

Programme Specification for BSc (Hons) Physiotherapy

This document applies to Academic Year 2018/19 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	Chartered Society of Physiotherapy (CSP) and approved by the Health and Care Professions Council (HCPC)
4.	Final award or awards	BSc (Hons)
5.	Programme title	BSc (Hons) Physiotherapy
6.	Pathways available	Single
7.	Mode and/or site of delivery	Standard taught programme and practice learning placements
8.	Mode of attendance and duration	3 years full time, which may include evenings and weekends
9.	UCAS Code	B160
10.	Subject Benchmark statement and/or professional body statement	HCPC Standards for Education and Training (2017) HCPC Standards of Proficiency (Physiotherapists) (2013) HCPC Standards of Conduct, Performance and Ethics (2016) Learning and Development Principles for CSP accreditation of qualifying programmes in physiotherapy (2015)
11.	Date of Programme Specification preparation/ revision	April 2018 (Re-approval) August 2018 AQU amendments November 2019 amendment to rename Independent Study module as Dissertation for 2020/21.

12. Educational aims of the programme

The BSc (Hons) Physiotherapy course aims to develop the learners' understanding of Physiotherapy and the wide range of environments in which Physiotherapists work. It seeks to develop skills appropriate, and prepare graduates for a physiotherapy career in health or social care settings in both UK and international contexts. The purpose of the course is to provide students with the ability to:

1. Achieve the [HCPC \(2013\) Standards of Proficiency \(Physiotherapists\)](#) providing eligibility to apply for entry to the HCPC register and eligibility to apply for professional membership of the Chartered Society of Physiotherapy.
2. Practice in a professional and inclusive manner; reflecting upon and critically evaluating own abilities and limitations, in accordance with the [HCPC \(2013\) Standards of Proficiency \(Physiotherapists\)](#), [the HCPC Standards of Conduct, Performance and Ethics \(2016\)](#) and [the CSP \(2012\) Quality Assurance Standards](#), acknowledging the need to seek appropriate assistance where necessary.
3. Critically reflect upon contemporary theory that provides the underpinning knowledge base for the scope of professional practice recognising the importance of knowledge, skills, behaviours and values [the CSP \(2012\) Quality Assurance Standards](#)
4. Demonstrate competence and confidence in assessing, planning, delivering, evaluating, and modifying practice accordingly, communicating and interacting inclusively with a diverse range of people in a variety of settings, indicative of safe and effective Physiotherapy practice.
5. Critically analyse the complexity of professional, ethical and legal frameworks, including wider political, cultural, economic and social context of current health and social care provision, and their impact on Physiotherapy decision making.
6. Able to make sound and compassionate clinical decisions, and provide a consistently high standard of evidence based care through critical and reflective practice.
7. Be an accountable practitioner, who works in partnership with others, demonstrating flexible leadership of self and others, enabling them to improve and develop person-centred services.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding

LO No.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1.	Practise safely and effectively within the scope of sustainable physiotherapy practice.	PTHY3103	BSc (Hons) BSc non honours
2.	Understand and demonstrate the knowledge, skills and behaviours and understand the values necessary to work effectively with individuals requiring physiotherapy services.	PTHY3103	BSc (Hons) BSc non honours
3.	Understand the underpinning knowledge behind and demonstrate a range of appropriate, safe and effective physiotherapy skills.	PTHY3105	BSc (Hons)
4.	Use and apply theoretical knowledge in clinical reasoning and decision-making.	PTHY3105	BSc (Hons)

5.	Locate, analyse and critically evaluate research and practice evidence for use in evidence-based physiotherapy.	PTHY3102	BSc (Hons) BSc non honours
6.	Apply and evaluate the use of physiotherapy to improve and maintain the health, function and wellbeing of individuals, communities and populations	PTHY3105	BSc (Hons)

Cognitive and Intellectual skills

7.	Critically analyse relevant theoretical frameworks and concepts and apply them to physiotherapy practice in a variety of contexts	PTHY3103	BSc (Hons)
8.	Evaluate evidence and research, reason, justify and apply within a framework of evidence-based physiotherapy practice	PTHY3102	BSc (Hons)
9.	Demonstrate and apply self-reflection, criticality and lifelong learning skills	PTHY3105 PTHY3103	BSc (Hons) BSc non honours

