

LEEDS BECKETT UNIVERSITY

Course Specification

MSc Physiotherapy (Pre-registration)

2018-19 (PHYSM)

School of Clinical and Applied Sciences

Our courses undergo a process of review periodically, in addition to annual review and enhancement. Course Specifications are updated on an annual basis to include modifications approved through our University's quality assurance processes. This Course Specification provides an indication of the current curriculum. If any changes are made to material information an updated Course Specification will be made available.

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Record of Enhancement

No.	Detail of modification (Provide a brief description of the modification and where the Course Specification has been updated)	Date Effective (Indicate the academic year of entry and course level(s) to which the modification will apply)
2	Course Level Modification: Cross-schools IPL day summative assessment removed. Now formative assessment with feedback. Pages 10 and 24 updated.	2018-19
3	Course Level Modification: Research in Physiotherapy Practice 1 module - teaching & Learning Activities: Project Supervisory hours were missed from the module specification. No change to Course Specification.	2017-18
4	Course Level Modification: Minor change to correct a typographical error on page 32 (Clinical Placement modules).	2018-19

Version Control

Version Control	
Version number and date effective	
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Target award, Course Title and Programme Code:

MSc Physiotherapy (Pre-registration) PHYSM

Level of qualification: Level 7

Course Rationale and Philosophy:

The overall philosophy of the MSc Physiotherapy programme at Leeds Beckett University is to create physiotherapy 'clinical scholars' who are fit for practice now and in the future and to make a contribution to their organisations, community, profession and wider society.

The course aligns with the core objectives of the University's Education Strategy 2016-2021 to provide an 'Excellent Education and Experience'. The emphasis at level 7 is upon the transformation of students into sophisticated, independent, critical thinkers, able to apply their knowledge with originality within advanced academic and professional contexts (Leeds Beckett University: Education Strategy 2016-21; no date). The concept of 'clinical scholars' captures both the University's Education Strategy and the diversity of roles that the course aims to prepare students to fill "Clinical scholars are characterized by a high level of curiosity, critical thinking, continuous learning, reflection and the ability to seek and use a spectrum of resources and evidence to improve effectiveness of clinical interventions. They consistently bring a spirit of inquiry and creativity to their practice to solve clinical problems and improve outcomes." (Sigma Theta Tau International, 1999, p4). To promote this the course team incorporate the University's [Postgraduate Taxonomy of Assessment Domains](#) and the generic Assessment Criteria at Master's level within its planning of teaching and within its summative assessments.

Critical analysis of evidence-based practice is a fundamental theme across modules both in student learning and assessment. The development and implementation of students' own empirical research and presentation of such research at the 'Student Conference' are examples by which the 'clinical scholar' can be developed and demonstrated, and by which the course demonstrates alignment with University's Education Strategy 'Learning Pathway' at Level 7 (Level 7: Sophistication) that "students will have a thorough understanding of research, both as a practice and as a product, and be fully prepared for further development in either an academic, or professional, environment." (Leeds Beckett University: Education Strategy 2016-21; no date).

Health and social care policy is becoming increasingly focused upon health promotion and health inclusion. The Department of Health (2012) outlines the impact of long term conditions upon society and the Five Year Forward View (NHS England, no date) highlights the need for self-management of long term conditions and life style behaviour change. Making Every Contact Count (MECC) identifies both organisational readiness and staff readiness as factors to enable and empower the public to make

healthier choices. This is to achieve positive long-term behaviour changes in terms of mental and physical health and wellbeing (NHS, 2014).

In order to ensure that students are equipped with the necessary skills to 'Make Every Contact Count' further emphasis will be placed on educating students in behaviour change theory and practice. The course team will continue to maintain a strong emphasis on public health and health promotion already embedded in, and throughout, the course.

A key recommendation arising from a study commissioned by the Department of Health (DoH) is that all health and social care programmes should include learning outcomes and assessment related to health inequalities and socially excluded groups (Department of Health 2016a Inclusion Health). This has required flexibility in- and amongst- modules that will enable students to investigate specific 'at-risk' populations and has been more clearly embedded into modules in both of the academic years and will occur predominantly in the Year Two 'Developing Clinical Practice' module that will have been retained.

The 'Shared delivery plan: 2015 to 2020' (Department of Health, 2016) identifies obesity, diabetes, mental health (with dementia in particular) and drug abuse as key health targets. According to The King's Fund there is a prevalence of co-morbid mental health problems in cardiovascular disease, diabetes, respiratory disease and chronic musculoskeletal disorders (Naylor, et al. 2012). In order to match this directive a new single 40 credit module (Foundations of Physiotherapy Practice) has replaced two 20 credit modules in year 1 ('Understanding Movement and Function' and 'Understanding Physiology for Physiotherapists'). Set against the backdrop of health across the lifespan this new module would introduce students to a synoptic view of patient assessment and management. It will retain a problem-based learning philosophy where students will consider the 'patient experience' within healthcare and, by doing so reflect the breadth and complexity of clinical presentations onto which later retained modules will build (within Cardiovascular-Respiratory Physiotherapy, Neurological Physiotherapy and Musculoskeletal Physiotherapy modules).

Overview and Aims:

The aim of the MSc Physiotherapy (pre-registration) is to provide the successful graduate the eligibility to apply for registration to be a physiotherapist and to make a contribution to their organisations, community, profession and wider society. They will have the ability and attributes to develop, deliver and evaluate physiotherapy in a range of settings and continue to enhance professional practice through their continuing professional development and lifelong learning.

Course Learning Outcomes

At the end of the course you will be able to:

1	Demonstrate competence as autonomous reflective, learners and physiotherapy practitioners with excellent communication skills.
2	Use varied approaches, including digital technologies, to identify, select and critically apply information to enable an evidence-informed approach to physiotherapy practice.
3	Critically evaluate existing knowledge through the use of effective research strategies and initiate, conduct and disseminate research findings that further develop the physiotherapy and healthcare professions.
4	Demonstrate skills of assessment, application and evaluation in the holistic management of individuals from diverse and multicultural backgrounds in order to plan, implement and evaluate physiotherapeutic interventions that are safe, efficient and effective, and to organise and manage a case load.
5	Critically evaluate the current healthcare focus upon health promotion, enterprise, leadership and quality from a physiotherapy perspective, taking account of potential future developments and their impact on physiotherapy practice, locally, nationally and globally.
6	Demonstrate commitment to continuing professional development as a physiotherapist and to life-long learning.

