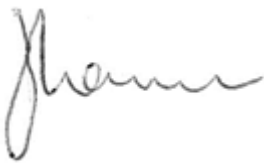


Programme Specification

This programme specification is relevant to students entering:
27 September 2021

Associate Dean of School (Academic Quality Assurance):
Jenny Lorimer

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:

Date	Section	Amendment
31/03/21	Table 1a	Update module details for Musculoskeletal 2 FROM 5HSK0105, 30 credits 100% Practical TO 5HSK2010, 30 credits 70% Practical, 30% Coursework

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

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane
Programme accredited by	Health Care Professions Council, Chartered Society of Physiotherapy
Final Qualification	BSc (Hons)
All Final Award titles (Qualification and Subject)	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 all required benchmarks.

The programme's 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, optional short course, so being able to graduate with a dual qualification: Physiotherapist and Level 2 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, the 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):
 - Standards of Proficiency – Physiotherapists (2013),
 - Standards of Conduct, Performance and Ethics (2016),
 - 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.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
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	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 encouraged 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	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.
A2 Biological sciences that act as a platform for problem-solving, recognising the abnormal from the normal as well as human growth and development across the whole age spectrum		
A3 Clinical sciences that aid 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,		

<p>measurement techniques, electro-physical modalities, biomechanics and ergonomics</p> <p>A5 The legal, ethical and organizational framework within which physiotherapists operate</p> <p>A6 The principles that underpin physiotherapists as life-long learners and effective teachers in a range of contexts</p>	<p>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.</p>	
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>Professional autonomy and accountability of the physiotherapist in the context of service delivery and professional practice.</p> <p>B1 Analyse and solve problems using appropriate guidelines and evidence</p> <p>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</p> <p>B3 Reflect critically on their performance and practice within the context of patient-centred care</p> <p>B4 Appreciate the changing and diverse context of physiotherapy provision participating in the continuation and development of the profession</p> <p>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</p> <p>B6 Understand the legal responsibilities and ethical considerations of professional practice acknowledging the boundaries of professional competence in a changing health and social care environment</p> <p>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</p> <p>B8 Identify personal and professional goals for</p>	<p>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.</p>	<p>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</p>

<p>continuing professional development in order to enhance competence to practice and maintain registered professional status as a Physiotherapist</p>		
<p>Practical skills</p> <p>Professional Specific Practical skills</p> <p>C1 Assess patients' safety and effectively taking into account physical, psychological and cultural needs</p> <p>C2 Construct specific, safe and effective treatment plans with patients, using problem-solving and clinical reasoning skills</p> <p>C3 Use therapeutic exercise safely and effectively, incorporating decision making, goal setting and design of exercise programmes</p> <p>C4 Use manual therapy in the application of mobilisation, massage and respiratory therapy techniques, safely and effectively</p> <p>C5 Use electrotherapeutic modalities safely and effectively in the selection and application of a range of modalities based on therapeutic use of electrical, thermal, sonic and magnetic energy</p> <p>C6 Demonstrate an understanding of the role of physiotherapy in the prevention of primary/secondary illness and injury and in health promotion and public health</p> <p>C7 Appraise available evidence in order to choose and evaluate treatment interventions</p> <p>C8 Participate effectively in inter-professional approaches to health and social care delivery</p>	<p>Teaching and learning methods</p> <p>Practical skills (C1-8) are developed throughout the programme by the methods and strategies outlined in section A, above.</p> <p>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.</p> <p>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.</p> <p>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 September and May.</p>	<p>Assessment strategy</p> <p>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.</p>
<p>Transferable skills</p> <p>D1 Communicate effectively with a range of audiences</p>	<p>Teaching and learning methods</p> <p>Transferable skills (D1-9) are developed throughout the programme by the methods and</p>	<p>Assessment strategy</p> <p>Transferable skills are assessed through a variety of written assignments,</p>

D2	Work as an effective team member	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.	vivas, OSCEs, presentations and practice education assessment forms.
D3	Demonstrate effective time management and self-management skills including priority setting		
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 project/tasks		
D8	Learn effectively and independently in preparation for life-long learning		
D9	Develop an understanding of leadership skills relating to people and time		

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 level 3 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 across the programme is required for the final award with eligibility for CSP membership. This 1000 hours has been adjusted in line with the CSP during the current pandemic.