Skills and capabilities related to employability

10.	Demonstrate the knowledge, skills, behaviours and values required of a Physiotherapist as detailed in the <i>Quality Assurance Standards (CSP 2012)</i>	PTHY3105	BSc (Hons)
11.	Recognise own values, principles and assumptions and develop self-awareness establishing a non-judgemental and anti-discriminatory attitude, which is sensitive to the values and interests of others	PTHY3105 PTHY3104	BSc (Hons) BSc non honours
12.	Select, plan, implement, evaluate and modify appropriate Physiotherapy intervention, empowering individuals as active participants in the physiotherapy process	PTHY3105	BSc (Hons)
13.	Demonstrate leadership, management and entrepreneurial skills to enable effective delivery of physiotherapy interventions and in existing and new service provision	ALHS3106	BSc (Hons)

Transferable/key skills

14.	Demonstrate effective and skilled communication and interactions for facilitating effective team working and building partnerships with individuals including services users and carers' agencies, groups and communities	PTHY3105 PTHY3104	BSc (Hons) BSc non honours
15.	Exercise autonomy and personal responsibility for own professional practice, maintaining and evidencing continuing professional development and lifelong learning using accurate documentation skills within a range of media	PTHY3105 PTHY3104	BSc (Hons) BSc non honours
16.	Critical evaluation of aspects of professional practice through the application of rigorous research methodologies and research skills.	PTHY3102	BSc (Hons) BSc non honours

Learning, teaching and assessment

The Physiotherapy course employs a broad approach to learning, teaching and assessment. Methods are inclusive and varied, providing different opportunities to learn, enabling students to achieve and demonstrate the modular learning outcomes. A spiral curriculum facilitates iterative and progressive development of professional and leadership skills across the course.

Teaching and learning are student-centred, reflecting the philosophy of constructivism whereby students are active participants in their learning experience, and learn with and from each other. Methods of assessment reflect those likely to be encountered in Physiotherapy practice and include assessment of knowledge, skill, application and evaluation in preparation for employment. Through inclusive assessment that includes choice in some modules, students will develop skills required of a practising lifelong learner in Physiotherapy. Teaching methods are also varied, and are student centred; methods include lectures, seminars, and practical classes and simulated learning. We also include group work and presentations, case-study assignments and flipped learning, and use guided study to engender independence in learning from Level four.

Learning in the university setting is complimented by practical and technical skill development in the skills and simulation suite, which includes two practical rooms with plinths and practical physiotherapy equipment, and Ability House, a home setting. Students are supported to achieve the required level of competency, moving from basic skills acquisition to advanced skills requiring complex clinical reasoning. Assessment of clinical skill is facilitated using practical exams, and Objective Structured Clinical Examinations (OSCE), developmentally across the first two years of the programme. Valuable learning opportunities are provided using service users/carers and other professionals in both teaching and assessment strategies. With opportunities for inter-professional learning both within the university and the clinical practice setting, including during simulated practice where students have opportunity to work with a range of professionals including occupational therapists, nurses and social workers.

All campus based learning is supported by and linked to the learning which takes place on practice placements. Students on the BSc (Hons) Physiotherapy course undertake over 1000 hours of practice education across 5 placements. Students will be placed in five different practice environments, including one non-traditional setting, to ensure breadth of experience to enhance learning. Explicit links between practice and campus learning are facilitated using the Coaching for Practice sessions that first and second year students attend fortnightly.

Theory and Practice

Physiotherapy is a professional course that consists of both academic and practice modules across the three years of study. To meet the requirements of the CSP, students must complete a minimum of 1000 hours of supervised and assessed practice.

This course includes an innovative structure of practice and theory whereby practice placement modules are continuous throughout Level 4 and 5 and then full-time at Level 6.

