

# University of Worcester

## MSc Physiotherapy (Pre-registration)

### Is the MSc (Pre-registration) Physiotherapy the right course for you?

If you are considering applying for a qualification in physiotherapy at University of Worcester (UW), and already hold an undergraduate degree at 2:2 classification or above, you may apply for the MSc Physiotherapy (Pre-registration). This new programme is currently recruiting students to commence the 2-year programme in July 2021. Applications for the MSc programme will be assessed on your qualifications, personal statement and at a selection interview. If you have already applied for the BSc (Hons) Physiotherapy programme and have been successful in the admissions interview, you are not expected to have another interview. If you would like to apply and already have an undergraduate degree qualification, or are due to graduate in June 2021, you may be interested in this new MSc course. Below are some points to bear in mind.

The Physiotherapy academic team have designed the course to provide an alternative route into physiotherapy, through study at level 7 (Masters Level). The MSc Physiotherapy (Pre-registration) programme has been approved (subject to conditions) by the UW Academic Quality Unit, the Chartered Society of Physiotherapy (CSP), and the Health and Care Professions Council (HCPC). Therefore, students who successfully complete the MSc Physiotherapy programme will be eligible to apply to register as a physiotherapist by the HCPC and to become full members of the CSP once full approval is granted.

The MSc Physiotherapy (pre-registration) programme is an accelerated programme, that is undertaken in 2 years, whereas the BSc (Hons) is a 3 year full-time programme. There are an equal number of weeks of learning (90 weeks in total) in both programmes. The Masters programme runs across 45 weeks of the year with approximately 30 weeks of university-based study and 15 weeks of full-time practice education per year. The two major differences between the MSc (Pre-registration) and the BSc (Hons) programmes is the higher a level of academic study and the number of weeks of holiday. In the MSc programme, holidays are scheduled around practice placements and are spread throughout the year in 1, 2 or 3 week blocks, including a Christmas break and an Easter break. The MSc students do not have a summer break, which may be a consideration if you have responsibilities for school age children.

### Key Dates and Schedule

The teaching schedule for year one 2021, will commence on July 5<sup>th</sup> with a one day induction programme and formal teaching commences week beginning July 12<sup>th</sup>. Formal face to face teaching will be on Tuesdays and Wednesdays in the first semester, i.e. from July to October, with the first 6-week fulltime practice placement scheduled for November/December and finishing in the week before Christmas. In the second semester scheduled teaching will occur on Mondays, Tuesday and Wednesdays between January and April with the second 8-week fulltime placement scheduled over May and June. There will be some assessments scheduled in late June and early July, i.e. at the end of the first year.

Progression into the second year will be dependent on achieving pass grades in all the first year modules, there will be opportunities for resubmission of assignments however failure in practice placement is likely to result in a delay in progressing into the second year of the programme.

Year 1 Schedule at a glance (Please note these dates are subject to changes)

#### Shading Code

|  |                                    |
|--|------------------------------------|
|  | <b>Campus/independent learning</b> |
|  | <b>Practice Learning</b>           |
|  | <b>Holiday</b>                     |

Year 1 2021/2022

| Semester 1          |                                | Semester 2        |                                |
|---------------------|--------------------------------|-------------------|--------------------------------|
| 5/07/21             | Induction Day 5/7/21           |                   |                                |
| 12/7/21 – 20/8/21   | Teaching (6 weeks)             | 3/1/22 – 25/2/22  | Teaching (8 weeks)             |
| 23/8/21 – 27/8/21   | Progress Week (no teaching)    | 28/2/22- 4/3/22   | Progress Week (no teaching)    |
| 30/8/21 – 8/10/21   | Teaching (6 weeks)             | 7/3/22 – ¼/22     | Teaching (4 weeks)             |
| 11/10/21 – 22/10/21 | Assessment weeks (2 weeks)     | 4/4/22 – 22/4/22  | Easter Break (3 weeks)         |
| 25/10/21 – 5/11/21  | Mid Semester Break (2 weeks)   | 25/4/22 – 17/6/22 | Practice Placement 2 (8 weeks) |
| 8/11/21 – 17/12/21  | Practice Placement 1 (6 weeks) | 20/6/22 – 1/7/22  | Assessment Weeks (2 weeks)     |
| 20/12/21 – 1/1/22   | Christmas Break (2 weeks)      | 4/7/22 – 8/7/22   | End of Year Break 1 week       |

