**University of Huddersfield**

**Programme Specification**

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| --- | --- | --- |
| **1.** | **Awarding institution** | University of Huddersfield |
| **2.** | **Teaching institution**  | University of Huddersfield |
| **3.** | **School and Department** | School of Human and Health SciencesDepartment of Health Sciences |
| **4.** | **Course accredited by** | Chartered Society of Physiotherapy (CSP)Health and Care Professions Council (HCPC) |
| **5.** | **Mode of Delivery** | Full time |
| **6.** | **Final Award** | BSc (Hons) |
| **7.** | **Course Title** | Physiotherapy |
| **8.** | **UCAS Code** | B160 BSc/PHy |
| **9.** | **Subject benchmark statement** | Physiotherapy CL22/01 Academic and Practitioner Standards in Healthcare/Allied Health Profession/Physiotherapy |
| **10.** | **Date of Programme Specification Approval** | March 2012Revised: February 2015 |

**11. Educational Aims of the Course**

**11.1** The BSc (Hons) Physiotherapy is designed to educate and train those wishing to become physiotherapists and provide them the eligibility to apply for registration with the Health and Care Professions Council (HCPC) as a Physiotherapist and apply for membership of the Chartered Society of Physiotherapy (CSP). “Physiotherapy encompasses a range of interventions, services and advice aimed at restoring, maintaining and improving people's function and movement and thereby maximising the quality of their lives. Physiotherapy practitioners use a flexible and holistic approach towards meeting the needs of their clients. They work in partnership with clients, respecting their autonomy. Members of the physiotherapy workforce undertake many different roles, in a range of sectors and settings across the UK, and often in multi-disciplinary and integrated teams. They do this throughout all stages of patient care - undertaking assessment, diagnosis, treatment, discharge, referral, rehabilitation and management of long-term conditions. For other clients they play a key role in promoting and maintaining health, preventing disease and enabling people to stay in and return to work” (CSP, 2012)

**11.2** In recognition that health-care delivery is multi-factorial across disciplines, agencies and environments a course aim is to develop an sound understanding of the physiotherapist in uni- and interprofessional and inter-agency work and the changing face of health- and social-care.

**11.3** The exit policy of this course is to equip the student to meet:

* the ‘Standards of Proficiency for Physiotherapists’ as dictated by the HCPC
* the Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy as dictated by the CSP
* the ‘Subject Benchmark Statements’ as dictated by the Quality Assurance Agency
* the principles of Clinical Governance as dictated by the Department of Health

**11.4** The main aims of the course are:

* Develop academic ability and clinical competence enabling students to meet the requirements of the Chartered Society of Physiotherapy and registration with the Health and Care Professions Council as a Physiotherapist
* Develop intellectual skills to facilitate critical enquiry and an analytical approach to practice in order to produce autonomous, forward thinking, reflective and proactive leaders of health care delivery
* Encourage and support students to use knowledge, skills and reflection to inform personal and professional development in order to foster a commitment to life-long learning
* Develop awareness of and sensitivity to the benefits and challenges inherent within multi- professional and inter-agency practice
* Develop knowledge, skills and attitudes that enable students to work in collaboration with patients, clients, carers and advocates in order to maximise health outcomes within physiotherapy practice; to empower well-being and promote good health
* Provide a supportive learning environment for students to develop communication and other personal skills that are relevant to practice.

**12. Intended Learning Outcomes**

On successful completion of the course, the physiotherapist will:

***Knowledge and Understanding***

1. Demonstrate a thorough knowledge of human structure and function relevant to physiotherapy
2. Demonstrate a critical understanding of the biological and behavioural sciences that underpin effective practice
3. Demonstrate a critical knowledge and understanding of core theories that underpin effective physiotherapy practice
4. Demonstrate a critical understanding of evidence based practice and how this may underpin and develop effective service delivery in a variety of different emerging healthcare settings
5. Demonstrate a critical understanding of ethical, legal issues and socio-economic factors that impact on healthcare delivery in a diverse society.
6. Demonstrate a critical understanding of the impact of national government policy on health service delivery.

***Skills and Other Attributes (practical)***

*Practical skills*

1. Effectively plan, negotiate and deliver competent physiotherapeutic skills within a practice environment
2. Sensitively provide competent therapeutic interventions for patients with complex and challenging needs in a variety of contexts whilst incorporating the principles of evidence based practice
3. Recognise the limits of their own scope of practice, working with and/or referring onto other healthcare professionals and agencies where appropriate

*Intellectual/cognitive skills*

1. Demonstrate an ability to critically analyse data to determine how it underpins practice
2. Utilise established research techniques to generate and critically analyse data relevant to health care practice
3. Critically analyse the nature and complexity of organisations and policies within which physiotherapy is delivered
4. Take responsibility for their own personal development planning (PDP), learning and continuing professional development through working independently and become skilled in reflective practice to review their own academic and clinical work to become life-long learners

***Transferable/Key Skills***

1. Demonstrate clear, accurate, appropriate and reliable communication to a high standard
2. Recognise the value of and successfully participate in collaborative, interprofessional working
3. Develop existing professional and personal skills to enable clients to appreciate factors that may impact upon health
4. Demonstrate a range of personal and transferable skills commensurate with working effectively in dynamic healthcare environments

**13. Course Structures and Requirements, Levels, Modules, Credits and Awards**

**13.1** Currently, the course can only be accessed as a full time route.

**13.2** Students who exit from the course early may be awarded:

* Certificate of Higher Education in Combined Science (120 Foundation level credits)
* Diploma of Higher Education in Combined Science (120 Foundation level and 120 Intermediate level credits)
* BSc Combined Science (120 Foundation level and 120 Intermediate level credits and 60 Honours level credits)

 However, they will not have eligibility to apply for registration for licence to practice.

**13.3** Only students who successfully complete the Honours degree course with 360 credits together with successful completion of a minimum of 1000 clinical hours will be eligible to apply for registration for licence to practice.

**13.4** The curriculum retains the broad thematic approach adopted by the curriculum guidelines document of the Chartered Society of Physiotherapy, (Learning and Development Principles, for CSP Accreditation of Qualifying Programmes in Physiotherapy, 2010).

**13.5** The current course has been developed to reflect the interprofessional nature of clinical practice and the importance of evidence-based practice. In some modules, physiotherapy students will be learning in groups with students from other health professions courses within the School these students being from; occupational therapy, podiatry, midwifery, adult, child, learning disabilities and mental health fields of nursing and operating department practice. A key theme of professional development and research is embedded into the curriculum with interprofessional learning modules commencing in the foundation year and culminating with the honours level research module and interprofessional student research conference. Additional elements of interprofessional learning are embedded into modules at foundation, intermediate and honours levels and include both ‘inward’ and ‘outward’ facing interprofessional learning activity. As well as the over-arching aims of the course, additional key themes have arisen and relate to the continuing need for the development of:

Manual and therapeutic skill, clinical reasoning and critical analysis

Development of skills to enable life-long learning and autonomy

An appreciation of the various models of health with application to physiotherapy, encompassing biological and biopsychosocial models of health

Health promotion and the empowerment of clients to reflect the emphasis on maintaining or regaining public health through exercise and lifestyle change (CSP, 2010)

The integration of interprofessional learning and inter-agency work within teaching and learning to reflect changing clinical practice. These key themes are developed through the course, as can be seen within appropriate module specifications.

**13.6** Practice-based experience within the curriculum is provided in all three years of the course. The practice-based experience for each individual student is tracked over the three years to ensure that all students have experience of managing individuals from core areas such as musculoskeletal, cardiovascular-respiratory, neurology and community services. In addition, students may also gain experience in such areas as care of the older person, learning disabilities, mental health, paediatrics and the independent sector. Throughout, students are encouraged to record the breadth and complexity of all clinical interventions for their own professional and personal development planning (PDP).

**13.7** Condonement of modules is not allowed on the course.

**13.8 Foundation Level Studies: Year 1**

Year 1 has been designed to provide an integrated package of compulsory foundation studies in core knowledge, values and skills required for physiotherapy practice with emphasis upon normal human anatomy, physiology and human movement.

**Year 1 modules:**

 1 x 20 credit university-based interprofessional learning module

2 x 40 credit university-based theory modules

 1 x 20 credit module being both a mix of university-based and practice-based learning

= 120 credits

 **Compulsory:**

|  |  |  |
| --- | --- | --- |
| HFG1000 | Professional Development and Research 1 | 20 F |
| HFT1015 | Clinical Skills 1 (to include a one-week ward-based clinical experience and Practice Based Experience 1) | 20 F |
| HFT2000 | Physiology in the context of Physiotherapy | 40 F |
| HFT2001 | Applied Anatomy and Biomechanics | 40 F |

**13.9 Intermediate Level Studies Year 2**

Year 2 utilises a mix of University and Practice based modules allowing students to extend their clinical experience.

 **Year 2 modules:**

3 x 20 credit University-based theory modules; which relate directly to the 3 core areas of physiotherapy management

1 x 20 credit interprofessional learning research module

1 x 20 credit module, being a mix of both University and practice-based learning

1 x 20 credit module consisting of 2 x 5 week practice based experiences.

= 120 Credits

 **Compulsory**

|  |  |  |
| --- | --- | --- |
| HIG1000 | Research 2 | 20 I |
| HIT1001 | Musculoskeletal Physiotherapy | 20 I |
| HIT1009 | Cardio-respiratory Physiotherapy | 20 I |
| HIT1010 | Neurological Physiotherapy | 20 I |
| HIT1011 | Clinical Skills 2 (to include Practice-based Experience 2)  | 20 I |
| HIT2000 | Practice Based Experience 3 and 4 | 20 I |

**13.10 Honours Level Studies Year 3**

Both University and Practice based modules of Year 3 are seen as a continuum culminating in competent practice-based experience prior to qualification.

 **Compulsory modules- Year 3:**

1 x 20 credit University based theory module relating to physiotherapy management

1 x 20 credit University based interprofessional theory module

1 x 30 University based interprofessional theory module relating to empirical research

1 x 30 credit university based theory module and practice based experience 5

1 x 20 credit module with practice based experience 6 and 7.