LEVEL	THEORY	PRACTICE	PRACTICE HOURS
FOUR	24 weeks	10 weeks part time semester 2 (2.5 days a week 19 hours)	190
FIVE	24 weeks	10 weeks semester 1 (2.5 days a week 19 hours) 10 weeks semester 2 (2.5 days a week 19 hours)	380
SIX	24 weeks	8 weeks semester 1 (5 days a week 34 hours) 8 weeks semester 2 (5 days a week 34 hours)	544
TOTALS	72 WEEKS		1114

Practice Learning Modules including physiotherapy placements

Practice placements are undertaken using a continuous model with students attending practice half-time in Levels 4 and 5. In Level 6 there are two full time eight week placements, one in each semester. Practice placement module 1 (in parallel with theory modules) will commence in semester 2, to allow for a baseline of knowledge of foundation theories and basic physiotherapy skills prior to the commencement of practice.

Students gain formative feedback on professional communication, behaviours and values which will reinforce professional expectations early in the course. Students also gain experience across a diverse range of practice areas outside of Physiotherapy to maximise the additional learning opportunities related to the service user journey and an understanding of 24/7 service delivery.

Students move progressively through practice from participating in interventions to undertaking a caseload with progressively less assistance. Throughout they will be supported by Practice Educators who will discuss and explore the issues and management with the students.

At Level 5 or 6 all students will have the opportunity to undertake one role emerging placement. Students will use this opportunity to consolidate previous practice learning and apply theory to various communities. At the end of Level 6, successful students will be at the level of a newly qualified physiotherapist.

The Practice Learning Documents (PLD) for each practice module have been developed to facilitate formative and summative assessment of practice learning across the three levels of the programme, providing a record of the student's progress and achievement. All practice modules have been developed to facilitate achievement of the [HCPC \(2013\) Standards of Proficiency – Physiotherapists](#). CSP Learning and Development Principles (2015) state that students cannot fail more than 1 practice placement in each academic year.

Academic Modules

The academic modules consist of shared modules with Occupational Therapy students, and specific Physiotherapy modules. These Physiotherapy modules are for Physiotherapy students and cannot be taken outside of the programme. All academic modules are underpinned by the constructivist philosophy within the spiral curriculum.

Contact time

In a typical week, students will have around 10-18 contact hours, depending on their year of study, including seminar and practical skills based teaching. However, with the exception of the first semester in first year, physiotherapy students spend half of each week in each semester on placement. The precise contact hours will depend on the year of study and in the final year there is normally slightly less contact time to facilitate greater independent study.

Independent self-study

In addition to the contact time, students are expected to undertake personal self-study per week which is indicated in module outlines. This is guided by module staff and may include workbooks, reading, quizzes and preparation for assignments related to the modules of study. Students are expected to read around topics introduced in class to further extend their knowledge and identify areas that need clarification in class.

The course makes full use of Blackboard for each module with a shared approach to design and inclusive module access. There is a Physiotherapy organisation for professional development and communication from Year Tutors. In addition, there is a Practice Learning Placements organisation, shared across physiotherapy and occupational therapy. Portfolios are used to assess practice-based learning and to ensure that students are fully conversant in portfolio methods in readiness for professional registration as a Physiotherapist.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes a range of experienced, well-qualified academics, physiotherapy specialist clinicians, and physiotherapy and healthcare professionals in leadership roles. The team is well supported by service users and carers in 'expert by experience' roles from IMPACT, practice and from the Student-led Clinic in the McClelland Centre for Health and Wellbeing. Staff team members from the BSc (Hons) Occupational Therapy contribute to delivery of shared modules. Wherever possible, academics from across the Institute of Health and Society also contribute to aspects of the programme.

The BSc (Hons) Physiotherapy academic team is made up of 4.8 whole time equivalent (wte) staff:

- 3 full-time Senior Lecturers (3.0 wte)
- 3 part-time Senior Lecturers (1.8 wte)

14. Assessment strategy

The approach to assessment is based on achieving the learning outcomes that relate to the knowledge, skills, values and behaviours of a practicing physiotherapist at the end of the degree course. The course meets the assessment requirements of the [University's Assessment Policy](#) and Health and Care Professions Council (HCPC 2013) Standards of Proficiency (Physiotherapists) and Standards of Education and Training (HCPC 2017). In addition, the course will ensure that the Chartered Society of Physiotherapy (CSP 2015) Learning and Development

Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy are achieved, and the Quality Assurance Standards (CSP 2012) and the Code of Professional Values and Behaviours (CSP 2011) are embedded within the curriculum.

