

## Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

<b>Programme Title:</b>	
<b>BSc (Hons) Physiotherapy</b>	
<b>Programme (AOS) Code(s):</b>	<b>BH1PHY1</b>
<b>UCAS Code:</b>	<b>PHYS</b>
<b>Name of Final Award:</b>	<b>Bachelor of Science with Honours, BSc (Hons)</b>
<b>Level of Qualification:</b>	<b>Level 6</b>
<b>Regime of Delivery:</b>	<b>Attendance</b>
<b>Mode(s) of Delivery:</b>	<b>Full Time</b>
<b>Typical Length of Study (Years):</b>	<b>3 Years</b>
<b>Professional Body Recognition / Accreditation (including specific requirements where applicable):</b>	<ol style="list-style-type: none"> <li>*Health and Care Professions Council (HCPC) approval The HCPC is the regulatory body who upholds the standards of training, education and continuing good practice.</li> <li>*Chartered Society of Physiotherapy (CSP) accreditation The CSP is the Physiotherapy profession's membership body, providing support and services to its members. Membership of Chartered Society of Physiotherapy All students are advised to become members of the CSP by the end of semester one. Students are required to fund their CSP membership for the duration of the programme. As well as providing educational resources and support services, student membership of CSP provides students with professional liability insurance.</li> </ol> <p>*HCPC approval stage two scheduled for 26th April 2022. CSP accreditation event date TBC.</p>

## Brief Description of the Programme

The BSc (Hons) Physiotherapy programme is a three-year degree offering an entry route into the Physiotherapy profession. The programme has been designed to align with the skills, requirements, and standards set out by the HCPC and CSP. The programme uses a modern and innovative integrated blended learning approach using technology to support face-to-face teaching, requiring university attendance not more than three days in any week. There is a dedicated space on the Virtual Learning Platform to facilitate communication between the students and the programme team. The blended learning supports digital literacy development, essential for working in the current and future health and social care environments. Face-to-face teaching will utilise specialist teaching equipment and spaces as required, to support clinical skills learning. Professional competence and clinical skills will be addressed during the programme through practical skills sessions, workshops, and problem-based learning with multimedia resources to support reflection. In some modules, service users will be utilised to give their perspectives on the work environment. This will be further supported by online content and clinical placement hours during the second year of study. These clinical hours will take place in a range of settings with a variety of physiotherapists/staff reflecting the changing nature of the physiotherapist's role and the variety of settings in which they may work.

The programme is delivered by academics with extensive clinical experience and guest lecturers who are experienced clinicians. The weblinks for staff profiles for members of the teaching team can be found on the Physiotherapy course page

<https://www.bucks.ac.uk/courses/undergraduate/bsc-hons-physiotherapy-pre-registration>.

## Programme Aims

- 1 To provide each student with an excellent educational experience both in the academic and clinical environments.
- 2 To provide a stimulating, and academically sound education, enabling students to meet the physiotherapy profession's skills, competencies, and standards.
- 3 To develop students' knowledge and awareness of the political, regulatory, economic, and institutional factors shaping physiotherapy practice delivery.
- 4 To provide students with the skills to practice within a complex context to assess new information relevant to a question and apply this knowledge to clinical problem-solving and scientific inquiry.
- 5 To enable students to reflect on their practice and exercise professional autonomy following legislation, policies, procedures, and best practice.

## Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
<b>Graduate Attribute: Knowledge and its application (K)</b>	
K1	Reflect on own performance and practice, including non-discriminatory practice, ensuring patient dignity is always maintained.