= 120 Credits

**Compulsory modules:**

|  |  |  |
| --- | --- | --- |
| HHT2001 | Practice Based Experience (PBE) 6 & 7 | 20 H |
| HHG1000 | Research 3 | 30 H |
| HHT2003 | Delivering Health Care (to include PBE 5) | 30 H |
| HHT1030 | Management of Vulnerable Client Groups | 20 H |
| HHT1031 | Clinical Reasoning (involving option components) | 20 H |

 **Modules shaded in blue show the introduction of the principles of enterprise to the curriculum**

**13.11** Interprofessional Learning across all years

In order to reflect the course ethos of inter-professional learning within clinical components of the course students will be given opportunities to work with other disciplines in either inward-facing (meaning university based activity) or outward-facing (activity in clinical practice) interprofessional learning activities, for example:

i) There will be a core theme of interprofessional learning within the curriculum starting with the foundation level module Professional development and Research 1, followed by the intermediate level Research 2 and honours level Research 3 module, which culminates in its student research conference.

ii) The podiatry clinic will provide opportunities for small groups of Year 1 physiotherapy students to shadow Year 2 podiatry students. This provides the opportunity to develop communication skills in a clinical setting having access to patients for assessment and treatment. Reflective discussions also take place under the supervision of academic or clinical staff.

iii) At intermediate level, physiotherapy students will be working on clinically based scenarios alongside pharmacy students in the Cardio-respiratory physiotherapy module.

iv) Specific timetabled ‘conference day’ sessions for interprofessional learning activity will be incorporated into the honours level ‘Management of Vulnerable Client Groups’ module. These conference days will focus on areas of clinical practice facilitated by staff and invited clinical specialists from other disciplines and service users.

**13.12** The course delivery does not offer a structure that allows students to ‘step on and step off’ very well due to the year long delivery of modules, clinical placement structure and University regulations.

**14. Teaching, Learning and Assessment**

**14.1** Teaching, learning and assessment are designed to offer students a variety of learning and assessment opportunities that align with their module learning outcomes and offer realistic and effective preparation for progression in physiotherapy. They aim to be inclusive of diversity, to allow students to actively engage in learning and be successfully assessed in a variety of ways. Student consent is gained for engagement in practical and clinical skills work during the induction week of the programme.

**14.2** Reflecting the ethos of the CSP Learning and Development Principles guidelines (2010) students are encouraged to learn via a wide range of educational opportunities. A mixture of lectures, tutorials and workshops are incorporated into the modular course to stimulate discussion, thought and reflection. Local service users and carers are also involved in the delivery of learning opportunities and are involved in the annual evaluation and curriculum planning stages to ensure that the curriculum reflects the health needs of service users. The Division actively encourages students to take responsibility for their own learning and offer progressively diminishing contact hours as the course progresses through its academic years. The course team adopt a blended learning approach to delivery of the curriculum, whereby more traditional face-to-face teaching approaches are complemented by various forms of online learning activities.

**14.3** All modules make use of the virtual learning environment, Unilearn for directed learning, and as an information source for modules which can be accessed remotely, thus enabling students to use the resource for learning anytime, and from any place using internet access, to suit their needs. Anatomical studies are supported by the use of Primal Pictures and WileyPLUS supports physiology learning.

Building upon online innovations by the course team in the recent past, advantage is being taken of current innovations in C&IT, and mobile technology in particular, with developments in innovative use of IT to support clinical skills while students are on placement. Such projects are integral to the evolving IT strategy for learning within the Department. In addition, Case based IT databases such as Penfield Virtual Hospital have been developed to include physiotherapy cases which can be accessed remotely by students to develop their clinical reasoning skills before and during placements. The use of Sim-Man and an auscultation simulator in teaching enables students to experience patient simulation prior to placements.

Learning and teaching is delivered through seminars, group work, practical experience and lectures as well as interactive learning packages. Student-centred learning is used where appropriate and its role generally increases throughout the course. Modules are designed to embed transferable skills and to allow students to progressively increase their knowledge and confidence. Thus in foundation levels of the course, the acquisition of basic skills and the confidence to perform academically and professionally is developed. At the higher levels, a degree of student choice in learning delivery and assessment encourages students to have greater engagement with and control over their learning.

**14.4** Assessment aims to support learning and to measure achievement. Assessment methods are described in each module specification and module guide. All learning outcomes in a module are assessed and the mode of assessment is specified for each outcome. Assessment is a combination of coursework, practice/ competency based learning and examination by a variety of means (e.g. written assignment, presentations, OSCE or other practical skill). The nature of the assessment varies from module to module, and mirrors the modes of communication expected of graduates in this field, whether that be oral or written. In order to offer students with a choice of assessment that reflects their learning styles the Year 3 ‘Clinical Reasoning’ module allows students to choose which of the elements is assessed by written assignment and oral presentation.

**14.5** Whilst on clinical placement, the clinical educator assesses the students’ clinical performance using a standardised format that has been agreed with physiotherapy courses from other local Higher Education Institutions (HEI’s) in West Yorkshire. Clinical educators attend training and refresher courses to ensure equity and this is currently being monitored during the clinical placement audit process.

**14.6** In order to foster closer and more supportive working relationships between professionals from different backgrounds, a inter-professional learning and teaching framework has been developed with the suite of health courses across the School of Human and Health Sciences. The common core of the framework is the evidence-based practice theme. Through this theme, students on health professions courses share a common suite of modules, one in each year of the respective courses. These modules will enable students to develop a range of personal and intellectual skills within a multi-disciplinary environment. This is supplemented by a range of shared or interprofessional learning opportunities that are embedded in the modules in the respective degree courses. These provide further opportunities for joint clinical teaching across the Department within the School. Such teaching addresses issues common to the various professions involved. One of the advantages of this approach has been that we have been able to foster a culture of interprofessional learning which supports the various curricula, is flexible and dynamic yet does not limit uni-professional teaching where this is appropriate. This approach enables students to come together in a dynamic way across the breadth of the respective courses. This approach enables the advantages of shared learning to be realised whilst not compromising the integrity of each professional course.

**14.7** Competence to practice is a primary requirement for health professional registration such that the majority of all class-room learning is practice based and 25% of the total credits account for clinical practice-based experience. Learning takes place in a variety of settings. Classroom based learning and the use of simulated patients allows students to practice skills in a safe and controlled environment. Assessment is centred on students achieving the standard of competency outlined by the professional awarding body so that they are fit to practice by the end of the course. It includes OSCE examinations, the verification of practice competency by a qualified mentor/supervisor and integration with written modular assessment in the form of reports, case study analysis, applied assignment work and examinations. To allow students to learn and be assessed in a real practice setting, NHS primary care, acute and mental health Trusts, the private and independent sector and social care settings are used, under the supervision of appropriately qualified mentors/ supervisors.

**14.8** Personal Development Planning is introduced to students at the outset of the course and is supported through the personal tutor system which offers a minimum of three such meetings per academic year and is dependent upon student needs. This is additionally supported by the year tutorial sessions held at least 3 times per academic year. In line with professional and regulatory body terminology students may recognise the term ‘Continuous Professional Development’ (CPD). It aims to help students critically examine their progress on the course, reflecting on their academic, personal and professional development. It also provides a medium for recording their progress and creating an effective curriculum vitae. Learning opportunities are identified throughout the course starting with HFG1000 in the Foundation Year with the development of a personal portfolio as one method to enable students to develop the skills required for life-long learning. Students keep a record of their progress both academically and clinically. This portfolio of materials is then used in preparing for job applications and/or supporting continuous professional development and so is re-examined in the Delivering Healthcare module in Year 3.

**14.9** The School of Human and Health Sciences uses Turnitin® via the virtual learning environment (VLE) to help both students and staff ensure and protect the originality of work submitted for assessment.

**15. Support for Students and their Learning**

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

**15.2.1** Central to the provision of student support are **Student Services**. The range of services they offer include:

##  Wellbeing and Disability Services

* [Counselling](http://www.hud.ac.uk/wellbeing/studentcounselling/)
* [Back on Track](http://www.hud.ac.uk/wellbeing/back-on-track/)
* [Disability Services](http://www.hud.ac.uk/disability-services/)
* [Drop in (Counselling and Wellbeing)](http://www.hud.ac.uk/wellbeing/)
* [The Faith Centre](http://www.hud.ac.uk/faith-centre/)
* [Getting help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/)
* [Group workshops and courses](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/groupworkshops/)
* [Hate Crime Reporting Centre](http://www.hud.ac.uk/wellbeing/hatecrimereporting/)
* [Self help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/selfhelp/)
* [Student parents](http://www.hud.ac.uk/wellbeing/studentparents/)
* [Student wellbeing](http://www.hud.ac.uk/wellbeing/)
* [Welfare support](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/studentwelfare/)
* [Wellbeing events](http://www.hud.ac.uk/wellbeing/wellbeingeventsprogramme/)
* [University Health Centre](http://www.universityhealthhuddersfield.co.uk/)

 **Careers and Employability Service**

* Careers and Employability Service
* Jobshop

More information on the range of student services can be found on their website at: http://www.hud.ac.uk/student-services/

15.2.2 They also provide specific services for ‘non-traditional’ students and overseas students. More information on the range of student services can be found on their website at: <http://www2.hud.ac.uk/student_services/>

15.2.3 **The Student Finance Office** provides:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on their website at:

 <http://www.hud.ac.uk/students/finance/financeoffice/>

15.2.4 **Computing services** provide induction and ongoing support for all students. More information on the range of computing services can be found on their website at: <http://www.hud.ac.uk/students/it/>

**15.2.5 Library** **Services** provide induction and ongoing support for all students. More information on the range of library services can be found on their website at: <http://www.hud.ac.uk/library/>

**15.3 School Level**

* + 1. The School of Human and Health Sciences provides additional student support using a variety of approaches:

**15.3.2** **The Learning Quality Support Unit (LQSU)** in the School of Human and Health Sciences provides support, development and encouragement for students at all levels with help on a range of academic skills areas. Further information on the services provided can be found on the School pages in Unilearn in Shum Quick Links

**15.3.3** Finally the School has a **Student Support Centre** with a **Student Support Officer.** The Student Support Centre provides a drop in service for all students in the School. They are based in Harold Wilson Building, Ground Floor, Room 24 and are open on Monday to Friday from 9am to 4pm. They offer the following services:

* Printing
* Binding
* Technical Support
* International Student Support
* Independent Services
* Confidential Advice
* Booking for academic staff appointments.

No appointment is necessary for the Student Support Centre and they can be contacted on 01484 473092 or by email at: hhsstudentsupport@hud.ac.uk

**15.3.4** The **Disability Coordinator** provides advice and support for those students with special learning needs and undertakes a liaison role between staff and the student.

**15.4 Course Level**

At course level support is provided by:

* + 1. **Personal Tutor**

The University has implemented a personal tutor system. This system aims to both improve the student experience of learning and teaching, and increase student retention and achievement rates. Specifically personal tutors:

* Provide a personal contact for the student within the University and the School.
* Act as a liaison between the student and course leaders to seek any improvements required
* Offer guidance, assistance and support in managing the students’ academic experience
* Recognise when the problems presented are beyond the personal tutors’ competence and seek guidance and support for the student through the University and/or School referral processes.
* Work with students to review and reflect upon their own progress and if necessary on ways to improve it.
* Take part in supportive training events.
	+ 1. **The Module Leader**

Module leaders are responsible for the organisation and delivery of a module. They provide relevant and timely formative and summative feedback of students’ academic performance. They also monitor student attendance at every session to identify persistent absenteeism and this is dealt with in accordance with the university’s attendance policy.