Assessment of theory

Assessment is designed to provide students with opportunities to demonstrate their practical, academic and professional progress and achievement in theory and practice throughout the course, facilitated by the integration of theory with professional practice. This is demonstrated using both formative and summative assessment opportunities in each module, identified within module outlines. Formative assessment via a range of activities includes practical skill feedback, observation, class discussions, dedicated tutorials and mock exams. This is central to the learning, teaching and assessment strategies of all modules in enabling students benefit from feedback prior to submitting summative assessments. All module outlines encourage students to act on feedback received in formative and other assessments, meeting with their Personal Academic Tutor (PAT) to discuss this. All students are encouraged to discuss assignment plans and/or submit samples of writing of up to 500 words to their PAT or module lead as part of the formative assessment strategy.

Summative assessment includes written and practical exams, OSCEs, essays, portfolios, verbal assessments, and individual and group presentations including posters. A dissertation, undertaken at Level Six facilitates truly independent learning with supervision from a named tutor who provides guidance of 6 hours in a negotiated learning process with individual students.

A mixture of assignments is intentionally set to maximise opportunities for all students to perform and develop skills relevant to future academic and professional study. Modules including more than 2 assessment items allow students to experience a variety of assessment approaches within a subject area and to demonstrate ability and effectiveness across a range of physiotherapy practice skills and knowledge. Each module outline uses a template for parity, and includes an assessment brief with clear guidance about how to approach and present the assessed work, and explicit marking criteria which is published on Blackboard, and is introduced in every module in a taught session.

Assignment submission dates are spread evenly across the course. Assignment guidelines together with a year planner for hand in dates are published in the Course Handbook to support students in planning their assessment load. An introductory session at the start of each module will contain more detailed explanation and expectations about the assignment. This will include showing students the marking rubrics that have been developed for use by marking teams, which also provide feedback and grade criteria for students. Students are also made aware of the marking standardization, moderation and external examiner approaches to marking to assure them that fair and rigorous processes to assess their learning and achievement are in place

Assessment of Practice

- Students undertake a minimum of 1000 hours of practice learning placements (CSP 2015)
- Each placement is assessed by a Practice Learning Document (PLD) that includes both formatively assessed professional competencies, and summative assessed learning outcomes, assessed by meeting expectations that reflect [the HCPC \(2013\) Standards of Proficiency \(Physiotherapists\)](#).
- The PLDs include expectations that have been aligned to the module learning outcomes and the [HCPC Standards of Proficiency \(Physiotherapists\) \(2013\)](#). The expectations and learning

outcomes have been written to reflect the level of study, and enable progression across each module and year of the course.

- Both formative and summative assessment opportunities are provided to produce an ongoing record of progression and achievement over the three years. Initial and intermediate interviews facilitate the development of students to achieve the required level of skill, competence and professional behaviour.
- The PLD is graded pass / fail.
- Practice educators assess students in practice. All Practice Educators will have undergone a formal period of preparation and education and are required to attend regular updates as per the requirements of CSP (2010) [Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy](#) Principle 6.
- The primary responsibility for student practice placement assessment rests with the Practice Educator who is supported by the Zoned Academic who promotes robust and consistent arrangements for the assessment of practice learning.
- The PebblePad portfolio forms the basis of the Continuing Professional Development CPD, which is a requirement for Physiotherapists registered with the HCPC and CSP ([HCPC 2013](#), [CSP 2012](#)). The portfolio is graded.
- Coaching for Practice sessions support placements and are facilitated by an academic member of staff to evaluate practice, and gain insight into learning needs to improve students' assessed work and professional practice.

15. Programme structures and requirements

The Physiotherapy programme is a 3 year full-time course. Only those students successfully completing the BSc (Hons) Physiotherapy course are eligible to apply to register with the Health and Care Professions Council and apply to join the Chartered Society of Physiotherapy.