Course Structure

Level 7			
In Year 1			
Semester 2 (January start)	Core (Y/N)	Semester 1	Core (Y/N)
Research in Physiotherapy Practice 1 (20 credits)			Yes
Foundations of Physiotherapy Practice (40 credits)	Yes	Cardiovascular and Respiratory Physiotherapy (20 credits)	Yes
		Musculoskeletal Physiotherapy (20 credits)	Yes
		Neurological Physiotherapy (20 credits)	Yes

Level 7			
In Year 2			
Semester 2 (January start)	Core (Y/N)	Semester 1	Core (Y/N)
Research in Physiotherapy Practice 2 (40 credits)			Yes
Developing Clinical Practice (20 credits)			Yes
Clinical Placement 1 & 2 (30 credits) (Level 6)	Yes		
Clinical Placement 3 & 4 (30 credits) (Level 6)			Yes
		Clinical Placement 5 & 6 (30 credits) (Level 6)	Yes

Contained awards available

Award	Details	Level
MSc	<p>MSc in Human Physical Sciences [with no eligibility to apply for registration with the Health and Care Professions Council to practice as a Physiotherapist]. Minimum requirements for this award are successful completion of academic components but unsuccessful clinical placement modules.</p>	7
PGDip	<p>Post-Graduate Diploma in Physiotherapy (pre-registration) [with eligibility to apply for registration with the Health and Care Professions Council to practice as a Physiotherapist]. Minimum requirements for this award are that the student has met successfully completed all academic modules except for 'Research in Physiotherapy Practice 2' and has successfully completed all clinical placement modules.</p>	7
PGDip	<p>Post-Graduate Diploma in Human Physical Sciences [with no eligibility to apply for registration with the Health and Care Professions Council to practice as a Physiotherapist]. Minimum requirements for this award are successful completion of academic components except for 'Research in Physiotherapy Practice 2' and unsuccessful clinical placement modules.</p>	7
PGCrt	<p>Post-Graduate Certificate in Human Physical Sciences [with no eligibility to apply for registration with the Health and Care Professions Council to practice as a Physiotherapist]. Minimum requirements for this award are successful completion of 60 credits of academic components and unsuccessful clinical placement modules.</p>	7

An aegrotat award does not give eligibility to apply for registration with the Health and Care Professions Council to practice as a Physiotherapist.

Length of programme, FT/PT and mode of study

Programme	Length (years)	FT/PT (please specify)	Mode (campus based/DL or other)
MSc Physiotherapy (pre-registration) with eligibility to apply for registration with the Health and Care Professions Council to practice as a Physiotherapist	Two	Full-time	City campus based

Exception to Standard Delivery

The following elements are delivered outside the standard undergraduate academic calendar:

- This course has an approved exception from the standard delivery calendar to accommodate placements.

Additionally as this is a professional course students are expected to act in a professional manner at all times in line with the university policy, regulations and procedures relating to professional suitability or fitness to practice.

<http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

Learning and Teaching

Learning and Teaching Approaches

Leeds Beckett University's Strategic Planning Framework 2016-2021 outlines our vision of being an excellent, accessible, globally engaged university contributing positively to a thriving Northern Economy. The Strategic Planning Framework 2016 – 2021 aims and objectives are:

- excellent education and experience supported by;
- leading research and academic enterprise;
- a community of great people;
- sustainable resources.

We uphold the University's Education Strategy. We have a close, and interactive, working relationship between staff and students. Prior to students undertaking practice placements they are provided with a sound theoretical base and associated

skills delivered and developed using various strategies including lectures, seminars, tutorials, practical classes, group work, inter-professional learning and independent study. Technology Enhanced Learning (TEL) is used to support module and course delivery via discussion boards, Pebble+, on-line portfolio development (Pebble+) and on-line marking via Turnitin®. This therefore develops flexible and blended learning. Students will have the opportunity to develop skills of flexibility, adaptability and group working through seminar, tutorial, problem based learning, practical classes and practice placements. Students will be encouraged to adopt a critical and enquiring approach through structured learning experiences within each module.

External lecturers, clinical specialists, local clinicians and managers will also input into module delivery throughout the course through key lectures and workshops. Service users, carers and patient groups are also invited to participate in campus-based teaching. Where possible simulated patients are used to enhance learning and promote holistic care and communication skills prior to Clinical Placements. In addition to sessions being delivered by academic staff, most of whom maintain their clinical expertise, other senior clinical colleagues are also invited to contribute to the professional skills based activity in all modules.

Inter-professional Education (IPL)

Inter-professional education is embedded within the course and is fundamental to the students' understanding of inter-professional working in preparation for integrated and collaborative healthcare delivery. There is a commitment from within the course to expand and embrace learning opportunities from the outset in order that students gain a broad and deep understanding of inter-professional and inter-agency working within the context of service user centred health and social care.

Students have opportunity to share learning with the MSc (Pre-reg) Occupational Therapy students throughout the course. An end of course joint physiotherapy/occupational therapy research conference with invited external key note speakers provides a medium for students to show case their research work through conferences posters and presentations to a wider inter-professional audience.

All health and social care students studying at master's level and studying pre-registration courses attend an inter-professional education day, this serves to develop understanding of professional roles, identification of role overlap and role specificity, and promotes opportunity for collaborative working. The programme aligns to the level 6 IPE learning outcomes with a focus on a collaborative approach to the management of complex healthcare scenarios. The IPL learning outcomes are:

- To demonstrate an understanding of the process of inter-professional working
- To contribute to the assessment and planning of complex situations involving health and social care professionals and working in partnership with service users and carers

- To critically reflect on their own skills and contribution to inter-professional working
- To develop strategies for inter-professional team working in practice

This activity is embedded with the module Developing Clinical Practice (DCP). Attendance and engagement along with completion of an inter-professional group project on the IPE day. This is a formative assessment with feedback.

Clinical placement education provides the opportunity for students to experience, investigate and critically evaluate inter-professional working. Critical reflection and critical evaluation skills are assessed at level 7 through the DCP module which requires students to develop and maintain a professional portfolio throughout their clinical education experience including examples of case studies which demonstrate an ability to develop and appraise integrated management plans for complex clinical cases with critical evaluation of available evidence and to demonstrate the integration of theoretical knowledge across clinical boundaries.

Learning and Teaching Activities

Teaching takes place in multi-purpose rooms with additional specialised facilities for technical, clinical and interpersonal skills development. The Clinical Skills Suite has been developed for inter-professional use across the Schools. It comprises a community living space with fully fitted kitchen, bathroom and living area, a simulation suite with viewing room, simulation room and control room, seven generic skills rooms, a sluice room, changing facilities, student locker space and storage areas. All the skills rooms contain ten examination couches, stools and arm tables and can accommodate up to 20 students or can be opened up to form two larger rooms. All have Smartboards or large mobile TVs with PC access. A 4-bedded ward area can be achieved by using one of the generic clinical skills rooms if required for specific teaching sessions. The simulation room resembles a hospital environment with a high specification profiling bed, backboard with medical air, suction, data and electrical points, emergency buzzer and patient call bell. This can however, be altered to resemble other settings, such as a patient's home or general practice consulting room. There are two ceiling-mounted mini theatre lights as well as extra lighting if required for videoing purposes.

There is a range of low, medium and high fidelity manikins and human patient simulators, some of which can be operated remotely from the neighbouring control room. The addition of three pan-tilt-zoom cameras in the simulation room, single cameras in four of the generic clinical skills rooms and an additional four mobile cameras linked directly to Meti Learning Space (specialist software), enables real-time video capture, video tagging and objective structured clinical examination (OSCE) management. Its use allows for a transparent and comprehensive student feedback mechanism, enhanced debrief processes and data collection for quality assurance and research purposes. As this programme is web-based, staff and students can access it remotely, watching live or pre-recorded sessions as well as accessing assessment feedback from staff, peers and simulated patients.