Student entering the programme who remain under 18 years of age

Students would normally be expected to have reached the age of 18 years old on or before the date of registration on the programme. Due to the nature of the programme of study, there may be financial implications and/or an impact on the structure, timing and trajectory of studies. This is because safeguarding students under the age of 18 can present challenges in securing an appropriate range and scope of practice placements. If this should occur, every reasonable effort to minimise the impact will be undertaken and all reasonable steps will be put in place to ensure that the study and experience is not disrupted.

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 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Full time

Entry point Semester A

Level 4

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Foundations for Physiotherapy Practice	4HSK0007	30	English	0	30	70	A
Cardiorespiratory 1	4HSK0050	15	English	0	0	100	AB
Musculoskeletal 1	4HSK0067	30	English	0	30	70	AB
Neurosciences 1	4HSK0054	15	English	0	0	100	B
Practice Education 1: Respect and Dignity	4HSK2003	30	English	0	55	45	ABC

*The assessment for this module includes a Pass/Fail practical element with no numeric grade awarded. The other elements of assessment for the module will be graded. All must be successfully completed to pass the module.

Progression to level 5 requires passes in all Level 4 modules with the exception of Practice Education 1 which is not a prerequisite to Level 5 study.

Mode of study Full time

Entry point Semester A

Level 5

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Musculoskeletal 2	5HSK2010	30	English	0	30	70	AB
Neurosciences 2	5HSK0077	15	English	0	0	100	A
Practice Education 2 – Compassion	5HSK0079	15	English	0	0	100	A
Cardiorespiratory 2	5HSK0050	15	English	0	0	100	A
Research Methods	5HSK0024	15	English	0	100	0	B
Practice Education 3 – Everyone Counts	5HSK0082	15	English	0	0	100	B
Complex Patient Care	5HSK0080	15	English	0	0	100	B

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

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Physiotherapy Practice in Health and Social Care	6HSK0140	15	English	0	0	100	A
Practice Education 4 – Working Together for Patients	6HSK0141	15	English	0	0	100	A
Enhancing Health & Social Care through Inter-professional Education	6AHP1016	15	English	0	100	0	A
Practice Education 5 – Improving Lives	6HSK0143	15	English	0	0	100	B
Practice Education 6 – Commitment to Quality Care	6HSK0144	15	English	0	0	100	B
Advancing Practice	6HSK0142	15	English	0	0	100	B
Applied Research	6HSK0145	30	English	0	100	0	AB

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:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BSc (Hons)	BSc (Hons) Physiotherapy	360 credit points including 240 at level 5/6 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

The BSc (Hons) Physiotherapy is the only award that entitles the recipient to be eligible to register with the HCPC and enables the recipient to become a full member of the CSP and requires successful completion of all modules

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate		45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education	Certificate of Higher Education in	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

	Rehabilitation Studies			
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](#) 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 normally 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 resit 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 programme-specific regulations are given below:

- Failure to achieve the mandatory requirements (including cardiopulmonary resuscitation, moving & handling training, relevant mandatory training lectures) 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 fulfil 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. During the current pandemic the 1000 hours continues to be in negotiation with the CSP. 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>. The outcome of any Fitness to Practise investigation may necessitate sanctions or removal of the student from the programme.
- Students are expected to attend all taught sessions of each module undertaken which is monitored by staff or 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:

- A Programme Lead who has overall responsibility for the programme and is supported by:
 - 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, supports 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 who takes responsibility for the selection process and admissions and marketing events
 - Student representatives on Programme Committees and the Student Staff Representative Meetings alongside other forums if required
 - Members of the administrative team dealing with the day to day administration associated with the programme
- A Professional Lead who advises on issues pertinent to the development and delivery of the programme and line management of the staff team.

