

<b>Programme Title and Name of Award</b>	BSc (Hons) Physiotherapy		
<b>Academic Level</b>	Level 6	<b>Total Credits</b>	360
<b>Professional Body Accreditation / Qualification</b>	<p>The programme is approved by:</p> <p><b>The Health and Care Professions Council (HCPC)</b>  <b>Chartered Society of Physiotherapy (CSP)</b></p> <p>Successful completion of the BSc (Hons) Physiotherapy leads to eligibility to apply for registration with the Health and Care Professions Council (HCPC) and full membership of the Chartered Society of Physiotherapy (CSP).</p> <p>[The other exit awards <b>do not</b> provide eligibility to apply for registration with the HCPC (HCPC SET 6.8) or full membership of CSP].</p>		
<b>Date of Professional Body Accreditation</b>	HCPC – January 2019 CSP – April 2019	<b>Accreditation Period</b>	HCPC - Ongoing CSP - August 2019 – July 2024
<b>UCAS Code</b>	B160		
<b>JACS Code</b>	B160		
<b>HECoS Code</b>	100252		
<b>Criteria for Admission to the Programme</b>	<p>The University’s standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/physiotherapy/">https://www.cumbria.ac.uk/study/courses/undergraduate/physiotherapy/</a></p> <ul style="list-style-type: none"> <li>In addition to the University English language requirements, those for whom English is not a first language may be required to provide evidence of IELTS assessment with both written and spoken communication at 6.5 or above.</li> </ul>		
<b>Teaching Institution</b>	University of Cumbria		

<b>Owning Department</b>	Health, Psychology and Social Studies
<b>Programme delivered in conjunction with</b>	Placement providers in N W England, Southern Scotland and Isle of Man. This will include hospitals, rehabilitation centres, health centres, schools, private and voluntary sector and emerging role contexts.
<b>Principal Mode of Delivery</b>	Blended Learning
<b>Pattern of Delivery</b>	Full time
<b>Delivery Site(s)</b>	University of Cumbria Carlisle, Fusehill Street campus
<b>Programme Length</b>	Three years as standard – 6 years maximum in accordance with PSRB requirements.
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme:  BSc Allied Health Studies (300) DipHE Allied Health Studies (240) CertHE Allied Health Studies (120)
<b>Period of Approval</b>	1 August 2019 – 31 July 2025

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

## Programme Features

The BSc (Hons) Physiotherapy programme gives graduates the opportunity to gain the eligibility to apply for registration with the Health Care and Professions Council and become a Physiotherapist. This 3 year programme is designed to ensure that you graduate with a strong clinical profile, professional curiosity, a critical approach to clinical practice. You will develop a wide range of transferrable skills, all of which are in high demand from employers. The aim of the BSc (Hons) Physiotherapy programme is to enable you to be at the forefront of future practice developments, leading the way for the establishment of new and exciting innovations in health care in the 21st Century.

Physiotherapy is a rewarding career, which demands a love of people, an enthusiasm for assisting those people to get the best out of life, strong communication skills, an inquisitive nature and problem solving skills. Physiotherapists work in a wide range of health, social care, educational and recreational settings adopting a physical approach to health and wellbeing. Whilst traditionally, Physiotherapists have been involved in assisting people in recovery from illness, disability or disease, we also have a key role to play in ensuring the health of different groups within the population from children in schools to the older person in residential care.

The programme's philosophy is based on the Quality Assurance Agency (QAA) benchmark statement 2001: [http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-care-programmes-physiotherapy.pdf?sfvrsn=aef6f981\\_12](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-care-programmes-physiotherapy.pdf?sfvrsn=aef6f981_12)

The programme is also based on the NHS principles and values <https://www.nhs.uk/NHSEngland/thenhs/about/Pages/nhscoreprinciples.aspx>

and the values that University of Cumbria prides itself on (Corporate strategy 2017).

Recognised Professional values and standards are expected from all students. Failure to comply will result in formal review of performance followed by appropriate action.

The programme will equip you with all the skills you need to practice whether you choose to work in the NHS or the independent sector. You will have opportunity to experience physiotherapy in a variety of practice placements. The academic members of the staff team are all physiotherapists who have worked across a wide range of specialist areas of practice. Our academic colleagues from Occupational Therapy, Nursing, Social Work and Psychology also input into the programme, along with expert clinicians, visiting lecturers and service users and their carers. There is a strong emphasis on ensuring that you reach your full potential. Having relatively small cohorts of students' means that everyone is an individual and you will always be able to get the individual support that you need to achieve your goals.