The Clinical Skills Suite also has a range of part task trainers such as lung-auscultator, heart sound auscultator, catheterisation manikins, venepuncture arms, resuscitation trainers, ear care manikins, fundoscopy manikins and wound management modules. Technology enhanced learning is enhanced with the addition of LabTutor (physiological experiments) and Anatomy TV (3D anatomy tutorials with self-assessments).

Teaching activities include: staff-led lectures and workshops, student led seminars and workshops, practical work, study packs, tutorials, clinically-based teaching; case studies, problem solving exercises; reflective learning techniques, computer-assisted learning, simulated practice and inter-personal group skills.

We use a considerable amount of computer-based learning, which enriches the versatility of the delivery.

Problem solving exercises and case studies enable students to integrate their knowledge and increase their interest in the subject matter. Oral communication and the ability to work effectively in groups are developed by assignments such as group presentations and seminars. Interpersonal skills and interviewing techniques are developed in workshops.

During the practice placements students will be required to develop portfolios and learning logs of work experience.

Students will utilise their transferable skills from their previous academic background and previous life-skills to attain the necessary clinical education and experiences to be a Physiotherapist. Elements of enquiry-based learning and (EBL) and its component problem based learning (PBL) will further develop their enquiring, analytical and critical problem-based learning skills. Problem based learning addresses the following objectives:

- Develops subject knowledge, and integrates theory and practice
- Develops skills for lifelong and self-directed learning
- Enhances commitment to, and skills for, team working
- Develops clinical reasoning and critical thinking

EBL and PBL will be promoted from the outset of the course to develop students' skills of searching, analysing, interpreting and implementing evidence to address common health-and social care scenarios and case-studies. Thereafter, alongside enquiry-based learning there will be elements of didactic teaching and 'master classes' of clinical skills will also be implemented by lecturers and other experts in their clinical fields. Tutorials, case studies, videos of patients, demonstration and practice of manual clinical skills and patient visits will be employed.

Professional Development Planning (PDP) will be encouraged throughout the Course by module teams, personal tutors and Clinical Placement educators giving PDP greater clinical relevance and promoting life-long learning.

Early Year 1 core modules (Foundations of Physiotherapy Practice) prepare students for their future professional life and reflect the core specialities of physiotherapy that are then presented: Cardiovascular and Respiratory Physiotherapy, Musculoskeletal Physiotherapy and Neurological Physiotherapy. In Year 2 students will further integrate complex clinical presentations that emphasise holistic management and inter-professional teamwork. Enterprise, leadership and the changing role of healthcare are important elements of clinical care and are embedded in all modules. This further promotes the culture of PDP necessary for the qualified healthcare practitioner. Throughout, students will be encouraged to think creatively and independently with reflective learning contracts, extended pieces of academic writing, verbal presentation of practice acquired case studies, their own research protocols and implementation of empirical research. Hence the Course facilitates a problem-solving and critical approach, learner empowerment and autonomy these being the qualities necessary of the newly-qualified physiotherapist.

Graduate Attributes

Our University has three interlinking Graduate Attributes. These attributes are enterprise, global outlook and digital literacy. Where appropriate these have been embedded into modules and across levels of the course. These are identified in individual module specifications

Use of the Virtual Learning Environment

The School embraces the integration of Technology-Enhanced Learning (TEL) tools and techniques to enhance the student experience. Extensive use is made of the visual learning environment (VLE) (MyBeckett) across the course modules to support face-to-face delivery through the provision of flexible access to:

- Learning materials including reading lists, hand-outs and appropriate online multimedia resources
- Support for formative and summative assessments through, for example, the use of computer-marked multiple-choice questions offering instant feedback and the provision of written and audio feedback to individuals and groups.
- Online communication tools to facilitate communication between students and tutors and peers. This ranges from the use of online announcements to effectively communicate module information, to the integrated use of discussion boards to support group work and online discussion activities following on from timetabled sessions.
- Module information, ensuring a consistent and accessible route to obtaining information on, for example, assessment details and specifications, tutor contact details and learning schedules.

- Assessment submission and feedback via Turnitin®. This provides students a method to check improper citation or misappropriated content. Details of which are available at: <http://learningsystems.m.leedsbeckett.ac.uk/turnitin/>

In addition to this there has been innovative use of web conferencing using the University supported Adobe Connect tool within campus-based modules and during the [international] placement(s) as a means of keeping in touch during 'half way' visit communication. Students have particularly found this 'face to face' contact useful on placements when communication may be limited in other ways and have evaluated the tool highly in the both academic and placement contexts.

Both the School and the University provide support for the use of TEL on the Course. The Learning Technology Unit (LTU) liaises with representatives from each of the School's subject groups. This group promotes and disseminates good practice in the use of TEL, coordinates TEL development and training within the subject groups, and audits take-up of TEL tools and techniques. LTU engages in support and guidance, resources development, research and evaluation activities and staff development across the Schools. It works closely with the University TEL Team which supports the embedding of TEL across the institution. This allows it to disseminate good practice from other areas of the University and from the wide range of research and development projects that the TEL Team were involved in. TEL also supports the broader ALT strategy in such areas as inclusivity in particular for students who require additional support through liaison with disability services.

<https://www.leedsbeckett.ac.uk/studenthub/disability-services.htm>

Use of Blended Learning

Blended learning has been adopted across modules to complement module teaching and learning and to develop and broaden students' learning styles. Hence, students are given self-directed individual and group tasks where they are encouraged to use digital and on-line media within the VLE that supports traditional face-to-face instruction.

Student Support

The Student Hub is a readily available first point of contact for students to call, email or meet face-to-face to gain help with a broad range of specialist support services including: funding and money advice, being an international student, disability, counselling and wellbeing support, student cards, accommodation, fee payments, support from the Students' Union, how to access on-line services, getting help with CV writing, preparing for an interview, careers guidance and getting a part-time job. Details of these and other services are available at www.leedsbeckett.ac.uk/studenthub.

There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one also in Campus Central at Headingley. Their telephone number is 0113 812 3000 and their e-mail address is StudentHub@leedsbeckett.ac.uk.

They work closely with the course team, the Students' Union, all University Services and external organisations to make sure that if they don't have the answer to your question they will know who will.

As well as the Student Hubs, Student Liaison Officers (SLOs) are our recent graduates who are here to support you throughout your time here and to make sure you have access to and are aware of the support, opportunities and services our University provides. Each academic area has at least one SLO to offer confidential advice and help with:

- Personal problems & academic issues.
- Advice on mitigation, appeals & complaints procedure.
- Links to services that can assist with a variety of issues (International Student Advice, Money Advice & Support, Disability Support, Course Administration, Accommodation, Wellbeing, Careers Advice, Students' Union, Skills for Learning, Volunteering and much more).
- Recruitment and co-ordination of course Student Academic Representatives (Course Reps) who they can put you in contact with.
- Finding out what's going on at our University and how you can get involved.