K2	Demonstrate the knowledge and understanding of the biological, physical, behavioural, and clinical scientific basis of physiotherapy practice.
K3	Apply judgement in the assessment and treatment of individuals using a patient-centred approach with appropriate outcome measures.
K4	Evaluate and synthesize research, demonstrating the ability to use research to enhance clinical practice.
K5	Appraise and discuss the effects of Health and Social Care policies on practice, health, disability and intervention, and the impact of health and disease at physiological, individual, and societal levels.
<b>Graduate Attribute: Creativity (C)</b>	
C1	Demonstrate proficiency in the skills required for safe and effective physiotherapy practice, including assessment, intervention, planning, intervention delivery, clinical management, problem solving, and leadership.
C2	Apply knowledge of service and organisational issues in various clinical settings to identify how clinical services may be enhanced while maintaining ethical, professional, and statutory regulatory codes.
C3	Demonstrate original application of scientific knowledge, together with practical understanding of how established research techniques are used to create and interpret knowledge within the discipline.
C4	Design and complete their research study as part of their dissertation, using the knowledge and skills of critical analysis and clinical innovation.
<b>Graduate Attribute: Social and ethical awareness and responsibility (S)</b>	
S1	Comply with all relevant professional standards, conduct, and regulations, demonstrating a critical understanding of the underlying theories.
S2	Maintain professional relationships within the physiotherapy discipline alongside other professions and external agencies.
S3	Conduct a client/patient relationship in a professional manner, demonstrating a critical awareness of equality, diversity, inclusion, ethical and legal issues.
S4	Integrate communication and motivational skills into individuals' and populations' care to facilitate self-management and promote health education.
<b>Graduate Attribute: Leadership and self-development (L)</b>	
L1	Review one's own clinical experience to recognise and understand success or failure, demonstrating autonomy in taking appropriate steps towards improvement, and the independent learning ability required for continuing professional development.
L2	Demonstrate appropriate verbal and non-verbal, and written communication skills, where appropriate receiving, eliciting, evaluating, and transmitting information.
L3	Produce contemporaneous, coherent, and accurate clinical and professional records.
L4	Develop and utilise professional relationships across the scope of professional practice in order to work effectively within the interdisciplinary team, and where appropriate teaching and supervising others.
L5	Assess and manage risk in all aspects of professional practice.

## Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and are core for Physiotherapy and mandatory to pass. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

*Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.*

### Level Four

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
HE453	Research and study skills	20	Core	No
HE454	Applied Anatomy and Assessment of the Neuromusculoskeletal System	20	Core	No
HE455	Applied Pathophysiology	20	Core	No
HE456	Neuromusculoskeletal Management and Intervention	20	Core	No
HE458	Neurological and Long-term Conditions Management and Intervention	20	Core	No
HE459	Cardio-Respiratory and Pulmonary Conditions Management and Intervention	20	Core	No

### Level Five

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
HE553	Physiotherapy Professional Practice 1	20	Core	No
HE554	Research Methods and Evidence informed practice	20	Core	No
HE555	Practice Placement 1, 2, and 3	40	Core	No
HE556	Physiotherapy Practice through the Life Cycle	20	Core	No
HE599	Physiotherapy Practice in Public Health	20	Core	No

## Level Six

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
HE601	Leadership and management	20	Core	No
HE602	Professional Practice 2	20	Core	No
HE603	Practice Placement 4 and 5	40	Core	No
HE604	Dissertation	40	Core	No

### Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

#### Teaching and learning strategies

A blended learning approach is adopted throughout the programme for knowledge and skills acquisition and development. Students will attend intensive teaching weeks in year 1. The intensive teaching weeks will be followed by other forms of face-to-face contact made up of practical workshops, seminars, tutorials, and problem-based learning in small groups. As well as face-to-face contact, some of the theoretical components will be delivered online via different mediums including webinars, videos and discussion forums. A virtual learning environment (VLE) will support the students with online learning content, resources and contemporary technologies enhancing traditional face-to-face teaching. Independent study will be expected under the guidance of the module leader. This will include wider reading, preparation for lectures and reading and planning to prepare for assignment submission.