The University of Cumbria is ideally located in the North West to provide you with a range of practice placement opportunities in Scotland and North West England. Both the Fusehill Street and Lancaster campuses offer inspiring locations with accessible study environments and we are proud of our friendly and welcoming atmosphere. To ensure a smooth transition into higher education, there is an induction week at the start of the programme which ensures that you understand the requirements of this level of study as well as the structure and content of the programme. Blackboard, our virtual learning environment, is used to support the programme and you will have all the information regarding timetabled sessions, learning resources and module assessment schedules available to you from the start.

You will learn to deal with the whole person, by exploring health promotion physical and mental wellbeing. Our programme highlights the importance of activity, movement and social interaction as a tool to help individuals improve their health and wellbeing.

This programme runs for three academic years and offers an integrated timetable with periods of academic work interspersed with practice placements. Our programme's modular structure integrates academic and practice placement modules, to provide the theoretical basis of practice before practical

application. There are also shared learning opportunities on practice placement and also in university and opportunities to be involved in inter-professional activities

The first year modules give you the foundation for future study by focussing on the core knowledge and skills that are fundamental to physiotherapy practice. In the second year you will build on previously learning to apply your knowledge and skills to a variety of scenarios both in the classroom and within practice. The final year prepares you for the start of your career as a graduate physiotherapist. You will learn to integrate previous learning to more complex scenarios and develop management and leadership skills. The emphasis is on developing as an independent, lifelong learner culminating in undertaking your own project.

We have a flexible and dynamic programme which is forward looking and aims to anticipate changes in health and social care practice as well as being responsive to PSRB requirements.

### **Attendance**

All taught sessions and full-time attendance on practice placements are seen as mandatory and the University expects 100% attendance. The University monitors attendance and all sickness and absence very carefully to ensure students have undertaken the sufficient number of practice placement hours. Full details of the sickness and absence policy and monitoring details are available on or via "InPlace" your access point to all clinical information. Attendance is expected in order to ensure that students participate in and experience all learning opportunities as part of their personal and professional development. If the programme team are concerned that a student's non-attendance has impacted on their ability to safely undertake practice placements, then the University's Fitness to Practice procedures may be instigated. Unauthorised non-attendance of University-based modules will result in instigation of the student review process, which may lead to later initiation of fitness to practice procedures.

More detailed information regarding practice placement can be found in the placement handbook.

### **Practice Placements**

Practice placements are an essential component of all Physiotherapy programmes enabling you to meet the HCPC requirements and required standards for competent practice. The placements are supervised by experienced physiotherapists and these will be arranged for you by the university. The practice placements are spread across the 3 year programme and provide you with the opportunity to work with a diverse range of people in a variety of settings. As you progress through the programme, you will be able to practice more and more independently until your final placement where you will be working to similar demands of a qualified physiotherapist.

You are required to successfully complete a minimum of 1000 hours of assessed practice placement in order to obtain BSc (Hons) Physiotherapy and be eligible for membership of the Chartered Society of Physiotherapy. In the first term, there is a week devoted to preparation for placement where you will have opportunities to consider key elements of practice, such as what we mean by professionalism and the importance of communication to successful outcomes in practice. You will also meet service users and carers and clinicians who will provide a sound introduction to elements of practice and you will gain some valuable observation experience in an area of practice.

The first practice placement is at the end of the first year and gives you the opportunity to put your knowledge and skills gained so far to use with real service users this placement is mandatory but has no credits attached to it. In the second year there are two, six week, practice placements both of which are credit rated and contribute to your final award. Alongside, you will have the opportunity to accumulate additional assessed practice placement hours in areas of your choosing. For example you may wish to attend a weekly physiotherapy session supporting a sports team or you may wish to spend a more concentrated period of time exploring an area of particular interest. In year 3 there are two more six week practice placements with the last one at the end of the programme to enable you to be prepared for graduation. If you do not complete all the placement hours, you may receive an

academic award but you will not be able to practice as a physiotherapist.

Practice placements are located within Cumbria and Lancashire, South West Scotland and the Isle of Man. Your placement locations will be varied and this is to ensure that you will graduate with a strong clinical profile and experience of working with different NHS Trusts and service providers. Some placements will be local and within commuting distance but there will also be a requirement for you to attend some practice placements at a distance from your main campus and you may incur some additional costs for accommodation. You may be eligible for financial support for placement from the NHS Learning Support fund. More information be found at:

<https://www.nhsbsa.nhs.uk/learning-support-fund>.

More detailed information regarding practice placement can be found in the placement handbook.

### **Core Skills Passport**

This is an initiative which aims to decrease duplication and to standardise the delivery of statutory and mandatory skills required by students for practice placement and employment. Students are required to successfully complete all the core skills modules prior to their first assessed placement and to update these annually at the appropriate level.