SLOs work in academic schools as well as at Student Hubs. Their contact details can be found at <http://www.leedsbeckett.ac.uk/studenthub/student-liaison-officers/>

Students may also use 'my Hub' <https://myhub.leedsbeckett.ac.uk/students/login> which is an online resource available 24/7 where you can access information and guidance about a range of services, register and make appointments with Services, register for workshops and employability tutorials, search for job vacancies and use a range of careers resources.

Library Help, Support and Skills Development

All new students are offered an induction session and follow up information skills.

Teaching complemented by online guides, web pages and online tutorials to inform students of relevant resources and activities to support their programme of study.

Academic Librarians provide tailored information and literature searching sessions to students as part of their courses and also offer one-to-one appointments for students and staff.

Skills for Learning provides online resources, services and publications to enable students to develop their Academic Skills. The Skills for Learning website offers a wide range of generic learning and teaching resources on topics which include: academic

writing, group skills, research, maths, critical awareness and reflective skills. Skills for Learning also provides drop-in workshops, customised classes, and group and one-to-one tutorial support in academic communication, maths and IT. Information is available at: <http://skillsforlearning.leedsbeckett.ac.uk/>

Fitness to Practice

The University has a policy regarding Fitness to Practice that applies to students preparing for professional registration and is available at: <http://www.leedsbeckett.ac.uk/public-information/student-regulations/> under Student Conduct.

These regulations and procedures apply to the conduct of a student whilst enrolled on the programme of study. Where an issue relating to the conduct of a student, or cause for concern is raised there is provision for the School to establish a conduct panel. These panels are established to hear individual cases and depending on the level of the panel will have external representation from an appropriate professional group. When appropriate a range of sanctions are available to Conduct Panels from the issuing of an admonition to a student to recommending the Vice-Chancellor in respect of the suspension or expulsion of a student from the University.

The MSc Physiotherapy (pre-registration) course adheres to guidance and Standards from the Health and Care Professions Council and Chartered Society of Physiotherapy:

- Health Care and Professions Council (June 2016) Guidance on conduct and ethics for students that is available at: <http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>
- Chartered Society of Physiotherapy (October 2011) CSP's Code of Members' Professional Values and Behaviour that is available at: <http://www.csp.org.uk/publications/code-members-professional-values-behaviour>

To comply with HCPC Standards of Education and Training the University has an explicit effective student complaints procedure, that is available at. This includes information regarding appeals against an academic decision. This is available at: <http://www.leedsbeckett.ac.uk/studenthub/appeals/>

Assessment Strategy

The Course Team incorporate the University Postgraduate Taxonomy of Assessment Domains in module and assessment planning as well as standard Assessment Criteria at Level 7. Given the professional nature of this course the assessment also matches the, then named, Health Professions Council's Standards of Proficiency for physiotherapy (HPC 2007) and Standards of Education and Training (2009). Campus-based formative and summative assessments are used by academic staff to develop students' skills and abilities and to assess their levels of competence. Such modules usually have two modes of assessment being written and oral/practical to reflect students differing skills and attributes. Critical writing skills are developed formatively as part of the 'Research in Physiotherapy Practice 1' module. The EBL/PBL format within modules enable students to develop their presentation skills formatively and receive regular feedback. Clinical Placement-based summative assessments by Clinical Educators involve continuous assessment of their physiotherapy-specific and cross discipline skills throughout the five week placement. Students are exposed to a variety of assessment styles that match the learning intended and ensure that the form of assessment used is most appropriate for assessing the subject matter, content and skills learned within each module. Some assessments have an interactive and group based focus.

Examples of summative and formative assessment are:

- Assessment of practical skills via practical examinations
- Essays
- Verbal and poster presentations
- Research critiques
- Reflective statements and critical incident analysis
- Research dissertation
- Clinical Placement assessment

Feedback on Assessed Coursework

Increasingly the course team are using digital drop box and Turnitin as a means of assignment submission thus improving the speed of marking and feedback return. Marking procedures are monitored through internal and external moderation. External Examiners comment favourably on our methods, appropriateness, standards and range of assessments, which are outlined fully in their reports. They particularly value the high quality and significant time taken to provide detailed feedback and feed-forward. Students are offered the opportunity for feedback on all assessments. Students may receive general group feedback and/or specific verbal or written individual feedback depending on the assessment. Clinical Placements have a weekly written feedback, half way tutor visit and a final written 'feed-forward'. All students are offered the opportunity to meet with their personal tutor a minimum of twice a year to discuss overall progression, professional development and action planning for the future

Module Assessment Methods

Module Titles	Written Examination	Written Assignment	Report	Dissertation	Portfolio	Project Output	Oral Assessment	Practical Skills Assessment	Set Exercises
Foundations of Physiotherapy Practice (40 credits)		✓						✓	
Research in Physiotherapy Practice 1 (20 credits)		✓					✓		
Cardiovascular and respiratory physiotherapy (20 credits)								✓	✓
Musculoskeletal physiotherapy (20 credits)								✓	✓
Neurological physiotherapy (20 credits)									✓
Placement 1 and 2 (30 credits) (Level 6)						✓✓			
Placement 3 and 4 (30 credits) (Level 6)						✓✓			
Placement 5 and 6 (30 credits) (Level 6)						✓✓			
Developing Clinical Practice (20 credits)		✓					✓		
Research in Physiotherapy Practice 2 (40 credits)				✓			✓		

Employability and Professional Context

This course is accredited by the Health and Care Professions Council as the regulatory body and has professional links with Chartered Society of Physiotherapy being the governing body. Therefore students are expected to act in a professional manner at all times and students should adhere to the university Policy, regulations and procedures relating to fitness to practice which can be found here: <http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

Work Related Activities

Placement or Work Related Activity Level

The placement component of the course is viewed as a vital stage in the educational process. It is in the practice situation that the student learns to practise both the art and science of the profession, applying the theory they have learnt in University into practice with service users and clients. For the pre-registration MSc Physiotherapy course the practice placement experiences are modular in format but achieve level 6 credits as they are deemed to be 'clinical novices' and not 'clinical masters'

Placement or Work Related Activity Length in Weeks

The HCPC (2015) states that all physiotherapy graduates normally complete a minimum of 1,000 hours of practice-based learning during their pre-registration programmes. The CSP advise that students complete 1,000 hours of practice placements in a wide range of settings and contexts and need to work with and learn from staff at all levels (Chartered Society of Physiotherapy 2016). During practice placements students are supernumerary to the work of the unit to which they are attached

Students are allocated practice placements of five weeks in duration. All six occur in Year 2 of the course. Usually the fourth placement is the students' elective placements being timetabled across the summer period. Historically students have elected to undertake placements locally, nationally and internationally in fulfilment of their own learning objectives. Students normally work a 36 hour week with an expectation that they are flexible with their working patterns in an ever changing working environment. The six placements comprise 1080 hours of supervised practice education.

