

## Course Specification

A. Course Information											
<b>Final award title(s)</b>	MSc Physiotherapy (Pre-registration)										
<b>Intermediate exit award title(s)</b>	Post Graduate Diploma Physiotherapy <ul style="list-style-type: none"> <li>NB – This award <b>does</b> confer eligibility to apply for registration with the Health and Care Professions Council)</li> <li>Where a students in unsuccessful in the Physiotherapy Research Project module, they will remain eligible for the PGDipPhys award upon completion of all other modules and assessments.</li> </ul> MSc Health Studies <ul style="list-style-type: none"> <li>NB – This award <b>does not</b> confer eligibility to apply for registration with the Health and Care Professions Council</li> <li>Where a student is unsuccessful in Physiotherapy Practice Placements 1 and / or 2, but passes all other assessments they will remain eligible for the award of MSc Health Studies.</li> </ul> Postgraduate Diploma in Health Studies <ul style="list-style-type: none"> <li>This award <b>does not</b> confer eligibility to apply for registration with the Health and Care Professions Council</li> </ul> Postgraduate Certificate in Health Studies <ul style="list-style-type: none"> <li>This award <b>does not</b> confer eligibility to apply for registration with the Health and Care Professions Council</li> </ul>										
<b>UCAS Code</b>		<b>Course Code(s)</b>	5009								
	London South Bank University										
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS										
<b>Division</b>	Division of Physiotherapy, Sport Rehabilitation and Chiropractic										
<b>Course Director</b>	Laura Elin Pigott										
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify										
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify										
<b>Length of course/start and finish dates</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Mode</th> <th style="width: 15%;">Length years</th> <th style="width: 15%;">Start - month</th> <th style="width: 15%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>2</td> <td>September</td> <td>September</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	2	September	September
Mode	Length years	Start - month	Finish - month								
Full time	2	September	September								
<b>Is this course generally suitable for</b>	Yes										

<b>students on a Tier 4 visa?</b>		
<b>Approval dates:</b>	Course(s) validated / Subject to validation	March 2022
	Course specification last updated and signed off	September 2023
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Health and Care Professions Council (HCPC) Chartered Society of Physiotherapy (CSP)	
<b>Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)</b>	Not applicable	
<b>Reference points:</b>	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website
	External	<p>QAA The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (2014)  QAA The UK Quality Code for Higher Education (2018)  QAA Higher Education Credit Framework for England (2021)  QAA UK Quality Code, Advice and Guidance:</p> <ul style="list-style-type: none"> <li>• Admissions, Recruitment and Widening Access (2018)</li> <li>• Assessment (2018)</li> <li>• Concerns, Complaints and Appeals (2018)</li> <li>• Course Design and Development (2018)</li> <li>• Enabling Student Achievement (2018)</li> <li>• External Expertise (2018)</li> <li>• Learning and Teaching (2018)</li> <li>• Partnerships (2018)</li> <li>• Student Engagement (2018)</li> <li>• Work-Based Learning (2018)</li> </ul> <p>Office for Students guidance  Competition and Markets Authority guidance – Higher Education: Consumer law advice for providers (2015)  SEEC Level Descriptors 2021  Knowledge and Skills Framework (2010)  Clinical Leadership Competency Framework (2011)</p> <p><b>HCPC:</b>  HCPC Standards of Conduct, Performance and Ethics (2018)  HCPC Standards of Education and Training Guidance (2017)  HCPC Standards of Proficiency – Physiotherapists</p>

	<p>(2013)</p> <p><b>Chartered Society of Physiotherapy:</b>  CSP Accreditation of Qualifying Programmes in Physiotherapy: Quality Assurance processes  CSP Corporate Strategy 2020-22  CSP Education Position Statement Practice-based learning within pre-registration physiotherapy programme (2016)  CSP Education Position Statement: The value of the CSP's Quality Assurance and Enhancement Role (2015)  CSP Education Position Statement: Widening Participation (2015)  CSP guidance: Use of terms in the context of physiotherapy pre-registration education (2017)  CSP Physiotherapy Framework: putting physiotherapy behaviours, values, knowledge &amp; skills into practice [2011, updated May 2020]  Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2020)</p>
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**B. Course Aims and Features**