There are a number of Core Skills modules which include:

- Safeguarding Adults
- Safeguarding Children
- Infection Prevention and Control
- Health, Safety & Welfare
- Fire Safety
- Moving & handling
- Equality, Diversity & Human Rights
- Conflict Resolution
- Information Governance
- Preventing Radicalisation
- Resuscitation of Adults
- Resuscitation of Paediatrics

Note: the above may be added to as practice requirements change.

Achievement of the learning associated with these topics is entered onto a central Core Skills Register and ultimately the Student Passport which is recognised by all our practice placements.

### **Additional Expenses**

Please be aware that you will incur additional costs whilst on programme. Further details about these costs can be found in both the Programme Handbook and Practice Placement Handbook.

## **Aims of the Programme**

The overall aims of the Programme are to produce Physiotherapy graduates who will:

1. Meet the regulators (HCPC) professional body's (CSP) Standards of practice, education and training.
2. Have the requisite knowledge, understanding, skills and professionalism to be an autonomous and

reflective practitioner and future leader.

3. Be socially responsible practitioners, aware of the potential contribution of their work to the cultural and economic wellbeing of the community and its impact on the environment.
4. Be resilient and have a range of transferable skills, which will enable working in any health and social care setting.
5. Be innovative forward thinking practitioners, able to lead and respond to challenges in health and social care provision.
6. Work effectively with other health and social care professions to deliver person centred health and social care.
7. Be confident independent learners able to take responsibility for their life-long professional development.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.

- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

## Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

### After 120 credits of study (CertHE) you will be able to demonstrate

**K1.** Knowledge and understanding of the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction

**K2.** Fundamental knowledge and understanding of the theoretical basis of, and the variety of approaches to, Physiotherapy examination and intervention

**K3.** Knowledge and understanding of fundamental academic and research skills.

### After 240 credits of study (DipHE) you will be able to:

**K4.** Apply knowledge and understanding health, disease, disorder and dysfunction to Physiotherapy treatment and intervention

**K5.** Apply clinical reasoning to select appropriate Physiotherapy examination and interventions.

**K6.** Apply knowledge and understanding of research methods and evidence-based practice to identify and implement best practice.

### After 300 credits of study (BSc) you will be able to:

**K7.** Critically apply previous and new knowledge to complex issues related to health and social care across the lifespan.

**K8.** Critically discuss appropriate physiotherapy examination and interventions for people with complex needs across the lifespan.

**K9.** Critically reflect upon your employability, leadership and enterprise skills in preparation for the workplace

### After 360 credits of study BSc (Hons) you will be able to

**K10.** Demonstrate independent learning and self-management skills in order to conduct small-scale investigations or projects.

**K11.** Critically examine the evidence base related to professional practice and discuss implementation, and potential impact on health and social care provision.

**K12.** Critically reflect on your own personal development and examine how you will develop as a graduate physiotherapist

## Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

### After 120 credits of study (CertHE) you will be able to demonstrate:

**S1.** Effective and appropriate verbal and non-verbal communication skills

**S2.** Safe and effective Physiotherapy examination, and treatment within the limits of practice at level 4 which adheres to the legal and policy frameworks governing physiotherapy practice in the UK ( under supervision from a registered Health or social care practitioner)

**S3.** Professional values and behaviours

**After 240 credits of study (DipHE) you will be able to demonstrate:**

**S4.** Ability to adapt verbal and non-verbal communication to meet the needs of service users and others.

**S5.** Ability to reflect on your experiences and identify your learning and development needs.

**S6.** Safe and effective Physiotherapy examination, and treatment within the limits of practice at level 5 and which adheres to the legal and policy frameworks governing physiotherapy practice in the UK. ( under supervision from a registered Health or social care practitioner)

**After 300 credits of study (BSc) you will be able to demonstrate:**

**S7.** Confident, clear and effective communication skills in a variety of forms with the ability to adapt these to a range of situations both clinical and non-clinical.

**S8.** Critical reflection on your experiences demonstrating values based practice and identifying future learning and development needs.

**S9.** Safe and effective Physiotherapy examination, and treatment within the limits of practice at level 6 and which adheres to the legal and policy frameworks governing physiotherapy practice in the UK. ( under supervision from a registered Health or social care practitioner)

**After 360 credits of study BSc (Hons) you will be able to:**

**S10.** Practice as an autonomous professional exercising your own professional judgement (Subject to successful professional registration).

**S11.** Work collaboratively with a range health and social care professionals to improve patient outcomes.

**S12.** Work flexibly across care contexts and be prepared to meet challenges associated with population trends and shifting demographics.