* + 1. **Course Leader**

The course leader is responsible for the entire quality assurance arrangements for the course.

15.4.4 **The Year Leader**

Each year group has a named Year Tutor who is responsible for liaising with students on day-to-day course issues, overseeing students’ performance across modules and acting as a link between students and the Course Leader.

15.4.5 **The Examinations Officer**

Is responsible for overseeing the administration of the course assessment process, liaison with external examiners during the process of external moderation and managing student queries regarding the assessment process.

15.4.6 Students are supported on a day-to-day basis during their practice-based experiences (PBE) by their clinical educator(s). In addition, they have a named University-based tutor to support them, who will normally visit them at least once during their PBE.

**16. Criteria for Admission**

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access, and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study, and make a successful transition to studying at University. We encourage local, national and international applications. Further information for international students is available at the International Office Entry Requirements- English language requirements webpage: <http://www.hud.ac.uk/international/enquirer/whereareyoufrom/englishrequirements/>

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated at the following link: <http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

**16.3** Further information related to the School APL process can be found on the School pages in Unilearn.

**16.4** The University’s general minimum entry requirements are specified in the ‘Regulations for Awardswhich can be found on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

**16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process, which is co-ordinated by the course admissions tutor. This includes selection based on both academic criteria and personal statement criteria. Selection procedures will be in accordance with the Equal Opportunities Policy of the School of Human and Health Sciences.

 General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available at their website at:

<http://www.hud.ac.uk/disability-services/>

**16.5** In addition this BSc (Hons) Physiotherapy course enables graduates the eligibility to apply for registration with the Health and Care Professions Council and eligibility to apply for membership of the Chartered Society of Physiotherapy. Further advice on the specific skills and abilities needed to successfully undertake this course can be found by visiting the profession’s website at [www.csp.org.uk](http://www.csp.org.uk) and by contacting the admissions tutor.

**16.6** Thespecific entry requirements and admission criteria for the BSc (Hons) Physiotherapy course are detailed and updated for each new academic year and can be found at on the University’s website at:

<http://www.hud.ac.uk/courses/course/index.php?ipp=00000025>

* Three Advanced GCEs (A2) at ABB, including a biological science at grade B. PE is acceptable as a biological science. General Studies is excluded and students offering two AS Levels in lieu of one GCE Advanced Level should offer one grade higher than for the A level award
* Foundation course: to have a health/ biological science emphasis- 65% or above pass mark depending on the course.
* Access to health professions: with a biological science emphasis.

45 level 3 credits, with 30 level 3 credits in biological science to be passed at distinction.

* Irish Higher: x6 higher level, AABBBB (with a B in biology)
* Biological sciences degree or other related degree (such as sports science) at a minimum of a 2:2 or a non-science degree at 2:2 with recent level 3 Biology study (for example Open University course to ‘top up’ science)
* BTEC extended diplomas at DDD in conjunction with an A Level (A2) in biology at grade B or above.

Applicants with non-traditional qualifications, a combination of qualifications including BTEC and A levels, and/or experience that suggest the student has an equal opportunity of succeeding on the course will be considered on an individual basis by the admissions tutor.

The currency and content of recent study will be carefully considered by the admissions tutors in that applicants must have completed relevant study within the last four years and that this study should include biological sciences to A2 level or equivalent.

**16.7** For students whose first language is not English, applicants are expected to demonstrate English language ability at a level equivalent to IELTS score of 7.0 overall with no element being less than 6.5.

More information can be accessed from the University of Huddersfield International Office: <http://www.hud.ac.uk/international/enquirer/whereareyoufrom/englishrequirements/>

**16.8** Because of the nature of the work, all potential physiotherapy students are subject to an enhanced Criminal Records Bureau police check as stipulated by the Department of Health. Should there be any evidence of offences, the University’s Criminal Records Bureau consideration panel will consider the offence committed and the candidate’s suitability for entrance onto the course.

**16.9** Face to face selection days are conducted with short-listed applicants. For students where this

might not be practical, for example international students, telephone or video-conferencing calls will be conducted. The process aims to provide both the applicant and the selection team with the details required to make an informed decision. It is for this reason that all suitable candidates are invited for interview and given the opportunity to look round the University and Division. Because of the importance of being able to make an informed decision those who do not attend for interview are not offered places.

* Applicants that are invited to interview will normally have the opportunity to meet with current physiotherapy students. This enables applicants to make an informed choice about their preferred institution.
* As part of the selection process applicants are required to undertake a group exercise, to assess communication/interaction within a group. This group activity will be as part of a multidisciplinary group with students applying for other healthcare professions. This is facilitated and observed by the admissions tutor, academic staff and may also be observed by clinicians and service users.
* Individual interviews are then undertaken in the presence of the admissions tutor or academic staff member and a senior clinician or service user.

Offers are made subject to a satisfactory health screen conducted by the Occupational Health Department of the University and a satisfactory police record, and satisfactory Academic Technology Approval Scheme (ATAS) clearance.

**16.10** Students are actively encouraged to become members of the Chartered Society of Physiotherapy and may then access support from the CSP Student Officer, via the Interactive CSP web-site (iCSP), and from the CSP Student Representative at course level. Student membership can subsequently form full membership with the Chartered Society of Physiotherapy upon successful completion of the course. The cost of the membership will remain with the student.

**16.11** Insurance for UK placements is provided via the commissioning contract.

**17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

**17.1** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s Quality Assurance Procedures for Taught Courses which can be found on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/qa>

**17.2** The staff team are research active across a range of areas. This activity supports teaching and learning within the curriculum. It also informs project developments such as an online academic skills resource and the use of innovative technologies to support students while on clinical placement.

**17.3** A common assessment tool for practice based experience is used across the four HEI’s in the West and North Yorkshire region i.e. Leeds Metropolitan University, the University of Bradford, York St John University and the University of Huddersfield. This facilitates common standards of assessment across all clinical placements.

**17.4** The School is committed to comprehensive student engagement and works actively with the University of Huddersfield Student Union to support this through the student representative system see further information at: .

 <http://huddersfieldstudent.com/involve/content/166695/student_reps/>

**17.5** Within the School students are represented at committee level through Student Panels to the School Board. The School also has a School Council. Individual feedback on the quality and standards of teaching and learning is received through module and course evaluations. In addition, a West Yorkshire, web based evaluation tool is used to gain statistical evaluation of placement experience. An effective external examination system is managed by Registry and all reports are viewed at University, School and course levels. External examiner and student feedback, as well as all statistical data about the course, is reported through the course committee structure and scrutinised through the University wide annual evaluation process.

 External Examiners confirm that the BSc (Hons) Physiotherapy remains a successful course that provides graduates with fitness for purpose, practice and award. The Physiotherapy course recruits two external examiners. It is a requirement of the CSP that external examiners are registered with the Health and Care Professions Council HCPC and at least one of the external examiners is a chartered physiotherapist. They highlight a major strength of the course to be students’ abilities to apply theoretical knowledge to clinical practice and complement the excellent standard of moderation of assessed work.

**17.6** The HCPC and Chartered Society of Physiotherapy monitor the course delivery against the HCPC’s ‘Standards of Education and Training’ and the CSP’s Learning and Development Principles for CSP accreditation of qualifying programmes in physiotherapy, respectively, on an annual basis and confirm the appropriate standard of provision.

**17.7** All new placements will be audited against set criteria and using a standard Educational Audit of Clinical Placement. The clinical placement with be audited jointly by, normally, the clinical placement coordinator and a clinical colleague from the practice setting. Together they will make a recommendation which will then be presented at the School’s Practice Placement Quality Committee.

The documentation pertaining to the audit of placements will be held centrally such that it is readily accessible should the need arise.

Given that Clinical Educators are responsible for the education and assessment of students whilst on practice-based experience they are encouraged to undertake the pre-requisite Practice Educators Preparation course. They are also encouraged to undertake the Accreditation of Clinical Educators as an experiential route to augment and acknowledge their own professional development.

**17.8** All forms of student, staff and external examiners’ feedback are included in the annual course monitoring report. This includes a review of student progression and completion rates. The course committee identify areas of weakness and provide action plans.

**17.9** Students’ feedback on clinical placements is gained through an anonymous online placement evaluation tool which must be completed by individual students for every practice based experience. This anonymous information is considered by the Practice Learning Facilitator and fed back to clinical management and the university teaching team.

**17.10** An effective external examination system is managed by Registry and all reports are viewed at University, School and course levels. External examiner and student feedback, as well as all statistical data about the course, is reported through the course committee structure and scrutinised through the University wide annual evaluation process.

**18. Regulation of Assessment**

**18.1** University awards are regulated by the ‘Regulations for Awards’ on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards>

and the ‘Students’ Handbook of Regulations’ on the Registry website as follows:

 <http://www.hud.ac.uk/registry/regulationsandpolicies/studentregs>

* 1. Specific assessment rules for the BSc (Hons) Physiotherapy
* All modules must be passed and there is no condonement of modules allowed On this course The minimum pass mark is 40% for each module
* In theory/ clinical placement practice based experience modules there is no condonement or compensation between theory and practice based experience elements of assessment.
* In the interprofessional research modules, students must pass all components of assessment to gain credit for the module.
* All practical examination elements must be passed at 40%
* Aegrotat awards are not acceptable for providing eligibility for CSP membership and registration with the CSP or HCPC
* Issues relating to poor professional conduct or poor performance on placement are considered in line with placement documentation and the university’s ‘Fitness to Practise’ guidelines, which are available at: <http://www.hud.ac.uk/media/universityofhuddersfield/content/documents/education/virtualguide/Fitness%20to%20Practice.pdf>
* A university tutor will act as the internal moderator for practice based experience assessment
* Progression will not be permitted from year 1 to 2 or 2 to 3 if a Practice-Based Experience (PBE) module has not been successfully passed
* In the case of a referred PBE, normally, opportunity will be given for one further attempt in year. Such a placement would have to be passed for continuation on the course. A fail or fail on more than one PBE’s in any one academic year will normally result in withdrawal from the course. In the event of a student being referred in both PBE’s (years 2 and 3 only) only one PBE can be reassessed to be completed in the academic year where possible.
	1. Modules contributing to the classification are both University-based and Practice-based (240 credits). Percentage contribution of the different components to the overall classifications as follows:

**Component Contribution**

University-based physiotherapy education 54%

Research skills 21%

Practice-based education 25%

The marks from the second and third year assessments only will contribute to the final classification of the degree in line with current University guidance.