Clinical skills are key aspects of this professional course and are developed through clinical observations, seminars, tutorials, practical classes, e-learning resources, and clinical practice placements. Students are provided with opportunities to develop their clinical skills across all academic and clinical practice placements. The links between academic and clinical modules are consistently emphasised to enable students to develop and transfer their knowledge and skills across all aspects of the programme. In year 2, students will have a placement reflection day at the end of each placement. The day will provide the opportunity to undertake shared learning based on their clinical experiences from practice placements.

The programme uses a mobile app with an online portfolio to enable students to acquire the skills that will enable them to engage in lifelong professional development. Students will be expected to take responsibility for critically appraising their performance, identifying their learning needs, developing action plans and accessing appropriate learning resources to ensure that they maximise their learning potential and acquire transferable skills relevant to their practice.

The workplace is regarded as a forum for learning and development and will be incorporated as an integral part of the learning and teaching strategies used on the programme. Opportunities for inter – professional learning will be maximised across modules to give opportunity for inter-professional debate.

Throughout the programme, every student will be allocated a personal tutor for their pastoral and academic needs in accordance with the University's personal tutor policy. The tutor will be available to meet with the student when they are on campus. Also, telephone and online support will be available for every student.

### **Clinical Education**

Practice Placements are an essential part of the programme and students must accrue 1000 clinical hours to complete the course, and to meet the CSP requirements. We offer an active learning one-week observational placement in year 1 of study – a unique opportunity in a range of settings. There are five practice placement blocks, with one 4-week (20 hours/week) and two 6-week (40 hours/week) in year 2 and one 6-week and one 5-week (40 hours/week) in year 3. These study blocks are an integral part of the programme. The clinical practice study blocks undertaken by the students are in a variety of situations including NHS hospitals, community services, private clinics, and a few independent hospitals. The placements are organised in liaison with a placement management service (PMP) which co-ordinates student placements for 11 Universities in the South East. Most of the placements are in Buckinghamshire and surrounding counties, but students may be allocated to clinics throughout south-east England.

In addition to the University being part of the PMP, we have existing placement contracts with the following hospitals

- Imperial College Healthcare NHS Trust
- London North West University Healthcare NHS Trust
- Chelsea and Westminster Hospital NHS Foundation Trust
- Hillingdon Hospitals NHE Foundation Trust
- The Royal Brompton & Harefield
- West London NHS Trust
- Central & North West London
- Central London Community Healthcare NHE Trust
- Hounslow and Richmond Community Healthcare NHS Trust
- Buckinghamshire Healthcare NHS Trust
- Frimley Health NHS Foundation Trust
- Berkshire Healthcare Foundation Trust
- Oxford Health NHS Foundation Trust

A dedicated Placement Administrator will do all placement related administration. An allocated member of the Programme Team will act as a Placement Co-ordinator to oversee the administrative process, ensure that clinical educators are up to date with relevant clinical educator training, allocate Link Tutors (also known as visiting tutors) to students before they go out on placement, and oversee students support while they are on placement. The Placement Co-ordinator will also lead the pre- and post-clinical lectures. Additionally, the Placement Co-ordinator will represent the University at the London clinical educator's forum and liaise with PMP for student allocation.

Throughout the placement, Link Tutors will maintain regular contact with the Clinical Educators, and they will visit the students at least twice in each placement. This will enable an effective line of communication for feedback regarding student performance and ensure the smooth running and coordination of placements for the students.

**Consent:** Before students participate as service users in practical and clinical teaching, they must provide consent in line with the University's consent procedure.

**Pre-clinical Immunisations:** Students must have completed all relevant immunisations as requested by the Clinical Placement Co-ordinator. Failure to complete the immunisations by week 1 of year 2 may result in the award of a fail against the 1st Clinical Practice Assessment Block. Continued failure to meet the requirement for immunisations may lead to the student being

referred to the Fitness-to-Practice panel which may ultimately withdraw the student from the programme.