## External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

QAA Subject Benchmark Statement: Physiotherapy (2001)

[http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-care-programmes-physiotherapy.pdf?sfvrsn=aef6f981\\_12](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-care-programmes-physiotherapy.pdf?sfvrsn=aef6f981_12)

HCPC Standards of Proficiency: Physiotherapists (2013) [http://www.hpc-uk.org/assets/documents/10000DBCStandards\\_of\\_Proficiency\\_Physiotherapists.pdf](http://www.hpc-uk.org/assets/documents/10000DBCStandards_of_Proficiency_Physiotherapists.pdf)

HCPC Guidance on conduct and ethics for students (2016) <http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>

HCPC Standards of Education and Training (2017) [http://www.hpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5\\_v2.pdf](http://www.hpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5_v2.pdf)

CSP Code of Members' Professional Values and Behaviour (2012)



<http://www.csp.org.uk/publications/code-members-professional-values-behaviour>

CSP Physiotherapy Framework: Putting physiotherapy behaviours, values, knowledge and skills into practice (2011, updated 2013). <http://www.csp.org.uk/documents/physiotherapy-framework-condensed>

CSP (2010) Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy <http://www.csp.org.uk/publications/learning-development-principles-csp-accreditation-qualifying-programmes-physiotherapy>

Internal reference points include:

- UoC Vision, Mission and Values
- UoC Corporate Strategy
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- UoC Departmental Business Plans
- [UoC Academic Regulations and Academic Procedures and Processes](#)

## Graduate Prospects

Physiotherapists work in a range of health and care settings that include hospital, community, private practice, industry and sports settings. While the majority are initially employed by the National Health Service (NHS), significant numbers work in private practice (QAA, 2001) or for other employers. On successful completion of the BSc (Hons) Physiotherapy programme you will be eligible for registration with the Health and Care Professions Council (HCPC). If accepted onto the register you will be able to use the protected title "Physiotherapist" and apply for jobs as a physiotherapist and practice in the UK.

Demand is currently high for physiotherapists in all areas of the NHS. The CSP survey of Graduate Physiotherapists suggest that the majority of graduates begin their careers in a rotational role as a Band 5 Physiotherapist in the NHS. This allows you to gain experience of different areas of clinical practice under supervision. As you gain more experience, promotion can take you to the role of Extended Scope Practitioner or Consultant or to move into a management role.

Additionally there are opportunities outside the NHS, with jobs available in schools, industry, sport and private hospitals and clinics. As an autonomous practitioner you will also be in a strong position as either an individual or with a group of physiotherapists to tender to NHS commissioners for the provision of services in certain specialist areas of practice. Additionally, should you opt for a change of career, you will graduate with a large number of leadership skills which are in high demand by employers in many different sectors of society. Additionally you have the option to apply for academic study at a higher level.

## Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on

campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

## **Learning and Teaching**

The Physiotherapy programme is based on sound educational theories including 'Social Constructivism' (Biggs, 2002; Murphy, 1997) and 'Transformative Learning' (Cranton, 2006; Mezirow, 1997 and 2003). This approach adopts active and integrated approaches to learning which will allow you to construct meaning from your study in a way that relates to the complexity of clinical practice. You will construct your own knowledge of physiotherapy practice from university based learning opportunities as well as your practice placements. By the end of the programme you will have a sound knowledge and understanding of physiotherapy practice which will enable you to be an active member of the physiotherapy community.

A key element of Constructivism is that you are actively engaged in learning and this will involve factual learning; application of knowledge to hypothetical and real life situations; reflection on and in action; all of which will provide you with an authentic and realistic approach to practice. You will be able to apply your knowledge and understanding of people, environments, health and ill-health in a variety of clinical settings. In practice placements you will be supported to do this, with the cases you see becoming more complex as the programme progresses. The problem solving approach we adopt will ensure that you build the transferrable skills required for the challenges of working life.

'Transformative learning' involves new ways of looking at situations and may involve a dramatic shift in an individual's perspective (Meyer and Land, 2003). This is a key element of higher education practice (Mezirow 2003) and also of practice education (Costa, 2009).

The programme also uses a model of education known as 'Threshold Concepts' (Walker 2013) which links closely with 'Transformative learning' and is the idea that acquisition of new theoretical perspectives enables students to construct a new and better understanding of the world. Important threshold concepts in Physiotherapy include professionalism, critical reflection and strengths based perspectives. By actively engaging with these paradigms, you will learn new concepts and language through which to describe and understand Physiotherapy practice. Barradell and Kennedy-Jones (2013) described the value of threshold concepts in professional education as a way of helping students to explore 'who they were' and developing 'ways of thinking and practising' (WTP) specific to their profession.