In addition students undertake observation based practice in Year 1. Attendance for the placement week in the first year is compulsory and can contribute towards the overall number of hours depending on the nature of placement experience.

Type of Placement or work related activity

Placement Locations/ Types

There is a shift within practice expectations away from the traditional 'core areas' of physiotherapy (namely cardiovascular and respiratory physiotherapy, musculoskeletal physiotherapy and neurological physiotherapy). Given the changing delivery of healthcare we endeavour to enable our students to gain a great depth and diversity of placement experience including community based practice education, acute services, chronic services, rehabilitation services and in a variety of settings including inpatients, outpatients, private and NHS providers.

Placement attendance

A student must fully attend practice placements in order to be assessed. If a student is unable to complete a placement through illness or other extenuating circumstance the practice educator together with the university visiting tutor will decide in any particular case whether the students attendance has been sufficient to enable the student to meet the module learning outcomes and allow assessment. If this is allowed and the students' performance is at a pass level the completed hours will be counted towards the minimum number of hours of practice.

A student who fails to complete the minimum number of hours of practice (being 1000 hours as stipulated by the Chartered Society of Physiotherapy) will need to undertake additional periods of practice to meet this requirement.

Our 'Fitness to practice' policy and additional paragraph regarding professional suitability can be found in the 'Student Conduct' links at:

<http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

Placement Resources

Given the changing nature of healthcare the number and breadth of physiotherapy placements within the NHS has reduced in recent years. However opportunities for physiotherapy placements within Private, Voluntary and Independent Organisations (PIVO) has increased. New placement providers in private practices as well as private hospitals have offered an even greater diversity of placement locations for our physiotherapy students. The Academic Placement Coordinators continue to expand the placement profiles to ensure the depth and breadth of clinical experience required for all graduating students.

Practice Educator Training

Practice Educator training is provided via two day Practice Education Preparation Courses (PEPC) and one day Refresher Courses. Given that the Practice Placement documentation is shared by the local West Yorkshire universities (namely Leeds Beckett University, University of Bradford and University of Huddersfield) the PEPC and Refresher courses are provided collaboratively by academic staff from these universities.

The PEPC is a 2 day course consists of background to understanding placements and grounding in learning theories; reflection; clinical reasoning and how to assess students on placement. Opportunities are provided for group work, interactive learning and questions to facilitate knowledge and understanding but also offer advice of common issues arising with placement students. Leeds Beckett offers this course to physiotherapy and occupational therapy Practice Educators collaborative to facilitate inter-professional learning and is currently run twice yearly to meet the local demands of practice education.

The Refresher Course offers more experienced Practice Educators an opportunity to update their skills and discuss any general strategies for student management. It is anticipated that individuals on the course share their experiences to facilitate learning,

but that any immediate placement issues are encouraged to be resolved during the placement as opposed to waiting for attendance on the course. The day uses a Problem based learning (PBL) approach. Regular ad hoc half day provision of this course is also offered to large placement providers to ensure regular contact with practice educators and a response to provider's needs.

Mentor Update

Practice Educators can undertake updates in an e-learning environment but with chat facilities and contact details of the University placement coordinators they can still have personal responses to questions. This site also acts as a resource mechanism with useful information and guides to assessment and the University documentation and professional issues such as health and safety as well as profession specific information linking to relevant CSP and HCPC documents and websites.

Links between University and Practice

Academic placement coordinators regularly liaise with Practice Educators and Placement Managers from the Yorkshire and Humberside. They also meet the other three Universities providing physiotherapy education four times per year at the Yorkshire Physiotherapy Clinical Education Group. This provides an opportunity to share ideas regarding practice based elements of the courses as well as content of academic learning. This mutual sharing is imperative for building the Universities relationships with the placement providers which is a two way process. The remit of the group endeavours to maintain good practice in the region taking an overview of development of the Educator Training as well as addressing issues with Placement sourcing and allocation. It also provides an arena for dissemination of information from the placement providers and the HEI's together as a whole.

Placement Assessment Documentation

Leeds Beckett University, University of Bradford and University of Huddersfield provide students and Practice Educators with the same Placement Assessment Documents for students thus reducing the learning requirements for our regional Practice Educators of multiple different Student Assessment paperwork. This allows a more collaborative approach to student practice education within the region.

The revised Regional Standardised Placement Assessment Document will be available for the courses commencing September 2017. Following consultation with Practice Educators the new documentation reflects the contemporary nature of assessment and a flexibility to change that needs to be in line with clinical practice. The document continues to use SMART goals, which the regions educators are familiar with, allowing a tailored experience for all students on all placements. In addition it allows the educators to use a tick box system to efficiently feedback at what level a student is meeting the stipulated Regional Standardised Placement Assessment Document learning outcomes. Summative feedback and assessment is a cumulative subjective assessment based on objective measures and is an expression of banding/grade of attainment. This may include allocation of half-way placement grade or an idea of the level of achievement.

Quality assurance of practice placement provision

Quality assurance of practice placement provision is undertaken by Academic Placement Coordinators on an annual basis or every two years using the NHS Yorkshire and the Humber Regional Educational Audit Tool (REAT). The principles of the audit are based on:

- Partnership working
- Multi-professional approach
- Minimisation of burden
- Shared responsibility for audit/ assessment
- Action planning
- Quality enhancement

The audit findings are accessed via the PPQA at: www.healthcareplacements.co.uk

Student Audit / Feedback on Placements

Students are encouraged to provide feedback of their practice placements encouraged via honest and open and feedback to their Practice Educators throughout their placements. A further opportunity is provided around the mid-point of placement during the University Tutor visit whereby discussions are undertaken between Student, Visiting Tutor and Practice Educator. In the Regional Standardised Placement Assessment Document students are expected to write a reflective summary of their placement experience.

In addition to this a formal feedback process is in place whereby all students are required to complete an anonymous placement audit on the Healthcare Placement website (PPQA). This feedback can be accessed by the designated Placement Manager within each practice placement setting to be cascaded down to the individual Practice Educators. In addition the University Academic Placement Coordinators have access and are thus able to see all feedback provided by their students. Although the questions are based on a 'yes, no or n/a' basis a free text facility is also available for students to feedback more qualitative data. All information is password protected and students are aware that their feedback is not anonymous. Any issues which arise are addressed by the auditing university's Academic Placement Coordinators and students and practice are supported accordingly.

<http://www.healthcareplacements.co.uk/EvaluationStatistics.aspx>

The Academic Placement Coordinators from the four regional HEI's within West Yorkshire collaborate to discuss generic issues of good practice or issues of concern. In extreme circumstances a practice placement location may be suspended until resolution is reached.

Placement Visiting Tutors

Students are allocated a visiting tutor for each of the practice placements who will have face to face contact (or occasionally an arranged telephone call) with both the student and the Practice Educator(s) around the mid-point of the placement.