<p><b>Distinctive features of course</b></p>	<p>The physiotherapy programmes at LSBU reflect our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.</p> <p>With this in mind, there are a number of unique features across the pre-registration courses at LSBU. The MSc Physiotherapy (pre-registration) programme is unique in that it had these features within a 2 year accelerated qualification timeframe whilst also offering the student the opportunity to develop cognitive mastery that might enable graduates to expedite their career progression. These unique features include our:</p> <ul style="list-style-type: none"> <li>• Focus on reflection and reflexivity as the basis for lifelong learning and collaborative, interprofessional practice as reflected in the pedagogical philosophy that underpins the programme.</li> <li>• Focus on application, ensuring consistent blending of theoretical knowledge and practical application, such that all modules entail the blending of theoretical and practical knowledge in a way that is reflective of professional practice. With assessments that authentically reflect the needs of professional, rather than academic, practice.</li> <li>• Reflecting the complexities of contemporary clinical practice, such that no clinical area is taught in isolation. Rather, all are taught with reference to the person and their lived experience, before any focus of functional or anatomical systems.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Reflecting the value of research as something which changes and informs practice rather than something undertaken simply for its own sake. This is reflected in our project module that focuses on dissemination as well as the research process itself.</li> <li>• Recognition, in a time of scarcity, that we must be alive to the need for every one of us to be agents of improvement and change. This is reflected in embedding of leadership, change management and quality improvement principles, along with a firm grounding of the political philosophy of policy which underpins current and future practice.</li> </ul>
<p><b>Course Aims</b></p>	<p>The primary aim of the MSc Physiotherapy course is for graduating students to be competent physiotherapy practitioners who are fit for award, practice, purpose and the profession and are able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate strong professional role identity, autonomy, accountability and resilience</li> <li>2. Behave as confident, competent and reflective practitioners who practise autonomously, compassionately, skilfully and safely whilst maintaining dignity, and promoting health and wellbeing, of patients</li> <li>3. Act as ambassadors for the physiotherapy profession;</li> <li>4. Foster independence in learning and commitment to continued professional development and lifelong learning</li> <li>5. Develop in the graduating student the qualities and transferable skills necessary to succeed in the world of work as a qualified physiotherapist</li> <li>6. Take professional and personal responsibility for life-long learning.</li> </ol> <p>The MSc Physiotherapy (pre-registration) aims to build on students' previous studies to allow them to complete their training as a physiotherapist within a compressed period of time, whilst also developing cognitive mastery that might enable graduates to expedite their career progression. They will achieve this through cognitive mastery around leadership, quality improvement and change, along with the undertaking and dissemination of research and its utilisation in optimising outcomes in professional practice.</p>
<p><b>Course Learning Outcomes</b></p>	<p><b>A) Students will have knowledge and understanding of:</b></p> <p>A1 - the biomedical, behavioural, physical and social sciences which underpin physiotherapy practice</p>

- A2 - a range of physiotherapy assessment models and techniques used in contemporary practice across the human lifecycle
- A3 - a range of communication models, tools and technologies that facilitate effective patient centred physiotherapy practice
- A4 - the role of therapeutic exercise, manual therapies and electrotherapeutic modalities and kindred approaches within physiotherapy practice.
- A5 - the role of the physiotherapist in the prevention of illness and injury and support of health and well-being
- A6 - how and why physiotherapists work as autonomous practitioners and as part of wider teams across health and social care
- A7 - a range of contemporary IT and information management systems sufficient to maintain patient records
- A8 - the role of other professions in health and social care in across a range of clinical context and physiotherapeutic environments
- A9 - the ethical, moral and legal issues in relation to physiotherapy practice and the profession of physiotherapy
- A10 - current service improvement and development methods, critical evaluation and research processes that support contemporary and evidence based physiotherapy practice
- A11 - a range of current performance standards and quality assurance mechanisms within physiotherapy and health and social care practice
- A12 - the political, social, economic and institutional factors shaping the health and wellbeing economy and how they inform physiotherapy practice
- A13 - legislative, policy, ethical and research frameworks that underpin inform and influence the practice of physiotherapists
- A14 - the philosophical foundations of policy and practice in physiotherapy.
- A15 - the concept of leadership and its application to practice
- B) Students will develop their intellectual skills such that they are able to:**
- B1 - critically evaluate the knowledge base of the physiotherapy profession and theories underpinning the approaches used in physiotherapy practice.

B2 - analyse and interpret the information gained from the assessment process, apply problem solving and clinical reasoning to plan, prioritise and implement physiotherapy whilst effectively taking into account the wider biopsychosocial needs.