Year 2 2022/2023

| Semester 1          |                                | Semester 2        |                                    |
|---------------------|--------------------------------|-------------------|------------------------------------|
| 11/7/22 – 19/8/22   | Teaching (6 weeks)             | 2/1/23 – 24/2/23  | Teaching (8 weeks)                 |
| 22/8/22 – 26/8/22   | Progress Week (no teaching)    | 27/2/23 – 3/3/23  | Progress Week (no teaching)        |
| 29/9/22 – 7/10/22   | Teaching (6 weeks)             | 6/3/23 - 31/3/23  | Teaching (4 weeks)                 |
| 10/10/22 – 14/10/22 | Assessment Weeks (1 week)      | 3/4/23 – 20/4/23  | Easter Break 7/4and 10/4 (3 weeks) |
| 17/10/22 – 4/11/22  | Mid Semester Break (2 weeks)   | 24/4/23 – 30/6/23 | Practice Placement 2 (10 weeks)    |
| 7/11/22 – 16/12/22  | Practice Placement 1 (6 weeks) | 3/7/23 – 14/7/23  | Assessment Weeks (2 weeks)         |
| 19/12/22 – 30/12/22 | Christmas Break (2 weeks)      |                   |                                    |

## Year 1 Modules

### **ALHS4001 – Applied Health Improvement 15 credits (July – October, 2021)**

This shared module critically explores professional and regulatory responsibilities of occupational therapists and physiotherapists in public health and health promotion, through exercise, activity, fitness for work and occupation. Students will critically analyse barriers and enablers to wellbeing across the lifespan, including the social determinants of health and the impact of inequalities. Strategies to improve health and wellbeing will be discussed in relation to impact on health beliefs, personal values, and individual rights. The module focuses on understanding the impact of culture and diversity on health and wellbeing and explore health disadvantage and social justice within local, national and global populations.

### **ALHS4003 – Professional and Collaborative Practice 15 Credits (January to April, 2022)**

This inter-disciplinary module introduces occupational therapy and physiotherapy students to the theory and practice of working professionally together as set out by the HCPC, RCOT and CSP. The module prepares students to be effective team workers, developing strategies for effective communication, exploring values, attitudes, prejudices and inequalities in relation to physiotherapy and occupational therapy practice. Student will critically discuss the challenges and opportunities of team-working whilst recognising the benefit of collaboration to integrated person-centred care. Through interdisciplinary enquiry-based learning teams, students will research and critically reflect on their experience of different teamwork roles and others' performance.

### **PTHY4004 – Evidence-based Physiotherapy 30 credits (July to April)**

This module develops students' application and synthesis of science to support evidence-based physiotherapy. Theory and practice of clinical reasoning will be developed through case-based discussion, including exploration of the evidence-base. Effective strategies for literature searching will enable students to appraise, synthesise, and interpret the evidence underpinning practice. Students will consider the research underpinning assessment, treatment and ongoing management across the lifespan. They will gain effective skills of searching, selecting and synthesising literature from a range of disciplines to produce a literature review that appraises, synthesises, and interprets the implications of a body of evidence for physiotherapy.

### **PTHY4005 – Essential Physiotherapy 30 credits (July to April)**

This module will use an enquiry-based learning approach to consider critically bio-psycho-social underpinnings of physiotherapy practice. Students will explore the clinical reasoning process, and learn core practice skills of assessment, identification of person-centred problems, treatment planning and evaluation, confidently integrating theory with practice. Service user and carer involvement embeds a person-centred approach. The module introduces the legal, ethical and professional requirements for practice, as set out by the HCPC and the CSP, and includes a minimum of 2 x 250 hours Practice Education to ensure that students achieve competence in practice and meet the HCPC (2013) Standards of Proficiency (Physiotherapists).