The UoC Learning, Teaching and Assessment Strategy (2017 –2022) (LTA) outlines a set of principles which underpin learning and teaching on the programme. We recognise that your learning style may differ from your peers and have ensure that the programme has a range of different learning, teaching and assessment methods which will allow you to develop to your full potential and graduate as a physiotherapist. We adopt a blended learning approach which uses a combination of taught sessions, seminars, online activities and peer group discussions which offers flexibility and enhances your student experience. The programme is based on three contexts of learning outlined in the LTA strategy (2017): Campus based learning, intensive programme attendance and placement and professional learning.

Our learning and teaching methods promote the development of inclusive practice and address a range of learner types. For example:

- You will be part of a small cohort of students which ensures that staff can assist you to achieve your best.
- The programme encourages peer learning and small group work ensuring inclusive practice for all students.
- The programme has been written to ensure a range of learning opportunities which include seminars, tutorials and practical skills sessions. These are integrated with practice placements which offer authentic experience of clinical practice.

We use learning technology to promote student learning and achievement:

- All modules are supported by our virtual learning environment, Blackboard, which provides you with online access to all learning resources, teaching materials and assessment guidance.
- The university library catalogue has a wide range of e-resources, e-books and journals to support individual private study.
- Patient simulators are available to enhance practical skills development.
- You will develop an e-portfolio over the 3 year programme, using Pebblepad, technology which is compatible with the HCPC requirements for Continuing Professional Development after graduation.

Physiotherapy is a practical, hands-on profession and so many of the learning opportunities involve working together with other students to explore, discuss and practice theoretical approaches and practical applications.

- The programme includes 5 practice placements, which provide social learning opportunities for all students.

We embed principles of internationalisation and draw on global perspectives. Whilst the main focus on practice is within the UK, you are encouraged to consider literature from different countries and societies in support of your academic work. You will be introduced to both national and international guidelines and standards of physiotherapy practice.

All modules utilise research-informed teaching, drawing on practice-based knowledge and expertise:

All teaching is informed by the latest evidence and you will be encouraged to adopt an evidence based and patient centred approach to your study from the outset. You will be working closely with other students to ensure that you benefit from each other's ideas and also learn how to collaborate over academic work.

Experts from clinical practice support the teaching of academic staff so that you will receive up-to-date, practice related input which you will then discuss in relation to the evidence.

All teaching staff are research active and embed their research into their teaching.

### **Assessment**

Assessments are designed to provide a creative and balanced strategy across the programme and to provide a range of engaging, challenging opportunities. Individual assessments are designed to test the programme learning outcomes and are optimised to align with the individual module requirements. We aim to provide a varied approach to assessment and include practical skills assessments, presentations, posters, academic writing, critical reflection, portfolio and practice placement assessments. Practice placements are assessed using continuous assessment via the Common Assessment Tool (CAT). This is an assessment document, based on the HCPC standards of practice, and is shared between all the higher education Physiotherapy education providers in the North West of England. This ensures a high level of standardisation across the region.

More details of Practice placement assessment can be found in the Practice Placement Handbook.

**Summative assessment** is authentic and aligned to both the module learning outcomes and programme aims. Summative assessment encourages progressive development through feedback and reflection, which is of relevance to either further academic progression or your future employment needs. Summative assessments will generally occur at the end of each semester, however the timetable has been created to ensure that there is a spread of assessments across the year, providing a realistic and manageable timetable.

To ensure assessment is equitable for everyone, we have a departmental policy 'Ensuring Assessment is Fair', which ensures that you can clearly see how your marks are awarded and how marks from the

cohort are moderated both internally and by the external examiner.

**Formative assessment** is a key feature of your academic journey. It is work which helps to inform or become part of your final 'summative' assessment, and the nature of it varies across the modules. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress. Peer and self-assessment are also used to give students rapid feedback on formative tasks. Everything that you undertake, and the products of that learning, are embedded through active participation and formative opportunities for dialogue and feedback. A number of modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning.' Nichol & McFarlane-Dick (2006). The formative work is developmental in nature and so prepares you for the summative assessment work.

**Feedback** is an essential part of assessment and in addition to the feedback you will receive through formative assessments, we will ensure that the summative feedback you receive is useful to you. You will receive comments in relation to the assessment brief and marking rubric so that you can see how your mark was awarded. You will also receive suggestions for future pieces of work so that you can develop your academic and professional work in future assignments.

### **Facilities**

The university offers Specialist Facilities for students on health care programmes:

As a physiotherapy student you will have access to the physiotherapy practical rooms which are equipped with hydraulic plinths, rehabilitation equipment and anatomical models. Practical sessions are taught in these rooms and you will also access these in small groups to ensure you complete all the required practice hours to enable you to prepare for practical assessments.