**Pre-clinical Training:** Mandatory clinical training consisting of moving and handling, basic life support and infection control will be delivered in partnership with the local Buckinghamshire Healthcare NHS Trust. A copy of all mandatory training must be submitted to the Placement Co-ordinator a week before placement commences. Where a student fails to produce the required documentation, their placement would be deferred and recorded as a 'none attendance' (DNA) in the clinical placement block, usually this will result in an extension of their programme duration except in cases of extenuating circumstances.

**Attendance Requirements on the Programme:** Students are expected to attend at least 80% of each module's hours inline with similar programmes in the University and 1000 placement hours to meet CSP's placement requirements. The attendance will be monitored, and students not achieving the minimum number of hours may fail the module/s or the programme.

### Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

The students will pay for CSP membership Fee as indicated on the CSP webpage. Students will receive a bursary from HEE for cost towards attending placement such as travel. Students are encouraged to have an internet enabled device such as mobile phones/laptops/ iPad. Other additional cost information can be found under 'Related Documents' on the Physiotherapy course page

<https://www.bucks.ac.uk/courses/undergraduate/bsc-hons-physiotherapy-pre-registration>.

### Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad / Work Based Learning (Hours)
Year One	320	840	40
Year Two	220	420	560

<b>Year Three</b>	240	520	440 (to complete the required 1000 hours)
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### Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the ‘three-week turnaround’).

The following assessment activities are used on this programme:

- Viva exams with a focus on the evaluation and application of theoretical knowledge
- Practical exams (OSCE) with a focus on skills and theory
- Written exams
- Written coursework with a focus on critical evaluation and analytical writing
- Online portfolios with a focus on critical analysis, reflective practice, and professional development
- Clinical case studies
- Research literacies are assessed sequentially in the first-year research methods module and the final dissertation module.

All modules will include online activities for students to engage in providing them with formative feedback on their work feeding forward into their summative assessments. Other forms of formative feedback include peer feedback, discussions, and in-class (face-to-face) interactions. Feedback from exams will be provided to students within the 3-week turnaround as per the University expectation.

Assessments on the BSc Physiotherapy (pre-registration) programme will have a pass mark of 40%. Condonement or compensation of failure in any module is not permitted. Students who fail any clinical module will not be able to progress to the Placement module until all pre-requisites have been successfully completed. Students will be permitted no more than two attempts at a module unless there are Extenuating Circumstances.

#### Clinical Practice Assessment

Clinical practice is assessed within the four clinical placement modules in year 2 and 3, and it is the responsibility of the clinical educator. The assessment is continuous, and criterion referenced. The first clinical visits from University staff (Link Tutors) are normally undertaken in the middle of the placement and usually coincide with the midway formative assessment. This allows the student to receive feedback on performance to that point and to provide feed forward on areas that may require further development in the remaining time on placement. A final indicative grade is provided and discussed with the student towards the end of the placement with the Link Tutor input

### Classification

<b>Calculation of final award:</b>	<b>Level 5 - 33%</b>
	<b>Level 6 – 67%</b>

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.



## Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

## Typical applicant profile and any programme-specific entry requirements

The profile of students who would be suitable for the course:

- **5 GCSEs** at grade C (level 4) or above, including English language or literature, mathematics, and a science subject.
- **BBC at A-Level** (Biology and one other natural science) OR equivalent\*.
- **UCAS points.** 112-136 points, though students without the required points (but have studied relevant subjects) may still be invited to attend the selection event.
- In addition to the above, candidates are required to have practical experience relating to Physiotherapy, such as shadowing, work placement, or healthcare work experience, as explained below.

*\*DDM at BTEC (level 3) from courses in Science or Health subject areas*

*\*International Baccalaureate – Must achieve 112 UCAS tariff points. 1 HL subject at grade 5 or above and 1 HL subject at grade 4 or above – to include a natural science. The remaining points come from a combination of HL, SL, and Core subjects.*

- For students, whose first language is not English, there is a requirement to achieve an IELTS tariff of 7 with no individual component below 6.5. This falls in line with the recommendations of the CSP and the HCPC.