Please see the Award Map below:

Course Title: BSc (Hons) Physiotherapy

Level 4				
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
PTHY1100	Practice Learning 1	15	M	None
PTHY1101	Foundation Sciences for Physiotherapy 1 (<i>Anatomy</i>)	30	M	None
PTHY1102	Foundation Sciences for Physiotherapy 2 (<i>Pathophysiology</i>)	15	M	None
PTHY1103	Guiding Principles of Physiotherapy Practice	30	M	None
ALHS1106	Foundations for Professional Practice	15	M	None
PTHY1104	Exercise, health and wellbeing	15	M	None

Single Honours Requirements at Level 4

All modules are mandatory and all 120 credits must be successfully completed to achieve the award

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
PTHY2100	Practice Learning 2	15	M	All Level 4 modules
PTHY2105	Practice Learning 3	15	M	All Level 4 modules
PTHY2101	Applied Sciences 1 <i>(Musculo-Skeletal)</i>	30	M	All Level 4 modules
PTHY2102	Applied Sciences 2 <i>(Cardio-Vascular and Respiratory)</i>	15	M	All Level 4 modules
PTHY2103	Applied Sciences 3 <i>(Neurology)</i>	15	M	All Level 4 modules
ALHS2103	Applied Research and Evidence Based Practice	15	M	All Level 4 modules
ALHS2104	Teamwork for professional practice	15	M	All Level 4 modules

Single Honours Requirements at Level 5

All modules are mandatory and all 120 credits must be successfully completed to achieve the award

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
PTHY3100	Practice Learning 4	15	M	All Level 5 modules
PTHY3105	Practice Learning 5	15	M	All Level 5 modules
PTHY3103	Managing Patients with Complex Needs	30	M	All Level 5 modules
PTHY3102	Dissertation	30	M	All Level 5 modules
ALHS3106	Leadership for Professional Practice	15	M	All Level 5 modules
ALHS3104	Enhancing Employability	15	M	All Level 5 modules

Single Honours Requirements at Level 6

All modules are mandatory and all 120 credits must be successfully completed to achieve the award

16. QAA and professional academic standards and quality

The Physiotherapy course is an undergraduate degree course leading to a qualification in physiotherapy that enables successful graduates to apply to join the register of physiotherapists with the Health and Care Professions Council (HCPC). The course is approved by the HCPC and accredited by the Chartered Society of Physiotherapy (CSP). Only those students successfully completing the BSc (Hons) Physiotherapy course are eligible to apply to register with the Health and Care Professions Council and to join the Chartered Society of Physiotherapy.

The learning outcomes for modules at each level have been constructed in accordance with the Framework for Higher Education Qualifications (2015), with learning becoming progressively more challenging, moving from broad generic concepts to a more in-depth knowledge allowing decision-making in complex circumstances. This award is located at level 6 of the FHEQ. It operates under the [Taught Courses Regulatory Framework](#). The course meets the following benchmarks:

- [HCPC \(2017\) Standards of Education and Training](#)
- [CSP \(CSP 2015\) Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy](#)
- [HEA \(2013\) UK Quality Code for Higher Education Part A](#)
- [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(FHEQ\) \(2015\)](#)

The following professional standards are embedded within the curriculum:

- [CSP \(2012\) Quality Assurance Standards](#)
- [CSP \(2011\) Code of Professional Values and Behaviours](#)
- [CSP \(2013\) Physiotherapy Framework](#)
- [HCPC \(2016\) Guidance on conduct and ethics for students](#)
- [HCPC \(2016\) Standards of conduct, performance and ethics](#)

17. Support for students

Induction

An induction shared with the new occupational therapy students in Welcome Week provides students with the opportunity to meet other students, the teaching team, the vice-chancellor and the Head of Allied Health and Social Sciences. Sessions exist to introduce students to the principles of learning and teaching in higher education, introduction to information and learning systems including library resources, an introduction to student services, and the student union. There is also an introduction to the physiotherapy course, the course team, and the profession with a focus on developing professionalism.

New students are introduced to their Peer Mentors (current students in years 2 and 3) in a cross-cohort event at the end of the induction week. The [peer mentorship process](#) is overseen by the Year 1 Tutor, and facilitates informal student-led support between new 1st years and more senior students.