An opportunity is provided for both parties to talk in private to express their opinions on how the student is progressing on placement and also how the placement is providing appropriate learning opportunities. The tutor visit allows any issues to be raised and resolved. Subsequent or earlier visits are arranged as required and are dictated by circumstances. These can be requested by the student, the Practice Educator or the visiting tutor.

Careers and Employability Services

The Student Employability and Progression Centre provides a range of resources to support student employability. These can be found principally through:

- MyHub, which contains: a vacancy portal and searchable employer database; a profile and CV builder; and an extensive range of general and course specific resources. There is a topic filter and keyword search, so students and staff can find valuable resources on anything from; finding work overseas via our 'Going Global' package, through to Career Options for specific degrees.
<https://myhub.leedsbeckett.ac.uk>
- MyCareer is a platform of employability resources and mini tutorials which complement those available in MyHub. Modules include: Self-development, Job hunting, using social media, CVs, Applications, Interviews and Managing Change. [Available under the Employability tab in MyBeckett]
- The Employability and Progression web pages - available under the Employability tab at the Student Hub
<http://www.leedsbeckett.ac.uk/studenthub/>

School Practice Learning and Employability Unit

The School Practice Learning and Employability Unit (PLEU) manages all placement administration and practice learning processes across the School's undergraduate and postgraduate course portfolio. This provision includes NHS and social care placements and work related learning within the private, independent and voluntary sector for students in the School.

School's Employability Focus

The School's Employability Sub-Group is responsible for implementing the School's Employability strategy embedding the graduate attributes and work related learning experiences for all students. The group has an employability lead from each School and is attended by employability colleagues from across the University. New partnerships with voluntary and charitable organisations have been developed through this group to offer a range of work related placements for students. Employability colleagues in careers and employer engagement to promote employability and work based learning experiences and internships

International Placements

Leeds Beckett University has several partnerships already in existence with international placement providers for example between Pantai Medical Group, Bangladesh Spinal Unit and Tanzania. In some cases the physiotherapy teaching staff have visited the placement providers to provide support and teaching including

practice educator training. These placements and other opportunities are available to MSc students within formal elective placement processes authorised by the Academic Placement Coordinator.

Reference Points used in course design and delivery

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and where relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA web site at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the Framework for Higher Education Qualifications (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

The MSc Physiotherapy (pre-registration) programme aligns with the physiotherapy related benchmark statements for 'Subjects allied to medicine: Physiotherapy' from the Quality Assurance Agency (QAA). The benchmark statements were integral in the development of the course and are embedded in the modules and developed throughout. The degree course encompasses the guiding principles for the study of Physiotherapy which forms the basis of the benchmarking statements. The information that follows shows how the undergraduate degree course in Physiotherapy meets the benchmark statements for Physiotherapy

A The physiotherapist as a registered health care practitioner; expectations held by the profession, employers and public The Award Holder should:

A1 Professional autonomy and accountability of the physiotherapist:

- understand the legal responsibilities and ethical considerations of professional practice;
- conform to the Rules of Professional Conduct as published by the Chartered Society of Physiotherapy;
- appreciate the significance of professional self-regulation;
- acknowledge the boundaries of professional competence in a changing health care environment;
- be committed to continuing professional development in order to enhance competence to practise and maintain registered professional status;

- participate in the continuation and development of the profession; recognise the significance of clinical effectiveness in the delivery of physiotherapy.

Level 7 Year 1 'Research in Physiotherapy Practice 1' module

Level 7 Year 2 Practice Placement Professional Conduct Requirements and 'Placement 1-6' modules and 'Developing Clinical Practice' module

A2: Professional Relationships:

- participate effectively in inter-professional approaches to health care delivery;
- assist other health care professionals in professional practice; acknowledge cross-professional boundaries and employ appropriate referral procedures; initiate and maintain effective interactions with relevant external agencies including other health care professionals; deploy and manage support staff effectively and efficiently.

Level 7 Year 1 'Research in Physiotherapy Practice 1' module (including successful completion of an observational placement). 'Cardiovascular and respiratory physiotherapy' module, 'Musculoskeletal physiotherapy' module and 'Neurological physiotherapy' module,

Level 7 Year 2

'Placement 1-6 modules with the LO relating to 'collaboration & team working'

Inter-professional Learning (IPL) study days for health and social care students across the Schools that are provided in the 'Developing Clinical Practice' module.

A3: Personal and Professional skills:

- make professional judgements confidently;
- reflect on professional practice and engage in appropriate self-directed learning;
- demonstrate a high level of communication skills;
- preserve patient dignity;
- initiate and respond to change in a flexible manner;
- operate with a suitable degree of self-protection.

Level 7 Year 1 'Research in Physiotherapy Practice 1' module (including successful completion of an observational placement). 'Cardiovascular and respiratory physiotherapy' module, 'Musculoskeletal physiotherapy' module and 'Neurological physiotherapy' module,

Level 7 Year 2 Placement 1-6 modules with LO relating to 'interpersonal skills'.

A4: Profession and employer context

- deliver physiotherapy practice in the context of patient-centred care;
- demonstrate an understanding of the origins of health care in the UK and of the current developments in the health and social care sectors;
- understand the scope of physiotherapy in a range of health care settings;
- recognise the importance of non-discriminatory practice;
- be aware of contemporary health and safety legislation and integrate into physiotherapy practice;
- play an active role in health education and health promotion programmes; recognise the wide reaching value of research and scholarly activity within the health care and professional context.

Level 7 Year 1 'Foundations of Physiotherapy Practice' module, 'Research in Physiotherapy Practice 1' module, 'Cardiovascular and respiratory physiotherapy' module, 'Musculoskeletal physiotherapy' module and 'Neurological physiotherapy' module

Level 7 Year 2 Placement 1-6 modules with LO relating to 'Collaboration & team working', 'Developing Clinical Practice' module.

B. Physiotherapy skills and their application to practice. The award holder should:

B1:

Therapeutic exercise

- making decisions, setting goals and constructing specific exercise programmes that will have a positive therapeutic or health enhancing effect; planning, delivering and evaluating exercise programmes for individuals and groups.

Manual therapy

- the application of mobilisation, respiratory physiotherapy, neuro-therapeutic handling and massage techniques. Different concepts and approaches inform the development of these physiotherapy interventions
- facilitation and restoration of movement and function.

Electrotherapeutic modalities

- the application of a range of modalities based on the utilisation of electrical, thermal, light, sonic and magnetic energy are used to bring about physiological and therapeutic effects in order to alleviate patient symptoms and restore optimum function

Level 7 Year 1 'Foundations of Physiotherapy Practice' (refer to module specification and indicative content), 'Cardiovascular and respiratory physiotherapy' module, 'Musculoskeletal physiotherapy' module and 'Neurological physiotherapy' modules.

Level 7 Year 2 'Placement 1-6' modules with LO relating to 'Patient Assessment, Intervention & Management'

B2: Generic and enabling skills

Communication and information technology (IT)

- interpersonal communication using written, verbal, and non-verbal modes;
- teaching and presentation for individuals and groups;
- using information technology to identify and access information, to record and manage patient data and to process and analyse research findings;
 - handling information with due regard for legal and ethical requirements.

