable support in a timely manner where needed
- A University Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc. This is supported by the web-based app:- ask.herts.ac.uk
- A Student Wellbeing Centre offering advice and support for emotional, mental health, disability and health related issues
- Occupational Health and Workplace Wellbeing who offer advice and support for health-related issues
- The Medical Centre (for those students living on campus or in the local area)
- Campus pharmacy offering support and advice for minor ailments.
- An Equality Office
- The Chaplaincy, welcomes students of all faiths and can offer support for a wide range of religious and spiritual needs
- The virtual learning environment (VLE), a versatile on-line inter-active site with a Guided Learner Journey for individual modules
- Modern and well equipped study environments / Learning Resources Centres which includes the ‘helpdesk’ where students can access support regarding learning materials and equipment.

Bachelor’s Programme Specification / December 2016 /
AS Review Date October 2017
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- Access to extensive digital and print collections of information resources
- An Academic Skills Tutor – to help support and advise on academic writing skills
- School-based learning technologists to advise on e-learning and other technical support
- A Mathematics Drop-in Centre
- Careers Enterprise and Employment Services
- The Students’ Union

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:
- A Programme (or Student) Handbook;
- A Practice Education Handbook with supplements for each Level of Study in addition to the practice placement website www.uhphysioplacements.co.uk
- A Definitive Module Document (DMD) for each constituent module;
- Module guidance for each constituent module embedded within the VLE.

The Herts Handbook is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called ‘University Policies and Regulations’ (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR AS11 (Schedule of Awards), UPR AS12/UPR AS13 (Assessments and Examinations), UPR AS14 (Structure and Assessment regulations), UPR SA07 ‘Regulations and Advice for Students’ Particular Attention - Index’ provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students and Fitness to Practise regulations relating to an acceptable level of behaviour from students Additional governance policies can be found via the University Website for the Confidentiality Policy and Placement Complaint Form. The practice placements website (www.uhphysioplacements.co.uk) provides further support in relation to Bullying and Harassment.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA’s role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students' learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA’s report can be accessed at: http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE

G. Entry requirements

The normal Standard entry Home/EU requirements for the programme are:

A Minimum of 5 GCSEs between grades 9-4 (equivocal to grade *A-C) taken at one sitting to include English, Mathematics and a Science at grade 5 or above (equivalent to grade B), or equivocal qualifications

AND……. to include one of the following:

- GCE A2s (A-levels) : AAB to include two appropriate Sciences* GCE A2 subjects at a minimum of A grades and a further B grade from other GCE A2 studies (excluding General Studies and Critical Thinking).
• **BTEC National Diploma** in a Science subject: ‘D,D’ with a GCE A2 at a minimum of a ‘B’ grade in an appropriate Science* subject studied concurrently
• **BTEC National Extended Certificate**: ‘D’ with 2x GCE A2s at a minimum of an ‘A,B’ grade in appropriate Science* subjects studied concurrently.
• **Access Diploma to HE** in a Science subject: Pass Access Diploma to include at least 39x level 3 credits at Distinction and 6x level 3 credits at Merit. At least 24 credits should be in Science subjects* with additional life science subjects where appropriate
• **Extended or Foundation Degree** in Science: 70% average, with a 70% pass in Mammalian Physiology or equivalent module/subject
• **Certificate in Higher Education** in a Science subject: 70% average

* Appropriate Science subjects for Physiotherapy include: Biology, Human Biology, Chemistry, Physical Education, Physics, Psychology, Sociology and Sports Science.

• **Other qualifications** - Graduates will be considered with a minimum of a 2:1 classification in an undergraduate degree in a science or healthcare related subject. For an unrelated degree, the Open University SK299 Human Biology module (or equivocal), passed at 70% or above will be considered in addition.
• Other equivalent qualifications listed in the [UCAS tariff](https://www.gov.uk/guidance/how-to-read-the-ucas-tariff) will be considered on an individual basis

**International Applicants:**
International qualifications will be considered for equivalency on an individual basis using [NARIC](http://www.naric.com).

• **International Baccalaureate** - 128 points with a minimum of 2x HL subject at grade 6 or above and 1x HL subjects at grade 5 above. Of these at least 1x HL grade 6 and 1x HL grade 5 must be in appropriate Science* subjects

All applications for whom English is not their first language and are not in possession of a GCSE English qualification at grade 5 (equivalent to grade B) or above will need Academic IELTS:
• Academic IELTS: An average of 7.0 with no element lower than 6.5 is required

In addition all applicants must:
• normally have studied successfully at level 3 or above in the three years prior to commencement on the Physiotherapy programme.
• be successful at interview,
• demonstrate sufficient understanding of the NHS Constitution's Values and the scope of physiotherapy
• have completed relevant work experience/shadowing within Physiotherapy/Healthcare

All students registered for this programme are expected to:
• register with the Chartered Society of Physiotherapy
• 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.
• be medically fit to undertake the programme and students will therefore need satisfactory health assessment and clearance.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](https://www.herts.ac.uk/)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL) where applicable.

If you would like this information in an alternative format please contact: Jayne Bartholomew on [j.e.bartholomew@herts.ac.uk](mailto: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
BSc (Hons) Physiotherapy
Table 2: Development of Intended 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.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
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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

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 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

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

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 using a range of sources
D6. Demonstrate skills of analysis and enquiry
D7. Initiate and complete projects/tasks
D8. Learn effectively and independently in preparation for life-long learning
D9. Develop an understanding of leadership skills relating to people and time
Section 2

Programme management

Relevant QAA subject benchmarking statements
Health Care Programmes - Physiotherapy

Type of programme
Undergraduate

Date of validation/last periodic review
December 11

Date of production/last revision of PS
September 2017

Relevant to level/cohort
Level 4 entering September 2018

Administrative School
School of Health and Social Work

Table 3 Course structure

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