### Pre-enrolment checks

A satisfactory occupational health assessment will be required by all applicants prior to acceptance on the course. Candidates who fail the occupational health assessment will not be given entry onto the course. Please see further details in the applicant's guide on the University website.

Admission to the Physiotherapy degree programmes is subject to the Rehabilitation of Offenders Act (1994) section 4 (2) Exemption Order 1975 and DHSS HC 88 (9) guidelines regarding child protection and police checks. All applicants are required as a condition of acceptance to satisfactorily complete a criminal record disclaimer form and give their permission for us to obtain enhanced police check with the Disclosure and Barring Screening Service (DBS). Each year after that students are required to self-declare any Police cautions or conviction before each practice education module.

The DBS in the United Kingdom does not currently conduct overseas criminal record checks. Therefore, International applicants, those without British Citizenship and British Citizens with a significant period of overseas residency require a criminal record check or certificate of good conduct from their home/overseas country prior to entry onto the course. Where an equivalent check is provided, applicants are required to complete enhanced police check with the DBS a year later.

**Do applicants required a Disclosure and Barring Service (DBS) Check?**

**Yes**

## Opportunities for students on successful completion of the programme

Our graduates will have the knowledge, key personal skills, leadership qualities, and attitudes necessary to pursue a successful professional career as a physiotherapist in any setting.

Physiotherapists work in different areas of healthcare including acute hospitals, primary care settings, community, and out-patient clinics. They also work in professional sport, occupational settings in industry, and as a physiotherapist you can set up your own practice.

Graduates may be eligible to enrol onto an MSc programme at the University, or at another University.

## Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to <https://bucks.ac.uk/students/academicadvice/managing-your-studies/credit-accumulation> for further guidance.

## Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities.
- The **Programme Handbook** will outline the exact nature of the course and how it is structured.
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options. Personal Tutors will liaise with the Programme lead to advise and support students regarding processes such as Extenuating Circumstances and Leave of Absence.
- Students will be able to access our full range of **support services**, including:

The Learning Development Unit for skills and study support

The Library

The Careers and Employability Team

Accommodation Service - Management of the University-owned student accommodation in High Wycombe area. There is also information on private accommodation options

Counselling Service - A confidential service for any student or staff member experiencing emotional difficulties or distress

Dyslexia and Disability Support - Advice and support to our students who have additional needs because of a disability, specific learning difficulties such as dyslexia, medical condition or temporary disability, such as an injury

Student Finance Team - Advice and guidance on all aspects of Student Funding including loans, grants, bursaries & scholarships.