Level 7 Year 1 'Foundations of Physiotherapy Practice' module, 'Research in Physiotherapy Practice 1' module, 'Cardiovascular and respiratory physiotherapy' module, 'Musculoskeletal physiotherapy' module and 'Neurological physiotherapy' module

Level 7 Year 2 'Placement 1-6' modules and 'Research in Physiotherapy Practice 2' module

Assessment

- identifying and recognising the physical, psychological and cultural needs of individuals and communities;
- gathering and recording information from a wide range of sources and by a variety of methods;
- forming a diagnosis on the basis of physiotherapy assessment;
- analysing and synthesising information gathered from assessment data and the clinical problem solving processes.

Level 7 Year 1 'Foundations of Physiotherapy Practice' module, 'Cardiovascular and Respiratory physiotherapy' module, 'Musculoskeletal physiotherapy' module and 'Neurological physiotherapy' module

Level 7 Year 2 'Placement 1-6' modules

Treatment planning

- making the patient central to the delivery of care;
- making decisions, setting goals and constructing specific plans to achieve these, taking into account relevant contextual factors;
- applying problem solving and clinical reasoning to the assessment findings in order to plan, prioritise and implement appropriate physiotherapy.

Level 7 Year 1 'Foundations of Physiotherapy Practice' module, 'Cardiovascular and respiratory physiotherapy' module, 'Musculoskeletal physiotherapy' module and 'Neurological physiotherapy' module

Level 7 Year 2 'Placement 1-6' modules, 'Developing Clinical Practice' module

Evaluation and research

- using clinical reasoning approaches in the selection, justification and review of appropriate treatments;
- the development and use of outcome measures for evaluating physiotherapy;
- making judicious use of the best available information and evidence;
- formulating a research question, the development of a research design and the implementation of the research process.

Level 7 Year 1 'Foundations of Physiotherapy Practice' module, 'Cardiovascular and respiratory physiotherapy' module, 'Musculoskeletal physiotherapy' module and 'Neurological physiotherapy' module, 'Research in Physiotherapy Practice 1' module LO 2-4,

Level 7 Year 2 'Placement 1-6' modules and 'Research in Physiotherapy Practice 2' module LO 1-4

Personal and professional development

- managing uncertainty, change and stress;
- time-management and workload planning;
- identifying individual learning needs;
- constructing and implementing a personal development plan;
- reflecting and modifying behaviour in the light of experience and advice;
- working with others, negotiation, conciliation, and development of partnerships;
- setting realistic goals related to personal development;
- recognising the significance of continuing professional development;
- team working and leadership skills;
- making clinical judgements based on the quality of available

Level 7 Year 1 'Research in Physiotherapy Practice 1' module

Level 7 Year 2 'Placement 1-6' modules with LOs relating to 'Reflection & evaluation'. 'Developing Clinical Practice' module

All students have an individual personal tutor for the duration of study who will oversee and support professional development and specific learning and pastoral needs.

C. Physiotherapy: subject knowledge, understanding and associated skills. The award holder will have knowledge of:

C1: Scientific basis of physiotherapy

Biological sciences

- human anatomy and physiology emphasising the dynamic relationships of human structure and function and focusing on the musculoskeletal, cardiorespiratory and nervous systems; how the application of physiotherapy may cause physiological and structural change;
- human growth and development across the lifespan;
- the factors influencing individual variations in human ability.

Level 7 Year 1 'Foundations of Physiotherapy Practice' module, 'Cardiovascular and respiratory physiotherapy' module, 'Musculoskeletal physiotherapy' module and 'Neurological physiotherapy' module,

Level 7 Year 2 'Placement 1-6' modules

Physical sciences

- specific principles and theories from physics, biomechanics, applied exercise science and ergonomics that can be applied to physiotherapy;
- the means by which the physical sciences can inform the understanding and analysis of movement and function;
- the principles and application of measurement techniques based on biomechanics or electrophysiology;
- the application of anthropometric and ergonomic principles.

Level 7 Year 1 'Foundations of Physiotherapy Practice' module, 'Cardiovascular and respiratory physiotherapy' module, 'Musculoskeletal physiotherapy' module and 'Neurological physiotherapy' module,

Level 7 Year 2 'Placement 1-6' modules

Behavioural sciences

- psychological and social factors that influence an individual in health and illness;
- how psychology and sociology can inform an understanding of health, illness and health care in the context of physiotherapy and the incorporation of this knowledge into physiotherapeutic practices;
- theories of communication. In physiotherapy communication and interpersonal skills are vital to competent and effective practice, informing effective interaction with patients, peers, managers, carers and other health care professionals;
- learning theories. The process of learning is important for both the patient and the practitioner. These theories underpin continuing professional development, enabling physiotherapists to be effective lifelong learners. This

knowledge also equips the physiotherapist to become an effective teacher in a wide range of contexts, e.g. health education and the education of students;

- team working and leadership.

Level 7 Year 1 'Foundations of Physiotherapy Practice' module, 'Research in Physiotherapy Practice 1' module (LO1), 'Cardiovascular and respiratory physiotherapy' module, 'Musculoskeletal physiotherapy' module and 'Neurological physiotherapy' module,

Level 7 Year 2 'Placement 1-6' modules

Clinical sciences

- pathological changes and related clinical features of conditions commonly encountered by physiotherapists;
- the changes that result from physiotherapy, including physiological, structural, behavioural and functional;
- the theoretical basis of assessment and treatment and the scientific evaluation of effectiveness;
- principles of evaluation and research methodologies which enable the integration of theoretical perspectives and research evidence into the design and implementation of effective physiotherapy;
- the theories supporting problem solving and clinical reasoning

Level 7 Year 1 'Foundations of Physiotherapy Practice' module, 'Research in Physiotherapy Practice 1' module, 'Cardiovascular and respiratory physiotherapy' module, 'Musculoskeletal physiotherapy' module and 'Neurological physiotherapy' module,

Level 7 Year 2 'Placement 1-6' modules, 'Research in Physiotherapy Practice 2' module

C2: Context of service delivery and professional practice

Service/organisational issues

- the changing and diverse context within which physiotherapy is delivered;
- an appreciation of the implications of different organisational settings and patterns of working;
- quality assurance frameworks encompassing, for example clinical governance, clinical guidelines, and professional standards;
- issues of resource management, cost effectiveness, marketing, and promotion of the profession;
- performance indicators and outcome measures derived from a range of scientific and measurement approaches;
- the factors influencing the management of themselves and others;
- safety at work practices including risk assessment;
- the planning of service delivery and its associated workforce.

Level 7 Year 1 'Research in Physiotherapy Practice 1' module

Level 7 Year 2 'Placement 1-6' modules (Practice Placement Professional Conduct Requirements in all placements), 'Developing Clinical Practice' module.

Social and political

The award holder will be able to demonstrate knowledge and understanding of:

- the impact of health and social care policies on professional practice;
- factors contributing to social differences, the problems of inequalities and the needs of different social groups.