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 International Champion to provide those from overseas where there may be additional considerations
- 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 who welcome 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 / simulation centre/ Learning Resources Centres which includes the 'helpdesk' where students can access support regarding learning materials and equipment.
- 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 <https://www.herts.ac.uk/physiotherapyplacements/>
- A Definitive Module Document (DMD) for each constituent module;
- Module guidance for each constituent module embedded within the VLE.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

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 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.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

G. Entry requirements

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

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

AND..... to include one of the following:

- **GCE A2s (A-levels):** ABB to include two appropriate sciences*
- **BTEC National Extended Diploma** in a science subject: 'D, D, M'
- **BTEC National Diploma** in a science subject: 'D, D' with a GCE A2 at a minimum of a 'C' grade in an appropriate science* subject studied concurrently
- **BTEC National Extended Certificate:** 'D' with 2x GCE A2s at a minimum of 'B' grades in appropriate science* subjects studied concurrently.
- **Access Diploma to HE** in a science subject: At least 36 x level 3 credits at Distinction and 9 x level 3 credits at Merit. This should normally include at least 24 credits in science subjects* with additional life science subjects where appropriate
- **Extended or Foundation Degree** in science: 65% average, with a 70% pass in Mammalian Physiology or an equivalent module/subject
- **Certificate in Higher Education** in a science subject: 65% average

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

- **Other qualifications** - Graduates will be considered with a minimum of a 2:2 classification in an undergraduate degree in a science or a healthcare related subject. For an unrelated degree, the Open University SK299 Human Biology module (or equivalent), passed at 65% or above will be considered in addition.
- Other equivalent qualifications listed in 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](#).

- **International Baccalaureate** - 33 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 Language qualification normally at grade 4 or above/Functional Skills English Level 2 will need Academic IELTS:

- Academic IELTS with no element lower than 6.5 is required. Where appropriate, English language qualifications that are recognised by the University as equivalent to the specified IELTS bands may also be considered.

In addition, all applicants must

- normally have studied successfully at level 3 or above in the four years prior to commencement on the Physiotherapy programme.
- be successful at interview,
- demonstrate sufficient understanding of the NHS Values and the scope of physiotherapy practice
- normally have completed relevant work experience/shadowing within Physiotherapy/Healthcare where possible in light of the current pandemic

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.

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

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](#)), 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).

If you would like this information in an alternative format please contact:
Sheric Ellum: s.ellum@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.

		Programme Learning Outcomes (as identified in section 1 and the following page)																																				
		Knowledge & Understanding						Intellectual Skills								Practical Skills								Transferable Skills														
		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	D9				
Level 4	Foundations for Physiotherapy Practice	4HSK0007		x	x	x			x	x											x			x	x		x			x	x	x			x			
	Musculoskeletal 1	4HSK0067	x	x	x	x				x	x							x	x	x	x	x	x	x		x	x				x				x			
	Cardiorespiratory 1	4HSK0050	x	x	x	x			x	x	x							x	x	x	x		x								x					x		
	Neurosciences 1	4HSK0054	x	x	x	x			x	x	x							x	x	x	x		x								x						x	
Level 5	Practice Education 1: Respect and Dignity	4HSK2003	x	x	x	x	x	x				x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
	Musculoskeletal 2	5HSK2010	x	x	x	x			x	x	x	x		x				x	x	x	x	x	x	x		x			x			x			x	x		
	Neurosciences 2	5HSK0077	x	x	x	x			x	x	x							x	x	x	x		x						x			x			x	x		
	Cardiorespiratory 2	5HSK0050	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x	x		x		x	x	x			x			x	x	x	x	
	Research Methods	5HSK0024						x	x	x	x																						x			x	x	
	Practice Education 2: Compassion	5HSK0079	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Practice Education 3: Everyone Counts	5HSK0082	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Level 6	Complex Patient Care	5HSK0080	x	x	x	x	x	x	x	x		x	x	x	x			x	x	x	x		x			x			x			x			x	x	x	
	Physiotherapy Practice in Health and Social Care	6HSK0140	x	x	x	x	x	x	x	x		x	x	x	x			x	x	x	x		x			x	x	x	x	x	x	x	x	x	x	x	x	
	Practice Education 4 : Working Together for Patients	6HSK0141	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Advancing Practice	6HSK0142	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
	Practice Education 5 : Improving Lives	6HSK0143	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Practice Education 6 : Commitment to Quality Care	6HSK0144	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Applied Research	6HSK0145							x																													
Enhancing Health and Social Care through I-P Education	6AHP1016						x	x																														

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

Type of programme

Date of validation/last periodic review

Date of production/ last revision of PS

Relevant to level/cohort

Administrative School

Health Care Programmes – Physiotherapy

Undergraduate

September 17

February 2021

Level 4 entering September 2021

School of Health and Social Work

Table 3 Course structure

Course details		
Course code	Course description	HECOS
HHPHY	BSc (Hons) Physiotherapy	100252