The weighting of the marks contributing to the degree for Years One, Two and Three is 0, 1, 2, respectively

**19. Indicators of Quality and Standards**

**19.1** This programme specification provides a concise summary of the main features of the course and the 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 learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**19.2** The independent review of quality of health provision in the School jointly undertaken by QAA and the Department of Health in December 2005 concluded that there was confidence in all disciplines, with commendations for learning and teaching, and for student progression. In particular the reviewers were very impressed with the relationship between the University and the NHS.

**19.3** The reviewers made the following comments on our provision.

- Highly commended on the effectiveness of the partnership between the local NHS and the University

Commended in the remaining three areas of:

- Quality of Teaching and Learning

- Student Progression and Achievement

- Learning Resources and their utilisation.

**19.4** The review team commented on the enthusiasm and professionalism of the staff they met and the commitment they showed to supporting students

**19.5** The University Review of Subjects Allied to Medicine Review of November 2007 was equally complimentary.

**19.6** Since the revalidation in 2008, external examiners have consistently commended the quality of feedback given to students, the diverse range of assessment strategies implemented and the relevance and currency of the course.

**19.7** The outcome of the most recent institutional audit can be found at:

 <http://www.qaa.ac.uk/InstitutionReports/Reports/Pages/inst-audit-Huddersfield-10.aspx>

**Appendices**

**Appendix 1** Introduction, Rationale and Curriculum Developments

**Appendix 2** BSc (Hons) Physiotherapy- An example of a proposed course plan 2012-2013

**Appendix 3** Mapping of course learning outcomes against modules

**Appendix 4** Mapping of course themes against modules

**Appendix 5** Mapping of modules against HPC standards of proficiency for Physiotherapists

**Appendix 6** QAA subject benchmark statements: healthcare programmes- Physiotherapy

**Appendix 7** Mapping of BSc (Hons) Physiotherapy course documents to the HPC Standards of Education and training

**Appendix 8** Mapping of BSc (Hons) Physiotherapy course documents to NHS Knowledge and Skills Framework

**Appendix 9** BSc (Hons) Physiotherapy: Proposed module format and method of assessment and proposed assessment dates

**Appendix 10** BSc (Hons) Physiotherapy mapping to Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy

**Appendix 11** BSc (Hons) Physiotherapy mapping to personal development planning (PDP)

**Appendix 1**

**Introduction and Rationale**

**1. Introduction**

1.1 This course is designed to meet the needs of those who have decided to pursue an undergraduate pre-registration degree and professional career in physiotherapy. The course will lead to a BSc (Hons) in Physiotherapy. Successful completion of the course will allow eligibility to apply for membership of the Chartered Society of Physiotherapy (CSP) and eligibility to apply for registration with the Health and Care Professions Council HCPC and if successful in doing so provide licence to practice.

1.2 This re-validation process has provided the course team with the opportunity to review the existing course. The current course has been developed to reflect the interprofessional nature of clinical practice and the importance of evidence-based practice. In some modules, physiotherapy students will be learning in groups with students from other health professions courses within the School these students being from; occupational therapy, podiatry, midwifery, adult, child, learning disabilities and mental health fields of nursing and operating department practice. A key theme of professional development and research is embedded into the curriculum with interprofessional learning modules commencing in the foundation year and culminating with the honours level research module and interprofessional student research conference. Additional elements of interprofessional learning are embedded into modules at foundation, intermediate and honours levels and include both ‘inward’ and ‘outward’ facing interprofessional learning activity. .

**2. Rationale**

2.1 Background to the Current Proposal

* + 1. The current BSc (Hons) Physiotherapy course was validated in August 2008 to reflect changes in the structure of modules within the University and the 2012 revalidation provides further curriculum developments based upon current university and School strategy.

2.2 The philosophy of the course underpins the overall aim of developing qualified physiotherapists who are equipped with the skills necessary for high-level performance in contemporary and evolving health- and social-care settings. Clinical demands upon the modern physiotherapist require critical reflective and problem solving skills combined with a holistic approach which recognises biomedical and biopsychosocial aspects as well as interprofessional and inter-agency working for holistic patient centred care. This is reflected through the ethos of the course which places equal emphasis on the humanistic skills necessary for the appropriate application of the practical skills that remain the cornerstone of the profession.

2.3 Today’s physiotherapist is required to respond flexibly and appropriately to changing political, social and cultural factors that influence health and social care in a variety of settings. There is a commitment to work collaboratively with other professionals to optimise safe and effective patient care within a modernising health care agenda. The concept of health promotion and collaborative working within health care professions rightly has a high priority in the current NHS following the publication of several government strategies for health.

**3. Curriculum developments**

3.1 The new course builds on current and past experience in collaboration with interested parties to respond to the climate of change within today’s Health Care Service. This course is written to respond to comments from stakeholders, facilitate responses to new demands and to be as flexible and resourceful as possible, whilst maintaining standards of quality and delivery and protecting the core competencies of the graduate therapist.

3.2 In order to foster closer and more supportive working relationships between professionals from different backgrounds education providers are being strongly encouraged by the Health Professions Council and Chartered Society of Physiotherapy to provide a more multi-disciplinary focus to pre-registration education. The introduction of the new nursing curriculum framework from 2012 has embraced even greater interprofessional interaction within health professions cohorts in the School and so introduced new philosophies and perspectives to the teaching team.

3.3 In response to the University’s requirements for inclusion of 20, 30 or 40 credit modules, there have been some slight changes to the structure of module credit distribution. For example, the two 10 credit clinical placement modules in year 2, previously HIT1012 and HIT1013 have now combined to form one 20 credit clinical placement module.

**3.4 Practice Based Experience**

3.4.1 To ensure that all students have a comparable placement experience following appropriate teaching input, placements are sought regionally, though the majority are local to West Yorkshire. The Placement Unit at the University of Huddersfield, manages the placement allocations. Regular contact is maintained with local placement providers and new placements are constantly being sought and developed for differing provision as the nature of healthcare changes. All clinical placements are also under the scrutiny of clinical placement audits to ensure practice-based experienced standards.

**3.5 Interprofessional Learning**

3.5.1 **Underpinning Philosophy**

The National Health Service (NHS) actively promotes patient-centred care, however difficulties arise namely organisational barriers, histories and traditions within the various professional groups. In an attempt to address some of these factors the government is encouraging interprofessional working, breaking down the traditional boundaries both within the National Health Service and also between the NHS and other organisations such as social services. Recent developments such as the Knowledge and Skills Framework upon which NHS staff review and development will be based, support the ethos of partnership and collaboration in an interdisciplinary environment.

This current course has been designed to foster streams of IPL alongside all health courses within the School, with key themes in research and professional development and professional standards being considered.

3.5.2 **Structure**

 The current course has been developed to reflect the interprofessional nature of clinical practice and the importance of evidence-based practice. 120 credits of the total 360 credits required for the BSc (Hons) Physiotherapy will now be interprofessional learning modules. In these modules, physiotherapy students will be learning in groups with students from other health professions courses within the School these students being from; occupational therapy, podiatry, midwifery, adult, child, learning disabilities and mental health fields of nursing and operating department practice. A key theme of professional development and research is embedded into the curriculum with interprofessional learning modules commencing in the foundation year and culminating with the honours level research module and interprofessional student research conference. Additional elements of interprofessional learning are embedded into modules at foundation, intermediate and honours levels and include both ‘inward’ and ‘outward’ facing interprofessional learning activity.

3.6 Placement-Based IPL

Working with colleagues in NHS Trusts academic staff work hard to ensure that the nature and scope of multi-disciplinary learning opportunities in practice can be expanded. These will permit students to interact with a wider range of healthcare professionals than are found within the University. Collaboration and team working are summatively assessed on practice placements. The university’s podiatry clinic will also provide opportunities for small groups of physiotherapy and podiatry students to have access to patients for joint assessment, treatment, discussion and peer coaching sessions under the supervision of an academic clinician.

**4. Staffing and Management**

4.1 The course will be regularly reviewed to ensure quality of provision.

4.2 Feedback will be gathered throughout the academic year from Student Panels, personal tutorials, module evaluations together with annual evaluations of the academic year by each student cohort. All core staff involved in delivering the course are physiotherapists registered with the Health and Care Professions Council (see Curriculum Vitae document). The Division of Health and Rehabilitation is led by a Divisional Lead, there is a course leader responsible for the day to day management of the BSc (Hons) Physiotherapy course and other individual members of lecturing staff responsible for year 1, 2 and 3 lead roles, admissions tutor and disability tutor. The staff: student ratio (SSR) based on these core staff (FTE 7.7) alone is 1:16. However, teaching throughout the course is additionally supported by colleagues from other disciplines (e.g. nursing, podiatry and occupational therapy) within the interprofessional research theme, and clinical associates and clinical specialists to support clinic activity, specialist modules and practice-based education. . Physiotherapy has allocated a 1 full-time equivalent secretary who deals with student and other enquiries and also provides administrative assistance for clinical placements.

4.3 The mix of knowledge and expertise amongst the physiotherapy team supports the delivery of the core curriculum. Visiting lecturers are used to support the delivery of specialist topics. The mix of staff expertise is reviewed at the time of new appointments such that the provision remains up-to-date and can be delivered effectively.

4.4 Annual staff appraisal processes allow staff development priorities to be recognised and a staff development plan to be formulated. All members of staff have a transparent work allocation, within which is identified time for scholarly activity. Visible output from this research and scholarly activity is an expectation. In addition, staff are encouraged to take up additional staff development opportunities as they arise as long as they are both realistic and congruent with the priorities of the Division, Department, School and University.

4.5 Course Management

The course will be annually reviewed by the course committee and School Annual Evaluation processes to ensure quality of provision. Feeding into this process are the student panel meetings, module evaluations, external examiner comments, and feedback from clinical colleagues.

4.6 The course committee is made up of representatives of academic staff, students, clinical colleagues and other colleagues involved in the delivery of the course. Service users who have been involved in delivery of the provision will also be invited to contribute to the course committee.