Other specialist facilities include: Simulator manikins; Specialist exercise and measurement equipment; Moving and handling equipment; walking aids and wheelchairs.

### **Employability**

This is a key feature of the programme:

- The integrated nature of academic modules and practice placement ensures that you graduate with the required 1,000 hours of supervised clinical practice required for qualification, but also with the transferrable skills you will need to meet unfamiliar situations.
- You will develop resilience throughout the programme, which is essential for working in health and social care today.
- A dedicated business and enterprise module, which you will study in year 3, prepares you for job interviews and will also allow you to develop ideas for service improvement and new approaches to health care provision.
- All aspects of the programme have been developed in line with the HCPC Standards of Professional Practice, to ensure that all learning, teaching and assessment approaches are relevant to your career as a physiotherapist.
- The programme fosters aspiration and career readiness through work-based, experiential and inter-professional learning:

### **Interprofessional Learning (IPL)**

Interprofessional Learning (IPL) is a core element for inclusion across all pre-registration health and care education in line with government and Professional, Statutory and Regulatory Body directives. IPL is embedded in both academic and practice placement modules in the Occupational Therapy and Physiotherapy programmes.

Learning on practice placement provides practical and real-life opportunities for Interprofessional learning. The compulsory learning outcomes below were agreed across six health and care professions at the University of Cumbria. Each programme team has flexibility to decide where each learning

outcome is met on their programme. For occupational therapy and physiotherapy pre-registration programmes these have been embedded in practice placement modules at each level of study.

IPL is also embedded in taught academic modules through the use of case studies from practice and there are 2 compulsory IPL events with other health and social care students. These events are designed to enhance understanding of other health and care professionals' roles (see Appendix 1 IPL Framework diagram).

As part of the programme of study and professional development each student completes a portfolio which includes a section on Interprofessional learning.

Additional Interprofessional Learning is scheduled throughout the year as part of the Department of Health, Psychology and Social Care Enrichment programme.

### **Public and patient involvement (PPI)**

PPI is fully embedded within the placement elements of the programmes, including PPI feedback on student performance within placement assessments. Service users are involved in specific learning opportunities and events within current programmes. They have also been involved in the development of the programmes through consultation events.

### **Quality Assurance**

The university adopts a comprehensive approach to ensuring quality in all learning experiences:

Programme and module evaluations are integrated into the programme and we act on your feedback to ensure that we are providing an excellent student experience for everyone.

There are regular staff student meetings where your group representatives can discuss programme issues with the staff team. We seek feedback from students, practice educators, managers, service users and carers, external examiners and all of these inform our annual monitoring report which provides a rolling programme of quality assessment and improvement. You will also have the opportunity to feedback to our partners providing practice placements to ensure your placements are of the highest quality.

## **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### **Induction**

You will be contacted by the University prior to your arrival with details of all the induction activities.

We understand that starting University can be an exciting but also challenging experience. We consider that Induction last beyond welcome week and work with the students union to ensure you are supported through your first weeks at University. During induction week you will be given key information for your studies both from the physiotherapy teaching staff and the wider University. You will meet your fellow students and the teaching team, including your personal tutor (see below). You will also be given time to settle in and prepare for the commencement of your studies. You will have the opportunity to join sports clubs and other University student societies. We believe it is important

that students engage in wider University activities and become active within the University Community.

International students are given extra support though additional induction, acclimatization activities and border control requirements.

### **Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. Your personal tutor will be involved in discussions regarding contributions to your e-portfolio following practice placements, where you will be collating all the information about your placement experiences, academic progress and any CPD activity you have engaged in.

### **Personal Development Planning**

Your personal development is an integral part of the programme and you will use your Pebblepad e-portfolio to provide evidence of this. By definition, development is ongoing and as you progress on your academic journey you will have a unique experience on route to graduation. Specifically, built into the programme are:

- You will compile an e-portfolio over the 3 years which will act as a showcase of your achievements. The portfolio can be 'exported' on graduation and taken with you into the next stage of your career. The content reflects the HCPC requirements for CPD portfolios which as a professional registrant, you are required to keep up to date. This portfolio will include information that you are required to compile as part of your practice placement assessments and information on additional learning experiences. For example the Department of Health, Psychology and Social Studies host a number of enrichment events throughout the year that you can attend to widen your horizons.
- The local branch of the Chartered Society of Physiotherapy runs several events throughout the year that students are welcome to attend and contribute to.

### **Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and

support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Staff and Student Services**

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

#### **Headstart**

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

#### **Head Start Plus**

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2<sup>nd</sup> and 3<sup>rd</sup> year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

#### **Peer Mentoring @ Cumbria**

Student Mentors offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries. Any student can request a peer mentor via the [student hub](#).