Personal and Academic Tutoring

There is wide ranging support for students on the BSc (Hons) Physiotherapy course. One of the main ways in which students are supported on the course is through the university-wide Personal Academic Tutoring System. Personal Academic Tutoring (PAT) is at the heart of supporting personal, professional and academic development and tutors meet with their tutees at least four times a year in first year and three times a year thereafter. These meetings are held in group or individually as needed. PATs will 'signpost' students to the appropriate university support services as needed including Disability and Dyslexia support, IT, media and print services support, as well as a range of health and wellbeing support services such as student counselling service, financial advice and accommodation matters.

Year Tutors

Each academic year is overseen by a [Year Tutor](#) whose role is to manage the overall student learning experience of the Physiotherapy course.

Practice learning support

In practice placement learning students are supported in their learning by a Practice Educator (PE). All students are allocated an appropriately trained Practice Educator to support their practice-based learning. All Practice Educators will have undergone a formal period of preparation and are required to attend regular updates as per the requirements of CSP. Both student and PE are supported by a member of the academic course team in the role of Zoned Academic (ZA). This role involves visiting the placement to meet with PE and student, together and separately, to review progress and the placement experience.

Disabled students

The University has a Diversity and Equality Policy and does not discriminate directly or indirectly in the admission, progress and assessment of students. [The Disability and Dyslexia Service](#) within [Student Services](#) provides specialist support on a one to one basis. Additionally, the [University's Policy and Procedures on Inclusive Assessment](#) sets out policy, procedures and guidance to ensure that disabled students are not discriminated against in relation to assessments.

The physiotherapy course has a proactive and inclusive approach to disabled students and works closely with students to ensure that individual support needs are identified and met in a timely and professionally appropriate way within a philosophy of professional regulation, competency and inclusion. Reasonable adjustments and support strategies are considered and applied creatively for practice, ensuring patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and permit additional needs/reasonable adjustment to be put in place.

Student membership of the CSP

Students on the BSc (Hons) Physiotherapy course are encouraged to become student members of the professional body, the Chartered Society of Physiotherapy during induction week. Student membership provides a range of supportive opportunities including keeping updated on the latest student and professional issues, access to a range of profession specific learning, study and professional development resources, and begin the process of developing a professional identity. Each cohort has a CSP Student representative elected by the group who supports students and acts as a liaison between the CSP and their cohort.

18. Admissions

The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Admissions to Physiotherapy are made in line with the University's [Admissions Policy](#) and [Diversity and Equality policies](#). Applications are welcomed from school and college leavers, mature applicants and international students, and offer places on merit. The university is committed to widening participation and our broad entry requirements reflect this. All applications are assessed using values based recruitment principles, to ensure that applicants have the ability and capacity to develop the knowledge, skills and behaviours of a future physiotherapist.

Entry requirements

The normal minimum entry requirement for the physiotherapy degree courses is the possession of 5 GCSEs (Grade C/4 or above, to include maths, English Language and science) and a minimum of 3 A Levels (or equivalent Level 3 qualifications) which must include a minimum of 1 Level 3 qualification in biological science such as Biology, Human Biology, or PE. BTEC Extended National Diplomas and Access to Higher Education courses with sufficient biological science are considered and accepted.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>. Students should normally have been in education within 3 years of commencing a place on the course.

English Language Requirements

Applicants whose first language is not English and who are required to provide a language test certificate as evidence of their proficiency must ensure that it is, or is comparable to, IELTS level 7.0 with no element below 6.5. ([HCPC 2017](#)).

Disclosure and Barring Service (DBS) requirements

Enhanced disclosure under the DBS is a requirement for entry. Applicants are asked to provide evidence of this prior to admission, and at latest before placement allocations are made. Students on the course are also asked to declare any changes in their DBS status at the beginning of each academic year on SOLE and to sign a Physiotherapy Code of Conduct which is in the course handbook. Students are required to pay for their DBS check.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Full-time applicants apply through UCAS (B160). All applications are screened for academic suitability by Admissions administrators, then by the Physiotherapy Admissions Tutor for professional suitability and potential. Applicants who meet the entry criteria and screening score are invited to interview. All applicants are considered, including those from previous admissions cycles, and those who have been unsuccessful.