## Year 2 Modules

### PTHY4006 – Essential Physiotherapy Practice 2 30 credits (July to April)

Building on Essential Physiotherapy Practice 1, students will extend their theoretical knowledge of physiotherapy and develop their skills required for professional practice in more complex and specialist areas. An enquiry-based learning strand will enable students critically analyse a variety of evidence to discuss alternative physiotherapy approaches to manage complex and competing person-centred needs. Reflection on experiences in practice will be applied to a CPD plan, to sustain ongoing learning.

The module further develops professional requirements for practice, as set out by the HCPC and the CSP, and includes a minimum of 2 x 250 hours Practice Education to ensure that students achieve competence in practice and meet the HCPC (2013) Standards of Proficiency (Physiotherapists)..

### ALHS4002 - Dissertation 30 Credits (July to April)

Students will choose a dissertation topic relevant to their profession and apply research knowledge and skills to design and conduct an independent research study. Students can choose to conduct either an empirical study or a systematic review of literature. The student will be allocated a research supervisor, who will support the student to finalise the study design, provide guidance on the processes for ethical approval, data analysis and write-up. The study will form a substantial enquiry and be written up as either a 7,500 word dissertation, or a journal article adhering to the authors guidelines.

### ALHS4007 – Leading Contemporary Practice 15 Credits (July – December)

This module is designed to nurture the individual leadership styles of each student and enable them to contribute to service enhancement and innovation across a range of public, private, independent and third sector organisations. Students will critically apply theoretical models of leadership, organisational development, and quality assurance to enhance graduate employability. To enable students to adapt to changes and new demands within integrated health systems, they will critically analyse current services, with a view to improving quality, accessibility or sustainability, making innovative change and service improvements.

### PTHY4008 - **Critical Perspectives in Physiotherapy 5 Credits (January – April)**

This module extends student's critical thinking by examining the informing theory and assumptions that underpin contemporary and developing physiotherapy practice. Students will consider their professional impact on people with highly complex needs, minority or excluded groups, or disadvantaged populations. Students will identify and challenge current and future practice, building on previous modules and practice learning experiences. They will engage critically with physiotherapy literature and evidence, and consider how policy, entrepreneurship and being politically aware will enhance person-centred physiotherapy practice. Students will consider how physiotherapy can be promoted and how boundaries can be challenged, to provide accessible, sustainable and contemporary physiotherapy practice.

## Admissions Process

In the first year there will be 24 places in the MSc (Pre-registration) programme and admission offers will be allocated by the admission tutor, dependent on qualification and Interview scores. All applicants must have a previous degree at 2:2 or above, and we would prefer applicants to have had recent educational experience at level 4-6, to ensure capacity to study at level 7.

Application is through the Online application process, please see How to Apply at:  
<https://www.worc.ac.uk/courses/occupational-therapy-msc-pre-registration>

## Expectation of MSc Students

There will be an expectation of independent learning in the Masters programme, as students will need to identify any gaps in underpinning knowledge and review and study independently to ensure achievement of the first year modules. As the programme is open to students with a broad range of educational and work experiences, we are anticipating that some students will have greater knowledge of anatomy and physiology, or sociology and psychology than others. Similarly, some students will have recent knowledge of qualitative and quantitative research methods while others may not have studied or conducted research for many years. Online resources and support of module leaders and of Personal Academic Tutors will be provided to students, to help to identify the background reading and learning required, however ensuring underpinning knowledge is achieved, is the responsibility of the individual student.

The MSc Physiotherapy (Pre-registration) programme provides an opportunity for motivated students to study full-time for two years, and to achieve a Masters level qualification. The teaching and learning programme will include a mix of face to face seminars and practical skills teaching, enhance online learning and group work, and 4 fulltime practice education placements (in excess of 1000 hours) in a range of service delivery settings. We recommend that full-time study requires a commitment of 40 hours per week, with some flexibility in the days outside of the scheduled commitments. We are aware and sympathetic to the knowledge that some students will have other commitments while studying, however it is important to note that practice education placements are a fulltime commitment which may require extended days and weekend hours and may be located outside of Worcestershire and Herefordshire, requiring up to 90 mins commuting time.

If it sounds like you are up to the challenge, please register your interest or apply on line here:  
<https://www.worc.ac.uk/courses/occupational-therapy-msc-pre-registration>

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