## Appendices

### Quality Assurance

<b>Awarding Body:</b>	<b>Buckinghamshire New University</b>
<b>Language of Study:</b>	<b>English</b>
<b>QAA Subject Benchmark Statement(s):</b>	<ul style="list-style-type: none"> <li>• QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards</li> <li>• Level 4-6 SEEC Descriptors (2021) for Higher Education available at <a href="http://www.seec.org.uk">www.seec.org.uk</a></li> <li>• Health and Care Professions Council (2014) Standards of Proficiency For Physiotherapists <a href="https://www.hcpc-uk.org/assets/documents/10000DBCStandards_of_Proficiency_Physiotherapists.pdf">https://www.hcpc-uk.org/assets/documents/10000DBCStandards_of_Proficiency_Physiotherapists.pdf</a></li> <li>• Health and Care Professions Council: Standards of Education and Training. <a href="http://www.hpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5_v2.pdf">http://www.hpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5_v2.pdf</a></li> <li>• Health and Care Professions Council (2016) Standards of Conduct, performance and Ethics <a href="http://www.hcpc-uk.org/assets/documents/10004EDFStandardsofconduct,performanceandethics.pdf">http://www.hcpc-uk.org/assets/documents/10004EDFStandardsofconduct,performanceandethics.pdf</a></li> <li>• Chartered Society of Physiotherapy Code of Values and Behaviours <a href="http://www.csp.org.uk/publications/code-members-professional-values-behaviour">http://www.csp.org.uk/publications/code-members-professional-values-behaviour</a></li> <li>• Chartered Society of Physiotherapy (2013) Quality Assurance Standards for Physiotherapy Service Delivery <a href="http://www.csp.org.uk/publications/quality-assurance-standards">http://www.csp.org.uk/publications/quality-assurance-standards</a></li> <li>• Health and Care Professions Council Standards of Continuing Professional Development. <a href="http://www.hpc-uk.org/registrants/cpd/standards/">http://www.hpc-uk.org/registrants/cpd/standards/</a></li> </ul>
<b>Assessment Regulations:</b>	<p><b><i>Academic Assessment Regulations, accessible via the Academic Advice webpages (<a href="https://bucks.ac.uk/students/academicadvice">https://bucks.ac.uk/students/academicadvice</a>), with the following exceptions:</i></b></p> <ul style="list-style-type: none"> <li>• Condonement or compensation of failure in any module is not permitted.</li> <li>• Students who fail any clinical module will not be able to progress to the Placement module until all pre-requisites have been successfully completed.</li> <li>• There will be an interim assessment board to ratify level 5 clinical modules.</li> </ul>
<b>Does the Fitness to Practise procedure apply to this programme?</b>	<b>Yes</b>
<b>Ethics Sub-committee</b>	<b>Health Care and Social work</b>

<b>Date Published / Updated:</b>	<b>September 2022</b>
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### Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

This programme conforms to the University Academic Regulations;

<https://bucks.ac.uk/students/academicadvice>

In order to qualify for the award of BSc students must have successfully achieved 360 credits.

Students must have passed all modules to be eligible to apply to register with the HCPC and for professional membership with the CSP. **Alternative exit awards must have a different title due to the protected title of Physiotherapy and are as follows:**

<b>Name of Exit Qualification:</b>	<b>Diploma of Higher Education (DipHE)</b>
<b>Full name of Qualification and Award Title:</b>	<b>Diploma in Applied Health Studies</b>
<b>Credits requirements:</b>	<b>240 Credits</b>
<b>Module requirements:</b>	<b>ALL 120 Credits at Level 4 ALL 120 Credits at Level 5</b>

#### Learning Outcome

Reflect on own performance and practice, including non-discriminatory practice, communication skills and implementation of health education and promotion, ensuring patient dignity is maintained

Demonstrate the knowledge and understanding of the biological, physical, behavioural and clinical scientific basis of rehabilitation

Apply judgement in the assessment and treatment of individuals using a patient-centred approach with appropriate outcome measures

Evaluate and synthesize research, demonstrating the ability to use research to enhance clinical practice

Apply knowledge of service and organisational issues in a variety of clinical settings in order to identify ways in which clinical services may be enhanced, while maintaining ethical, professional and statutory regulatory codes

Appraise and discuss the effects of Health and Social Care policies on practice, health, disability and intervention, and the impact of health and disease at physiological, individual and societal levels

<b>Name of Exit Qualification:</b>	<b>Certificate of Higher Education (CertHE)</b>
<b>Full name of Qualification and Award Title:</b>	<b>Certificate in Applied Health Studies</b>
<b>Credits requirements:</b>	<b>60 Credits</b>

**Module requirements:**

**ALL Credits at Level 4**

**Learning Outcome**

Reflect on own performance and practice, including non-discriminatory practice, communication skills and implementation of health education and promotion, ensuring patient dignity is maintained

Demonstrate knowledge and understanding of the biological, physical, behavioural and clinical scientific basis of rehabilitation

Apply judgement in the assessment and treatment of individuals using a patient-centred approach with appropriate outcome measures