Admissions/selection criteria

As well as meeting academic entry requirements, all applicants for physiotherapy must have a broad understanding of the profession, and must have gained work experience with a chartered physiotherapist before applying. This is to ensure that applicants are fully aware of the breadth of practice of the physiotherapist and are aware of the wide variety of areas of practice in different settings and with all groups of the population. When writing personal statements applicants are also asked to give evidence of communication, teamwork and leadership skills and to demonstrate an awareness of the qualities and values required to be a physiotherapist. Guidance on completing personal statements is published on the course [website](#). Applicants are screened online using a [scoring sheet](#) that assesses whether a student exceeds, meets or does not meet the required criteria.

Admissions interview process

Candidates who meet the criteria for admission are invited to attend for an interview. The interview process, which is inter-professional with Occupational Therapy applicants, consists of group based activities, both in uni-professional and mixed groups, and individual interviews. These activities enable candidates to demonstrate the values and qualities required of a Physiotherapist, and to show their understanding of the Physiotherapy profession.

Admissions/selection criteria

The interview panel members make selection decisions based on set criteria following discussion after the interview process has been completed and candidates have departed. A scoring sheet is completed for each candidate. The areas assessed are - communication and participation; professional values; knowledge and experience, both of the profession and relevant to it; problem solving skills; and personal motivation for undertaking the course and becoming a physiotherapist. Candidates are scored out of 3 on each of the areas, with 3 indicating that they exceed expectations, 2 indicating that they meet expectations, and 1 indicating that development is needed. Academics, practice learning partners and service users and carers attend training in the principles of selection, anti-discriminatory behaviour and equal opportunities through the University or the practice partners employing institution.

A decision-making panel post-interview identifies successful applicants who are offered a place, conditional upon meeting academic requirements, satisfactory occupational health and enhanced Disclosure and Barring Service (DBS) requirements. All successful applicants who are offered a place will have been interviewed. Unsuccessful candidates are given written feedback against individual performance and interview outcome. In some instances, potential students may be advised to reapply, to seek further experience or knowledge of the profession, or to gain life experience or confidence in their communication skills.

19. Methods for evaluating and improving the quality and standards of teaching and learning

A range of methods is employed for evaluating and improving the quality of the course, at University, Institute, professional, module and individual student levels.

The Annual Evaluation Report (AER) provides an opportunity for yearly scrutiny of the course, assessing developments against targets set from the previous year, and setting new targets in the form of an enhancement plan. Annual monitoring required by the Chartered Society of Physiotherapy provides a further opportunity for yearly evaluation of the quality of the course. HCPC annual monitoring also facilitates this. External quality review is also facilitated through the role of the external examiner. Mid-year and annual visits afford reviews of the course and detailed reports submitted following these visits identify areas for developments, as well as commending areas of excellence.

At Institute level, the Institute Quality Committee (IQC) oversees changes made to course delivery as the need for these is identified within modules and adjustments are made during the academic year. Often these changes are in response to module evaluation which takes place at the end of each semester. Mid module evaluations are frequently carried out as a further way of assessing student engagement and satisfaction during the teaching period. Peer review of teaching ensures that staff are mentored and supported by a colleague from another discipline; this affords sharing of good teaching practice within the Institute, also contributing to quality.

Student 'course reps' provide a powerful indicator of quality within the course. Two course reps in each year attend the Course Management Committee meeting, representing the views of their peers and acting as a conduit for formal communication between the course team and the student body. Student reps are also responsible for distributing and collecting the module evaluation forms, thus ensuring that this process is free from staff involvement and the potential for influence.

Practice partners are fundamental to the quality of the course. Their involvement extends beyond taking students on placement to being involved with selection, teaching, and assessment, and therefore feedback from them is sought on a regular basis, in variety of ways, including zoned academic visits, and annual practice educator review days.

The Physiotherapy course is proud of its close working relationship with the University service user and carer group, IMPACT. Members of IMPACT are involved in selection, teaching and assessment. This group provide honest and detailed feedback which is used to enhance the quality of the course in a variety of ways.

The University's Course Evaluation Survey (CES) and the national Student Survey (NSS) provide powerful data of the overall quality of the course.

20. Regulation of assessment

The Physiotherapy course operates under the University's Taught Courses Regulatory Framework.