**Appendix 2**

|  |
| --- |
| **BSc (Hons) Physiotherapy: An Example of a Proposed Course Plan (2012-13)** |
| **Year 1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 |
| **Teaching** | **Christmas** | **Teaching and Clinical Placement** | **Easter** | **Teaching** | **Assessment** |
| Induction | HFG1000 Professional Development and Research 1 |  |  |  | HFG1000 PD&R 1HFT1015 CS1 HFT2001 AA&BHFT2000 PCP |  | HFG1000 PD&R 1 |  | HFG1000 PD&R 1 | Rev'/Assess | CABS | RevisionRe-Assessment | Marking/ moderation | Referral CABs |
| HFT1015 Clinical Skills 1  |  |  |  | **HFT1015** | HFT1015Clinical Skills 1 | HFT1015Clinical Skills 1 |
| HFT2001 Applied Anatomy and Biomechanics |   |   |   | **PBE 1** | HFT2001 AA&B | HFT2001 AA&B |
| HFT2000 Physiology in the context of Physiotherapy  |   |   |   |   | HFT2000 PCP | HFT2000 PCP |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 |
| **Teaching** | **Christmas** | **Clinical Placement and Teaching** | **Spring Break** | **Clinical Placement/Assessment** |
| Induction | HIG 1000 Research 2 |   |   | HIG1000 Research 2 |  |         | Assessment | **HIT2000 PBE 4** | Revision- re-Assessments | Marking/Moderation | Referral CABs |
| HIT1001 Musculoskeletal Physiotherapy | **HIT1011** | HIT1001 MSK | **HIT2000** |
| HIT1009 Cardio-Respiratory Physiotherapy | **PBE 2** | HIT1009 CVR | **PBE 3** |
| HIT1010 Neurological Physiotherapy |  | HIT1010 Neurology |  |
| HIT1011 Clinical Skills 2 |   | HIT1011 Clinical Skills 2 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 |
| **Teaching** | **Christmas** | **Clinical Placement and Teaching** | **Clinical Placement and Assessment** |
| Induction | HHG1000 Research 3 |   |  | HHT1017Research Project |  |  | Assessment | CABS | CABsRe-Assesment | Marking/Mod' | Ref' CABs |
| HHT2003 Delivering Health Care | **HHT2003** | HHT2003Delivering HC | **HHT2001** | **HHT2001** |
| HHT1030 Management of Vulnerable Clients | **PBE 5** | HHT1030Mgt Vulnerable Clients | **PBE 6** | **PBE 7** |
| HHT1031 Clinical Reasoning |  | HHT1031Clinical Reasoning |  |  |

**Appendix 3**

**Mapping of Course Learning Outcomes against Modules**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** |
|  | Professional Development and Research 1 | Clinical Skills 1  | Physiology in Physiotherapeutic Practice  | Applied Anatomy and Biomechanics | Research 2 | Clinical Skills 2  | Cardio-Respiratory Physiotherapy | Musculoskeletal Physiotherapy | Neurological Physiotherapy | Practice-based Experience: Year 2 | Research 3 | Delivering Heathcare | Clinical reasoning | Management of Vulnerable Client Groups | Practice-based Experience: Year 3 |
| 1 |  | x | x | x |  | x | x | x | x | x |  | x | x | x | x |
| 2 |  | x | x | x |  | x | x | x | x | x |  | x | x | x | x |
| 3 |  | x | x | x |  | x | x | x | x | x |  | x | x | x | x |
| 4 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 5 | x | x |  |  | x | x | x | x | x | x | x | x | x | x | x |
| 6 |  | x |  |  |  |  |  |  |  | x |  | x |  | x | x |
| 7 |  | x |  |  |  | x |  |  |  | x |  |  |  |  | x |
| 8 | x | x | x | x |  | x | x | x | x | x |  | x | x | x | x |
| 9 | x | x | x | x |  | x | x | x | x | x |  | x | x | x | x |
| 10 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 11 | x |  |  |  | x |  |  |  |  |  | x |  |  |  |  |
| 12 | x | x |  |  |  | x | x | x | x | x |  | x | x | x | x |
| 13 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 14 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 15 | x | x |  |  |  | x | x | x | x | x | x | x | x | x | x |
| 16 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 17 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |

**Knowledge and Understanding**

1. Demonstrate a thorough knowledge of human structure and function relevant to physiotherapy
2. Demonstrate a critical understanding of the biological and behavioural sciences that underpin effective practice
3. Demonstrate a critical knowledge and understanding of core theories that underpin effective physiotherapy practice
4. Demonstrate a critical understanding of evidence based practice and how this may underpin and develop effective service delivery in a variety of healthcare settings
5. Demonstrate a critical understanding of ethical, legal issues and socio-economic factors that impact on healthcare delivery
6. Demonstrate a critical understanding of the impact of national government policy on health service delivery

**Skills and Other Attributes**

Practical skills

1. Effectively plan, negotiate and deliver competent physiotherapeutic skills within a practice environment
2. Sensitively provide advanced therapeutic interventions for service users with complex and challenging needs in a variety of contexts, incorporating the principles of evidence based practice
3. Recognise the limits of their own scope of practice, working with and/or referring onto other healthcare professionals and agencies where appropriate

Intellectual/cognitive skills

1. Demonstrate an ability to critically analyse data to determine how it underpins practice
2. Utilise established research techniques to generate and critically analyse data relevant to health care practice
3. Critically analyse the nature and complexity of organisations and policies within which physiotherapy is delivered
4. Take responsibility for their own personal development planning (PDP) learning and continuing professional development through working independently, become skilled in reflection to review their own academic and clinical work to become life-long learners

**Transferable/Key Skills**

1. Demonstrate clear, accurate and reliable communication to a high standard
2. Recognise the value of and successfully participate in collaborative, interprofessional working
3. Develop existing professional and personal skills to enable clients to appreciate factors that may impact upon health
4. Demonstrate a range of personal and transferable skills commensurate with working effectively in dynamic healthcare environments

**Appendix 4**

**Mapping of Course Themes against Modules**

**(see Section 13.5 Programme Specification)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** |
|  | HFG1000 Professional Development and Research 1 | HFT1015 Clinical Skills 1  | HFT2000 Physiology in the Context of Physiotherapy | HFT2001 Applied Anatomy and Biomechanics | HIG1000 Research 2 | HIT1011 Clinical Skills 2  | HIT1009 Cardio-Respiratory Physiotherapy | HIT1001 Musculoskeletal Physiotherapy | HIT1010 Neurological Physiotherapy | HIT2000 Practice-based Experience 2 and 3: Year 2 | HHG1000 Research 3 | HHT2003 Delivering Heathcare | HHT1031 Clinical reasoning | HHT1030 Management of Vulnerable Client Groups | HHT2001Practice-based Experience 6 and 7:: Year 3 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2 | X | X |  |  | X | X |  |  |  | X |  | X |  |  | X |
| 3 |  | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| 4 |  | X |  | X |  | X | X | X | X | X |  | X | X | X | X |
| 5 | X | X |  |  | X | X | X | X | X | X | X | X | X | X | X |
| 6 | X | X | X | X |  | X | X | X | X |  |  | X | X | X |  |

**Themes:**

1) Develop manual and therapeutic skill, clinical reasoning and critical analysis

2) Develop skills to enable life-long learning and autonomy

3) Develop appreciation of the various models of health with application to physiotherapy, thus encompassing biopsychosocial models of health

4) Develop awareness and skills of health promotion and the empowerment of clients in the ever-changing world of health- and social- care

5) Integrate interprofessional learning and inter-agency work within teaching and learning to reflect changing clinical practice.

6) Reduce the burden of course assessment whilst increasing variety

**Appendix 5: Mapping modules against HCPC Standards of Proficiency**

|  |
| --- |
|  |
|   | **Foundation Level Modules** | **Intermediate Level Modules** | **Honours Level Modules** |
|   | HFG1000 Prof Development and Research 1 | HFT1015 Clinical Skills 1  | HFT2000 Physiology in the context of Physiotherapy | HFT2001 Applied anatomy and physiology  | HIG1000 Research 2 | HIT1011 Clinical Skills 2 (including electrotherapy) | HIT1009 Cardio-Respiratory Physiotherapy | HIT1001 Musculoskeletal Physiotherapy | HIT1010 Neurological Physiotherapy | HIT2000 Practice-based Experience: Year 2 | HHG1000 Research 3 | HHT2003 Delivering Healthcare | HHT1031 Clinical reasoning- option modules | HHT1030 Management of vulnerable client groups | HHT2001 Practice-based Experience: Year 3 |
| **1. Expectations of a health professional: 1a: Professional autonomy and accountability** |
| 1a.1 | x | x |  |  |  |  |  |  |  | x |  | x |  |  | x |
| 1a.2 |  | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| 1a.3 |  | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| 1a.4 |  | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| 1a.5 |  | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| 1a.6 |  |  |  |  |  |  |  |  |  | x |  |  |  |  | x |
| 1a.7 |  |  |  |  |  |  |  |  |  | x |  |  |  |  | x |
| 1a.8 |  | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| **Expectations of a health professional: 1b: Professional relationships** |
| 1b.1 |  | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| 1b.2 | x | x |  |  | x |  |  |  |  | x | x |  |  |  | x |
| 1b.3 |  | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| 1b.4 |  | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| **2. The skills required for the application of practice: 2a: Identification and assessment of health and social care needs** |
| 2a.1 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 2a.2 |  | x |  |  |  | x | x | x | x | x |  |  | x |  | x |
| 2a.3 |  | x | x | x |  | x | x | x | x | x |  |  | x |  | x |
| 2a.4 | x |  |  |  | x | x | x | x | x | x | x | x | x | x | x |
| **The skills required for the application of practice: 2b: Formulation and delivery of plans and strategies for meeting health and social care needs** |
| 2b.1 | x | x |  |  | x |  | x | x | x | x | x |  | x | x | x |
| 2b.2 |  | x |  |  |  | x | x | x | x | x |  |  | x | x | x |
| 2b.3 |  | x |  |  |  | x | x | x | x | x |  |  | x | x | x |
| 2b.4 |  | x |  |  |  | x | x | x | x | x |  |  | x | x | x |
| 2b.5 |  | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| **The skills required for the application of practice: 2c: Critical evaluation of the impact of, or response to, the registrant's actions** |
| 2c.1 |  | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| 2c.2 |  | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| **3. Knowledge, understanding and skills** |
| 3a.1 |  | x | x | x |  | x | x | x | x | x |  |  | x | x | x |
| 3a.2 |  | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| 3a.3 |  | x |  |  |  |  |  |  |  | x |  |  |  |  | x |

|  |  |  |  |
| --- | --- | --- | --- |
| **Appendix 6** | **Foundation Level modules** | **Intermediate Level modules** | **Honours Level modules** |
| **QAA Subject benchmark statements: Health care programmes: Physiotherapy** | HFG1000 Professional Development and Research 1 | HFT1015 Clinical Skills 1  | HFT1016 Physiology in Physiotherapeutic Context 1 | HFT1016 Intro' to Musculoskeletal Physiotherapy 1 | HIG1000 Research 2 | HIT1011 Clinical Skills 2 (including electrotherapy) | HIT1009 Cardio-Respiratory Conditions and Management | HIT1001 Musculoskeletal Physiotherapy | HIT1010 Neurological Physiotherapy | HIT2000 / Practice-based Experience 3 and 4: Year 2 | HHG1000 Research 3 | HHT2003 Delivering Healthcare | HHT1031 Clinical reasoning- option modules | HHT1030 Management of vulnerable client groups | HHT2001 Practice-based Experience 6 and 7: Year 3 |
| A1 Professional autonomy and accountability of the physiotherapist | x | x |  |  |  |  |  |  |  | x |  | x |  |  | x |
| A2 Professional relationships | x | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| A3 Personal and professional skills | x | x |  |  |  |  |  |  |  | x |  |  |  |  | x |
| A4 Profession and employer context | x | x |  |  |  |  |  |  |  | x |  | x |  |  | x |
| B1 Profession-specific skills |  | x |  | x |  | x | x | x | x | x |  |  | x |  | x |
| B2 Generic and enabling skills | x | x | x | x |  | x | x | x | x | x |  | x | x | x | x |
| C1 Scientific basis of physiotherapy |  | x | x | x |  | x | x | x | x | x |  | x | x | x | x |
| C2 Context of service delivery and professional practice | x | x |   |   |   |   |   |   |   | x |   | x |   |   | x |