Level 7 Year 1 'Research in Physiotherapy Practice 1' module

Level 7 Year 2 'Placement 1-6' modules (Practice Placement Professional Conduct Requirements in all placements), 'Developing Clinical Practice' module.

Ethical and moral dimensions

The award holder will be able to demonstrate knowledge and understanding of:

- the ethical, legal and professional issues that inform and shape physiotherapy practice;
- professional, statutory and regulatory codes of practice;
- professional code of conduct, values and beliefs.

Level 7 Year 1 'Research in Physiotherapy Practice 1' module (LO1)

Level 7 Year 2 'Placement 1-6' modules (Practice Placement Professional Conduct Requirements in all placements), 'Developing Clinical Practice' module.

Staff Teaching on the Course

Details of our highly qualified permanent teaching staff associated with the course involved in teaching, research and administration are available on our website.

<http://www.leedsbeckett.ac.uk/school-of-clinical-and-applied-sciences/>

Regulatory Exemption details

The HCPC Standards of Education and training state “The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register”. The course team therefore consider that all modules on the course must be passed in order to ensure that the standards of proficiency for Physiotherapy are met by all students achieving the target award.

Course regulations will comply with University Academic Regulations (UAR) with the following exceptions:

UAR

2.2.7.5	Student Attendance
2.3.5.3	Attainment Requirements
2.3.6.2	Requirement to recover failure
2.3.13.12	Masters awards
2.3.14	Distinction and Merit
2.3.19	Aegrotat Awards
2.3.22.3	Contained Awards

University Academic Regulations (UAR) apply to this course and can be consulted at <http://www.leedsbeckett.ac.uk/academicregulations/>

As this is a professional course students are expected to act in a professional manner at all times in line with the university Fitness to Practice Policy and Procedures.

<http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

2.2.7.5 Student Attendance

Attendance at all modules and practice placements is mandatory. Non-attendance for any reason must be reported to the course leader, normally via the course administrator. If a student’s non-attendance is sufficient to give cause for concern regarding the students’ fitness to practice this will then be managed through application of the Fitness to Practice Policy and Procedures.

Placement attendance

A student must fully attend practice placements in order to be assessed. If a student is unable to complete a placement through illness or other extenuating circumstance the practice educator together with the university visiting tutor will decide in any particular case whether the students attendance has been sufficient to enable the student to be assessed against the module learning outcomes. If this is allowed and the students’ performance is at a pass level the completed hours will be counted towards the minimum number of hours of practice. A student who fails to complete the minimum number of hours of practice (being 1000 hours as stipulated by the Chartered Society of Physiotherapy) will need to undertake additional periods of practice to meet this requirement.

2.3.5.3 Attainment Requirements

A student will be required to re-submit for assessment in respect of any failed components of assessment, where his or her profile of attainment for the module shows an overall average of ***less than 40%***. Schools may not offer re-assessment synoptically. All re-assessment will be on a component basis.

2.3.6.2 Requirement to recover failure

A student failing to achieve an average of 40% across all components of assessment of a module, will be required to re-submit for assessment, provided that such re-assessment falls within the limits on re-assessment set out in Section 2.3.6.4 of UAR.

2.3.13.12 Masters Awards

Recommendation for an Award of the University

Target Award: MSc Physiotherapy (pre-registration). Graduates with this award are eligible to apply for registration with the Health and Care Professions Council to practice as a Physiotherapist.

Masters degrees are awarded for the attainment of a minimum of 180 credit points at Level 7.

The MSc Physiotherapy (pre-registration) is awarded to students who have achieved the following profile.

1. Pursued a programme of study of 180 credit points at Level 7 or above, or has been accredited with no more than 120 credit points at Level 7 on admission.
2. Satisfied the submission and attainment requirements for each module of study.
3. Achieved the overall Learning Outcomes for the programme of study by attaining or exceeding the following requirements:
 - achieved a mark of 40% or more in, or been credited with, modules equivalent to 180 credit points at Level 7 or above.
 - achieved an overall average of 40% or more in each module studied.
 - achieved an average of 40% or more across all modules studied at level 7.
 - achieved a mark of 40% or more in each of the individual placement elements within the Clinical Placement modules, which total 90 credit points at level 6.
 - Successfully completed a minimum of 1000 hours of clinical practice.

2.3.14 Distinction and Merit

This will be applied to the target award only and not to the contained awards.

2.3.14.2 Distinction

The award of a distinction will be made to those students who have demonstrated excellent performance and attained an average of 70% or above in assessments at level 7 contributing to the final award

2.3.14.3 Merit

The award of a distinction will be made to those students who have attained of an average of 60% or more in assessments contributing to the final award.

2.3.19 Aegrotat Awards

An aegrotat award does not give eligibility to apply for registration with the Health and Care Professions Council to practice as a Physiotherapist.

2.3.22.3 Contained Awards

Conferment of Contained Awards.

Contained awards cannot be target awards in their own right within this particular provision.

However, a contained award can be made as a fall back award. The contained awards for the MSc Physiotherapy course are as follows:

Post-Graduate Diploma in Physiotherapy (pre-registration).

Graduates with this award are eligible to apply for registration with the Health and Care Professions Council to practice as a Physiotherapist.

The award of Post-Graduate Diploma in Physiotherapy (pre-registration) in this particular provision is obtained by achieving the requirements set out above for the award MSc Physiotherapy (pre-registration) with the exception of the requirement to pass the module "Research in Physiotherapy Practice 2".

The requirement is therefore: successful completion of a minimum of seven modules at level 7 excluding the module "Research in Physiotherapy Practice 2" (140 Level 7 credit points).

Plus

- achieved a mark of 40% or more in each Clinical Placement module totalling 90 credit points at level 6 although this does not contribute towards the Level 7 award.
- successfully completed a minimum of 1000 hours of clinical practice.

Post-Graduate Certificate in Human Physical Sciences (with no eligibility to apply for registration with the Health and Care Professions Council to practice as a Physiotherapist).

The requirements for this award are as stated in UAR 2.3.13.10.

Post-Graduate Diploma in Human Physical Sciences (with no eligibility to apply for registration with the Health and Care Professions Council to practice as a Physiotherapist). The requirements for this award are as stated in UAR 2.3.13.11.

MSc in Human Physical Sciences (with no eligibility to apply for registration with the Health and Care Professions Council to practice as a Physiotherapist). The MSc in Human Physical sciences is awarded to students who have achieved the following profile:

1. Pursued a course of study of 180 credit points at Level 7 or above, or has been accredited with no more than 120 credit points at Level 7 on admission.
2. Satisfied the submission and attainment requirements for each module of study.
 - achieved a mark of 40% or more in, or been credited with, modules equivalent to 160 credit points at Level 7 or above;
 - achieved an overall average of 40% or more in each module studied;
 - achieved an average of 40% or more across all modules studied at this level.

There is no requirement to pass level 6 Clinical placement modules or to successfully complete the minimum of 1000 hours of clinical practice.