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- For modules where a practical skill component exists (PTHY 1101, PTHY 1103, PTHY1104, PTHY 2101, PTHY 2102, PTHY2103), there is no compensation between assessment items.

- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.
- All modules monitor attendance. Students are expected to attend all sessions. Some sessions are mandatory.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the [Taught Courses Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module; the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessment.

Requirements for Progression

- Students at Level 4 will be permitted to progress to Level 5 only when they have passed 120 credits at Level 4.
- Students at Level 5 will be permitted to progress to Level 6 only when they have passed 120 credits at Level 5.

Requirements for Awards

Award	Requirement
Certificate of Higher Education (Cert HE) [Certificate of Higher Education Health Care Sciences]	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education (DipHE) [Diploma of Higher Education Health Care Sciences]	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours) [BSc Health Care Sciences without eligibility to apply to register with the HCPC and CSP]	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation module) as specified on the award map.

Degree with honours [BSc (Hons) Physiotherapy]	Passed a minimum of 360 credits with 120 credits at each level of the course, as specified on the award map.
--	--

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

21. Indicators of quality and standards

Retention and progression

Retention and progression rates are high. 100% of students completed their studies in 2017, with 1 exiting with a degree in Health Sciences without license to practise, 82% of this cohort achieved a First or Upper Second Class degree.

In the 2016 cohort, 78% of students passed at 1st attempt, and 100% at 2nd attempt.

In the 2015 cohort, 72% passed at 1st attempt, and 100% at reassessment, 1 student has re-assessment opportunities that have not been taken yet due to mitigation, and has not progressed.

National Student Survey

Student satisfaction is high; illustrated by two consecutive years of 100% satisfaction NSS scores (2015/2016, 2016/2017).

Students are taught by a teaching team that includes a range of experienced, well-qualified academics, physiotherapy specialist clinicians, and physiotherapy and healthcare professionals in leadership roles. The team is well supported by service users and carers in 'expert by experience' roles from IMPACT, practice and from the Student-led Clinic in the McClelland Centre for Health and Wellbeing. Visiting lecturers are frequently invited to teach on specialist topics and to support simulated learning. Skills Technicians also support the practical teaching classes; there is regular input across all three years of the course from the subject librarian; members of the UW service user and care group, IMPACT, regularly contribute to teaching and learning, alongside academic or practice colleagues.

Graduate employment

Of the first cohort, graduated in 2016 (15), 100% are now working as physiotherapists. Of the cohort graduated in 2017 (16 students), the majority are working as physiotherapists, and 2 are travelling and working abroad prior to commencing graduate physiotherapist roles.

22. Graduate destinations, employability and links with employers

Graduate destinations

Most graduates have found employment as Physiotherapists without difficulty, mainly within the NHS. A small number have taken up posts in private healthcare. Physiotherapy graduates can

also enrol in further Masters level study, and are encouraged to become Practice Educators and sessional lecturers within the university to share their experiences of graduate practise.

Student employability

Employability is integral to the physiotherapy course; the aim of the course is to produce graduate chartered physiotherapists. The spiral curriculum facilitates professional development with a developing focus from self, to others to services over the course. This is supported with shared modules, inter-professional learning and practice placements integrated within the course, preparing students for graduation and professional employment. The teaching team works hard to develop students' employability skills in a shared Level 6 module (Enhancing Employability ALHS3104). This module focusses on making sure students are ready for their first job. As well as making them aware of the current political climate, and the direction of travel of the profession, it also covers the basics of securing a job; writing an application form, interview technique, and presenting themselves professionally as a future graduate in a jobs fayre supported by local employers. There is significant involvement and support from a wide network of local stakeholders with over 30 external speakers as Visiting Lecturers involved in delivering this module.

Links with employers

The BSc (Hons) Physiotherapy course has extremely close links with both local practice partners who provide many opportunities for employment for graduates. They are invited to support the annual job fayre within the Enhancing Employability module, and we share job opportunities and communication during Zoned Academic visits to students on placement. Partners have been involved in evaluation of established modules, learning outcomes, placement consideration of current content and development of new placement models to facilitate graduate employment and succession planning in local Trusts. Annual Mentor Awards ensure that practice partners receive recognition for their input to practice education and the future of their workforces.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.