#### **Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

#### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

**Career Ahead**

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).



<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
4	HRBP4200	Applied Human Science	20	Core	K1, K3, S1
4	HRBP4201	Contemporary Issues in Health	20	Core	K1, K3, S1
4	HRBP4202	Physiotherapy Examination and Assessment	20	Core	K2, K3, S1, S2, S3
4	HRBP4203	Physiotherapy Treatment and Management	20	Core	K2, K3, S1, S2, S3
4	HRBP4204	Promoting Health & Wellbeing	20	Core	K2, K3, S1, S2, S3
4	HRBP4205	Exploring Evidence in Practice	20	Core	K3, K4, S1, S2, S4
4	HRBP9206	Introduction to Physiotherapy Practice	Qualificatory	Core	K2, S1, S2, S3
5	HRBP5200	Neuro-Musculoskeletal Rehabilitation	20	Core	K4, K5, K6, S4, S6
5	HRBP5201	Neurological Rehabilitation	20	Core	K4, K5, K6, S4, S6
5	HRBP5202	Cardiovascular and Respiratory Rehabilitation	20	Core	K4, K5, K6, S4, S6
5	HRBP5203	Physiotherapy Practice 1	20	Core	K4, K5, K6, S4, S5, S6
5	HRBP5204	Physiotherapy Practice 2	20	Core	K4, K5, K6, S4, S5, S6
5	HRBP5205	Collaborative Project Proposal	20	Core	K6, K8, S5, S4, S7
5	HRBP9207	Physiotherapy Self-guided Practice	Qualificatory	Core	K4, K5, K6, S4, S5, S6
6	HRBP6200	People with Complex Conditions	20	Core	K7, K8, K11, S7, S12

6	HRBP6201	Enhancing Employability	20	Core	K9 ,K11, K12, S7, S8, S12
6	HRBP6202	The Graduate Physiotherapist	20	Core	K9, K12, S7, S8
6	HRBP6203	Physiotherapy Practice 3	20	Core	K7, K9, K11, K12, S7, S8, S9, S10, S11, S12
6	HRBP6204	Physiotherapy Practice 4	20	Core	K7, K9, K11, K12, S7, S8, S9, S10, S11, S12
6	HRBP6205	Collaborative Project	20	Core	K10, K11, K12, S7, S11, S12, S13

### Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Health Care and Professions Council : Standards for Education and Training 2017 and Chartered Society of Physiotherapy requirements for accredited programmes:

- The BSc (Hons) programme should normally be completed within a maximum period of six years
- You must successfully complete all modules and other components before being allowed to enter the next year of study CSP (2017).
- Modules containing practice placement assessment must be completed in sequence due to their developmental nature (HCPC SET 5.2; CSP 2017)
- Only one resubmission of modules with a practice placement element is permitted (CSP 2017).

Aegrotat awards will not confer eligibility to apply to the HCPC professional register (HCPC SET 6.9).

A student who fails will not be permitted to re-register on the same programme.

### \* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone as a marginal fail (within the limits set out in the Academic Regulations and

	provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

<b>Programme Delivery Structure: Full Time</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended / Year-Long</b>		
HRBP4200	Applied Human Science	Year long	Practical skills assessment (100%)	Part 1 End of Autumn Semester 1 Part 2 End of Semester 2
HRBP4201	Contemporary Issues in Health	Autumn	Oral assessment / presentation (100%)	End of Autumn Semester
HRBP4202	Physiotherapy Examination and Assessment	Spring	Set exercise (100%)	End of Spring Semester
HRBP4203	Physiotherapy Treatment and Management	Spring	Practical skills assessment (100%)	End of Spring Semester
HRBP4204	Promoting Health & Wellbeing	Spring	Oral assessment / presentation (100%)	End of Spring Semester
HRBP4205	Exploring Evidence in Practice	Autumn	Written assignment (100%)	End of Autumn Semester
HRBP9206	Introduction to Physiotherapy Practice	Extended	Set exercise / Portfolio (Pass/Fail)	End of Spring Semester
<b>Students exiting at this point with 120 credits would receive a CertHE Allied Health Studies</b>				
HRBP5200	Neuro-musculoskeletal Rehabilitation	Autumn	Set exercise (100%)	End of Autumn