B3 - demonstrate clinical reasoning skills based on judgements made from the collection, interrogation and interpretation of data from a range of sources and provided by a variety of methods.

B4 - recognise and critically evaluate the complexities of the health care systems within which physiotherapy is practised.

B5 - systematically evaluate and apply the scientific principles underpinning Physiotherapy practice.

B6 - systematically evaluate the legal moral and ethical issues relevant to the clinical situation and be able to identify the impact on physiotherapy practice.

B7 - critically reflect on practice ensuring an evidence-based approach to the professional role.

B8 - critically review research designs and methods which are used to generate evidence in physiotherapy

B9 - critically evaluate the role of the physiotherapist in the overall management of the patient.

B10 – critically reflect on the value of research to the critical evaluation of physiotherapy practice.

B11 - engage in the underlying principles of supervision.

B12 - work with individuals and/or groups to create activities and opportunities to promote learning and development.

**C) Students will acquire and develop practical skills such that they are able to:**

C1 - Practice as an autonomous professional, exercising their own professional judgement within their scope of knowledge and limits of competence, recognizing when ongoing referral is required as appropriate

C2 - apply appropriate physiotherapy assessment techniques taking into account physical, psychological and cultural needs of the patients and the clinical context or environment that they are working in.

C3 - consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care.

C4 - demonstrate levels of clinical decision making commensurate with the level of theoretical and practical understanding

C5 - demonstrate flexibility in working in a variety of physiotherapy settings

C6 - demonstrate the ability to manage their own caseload and work planning, organising, directing and facilitating appropriate action to ensure effective use of resources (financial, human, physical and technological).

C7 - manage their continuing professional development in an independent way using the knowledge and skills gained to use and gather evidence in practice, and contribute to the discovery of new knowledge

C8 - promote continued learning and enable them to adapt to the challenges and opportunities of an ongoing career in physiotherapy

**D) Students will acquire and develop transferable skills such that they are able to:**

D1 - communicate effectively in both an inter and intra professional setting

D2 - work effectively with others and perform as an effective member across a range of teams and/or physiotherapeutic environments

D3 - meet the care needs of individuals and their significant others sensitively and respectfully having regard to the impact of illness and trauma and to socio-cultural differences

D4 - use information and communications technology effectively, both in the practical situation and as a learning resource

D5 - learn, think and problem solve independently in familiar and unfamiliar situations with an open mind

D6 - interpret numerical, statistical data and written instructions accurately and safely and maintain records appropriately

D7 - identify and present material and the evidence base to support a reasoned argument

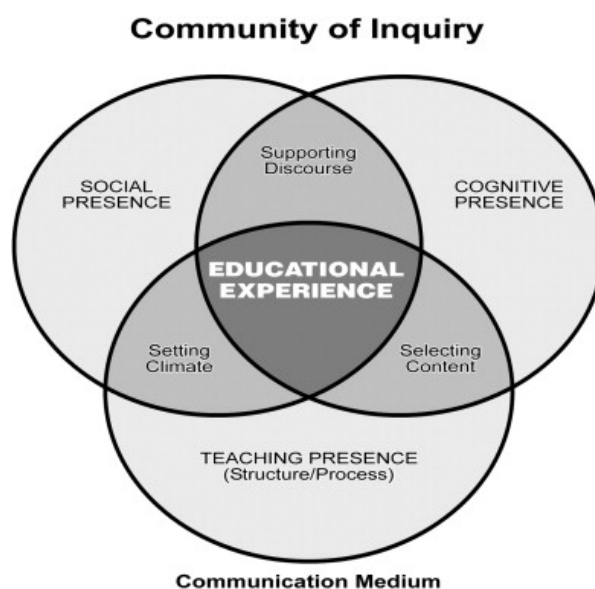
D8 - critically reflect on practice / subject area using research evidence ensuring an evidence based approach to the professional role

D9 - be accountable for their actions

D10 - practise in a non-discriminatory manner

### C. Teaching and Learning Strategy

The physiotherapy programmes at LSBU are founded on a constructivist and social learning theory<sup>1</sup> approach to teaching and learning. They utilise a threshold concepts<sup>2</sup> based approach which is well suited to contemporary blended teaching and learning practices. This blended approach is based on the Community of Inquiry framework<sup>3</sup> that facilitates the socialisation and development of cognitive skills through reflective practical enquiry (Figure 1).