**Appendix 7:** Mapping of BSc (Hons) Physiotherapy course documents to the HCPC Standards of Education and training- previous notification of changes submitted on October 26th 2011

| **Standards of education and training (SETs)** | **How did you meet the SET?** | **How do you now meet the SET?** | **On which page of the document can this information be found?** |
| --- | --- | --- | --- |
| 1. **Level of qualification for entry to the Register**
 |  |  |  |
| **1.1** The Council normally expects that the threshold entry routes to the Register will be the following:Bachelor degree with honours for:* biomedical scientists (with the Certificate of Competence awarded by the Institute of Biomedical Science, or equivalent);
* chiropodists / podiatrists;
* dietitians;
* occupational therapists;
* orthoptists;
* physiotherapists;
* prosthetists / orthotists;
* radiographers; and
* speech and language therapists.

Masters degree for arts therapists.Masters degree for clinical scientists (with the Certificate of Attainment awarded by the Association of Clinical Scientists, or equivalent).Foundation degree for hearing aid dispensers.Diploma of Higher Education for operating department practitioners.Equivalent to Certificate of Higher Education for paramedics.Professional doctorate for clinical psychologists.Professional doctorate for counselling psychologists, or equivalent.Professional doctorate for educational psychologists, or equivalent.Masters degree for forensic psychologists (with the award of the British Psychological Society qualification in forensic psychology, or equivalent).Masters degree for health psychologists (with the award of the British Psychological Society qualification in health psychology, or equivalent).Masters degree for occupational psychologists (with the award of the British Psychological Society qualification in occupational psychology, or equivalent).Masters degree for sport and exercise psychologists (with the award of the British Psychological Society qualification in sport and exercise psychology, or equivalent). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| 1. **Programme admissions**
 |  |  |  |
| **2.1** The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **2.2** The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **2.3** The admissions procedures must apply selection and entry criteria, including criminal convictions checks. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **2.4** The admissions procedures must apply selection and entry criteria, including compliance with any health requirements. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **2.5** The admissions procedures must apply selection and entry criteria, including appropriate academic and / or professional entry standards. | “A” level entry now BBB.Upper second class award now stated. | For 2012-2013 entry there is an increase in the academic entry requirements to ABB at A-Level or equivalent. This is in line with university policy and is comparable with other physiotherapy course entry requirements in the U.K. Biological sciences degree or other related degree (such as sports science) will return to entry at 2:2 or a non-science degree at 2:2 with recent level 3 Biology study (for example Open University course to ‘top up’ science). This is to reflect the entry requirements for post-graduate study across the School and university. | This information was made clear to applicants through the UCAS application system and via the university website.Programme specification, page 12 of 16, point 16.6 |
| **2.6** The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **2.7** The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| 1. **Programme management and resources**
 |  |  |  |
| **3.1** The programme must have a secure place in the education provider’s business plan. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **3.2** The programme must be effectively managed. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **3.3** The programme must have regular monitoring and evaluation systems in place. | **N/A before September 2009 (new SET as of this date)** | Not applicable (no changesmade in this area). | Not applicable (no changes made in this area). |
| **3.4** There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **3.5** There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **3.6** Subject areas must be taught by staff with relevant specialist expertise and knowledge. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **3.7** A programme for staff development must be in place to ensure continuing professional and research development. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **3.8** The resources to support student learning in all settings must be effectively used. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **3.9** The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **3.10** The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff. | The library and computing services resources and facilities are constantly being updated.  | There has been the introduction of the new ‘Summon’ electronic search engine and renovation of the library facilities. | Further information on Summon can be found at:http://library.hud.ac.uk/summon/ |
| **3.11** There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **3.12** There must be a system of academic and pastoral student support in place. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **3.13** There must be a student complaints process in place. | **N/A before September 2009 (new SET as of this date)** | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **3.14** Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **3.15** Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **3.16** There must be a process in place throughout the programme for dealing with concerns about students’ profession-related conduct. | **N/A before September 2009 (new SET as of this date)** | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| 1. **Curriculum**
 |  |  |  |
| **4.1** The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **4.2** The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **4.3** Integration of theory and practice must be central to the curriculum. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **4.4** The curriculum must remain relevant to current practice. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **4.5** The curriculum must make sure that students understand the implications of the HPC’s standards of conduct, performance and ethics. | **N/A before September 2009 (new SET as of this date)** | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **4.6** The delivery of the programme must support and develop autonomous and reflective thinking. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **4.7** The delivery of the programme must encourage evidence based practice. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **4.8** The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **4.9** When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed. | 70 of the total 360 credits required for the BSc (Hons) Physiotherapy degree were from interprofessional learning (IPL) modules taught alongside podiatry and physiotherapy students.  | 120 of the total 360 credits required for the BSc (Hons) Physiotherapy degree will be from IPL modules. The curriculum planning for these modules has been careful to address the profession-specific requirements and suitable research project topics will be implemented in year 3 to reflect interprofessional interests.  | Programme specifications section 13 outlines the curriculum changes and 13.22 the IPL shared learning modules.  |
| 1. **Practice placements**
 |  |  |  |
| **5.1** Practice placements must be integral to the programme. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **5.2** The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **5.3** The practice placement settings must provide a safe and supportive environment. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **5.4** The education provider must maintain a thorough and effective system for approving and monitoring all placements. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **5.5** The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **5.6** There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **5.7** Practice placement educators must have relevant knowledge, skills and experience. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **5.8** Practice placement educators must undertake appropriate practice placement educator training. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **5.9** Practice placement educators must be appropriately registered, unless other arrangements are agreed. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **5.10** There must be regular and effective collaboration between the education provider and the practice placement provider. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **5.11** Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about and understanding of: • the learning outcomes to be achieved; • the timings and the duration of any placement experience and associated records to be maintained; • expectations of professional conduct; • the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and • communication and lines of responsibility.  | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **5.12** Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **5.13** A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| 1. **Assessment**
 |  |  |  |
| **6.1** The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **6.2** All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **6.3** Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **6.4** Assessment methods must be employed that measure the learning outcomes. | Assessment methods were appropriate for measuring learning outcomes in the ‘old’ modules HFT1015, HIT1009 and HHT1030 and the ‘old’ IPL research modules HPF1008, HIP1010 and HHT1007.  | To reflect the changes to the interprofessional learning (IPL) content of the course, the ‘new’ HFT1015, HIT1009 and HHT1030 and the ‘new’ IPL research modules HFG1000, HIG1000 and HHG1000 module assessments now reflect the inclusion of IPL activity.  | Module specifications for HFT1015, HIT1009, HHT1030 and HFG1000, HIG1000 and HHG1000. |
| **6.5** The measurement of student performance must be objective and ensure fitness to practise. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **6.6** There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **6.7** Assessment regulations must clearly specify requirements for student progression and achievement within the programme. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **6.8** Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HPC protected title or part of the Register in their named award. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **6.9** Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **6.10** Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |
| **6.11** Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register. | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). | Not applicable (no changes made in this area). |

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| **Appendix 8:****Knowledge & Skills Framework; specific dimensions** | **Foundation Level Modules** | **Intermediate Level Modules** | **Honours Level Modules** |
| HFG1000 Professional Development and Research 1 | HFT1015 Clinical Skills 1  | HFT2000 Physiology in the context of Physiotherapy | HFT1016 Intro' to Musculoskeletal Physiotherapy 1 | HFT1017 Intro' to Musculoskeletal Physiotherapy 2 | HIG1000 Research 2 | HIT1011 Clinical Skills 2  | HIT1009 Cardio-Respiratory Physiotherapy | HIT1001 Musculoskeletal Physiotherapy | HIT1010 Neurological Physiotherapy | Hit2000 Practice-based Experience 3 and 4: Year 2 | HHG1000 Research 3 | HHT2003 Delivering Healthcare | HHT1031 Clinical reasoning | HHT1030 Management of vulnerable clients | HHT2001 Practice-based Experience 6 and 7: Year 3 |
| **Health and well-being** |
| HWB1 | Promotion of health and well-being and prevention of adverse effects |  | **x** |  |  |  |  |  | **x** |  |  | **x** |  |  | **x** | **x** | **x** |
| HWB 2 | Assessment and care planning to meet health and well-being needs |  | **x** |  |  |  |  |  |  |  |  | **x** |  |  |  | **x** | **x** |
| HWB3 | Protection of health and well-being |  | **x** |  |  |  |  |  |  |  |  | **x** |  |  |  | **x** | **x** |
| HWB4 | Enablement to address health and well-being needs |  | **x** |  |  |  |  |  |  |  |  |  |  | **x** |  |  |  |
| HWB 5 | Provision of care to meet health and well-being needs |  | **x** |  |  |  |  |  |  |  |  | **x** |  |  |  |  | **x** |
| HWB 6 | Assessment and treatment planning  |  | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** |
| HWB 7 | Interventions and treatments |  | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** |
| HWB 8 | Biomedical investigation and intervention |  | **x** |  |  |  |  |  |  |  |  | **x** |  |  |  |  | **x** |
| HWB 9 | Equipment and devices to meet health and well-being needs |  | **x** |  |  |  |  |  |  |  |  | **x** |  |  |  | **x** | **x** |
| HWB 10 | Products to meet health and well-being needs |  | **x** |  |  |  |  |  |  |  |  | **x** |  |  |  | **x** | **x** |
| **Information and knowledge** |
| IK1:  | Information processing | **x** |  |  |  |  | **x** |  |  |  |  |  | **x** |  | **x** |  |  |
| IK2:  | Information collecting and analysis | **x** |  |  |  |  | **x** |  |  |  |  |  | **x** |  |  |  |  |
| IK3:  | Knowledge and information sources | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **General** |
| G1:  | Learning and development | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| G2:  | Development and innovation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G3:  | Procurement and commissioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G4:  | Financial management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G5:  | Services and project management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G6:  | People management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G7:  | Capacity and capability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G8:  | Public relations and marketing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Estates and facilities** |
| EF1 | Systems, vehicles and equipment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EF2 | Environment and buildings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EF3  | Transport and logistics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ref: NHS Education for Scotland (no date) available at: http://www.scqf.org.uk/downloads/NHS%20Knowledge%20and%20Skills%20Framework%20(KSF)%20Leaflet%202007.pdf |