Apply knowledge of service and organisational issues in a variety of clinical settings in order to identify ways in which clinical services may be enhanced, while maintaining ethical, professional and statutory regulatory codes

**Quality Management arrangements**

**Quality management arrangements**

This programme aligns with the quality assurance requirements of Bucks New University through the following processes:

- Five yearly cycle of revalidation
- Ongoing monitoring through the Annual Programme Review process
- Programme Boards (Periodic monitoring)
- Consideration of marks and graduate profiles at Exam Boards
- Engagement with student representatives from the programme and student union representation where appropriate
- Engagement with carers and service users
- Engagement with approved external examiners (must be appropriately qualified and experienced and from the Physiotherapy section of the HCPC register)
- Engagement with clinicians (must be appropriately qualified and experienced and from the Physiotherapy section of the HCPC register)

**Equality & Diversity**

**Programme management:**

The BSc Physiotherapy programme is available to all social groups and is marketed, organised, and delivered in a manner which encourages equality. The programme aims to include a broad range of age groups from a wide variety of social and

	<p>ethnic backgrounds. The programme encourages students to apply who have been working in related health care, social care, or sports settings; this along with the entry requirements naturally recruits a level of maturity and experience. All modules throughout the programme are offered to all students, regardless of age, disability, gender reassignment, pregnancy and maternity, marital status, race (including ethnic or national origins, colour, or nationality), sex, sexual orientation, religion, or belief (including no belief). The programme aims to ensure that all students are treated with respect and dignity and receive fair and equal treatment in all aspects of their applications, employment, and learning. This may mean making reasonable adjustments according to individual circumstances to ensure that no student is disadvantaged. However, the programme must ensure that professional standards and competency are adhered to, and for this reason, issues are dealt with on an individual basis. Advice from professional bodies such as the CSP and HCPC will be sought where appropriate.</p>
<b>Curriculum content:</b>	<p>In the proposed programme, students will cover general equality and diversity issues of marginalisation in relation to age, disability, gender reassignment, pregnancy and maternity, marital status, race (including ethnic or national origins, colour, or nationality), sex, sexual orientation, religion or belief (including no belief). Specifically, in Professional Practice module, these issues will be discussed in relation to case scenarios and linked to professional expectations. The Clinical Placement modules will also use reflection to address equality issues within a clinical context.</p>

## Research-Enriched Teaching and Learning

<b>Teaching and Learning</b>	<p>All teachings are underpinned by scholarship and research, which is especially important in a continually changing profession such as physiotherapy. The first year of the programme contains the taught elements of the programme while the second year involves the placement hours and the dissertation. The programme is designed to utilise a blended approach to learning with students combining the use of online materials and resources with intensive teaching weeks onsite. Face-to-face contact time will maximise the learning of clinical skills and involve seminars and group workshops based around case-based and problem-based learning.</p> <p>As the programme progresses, the taught components will shift their emphasis away from gaining a knowledge base to more complex topics involving the application of knowledge and clinical reasoning. Students will need to develop their evidenced based learning skills across all modules and will need to show a progression throughout the programme.</p>
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	<p>There is also a research methods module which supports research informed teaching throughout the programme and prepares students for their Dissertation. These modules cover all aspects of the research process, research methods, and data analysis.</p>
<b>Research and scholarly activity</b>	<p>All the programme team are involved in research and scholarly activity, and/or clinical practice. The extent of the team's engagement in these areas is detailed in the staff profile on the University's website. Staff specialised research interests and clinical experience are embedded in the curriculum to ensure that a research enriched teaching philosophy is adopted. Staff are encouraged to make teaching sessions as interactive as possible, with students expected to discuss current concepts in the literature as a means of their learning. Students are also encouraged to take part in other research projects whenever possible - including projects undertaken by other students at both undergraduate and postgraduate levels, projects co-ordinated by staff, and when appropriate on placement.</p>