*Figure 1 The Community of Inquiry Framework<sup>3</sup>*

The course will use a blended approach to teaching and supporting learning. Of the learning hours outlined in the module descriptors, approximately 20% will be direct contact time where sessions are taught in person. The remaining hours of study will consist of tutor-directed and self-lead learning.

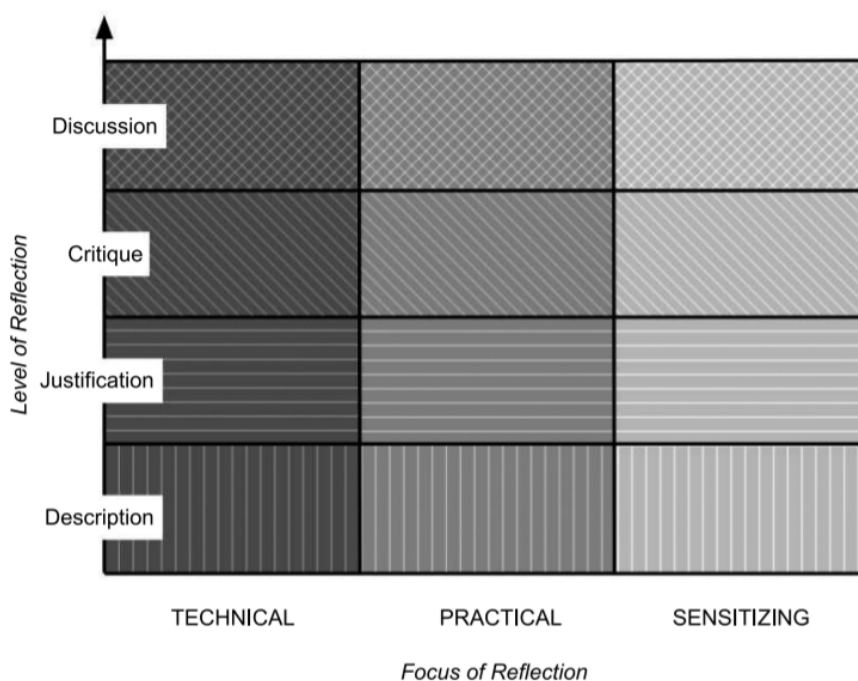
Students will be directed to and given resources to build their knowledge base. This “transmission” phase of learning will be largely asynchronous and designed to encourage students to develop their self-study skills with the intention that they are equipped as lifelong learners by the end of their course. Module leaders will provide material on-line and students are encouraged to explore the use of on-line technologies that provide virtual teaching and assessment environments. Other activities will include

- Simulated learning opportunities
- Seminars, discussions and small group exercises will allow the sharing of ideas, critical analysis and discussion
- Tutorials and small group work
- Critical reflection
- Debates and discussion
- Role play
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Clinical skills laboratory and practice sessions
- Role modelling and direct observation and discussion in practice placement environments
- Student-directed learning



Theoretical learning will then be integrated and transformed through supported discourse around key threshold concepts in small group sessions. It is intended that this approach to teaching and learning will help students to become socialised to the professional expectations of the physiotherapy profession and through the development of their sense of professional identity, will encourage students to begin to form their own community of practice<sup>4</sup>. Students can expect, as part of the teaching and learning strategy, to be proactive participants in the development of intellectual skills through discussion and peer presentation and subject reporting.

The course team recognises the need to integrate the learning of physical skills along side cognitive skills and a sound understanding of the scientific basis for the clinical interventions utilised. The programme takes a reflective approach to the learning of clinical skills<sup>5</sup> whereby the students will focus on the technical basis of the skill, before then developing their physical application. Finally, students will reflect on how they can further develop their skills and use it in an effective way. Student's depth of understanding will then be developed through exploring these different foci in increasing depth (Figure 2).



*Figure 2 Levels and Foci of Reflection proposed by Leijen et al. (2012)<sup>5</sup>*

Activities may include:

- Workshops / role play / simulation
- Enquiry based learning
- Tutorials
- Formative assessments
- Observation and demonstration of practices within clinical placements
- Group Work
- Clinical skills laboratory and practice sessions
- Role modelling and direct observation and discussion in practice placement environments

The MSc Physiotherapy programme builds on the graduate level knowledge and skills that students will bring from their previous programmes of study. This might include

areas such as anatomy, physiology, exercise, manual therapy, psychology, statistics, research methods etc. The course team recognizes that no two students will have had the same foundation on which to build their physiotherapy studies. As post-graduates, students on the MSc Physiotherapy programme will be expected to utilize their graduate skills as like long learners to ensure that they proactively identify and address any deficits in their pre-requisite knowledge and understanding during their studies.