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| **Appendix 9****Proposed module format and method of assessment with proposed assessment month** |
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| **Proposed Year 1 Module** | **Credit Rating** | **Proposed Mode of Summative Assessment** | **Approximate timing of assessment (month in the academic year)** | **Proposed Mode of Formative Assessment** |
| HFT1015 Clinical Skills 1(to include Practice-Based Experience 1) | 20 | 1) 30 minute group presentation  | March | E-learning and formative assessment of directed study |
| 2) PBE 1: one 3 week clinical placement  | February | Formative in-class assessment of practical skills |
| HFG1000 Professional Development and Research 1 | 20 | 1) 1.5 hour short answer questions exam | IPL modules, dates to be set within school team when module team is decided upon.  | Formative feedback relating to development of portfolio |
| 2) 2000 word professional development planning (PDP) portfolio  |  | E-learning and formative assessment of writing style |
| HFT2001 Applied Anatomy and Biomechanics | 40 | 1) 2 x 25 minute Practical Exam  | One December, one May. | Formative in-class assessment of practical skills |
| 2) 2000 word Assignment | March | E-learning and formative assessment of directed study |
| HFT2000 Physiology in the context of Physiotherapy  | 40 | 1) 2 x 30 minute Practical Exam  | One December, one May. | Formative in-class assessment of practical skills |
| 2) 1 x 2000 word assignment | January | E-learning and formative assessment of directed study; including use of MCQs |
| Total | 120 |   |  |   |
|  |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Proposed Year 2 Module** | **Credit Rating** | **Proposed Mode of Summative Assessment** | **Approximate timing of assessment (month in the academic year)** | **Proposed Mode of Formative Assessment** |
| HIG1000 Research 2 | 20 | 1) Research data analysis workbook | IPL modules, dates to be set within school team when module team is decided upon. | E-learning and formative assessment of directed study |
| 2) Research Proposal |  | E-learning and formative assessment of directed study |
| HIT1001 Musculoskeletal Physiotherapy | 20 | 1) 15 minute practical pathology examination | December | Formative in-class assessment of practical skills |
| 2) 15 minute Practical skills exam | May | Formative in-class assessment of practical skills |
| HIT1009 Cardio-Respiratory Physiotherapy | 20 | 1) 25 minute Practical Exam + | December | Formative in-class assessment of practical skills |
| 2) 2000 word written assignment | May (TBC as an IPL assessment) |   |
| HIT1010 Neurological Physiotherapy | 20 | 1) 25 minute video based examination | November | Formative in-class assessment of practical skills |
| 2) 2000 word Assignment (case study) | February | E-learning and formative assessment of directed study |
| HIT1011 “Clinical Skills 2”  | 20 | 1) 30 minute Practical Exam | May | Formative in-class assessment of practical skills |
| 2) PBE 2: one 5 week clinical placement | January- February | E-learning and formative assessment of directed study |
| HIT2000 Practice-Based Experience 3 and 4 | 20 | 1) PBE 3: 2 x 5 week clinical placement | March- April and May- June | Formative in-class assessment of practical skills |
| Total | 120 |   |  |   |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposed Year 3 Module** | **Credit Rating** | **Proposed Mode of Summative Assessment** | **Approximate timing of assessment (month in the academic year)** | **Proposed Mode of Formative Assessment** |
| HHG1000 Research 3  | 30 | * 1. 6000 word research dissertation
	2. Poster presentation
 | IPL modules, dates to be set within school team when module team is decided upon. | E-learning and formative assessment of draft chapters |
| HHT2003 Delivering Health Care | 30 | 1) 2000 word assignment  | February | E-learning and formative assessment of directed study |
| 2) 30 minute Group oral presentation 3)PBE 5: one 5 week clinical placement | DecemberJanuary – February  | E-learning and formative assessment of directed study |
| HHT1030 Management of Vulnerable Client Groups | 20 | 1) Group presentation | February | E-learning and formative assessment of directed study |
| 2) 2000 word case study | December |  |
| HHT1031 Clinical Reasoning(a choice of two options) | 20 | 1) 2000 word assignment | February | Formative in-class assessment of practical skills |
| 2) 2000 word assignment | February | Formative in-class assessment of practical skills |
| HHT2001 Practice-Based Experience 6 & 7 | **20** | 1) PBE 6 and 7: two x 5 week clinical placements | March – April and April- May | Formative in-class assessment of practical skills |
| Total | 120 |   |  |   |
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| **2012 documentation** **University-based and practice-based credit distribution** |  |  |  |
| Modules contributing to the classification are both University-based and Practice-based (240 credits). Percentage contribution of the different components to the overall classifications as follows: |
|  |  |  |  |
| Component |  | Proposed contributions in 2012 documentation | Contributions in 2008 documentation |
| University-based physiotherapy education |  | 54% | 54% |
| Research |  | 21% | 21% |
| Practice-based education |  | 25% | 25% |

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| **Appendix 10****Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy 2010** |
| Principles | Module Title/Descriptor where principles are addressed and supporting evidence: |
| * **Principle 1**
* **Qualifying programmes should aim to develop the knowledge, skills, behaviour and values (KSBV) required to practise physiotherapy at newly qualified level (NHS Band 5 or equivalent), while nurturing the skills, behaviour and values that will enhance career long development and practice.**
* Self-evaluation questions:
* How do we ensure our graduates are fit for practice in their first posts, with the necessary KSBV?
* How are new needs, demands or opportunities being addressed by the programme changes we are making?
* Are service providers and service users sufficiently involved in our programme design and delivery?
* How well can prospective students find out about the emphases and balance of content within our programme?
 | All modules are considered to develop a progressive understanding of physiotherapy practice and KSBV required for new graduates. The changing demands of healthcare are being addressed throughout the course curriculum and at level 3, in HHT2003, Delivering Health Care; there is a focus on preparing students for graduate employment and developing an understanding of service delivery, healthcare commissioning and information governance. This is supported by clinical placements, largely at level 3, where students are placed in primary care and intermediate care placement settings to experience a diversity of healthcare delivery. Service providers and service users are involved in the delivery of the physiotherapy programme throughout all levels in modules and discussion between service providers and users occurs during this teaching and learning process to optimise learning. There is also service provider and service user involvement in the course annual evaluation and course committee process to review the course structure, content and delivery and there is opportunity here for team discussion and course development. Prospective students can find out about the emphases and balance of the course content by attending the university open days held throughout the year or by consulting the university prospectus or course information available at: <http://www.hud.ac.uk/courses/course/index.php?ipp=00000025>Modules with service user/ service provider involvementHFT1015 Clinical Skills 1 (incl. Practice Based Experience 1: year 1)HFT2001 Applied anatomy and biomechanicsHIT1009 Cardio-respiratory PhysiotherapyHIT1010 Neurological PhysiotherapyHIT1011 Clinical Skills 2 (incl. Practice Based Experience 2: year 2)HIT2000 Practice Based Experience 3 and 4: year 2HHT2001 Practice Based Experience 6 and 7: year 3HHT2003 Delivering Health CareHHT1030 Management of Vulnerable Client GroupsHHT1031 Clinical ReasoningHHG1000 Research 3 |
| **Principle 2: Programme Design****Flexibility and local need will determine programme design decisions, within nationally agreed boundaries.** **Self- evaluation questions:*** Have we explored all opportunities for flexibility in design- including step-on, step-off and opportunities for student choice?
* Do we have effective strategies in place to ensure sufficient integration

between learning derived from practice and learning in the university setting?* How do we ensure inclusivity?
 | Step-on and step-off opportunities are discussed within the programme specification sections: 16 of the programme specification regarding criteria for admissions and 13.2 for ‘step-off’ opportunities. The course has been designed to integrate university and practice based learning. Clinical placements are tailored in as far as is possible, to the level students are at in the course and the content that has been covered at university. The placements are also carefully placed throughout the year to ensure that the majority of university-based learning has been completed at each level prior to clinical placements. Clinical placement educators are also informed in the clinical placement assessment documentation of the curriculum that will have been covered by students prior to clinical placements to guide the expectations of clinical educator colleagues of students whilst on placement. Inclusivity is ensured throughout the admissions process and through university policy on equality and diversity. There is support available throughout the student support services identified within section 15 ‘Support for Students and their Learning’ of the programme specification including designated support for international students and students with disabilities.  |
| **Principle 3: The learning process****The learning process experienced by students should prepare them well for initial practice upon qualification, to promote continued learning and enable them to adapt to the challenges and opportunities of an ongoing career in physiotherapy.****Self-evaluation questionnaires:*** Does each component of our programme enable learners to develop independent and ongoing learning skills?
* How do we support our students to develop transferrable knowledge and skills, and adapt to different professional settings?
* How effectively do we enable learners to develop values underpinning physiotherapy practice? (Reference to new Code of Professional Conduct)
* How do we encourage our students to show initiative and develop anticipatory leadership in contributing to service improvement?
 | Each module component of the physiotherapy course encourages learners to develop independent and ongoing learning skills through a programme of supportive independent learning and directed study. Module assessments also develop independent learning and research skills for completion of each component of assessment, but in addition, some modules incorporate group-based learning and development skills (either uni- or interprofessional). Students develop transferable knowledge and skills in each module and in particular, the level 2 core physiotherapy skills modules in cardio-respiratory, musculoskeletal and neurological physiotherapy consider the adaptation of physiotherapeutic skills to different professional settings. Clinical skills 2 in level 2 also includes the development of students’ skills in exercise prescription, an important and emerging role for physiotherapists involved in public health promotion in emerging care settings. Please refer to the following module specifications for information on how students are encouraged to develop initiative and leadership skills for service improvements as they prepare to graduate:HHT2003 Delivering Health CareHHT2001 Practice Based Experience 6 and 7: year 3HHG1000 Research 3 |
| * **Principle 4: Learning teaching and assessment approaches should be adopted that facilitate the development of high level cognitive skills**
* **Self-evaluation questions for programme providers:**
* How do we ensure that the principles of active learning are adopted in all settings? How do we ensure our teaching is evidence-based?
* How do we make reflections in and on practice an integral part of our programme? How do we ensure all assessments are valid and reliable?
* How do we accommodate individual needs in both learning and assessment?
 | Active learning can be evidenced in the module synopsis and curriculum design in each module specification. Each module combines a variety of learning styles, including traditional lectures, seminars, tutorials, group learning, blended learning, practical classes and independent learning activities.Staff are involved in different levels of professional development activities including masters and PhD, EdD or Professional Doctorate level studies. There is also a developing research structure within the Division in which physiotherapy sits, led by the Division’s research lead ‘Reader’. This professional development and research assists with the evidence-based nature of the course as the course team are equipped with the research skills to ensure teaching is evidence-based. Reflective practice is developed throughout the interprofessional research stream of modules at each level and through a programme of year tutorials, whereby reflective practice is considered at opportune points of the programme and alongside clinical placements. Assessment information (for example, assignment titles and practical examination structures) is passed to external examiners for their scrutiny prior to publication to students. The team has a ‘shredding’ meeting prior to the start of the new academic year to discuss individual module assessment plans and the overall year assessment calendar so as to reduce the burden of assessments on both staff and students are certain points of the year. This enables assessments to be carefully spread across the course of the academic year. The type and variety of assessment available (as presented in Appendix 9, demonstrates that individual learning needs are met through the diversity of assessment provided. In addition, individual needs for both learning and assessment are specifically considered by the disability co-ordinator in the Division of health and rehabilitation and disseminated appropriately to module team leaders who are then able to implement appropriate strategies within each module to address students’ individual needs.  |