				Semester
HRBP5201	Neurological Rehabilitation	Spring	Written assignment (100%)	End of Spring Semester
HRBP5202	Cardiovascular and Respiratory Rehabilitation	Autumn	Practical skills assessment (100%)	End of Autumn Semester
HRBP5203	Physiotherapy Practice 1	Autumn	Practical skills assessment (80%) Portfolio (20%)	End of Autumn Semester
HRBP5204	Physiotherapy Practice 2	Spring	Practical skills assessment (80%) Portfolio (20%)	End of Spring Semester
HRBP5205	Collaborative Project Proposal	Spring	Report (60%) Oral assessment / presentation (40%)	End of Spring Semester
HRBP9207	Physiotherapy Self-guided Practice	Year	Portfolio / Set exercise (Pass/Fail)	End of Spring Semester
<b>Students exiting at this point with 240 credits would receive a DipHE Allied Health Studies</b>				
HRBP6200	People with Complex Conditions	Autumn	Report (100%)	End of Autumn Semester
HRBP6201	Enhancing Employability	Autumn	Oral assessment / presentation (60%) Written assignment (40%)	End of Autumn Semester
HRBP6202	The Graduate Physiotherapist	Spring	Portfolio (100%)	End of Spring

				Semester
HRBP6203	Physiotherapy Practice 3	Autumn	Practical skills assessment (80%) Portfolio (20%)	Mid Autumn Semester
HRBP6204	Physiotherapy Practice 4	Spring	Practical skills assessment (80%) Portfolio (20%)	Mid Spring Semester
HRBP6205	Collaborative Project	Year Long	Report (60%) Oral assessment / presentation (40%)	End of Spring Semester
<p><b>Students exiting at this point with 300 credits would receive an Ordinary BSc Allied Health Studies</b></p> <p><b>Students exiting at this point with 360 credits would receive a BSc (Hons) Physiotherapy</b></p>				

## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners

### Date of Programme Specification Production:

13 April 2018

### Date Programme Specification was last updated:

17 April 2019

**For further information about this programme, refer to the programme page on the University website**

## APPENDIX 1

### University of Cumbria – BSc (Hons) Physiotherapy Programme

#### Health & Social Care Interprofessional Learning (IPL) Preregistration Courses Framework

Themes	Awareness	Indicative Modules	Application	Indicative Modules	Capability/Proficiency	Modules
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Understanding own role</li> <li>• Understanding others' roles</li> <li>• Introduction to teams/services</li> <li>• Scope of Practice</li> <li>• Role Boundaries and blurring</li> </ul>	HRBP4202  HRBP4204	<ul style="list-style-type: none"> <li>• Models of team-working</li> <li>• Application of model theories to practice</li> <li>• Barriers to team-working</li> <li>• Team-working in practice settings</li> </ul>	HRBP5201	<ul style="list-style-type: none"> <li>• Work collaboratively</li> <li>• Leading teams</li> <li>• Team approach to complex inter professional problem-solving</li> <li>• Developing and maintaining effective relationships in complex environments</li> </ul>	HRBP 6200
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Effective communication with service users and other professionals</li> <li>• Recognising poor communication</li> <li>• Factors impacting on communication e.g stress/burnout</li> <li>• Professional/service user relationships</li> </ul>	HRBP4202	<ul style="list-style-type: none"> <li>• Power and hierarchy in relation to teams and service users</li> <li>• Contributing to effective team communication</li> <li>• Tribalism and conflict</li> <li>• Recognising and reflecting on personal ability and coping mechanisms</li> </ul>	HRBP5201	<ul style="list-style-type: none"> <li>• Communicate effectively within and across teams</li> <li>• Communicate effectively with service users and carers</li> <li>• Contribute effectively to maintaining and improving team dynamics and group processes</li> </ul>	HRBP6200
<b>Values and</b>	<ul style="list-style-type: none"> <li>• Introduction to values and ethics</li> </ul>	HRBP4201	<ul style="list-style-type: none"> <li>• Recognition of compromised</li> </ul>	HRBP5205	<ul style="list-style-type: none"> <li>• Managing professional</li> </ul>	HRBP 6202



<b>Ethics</b>	and professional codes <ul style="list-style-type: none"> <li>Professional behaviour</li> <li>Respecting other team values</li> <li>Respecting diversity and individuality</li> </ul>	HRBP4202 HRBP4205	values/ethics in self and others <ul style="list-style-type: none"> <li>Awareness of own professional values and attitudes during conflict situations</li> </ul>		behaviour during conflict situations	
<b>Activities – 2 per year</b>	Self-awareness and resilience e.g dealing with difficult situations and raising concerns (stress/burnout)  Dementia awareness  Managing self within professional context	HRBP 4203 HRBP4201	Safeguarding event  Preventing/Managing conflict	HRBP5201  HRBP5205	Failing service or complaints (QA)  Managing & Leading Change	HRBP6201  HRBP6201
			<b>Threads: Resilience; quality; team-working; professionalism; communication; management of self and others; NHS constitution and Values</b>			