### **Student-directed learning**

Student-directed learning is an important feature of the programme. Students will receive a high level of direction and structure to support them in developing their clinical skills and abilities. However, as post-graduates, students on the MSc Physiotherapy programme will be expected to be autonomous in directing and manage their own learning around cognitive skills. Students will be supported in forming communities of practice for the development of their physical skills and students are expected to ensure that they are also seeking to develop their reflexive thinking whilst studying in these collaborative settings.

The sizable component of asynchronous online learning means that student will need to be able to access online learning materials through a home computer, or through one of the many university computers available in the Perry library. Details around access, and support with access, to IT are outlined in the Course Guide.

### **An inclusive and equitable curriculum**

The course team has been careful to structure the physiotherapy programmes around the disciplines that collectively form physiotherapy practice. This focus on discipline and practice ensures the integration of subjects with each course and the focus of our programmes on their alignment with the purpose of our students becoming physiotherapists.

This leads to teaching, learning and assessment that is more authentic and therefore both broader and more accessible and inclusive. This authentic and inclusive curriculum aims to enable the full and equitable participation in and progression through higher education for all prospective and existing students. We are working towards more inclusive, equitable and just policies and educational strategies in teaching and assessment and away from remedial interventions. Integrative learning designed with opportunities for blended learning provide an ideal, flexible strategy for all students' needs to be met in an inclusive manner that promotes equity and justice.

### **Resources**

Resources include:

- Large and small teaching spaces.
- Skills laboratories,
- Simulation suite laboratories.
- Computer laboratories.
- Library.
- Work-based learning environments.

A wealth of general health and subject specific texts and peer reviewed journals are

available physically and online through the Perry Library. There are also practical rooms and simulation equipment to support students learning.

## **Staff**

Staff who teach on the course come from the physiotherapy courses team, with input from other members of the same and other Divisions in the Institute of Health and Social Care. Service users and people with lived experience contribute to delivery of the course.

## **References:**

1. Evans, C., Yeung, E., Markoulakis, R. and Guilcher, S., 2014. An online community of practice to support evidence-based physiotherapy practice in manual therapy. *Journal of Continuing Education in the Health Professions*, 34(4), pp.215-223.
2. Barradell, S., 2017. Moving forth: Imagining physiotherapy education differently. *Physiotherapy theory and practice*, 33(6), pp.439-447.
3. Garrison, D.R., Anderson, T. and Archer, W., 2010. The first decade of the community of inquiry framework: A retrospective. *The internet and higher education*, 13(1-2), pp.5-9.
4. Cruess, S.R., Cruess, R.L. and Steinert, Y., 2019. Supporting the development of a professional identity: general principles. *Medical teacher*, 41(6), pp.641-649.
5. Leijen, Ä., Valtna, K., Leijen, D.A. and Pedaste, M., 2012. How to determine the quality of students' reflections?. *Studies in Higher Education*, 37(2), pp.203-217.

## **D. Assessment**

In order to maximise the integration of learning across different domains of learning (eg knowledge, reflexion and skills) all of the assessments within the physiotherapy programmes have been reviewed to ensure that they offer students the opportunity to demonstrate:

- the level of their learning within the module
- attributes and skills that will be required in their future practice
- integration of knowledge with those attributes and skills leading to a greater depth of practice

The course team has also paid particular attention to the diversity of assessment types within each year of the programme as well as making sure that these assessment types are reflected through the different years of the programme. This approach is intended to promote accessibility by utilising a range of different assessments whilst also ensuring the full range of professional practice skills are assessed. Assessment tasks might include:

- Written Examination
- Written Assignment
- Practical examination
- E-activities
- Presentations
- Poster Presentations

- Practical assessment
- Viva
- Placement-based assessment

The pass mark for assessments within the Physiotherapy programmes at LSBU are as follows:

- Assessments at Levels 4, 5 and 6 – 40%
- Assessments at Level 7 – 50%

## **E. Academic Regulations**

The University's Academic Regulations [LSBU Academic Regulations](#) apply for this course apart from the following adjustments for Course Specific Placements Requirements

### **Course Specific Placements Requirements**

Course specific regulations apply to physiotherapy as follows:

1. Students must complete a minimum of 150 hours per placement in order to have had a bona fida attempt at the practice placement. Any student who does not meet this threshold will not receive a mark for the placement, however the placement hours will still contribute towards the students' total practice placements hours.
2. Students may not compensate for hours between placements.
3. Where a student is unsuccessful in a placement, the reassessment of this placement must be within a comparable area of practice and as soon as possible after the 1st attempt.

### **LSBU Academic Regulations**

#### **1.0 Compensation**

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

#### **2.0 Third Attempts**

An application for an exceptional third attempt at a single assessment in the final year of a pre-registration health and social care course may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

Eligibility criteria

1. Increase in mark between first attempt and second.
2. Second attempt mark to be within 5% of the pass mark.

This protocol does not apply to:

1. Post-registration courses

2. CPPD stand-alone modules
3. Apprenticeship courses

## **F. Entry Requirements**

- Honours degree recognised in the UK at 2:2 or above, completed in the 5 years prior to commencement of the course, in a subject related to science or health, such as biology, sport science, physiology, behavioural science or health science. The degree will ideally contain human anatomy and physiology content.
- Experience of research methodologies / process or completion of an undergraduate dissertation / research project is essential.
- Values and attributes that are comparable to the NHS constitution

### **With**

GCSE - 5 passes - English Language, Mathematics and 2 Sciences - Grades A-C

Potential students may also apply for exemption for certain modules on the basis of prior learning and/or experience through the AP(E)L process when applying. This will be reviewed by the APEL team in the school for consideration of exemption.

Consideration will also be given to other relevant qualifications recognised as equivalent to the above.

The admission and selection procedures outlined are based on the following principles:

- Fitness for practice
- An imperative to ensure flexibility of entry
- The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.

The university operates an equal opportunities policy where there is no discrimination in view of age, gender, race, marital status, sexual orientation, socio-economic background, disability or religious beliefs.

All offers of places on the course are conditionally based on:

1. Satisfactory outcome of an interview;
2. Occupational Health clearance;
3. Satisfactory outcome of an Enhanced Disclosure and Barring Service (DBS) check

Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential students is an important consideration.

Students for whom English is not their first language must achieve a minimum score of 7.0 overall or equivalent (including 6.5 in written element and a minimum score of 7.5 in speaking, reading and listening element) for the International English Language Test Score (IELTS) [or TOEFL: 570 including 55 in the Test of Spoken English (TSE) and at least 5 in the Test of Written English (TWE)], at the time of application.

Application is by UCAS.

## **G. Course structure(s)**

### **Course overview**

The course is designed to facilitate the students personal, academic and professional development such that they will meet the HCPC standard of proficiency for registration as a Physiotherapist and will have an understanding of the profession's broad scope of practice. The largest area of practice remains the clinical sphere and this forms the largest focus within the programme with students being exposed to and developing competence in the broad scope of established and emerging clinical practice areas. Students will have experience of all the pillars of Physiotherapy practice, namely:

- exercise, movement, and rehabilitation
- manual therapy and therapeutic handling
- therapeutic and diagnostic technologies
- allied approaches.

Physiotherapy has 4 domains of practice, being:

- Clinical
- Leadership
- Education
- Research

During the course students will learn how to support the development and learning of their patients. As students progress through the course, they will also study research methods, as well as other methods and mechanisms for knowledge generation and dissemination. Students will study the political and policy context of current health service delivery along with concepts around leadership, quality and change. This learning will support students in developing their skills so that they are not just competent clinical physiotherapists, but also effective agents for change and social justice.

The course is delivered full time in a Semester format. The inclusion of practice placement as part of the programme of study means that the course will not always run to the standard LSBU term dates. There will be one intake annually in September,

### **Course structure**

#### **Year 1**

The first year of the programme gives students the theoretical basis for clinical practice and develops students' clinical assessment, treatment and management skills. Students will also be afforded the opportunity to bridge the theory-practice gap by undertaking two practice placements where they will be able to develop these skills in supervised practice placements.

#### **Year 2**

Social justice is a strong feature of the programme and, having learned the need to be a positive change agent earlier in the early stages of their studies, students will go on to study change management and quality improvement methodologies in Contemporary Issues in Public Health.

The course has a strong focus on application to practice and students will go on to undertake a research project which they will present as both an academic journal article and an academic conference poster. These learning opportunities will give students skill both in the undertaking of research, but also in the dissemination of their findings.

### **Course overview**

	Semester 1	Semester 2
Year 1	Foundations of Physiotherapy Practice Compulsory - 40 credits – Level 7	
		Treatment and Management for Physiotherapy Practice Compulsory - 40 credits – Level 7
		Physiotherapy Practice Placements 1 Compulsory - 0 credits – Level 6
Year 2	Contemporary Issues in Health and Social Care Compulsory - 40 credits – Level 7	
	Physiotherapy Practice Placements 2 Compulsory - 0 credits – Level 6	
	Physiotherapy Research Project Compulsory - 60 credits – Level 7	

### Placements information

Year 2 - Level 5: 2x6 Week Practice Placement

Year 2 - Level 6: 3x6 Week practice placement

The courses are planned to ensure that students complete the requisite number of hours in both theory and practice (approximately 1,000 hours). Practice learning opportunities will be in placements in local NHS organisations and community, private & voluntary sector agencies.

A variety of theory and practical assessments assess and learning opportunities are included throughout the programme to ensure that students are prepared for practice placements and are able to continue to develop their knowledge and skills in the future as lifelong learners. Students must achieve the requisite academic credit and specified practice hours and competencies to be eligible for the appropriate academic award and professional registration as a Physiotherapist.

Academic and clinical blocks are structured to enable effective theory practice links to be established. The programme is designed to build theory and knowledge across a complexity and range of contemporary physiotherapeutic environments. Integration of knowledge and practice underpins all of the core modules, with specific specialist knowledge and skills being developed through the end of year 2 through to year 3.

### H. Course Modules

All modules are core

Module Code	Module Title	Level	Year	Semester	Credit value	Assessment
TBC	Foundations of Physiotherapy Practice	7	1	Both	40	Essay - 50% Case Based Practical Exam - 50% Practical Exam - Pass/Fail
TBC	Treatment and Management for Physiotherapy Practice	7	1	Both	40	Cardio-Respiratory Case Study Presentation - 33.3% Musculoskeletal Case Study Viva - 33.3% Neurology Long Answer Question Exam - 33.3% Clinical Skills Practical Exam - 0% Pass/Fail
TBC	Physiotherapy Practice Placements 1	6	1	2	0	Practice Placement 1 - 6 week placement - 50% Practice Placement 2 - 6 week placement - 50%
TBC	Contemporary Issues in Health and Social Care	7	2	Both	40	Presentation and Defence - 40% Essay 60%
TBC	Physiotherapy Practice Placements 2	6	2	1	0	Practice Placement 1 - 6 week placement Practice Placement 1 - 6 week placement Practice Placement 1 - 6 week placement
TBC	Physiotherapy Research Project	7	2	Both	60	Journal Article - 60% Academic poster and defence - 40%

### I. Timetable information

Students are expected to be available for teaching Monday-Friday 0900-1700Hrs. Wednesday afternoons and one other self directed study day are allocated each week, however there may be times where teaching and learning needs necessitate students attending sessions.  
Student will be notified of any changes via the VLE.

### J. Costs and financial support



## **Course related costs**

The Student Life Centre offers free, confidential services for all students including advice and guidance on finances and money management and help with any personal, emotional or academic issue. This is not a counselling service, but advisors can help students find the support needed from a counsellor if required. Advisers are available on a one-to-one basis bookable through the students LSBU MyAccount pages.

## **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

## **List of Appendices**

Appendix A: Curriculum Map

Appendix B: PDP

Appendix C: Terminology



## Appendix B: Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE teaching staff to explain where PDP is being used within a course or portfolio of modules.

Approach to PDP	
1 Supporting the development and recognition of skills through the personal tutor system.	<p>Students are allocated a Personal Tutor and are invited to meet with their personal tutor at the start of each semester and at the end of each academic year. Students are able to meet with their Personal Tutor to discuss their achievements and to consider how their skills and knowledge can be developed. Practice Placement performance may also be discussed at these meetings.</p> <p>The level and type of support offered through the personal tutor system is outlined in the Scheme Guide given to new students.</p>
2 Supporting the development and recognition of skills in academic modules.	<p>Each module has a specific professional focus to develop a body of skills in the profession which is planned and sequential. Teaching of practice-based and personal management skills occurs within all modules. Where modules focus on cognitive skills, those cognitive skills are reflected in the domains of the practice assessment document to ensure that their relevance is made overt for students during their periods of experiential learning whilst on practice placements.</p>
3 Supporting the development and recognition of skills through purpose designed modules.	<p>Each module has a specific professional focus to develop a body of skills in the profession which is planned and sequential. Teaching of practice-based and personal management skills occurs within all modules. All modules that contain a physical skills component include an assessment of those physical skills to ensure that the relationship between physical and cognitive skills is overt within the module delivery and assessments. Both physical and cognitive skills are reflected in the domains of the practice assessment document to ensure that their relevance is made overt for students during their periods of experiential learning whilst on practice placements.</p>
4 Supporting the development and recognition of skills through research projects and dissertations work.	<p>Evidence informed practice is a central component of all of the modules within the programme. Students will start the course with some experience and understanding of research. This will be developed and contextualised to physiotherapy practice within the first year of the programme. Students will go on to undertake their own research project in their final year, supported by the course team. The topic will be chosen in collaboration between the student and the research supervisor. The project will relate to physiotherapy practice. The module will be written up in the format of a publication as well as a conference poster so that students can be encouraged to disseminate their work upon completion of the module.</p>
5 Supporting the development and recognition of career management skills.	<p>As a vocational programme, this is an integral part of the curriculum. The second year Contemporary Issues in Health and Social Care module focuses on the contemporary health and social care practice and the role of physiotherapy. This will develop students understanding of the breadth and multitude of different career paths open to the graduating physiotherapist. The</p>

	course includes a career development sessions along with career focused events and workshops in the final year.
6 Supporting the development and recognition of career management skills through work placements or work experience.	There are 5 practice placement experiences within the programme. During placement, career management skills are developed and supported through self-assessment, weekly formal supervision with the Practice Educator and through students' identification of their learning objectives for each placement.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students are encouraged to undertake extra curricula professional development activities. A large number of extra curricula events are arranged by a variety of organisations across London. These opportunities are promoted to the students via the course meta site. Staff are also active in a number of physiotherapy professional grouping that organise free events from time to time. There currently include: <ul style="list-style-type: none"> <li>- The Chartered Society of Physiotherapy</li> <li>- The Musculoskeletal Association of Chartered Physiotherapists</li> <li>- International Association for the Study of Pain</li> <li>- Royal Society for Public Health</li> </ul>
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	One aim of the MSc Physiotherapy programmes is to promote life-long learning. This is supported through the programme ethos, particularly through an enquiry and threshold concepts-based approach to teaching and learning. Students are introduced to these principles in the early stages of their studies and will be assessed on their ability to identify and address their own professional development during their 5 practice placements.
9 Other approaches to personal development planning.	Students' personal development planning is also supported through meeting with their tutors on an informal basis to discuss personal and professional development, peer assessment (feedback on presentations), reflection at the end of modules, and through Practice Placement. Students are encouraged to use the study guides from the Student Life Centre as well as to engage with the careers service.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Students are encouraged to use the Chartered Society of Physiotherapy's reflective practice portfolio and to keep a portfolio of their reflective activities. In the knowledge that assessment drives learning, reflection has been included in a number of modules across the programme in the form of critical defence, both to ensure appropriate assessment of this area, but also to promote the need for reflection as an integral part of learning.

## Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom
<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for assessment tasks, the regulation of reading or practice, completion of
<b>intensity of study</b>	the approval of a particular range of time issues and activities
<b>scholarship</b>	a type of pursuit that recognises academic achievement and potential, and which is for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic;
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and
<b>learning zone</b>	an area of study that is divided into
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable
<b>material information</b>	students to engage in discussion of a particular topic in detail than might be covered in a lecture
<b>summative assessment</b>	offer a assessment of students' as full-work, contributing to the final work-based learning
<b>modular course</b>	a group of parts of an academic year that is divided into three or more for
<b>module</b>	a self-contained, formally structured unit of study with a coherent and explicit set of learning outcomes and assessment criteria. some providers use the word course, or
<b>total study time</b>	the total time required to study a module, unit of course, including all class contact, independent learning, revision
<b>national teaching fellowship</b>	an award for individuals who have made a significant impact on
<b>tutorial</b>	one-to-one or small group teaching, for feedback or detailed discussion on a
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>work/study placement</b>	a planned period of experience outside the institution of course, that work placement or
<b>optional module</b>	an optional module that work placement or
<b>performance (examinations)</b>	help students develop particular skills, a type of examination used in performance-based subjects such as
<b>workload</b>	clear total study time'
<b>professional body</b>	an organisation that oversees the activities
<b>written examination</b>	a particular set of questions that requires a particular set of study hours which candidates write answers usually (but not those applying or considering applying for any programme, at any level and employing
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing
	any mode of study, with a higher education provider