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| **Principle 5: Interprofessional education****Opportunities for interprofessional learning with students from other disciplines should be made available in both university and practice settings****Self-evaluation questions:*** How far do existing interprofessional education activities promote understanding of the roles and ways of working of the other professions involved?
* Is there scope for us to increase interprofessional education opportunities in either university or practice settings?
* How far can we promote and enhance interprofessionalism within our Faculty?
 | The 2012 curriculum has at least one-third of its teaching and learning activity (120 out of 360 credits) in ‘interprofessional learning’ modules and therefore there has been an increase in IPL opportunities within the university-based setting. These are modules where students from all courses in the suite of health professions courses within the school are taught in ‘outward-facing’ IPL modules or ‘inward-facing’ IPL modules. The design of this curriculum is driven by requirements such as the development of the nursing curriculum to an all degree entry to the profession, the CSP’s learning and development principle 5 and the HPC requirements for interprofessional learning within healthcare course curricula. IPL modules on the BSc (Hons) Physiotherapy course:HFT1015 Clinical Skills 1HFG1000 Professional Development and Research 1HIT1009 Cardio-respiratory PhysiotherapyHIG1000 Research 2HHT1030 Management of Vulnerable Clients HHG1000 Research 3Further information can be found within the above module specifications and in the programme specification section 13 ‘Course structure and requirement, levels, modules, credits and awards’ and specifically 13.8- 13.12, and 14.5.Placements present an opportunity to work in interprofessional teams in healthcare settings and students are encouraged to spend time with other healthcare professionals whilst on clinical placement to experience the different roles of interprofessional team members. Both university-based and practice-based experiences will promote and enhance interprofessionalism. It is envisaged in the near future that placement opportunities might present new opportunities for interprofessional education and this is to be developed by the course team.  |
| **Principle 6 Practice placements****Each student should experience a balanced sequence of practice placements, representing a diverse range of settings in which they are likely to practise on qualification. The placements should make progressively greater demands in terms of competencies, such that successful completion will ensure graduates can practise as autonomous newly qualified practitioners.** **Self-evaluation questions:*** Do our placements adequately reflect the environments in which students first practise after graduating?
* How could our placements be differently arranged (in terms of length, location and supervision) so that students can follow the patient journey and gain a more complete understanding of progressive management?
* What implications would there be for student assessment if we had more diverse placements and how could these issues be addressed effectively?
 | Please refer to the programme specification sections 13.7, 17.3, 17.7 and 17.9 for further information on clinical placements. The University of Huddersfield works in partnership with 3 other local HEIs to ensure placements are sourced and audited to ensure quality.The physiotherapy course has a clinical placement lead who attends meetings with the local HEIs. These meetings will be discussing such changes as student assessment in diverse placements and models of clinical supervision. These are areas to continue to develop for the course team, alongside the work of the local HEIs. |

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| * **Principle 7 Models of Practice**
* **A programme should be based on modules of physiotherapy practice that are person-centred, appropriate to the settings and roles in which graduates will practise.**
* Self evaluation questions:
* Do we explicitly and adequately address models of physiotherapy practice within our programme?
* How can we prepare students effectively for working in diverse and changing settings and with different patient groups, without overloading the programme?
* Do we pay adequate attention to exercise and exercise prescription in our programme and prepare learners for roles in public health and fitness for work?
* How well will our graduates be able to equip people for self-management of their long term conditions?
 | Specifically, HFT1015 Clinical Skills 1 (incl. Practice Based Experience 1: year 1) and HIT1011 Clinical Skills 2 (incl. Practice Based Experience 2: year 2) discuss health promotion and biopsychosocial models of health, the psychology of rehabilitation and service user empowerment and exercise prescription and principles of progression of exercise to enhance their skills within this emerging area of physiotherapy practice. HFT1015 Clinical Skills 1 and the core modules in year 2 as follows:HIT1001 Musculoskeletal PhysiotherapyHIT1009 Cardiorespiratory PhysiotherapyHIT1010 Neurological PhysiotherapyHIT1011 Clinical Skills 2HIT2000 Practice Based Experience 3 and 4 year 2help to prepare the students for working in a diverse range of clinical settings. These modules, and the following in year 3:HHT2001 Practice Based Experience 6 and 7: year 3HHT2003 Delivering Health Care (including PBE 5)HHT1030 Management of Vulnerable Client GroupsHHT1031 Clinical Reasoning Will all include content on physiotherapy management for specific groups of service users with the aim of empowering service users and their carers to manage long-term conditions.  |
| **Principle 8: Research, critical evaluation and appraisal****The programme should support the development of a questioning and evaluative practitioner who has the knowledge and skills to use and gather evidence in practice, and contribute to the discovery of new knowledge.** **Self-evaluation questions:*** How do we develop students’ understanding of the nature and philosophy of science and scientific method, and enable them to develop a questioning approach to physiotherapy theory and practice?
* How do we ensure that our students view their research project as the means by which they can learn how to apply science to relevant questions about practice, rather than as an end in itself?
* How do we enable our students to find and apply evidence in individual patient care? How do we familiarise our students with clinical guidelines relevant to their practice
* How do we help students’ understanding as to how these are developed?
* Are our students challenged to ask researchable questions arising from practice?
* How do we develop students’ understanding of the uses of standardised data collection in service management, evaluation and improvement?
* How do we assess and improve our students’ knowledge and skills in health informatics and computing.

How do we develop students’ competence to use a range of physical outcome and patient satisfaction measures?  | Please refer to module specifications HFG1000 Professional Development Research 1, HIG1000 Research 2 and HHG1000 Research 3 for further information on the development of research skills throughout each level of the Physiotherapy course and the development of research skills and a research culture in the undergraduate students. The evidence based practice skills learnt at level 1 in HFG1000 and in the intermediate and honours level Research modules enable students to apply these principles when completing their assessments. The use of outcome measures are introduced in level 2, for example in HIT1010 Neurological Physiotherapy practical sessions and 3 modules and further discussed in HHT1030 Management of Vulnerable Client Groups. There are resources placed on the Virtual Learning Environment (VLE) Unilearn and discussed in class.  |
| **Principle 9: Resources and programme management****Learning opportunities should be sustained by resources that make their delivery and development viable, and supported by an appropriate programme management that enables and promotes peer review and collaboration, and evaluation of delivery and on-going development.****Self-evaluation questions:*** How does our programme fit within our institution’s business plan or strategic vision?
* Do staff have the opportunities to develop to ensure that we have appropriate expertise?
* Are our staffing levels adequate to manage the impact of our progression arrangements?
 | The new 2012 Physiotherapy curriculum has changed to fit into the institution and in particular, The School of Human and Health Science’s strategy of increasing the content of IPL learning as discussed in Principle 5. Several of the physiotherapy staff are registered on doctoral programmes; either PhD, EdD or professional doctorates and others on M-Level programmes or are research active. It is a priority of the University to have all academic staff registered for and completing doctoral level studies. Other members of staff have gained doctoral awards and have undertaken PG Cert qualifications in research supervision at doctoral level and are now involved in supervision of PhD and Professional Doctorate students.  |

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| **Appendix 11:****Personal Development Planning****(PDP mapping to modules)** | Continuing professional development and lifelong learning\* | Portfolio development | Reflection and action planning (including reflection on and in action\*) | Communication and interpersonal skills\* | Professional conduct | Managing and developing self and self awareness | Problem solving\* | Information and computing\* skills | Technical knowledge  | Time management |  Leadership Skills\* |
| **Year One**HFT1015 - Clinical Skills 1 | X | X | X | X | X | X | X |  | X | X |  |
| HFG1000 – Professional development and research 1 | X | X |  | X | X |  |  | X |  |  |  |
| HFT2000 – Physiology in the context of Physiotherapy |  |  |  |  | X |  | X |  | X |  |  |
| HFT2001 - Applied anatomy and Biomechanics |  |  |  |  |  |  | X |  | X |  |  |
| **Year Two**HIT1011- Clinical Skills 2 |  |  | X | X | X | X | X |  | X | X |  |
| HIT2000- Practice Based Experience Year 2 (PBE 3 and 4) | X | X | X | X | X | X | X |  |  | X |  |
| HIG1000 – Research 2 |  |  |  |  | X |  |  | X | X | X |  |
| HIT1009- Cardiorespiratory Physiotherapy | X |  |  |  |  |  | X |  | X |  |  |
| HIT1001- Musculoskeletal Physiotherapy (intermediate) |  |  |  |  |  |  | X |  | X |  |  |
| HIT1010 – Neurological Physiotherapy | X |  |  |  |  |  | X |  | X |  |  |
| **Year Three**HHG1000 – Research 3 |  |  |  | X |  |  |  | X |  | X |  |
| HHT1031 – Clinical Reasoning | X | X | X | X | X | X | X |  | X | X |  |
| HHT2001 – Practice-Based Experience Year 3 (PBE 6 and 7) | X | X | X | X | X | X | X |  | X | X | X |
| HHT2003 – Delivering Health Care | X | X | X | X | X | X | X | X | X | X | X |
| HHT1030 – Management of Vulnerable Client Groups | X |  | X |  |  | X | X |  | X |  |  |
| **YEAR 1** TUTOR HOUR | X | X | X |  | X |  |  |  |  |  |  |
| **YEAR 2** TUTOR HOUR | X | X | X |  | X |  |  |  |  |  |  |
| **YEAR 3** TUTOR HOUR | X | X | X |  | X |  |  |  |  |  | X |
| **Personal Tutor Hours** |  | X | X | X | X | X |  |  |  |  |  |

\*Relate to requirements of the the CSP Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy.