# [[BSC PHYSIOTHERAPY](https://www.stmarys.ac.uk/courses/courses.aspx)](https://www.stmarys.ac.uk/courses/courses.aspx)

## PART 1 – PROGRAMME SPECIFICATION

### Awarding institution

St Mary’s University, Twickenham

### Partner institution and location of teaching (if applicable)

N/A

### Type of collaborative arrangement (if applicable)

N/A

### Name and level of final award title(s) including sub-awards

Physiotherapy BSc (Hons)

### Interim/Exit award(s) with award titles (if specific titles have been designated)

Certificate of Higher Education (CertHE) – 120 credits at Level 4 (1st year of studies). No professional rights accreditation.

Diploma of Higher Education (DipHE) – 240 credits including at least 120 credits at Level 5 or higher. No professional right accreditation.

### Faculty or Institute with responsibility for the programme

Faculty of Sport, Heath and Applied Science (Department of Health Sciences)

### Language of study and assessment

English

### UCAS code

B160

### JACS and HeCos codes

B160 - 100252

### Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition

**Health Care Professional Council (HCPC)** approval

The HCPC is the regulatory body who upholds the standards of training, education and continuing good practice.

Standards of Proficiency: Physiotherapists

**Chartered Society of Physiotherapy (CSP)** accreditation

The CSP is the Physiotherapy profession's membership body, providing support and services to its members.

Membership of Chartered Society of Physiotherapy

As well as providing educational resources and support services, student membership of the Chartered Society of Physiotherapists (CSP) provides students with professional liability insurance. All students must, therefore, become members of the CSP by the end of term one. Students are required to fund their CSP membership for the duration of the programme. Failure to become a member of the CSP may result in the student being withheld from clinical practice study blocks and ultimately withdraw from the programme.

### QAA subject benchmarks or other relevant external reference points

QAA Benchmark Statement (Healthcare Professions: Physiotherapy)

<http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>

QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards

Level 4, 5 & 6 SEEC Descriptors (2016) for Higher Education available at

[www.seec.org.uk](http://www.seec.org.uk)

Health and Care Professions Council ((2014) Standards of Proficiency For Physiotherapists <https://www.hcpc-uk.org/standards/standards-of-proficiency/physiotherapists/> Accessed: 24.02.2020

Health and Care Professions Council: Standards of Education and

Training. <https://www.hcpc-uk.org/resources/standards/standards-of-education-and-training/> Accessed 24.02.2020

Health and Care Professions Council (2016) Standards of Conduct, performance and Ethics <https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/> Accessed 24.02.2020

Chartered Society of Physiotherapy Code of Members’ Professional Values and Behaviour 2019 [https://www.csp.org.uk/system/files/publication\_files/Code%20Values%20and%20Behaviours%20Nov19.pdf](https://www.csp.org.uk/system/files/publication_files/Code%2520Values%2520and%2520Behaviours%2520Nov19.pdf) Accessed 24.02.20

Chartered Society of Physiotherapy (2013) Quality Assurance Standards for Physiotherapy Service Delivery [https://www.csp.org.uk/system/files/csp\_quality\_assurance\_standards.pdf Accessed 24.02.20](https://www.csp.org.uk/system/files/csp_quality_assurance_standards.pdf%2520Accessed%252024.02.20)

Health and Care Professions Council Standards of Continuing Professional Development. <https://www.hcpc-uk.org/standards/standards-of-continuing-professional-development/> Accessed 24.02.20

### Normal completion time and maximum duration of study

Normal completion time:

Full-time study – 3 years

Maximum duration of study – 6 years

### Mode of study and normal start month

Full-time

### Mode of delivery

Face to face. Blended Learning

### Date approved and name of authorised body

Programme approved by HCPC (August 2020) and CSP (September 2020)

Faculty Academic Development Committee, March 2021

### Valid cohorts, commencing study in (month/year)

September 2023

### Additional Programme Costs

Please visit the following link for information on Additional Programme Costs:

<https://www.stmarys.ac.uk/additional-costs.>

## PART 2 – CURRICULUM SPECIFIC DETAILS

### Summary of the programme

The Physiotherapy Programme aims to build on the established strengths within the Faculty / Department that already offers related courses in health and sport related subjects including Sport Rehabilitation, Strength and Conditioning, Sport Science, Sport and Exercise Nutrition, Sport Psychology and Nutrition. It is a continuous development based on the existing MSc pre-registration in Physiotherapy (which commenced in September 2018 and which was approved by CSP and HCPC). The new programme proposal is in line with the St Mary’s University Corporate Plan linked to growth in student numbers, the dynamic portfolio of programmes and the expansion of allied health profession programmes in the Faculty. It also meets the goals to expand the provision of health-related programmes within the Faculty / Department and the portfolio of undergraduate programmes.

Physiotherapy is the largest Allied Health Profession. Physiotherapy is a well-established profession with clear employment routes in both the NHS and private clinical settings. There are more exciting opportunities for physiotherapists available in different settings such as GP Surgeries and First Contact Practitioners (FCPs). Discussions with the CSP (Chartered Society of Physiotherapy) has confirmed that there are numerous job opportunities across the UK and internationally. An article published by the CSP also states that should current education numbers continue there will be a shortfall of 500 physiotherapists each year (<https://www.csp.org.uk/system/files/future_shape_of_the_physiotherapy_workforcebackgroundpaper.pdf>). Although the latest undergraduate application figures, published by the Universities and Colleges Admissions Service (UCAS) on 2 February 2017, for entry to university in September 2017 show a fall in application across all healthcare courses, physiotherapy courses all over England remain oversubscribed. It is therefore evident that this programme would recruit well. For the year 2019/2020 intake for the MSc Physiotherapy at St Mary’s we had 1 place for every 3 applicants.

The BSc in Physiotherapy is a very attractive programme for potential students due to the vocational nature of the programme and its clear employment pathway. Institutions offering this programme always have a significant oversubscription of applications. The attraction of this programme is due to the professional registration that it provides, which in turn increases the likelihood of employment as outlined above. Physiotherapists practice as autonomous professionals when acting as the first point of contact for clients/patients, or as part of a health or social care team.

The government recognises the role that physiotherapists have in the prevention and treatment of long-term conditions. This is a national issue with different regions having various problems linked to these conditions depending on the demographic of the population. The development of the BSc Physiotherapy programme is in response to the changes proposed by the government in the 2015 Spending Review outlining the changes to funding and bursaries for programmes for Healthcare Practitioners. The proposed changes allow new providers to enter the market to deliver these programmes and provide a greater number of students more choice in their chosen field of study.

The BSc Physiotherapy programme is a full-time undergraduate course enabling successful graduates to be eligible to apply to join the CSP and HCPC. A full-time programme is one which comprises a three-year degree programme according to guidelines provided by CSP and HCPC and Higher Education England in order to ensure professional standards for Physiotherapists.

With the existing expertise and facilities within the Faculty / Department, it is felt that a BSc Physiotherapy programme is a viable option for expansion and would greatly enhance the reputation of the University in relation to its provision of health-related programmes. Currently, the demand of students interested in studying Physiotherapy is greater than the offered work opportunities / places. Also, many students who complete the BSc Sport Rehabilitation programme would apply on to study an MSc Physiotherapy (pre-registration) at other institutions or at St Mary’s University and due to the competition and the intensity of this programme they would still consider applying for a second BSc in Physiotherapy. Therefore, this programme could offer the above students the possibility to still apply and graduate from the University but from a BSc perspective. Also, this Programme can be of interest to students outside Health Science Programmes such as Sport Science and Strength and Conditioning.

Our programme will be distinctive as it will be delivered with a blended learning approach. A learning and teaching style that has been shown to facilitate active learning (Porcaro, Jackson, McLaughlin, & Malley, 2016). With educational researchers suggesting that it is the way for future learning and teaching strategy (Dean & Levis, 2016). With blended learning approach, students will utilise the material available on the VLE while off-site with face-to-face teaching time being used to ensure competence in practical clinical skills. This is an innovative approach to this type of programme and has been warmly received by the Chartered Society of Physiotherapy. It will enable greater flexibility for those in work to continue to do so around their studies. Thus, ensuring entry to the profession from a wider part of society to meet workforce demand, essential for the NHS and the UK.

### Programme Aims

The programme aims to:

Part of the ‘Vision for 2025’ here at St Mary’s University is to enable all students to become “independent problem solvers and ethical leaders”. This vision is highly appropriate to our Physiotherapy programme. We envisage physiotherapy students from St Mary’s will become rounded thinkers and problem solvers. They will provide a worthy and enthusiastic addition to any workforce, whether as a student or a graduate.

To produce our high calibre physiotherapy students we employ a committed clinical teaching team. The programme itself is integrated and contemporary in content and it facilitates students to problem solve independently about patients from all angles.

We aim to support the NHS in developing students who acknowledge, appreciate and implement NHS core values from the first to the last placement they embark upon. Each Placement is focussed towards fulfilling a part of the NHS core values from ‘Respect and Dignity’ to ‘Improving Lives.’

We also understand the need for our future physiotherapy workforce to have the skills to become leaders in business, whether within the NHS or outside, and so we strive to help meet these needs and demands through the development of strong leadership skills.

**About the Programme**

This section gives you some basic information about the aims, learning outcomes and structure of the Programme. You can find out more by reading the Programme specification.

You will see that your first year of study revolves around developing the fundamentals of physiotherapy – laying the basis for your future practice. In the second year we begin to build on these skills to enable you to go out into clinical practice. Finally, in the third year we will expose you to some wider scope of practice incorporating more difficult concepts and strategies.

The Programme is made up of modules carrying a certain number of academic credits which is set to be 20 for each one of the modules. The amount of credits reflects the amount of learning required for a module, with 10 hours of study per credit. Thus, a 20-credit module equates to 200 hours of study.

Modules are normally taught across extended semesters (Semester 1 is September to December; Semester 2 is January to July). Each year is referred to in terms of ‘Levels’. You are studying at Level 4 in your 1st Year, Level 5 in your 2nd Year and Level 6 in your 3rd Year. You will complete 120 levels of credit on each academic year, total of 360 across the 3 Years of your studies.

### Criteria for admission

#### Programme entrance requirements

Candidates must satisfy the general admission requirements of St Mary’s University as outlined in the [Admissions Policy](https://www.stmarys.ac.uk/policies/admissions-policy.aspx).

Candidates must satisfy the general admissions requirements of St Mary’s University found in the University Admissions Policy. Listed below are the detail specific entry requirements:

**GCSEs**

Five GCSEs at grade C/4 or above including Maths, English Language and Science.

**A Levels**

ABB to include either Biology, Maths, Physics or Chemistry. PE will be considered.

**BTEC**

DMM at Extended Diploma level in Biological Science or a health-related course. Other BTEC qualifications in a related biological science will be considered in combination with other qualifications.

**International Baccalaureate**

IB Diploma 33 with a 5 in Biology, Physics, Chemistry or Maths at a higher level.

**Access to Higher Education**

Access to Higher Education courses in a science or health-related subject with 45 credits passed at level 3 (30 at D and 15 at M). Depending on the course and modules, there may be specific grade requirements to be met. Please contact apply@stmarys.ac.uk for further verification.

**Irish Leaving Certificate**

Three subjects at H2, which must include either Biology, Physics, Chemistry or Maths and two subjects at H3. Your Maths and English grades must be at least H6 or O3.

**Irish Leaving Certificate (Pre-2017)**

If your Irish Leaving Certificate results are before 2017 you will need three Higher A2, which must include either Biology, Physics, Chemistry or Maths and two subjects at Higher B2. Your Maths and English grades must be at least Higher D3 or Ordinary B3.

**Additional Requirements:**

**Interviews**

If you reach the academic standards, we will invite you for an interview to complete the selection process.

**DBS checks**

Students will be required to complete a successful Enhanced Disclosure and Barring Service (DBS) including child and adult barred list check before admission to the programme. The cost of the required check is £23.

For students who are coming from overseas or have lived outside the UK in the last 5 years, a satisfactory Overseas Criminal Record Check/Local Police Certificate is also required.

Declaring any matter likely to be recorded on your enhanced DBS disclosure does not automatically rule you out from becoming a physiotherapist. However, you will have to provide information about this to enable us to make a decision about any offer made.

Please note: not declaring in advance anything that you are aware of may have an impact on the outcome on the decisions we make regarding your application.

**Health declaration**

As part of the Healthcare profession, candidates will need to provide us with a satisfactory health declaration, including evidence of appropriate immunisations, prior to being accepted on the programme. Details of the statutory immunisations can be discussed at interview and will be reinforced with the offer letter

Students will be required to maintain both their DBS and Health requirements throughout the course

Students will need to sign Fitness to Practice contract on registration for the course.

**First-aid**

A satisfactory first-aid certificate is also required. For more information about accepted first-aid courses please email dimitrios.sampanis@stmarys.ac.uk.

**Mature students**

We strongly value the range of experience that mature students can bring to the course. Please apply so we can assess all of your qualifications together.

**Students with disabilities**

We take a positive view of what candidates with disabilities can achieve as future healthcare professionals. Our obligation is to make reasonable adjustments to ensure that all students with disabilities can successfully complete their studies.

All applicants will be assessed up to and including the interview on the basis of the criteria outlined here regardless of any disability. If you declare a disability we will work together with the disability team, clinical colleagues and specialist services (RNIB, for example) to explore how best we can support your studies.

**International requirements**

International students should check our country-specific pages for equivalents. If English is not your first language you will need to achieve an IELTS score of 6.5 overall with no element below 6.0 (or equivalent).

We now accept IELTS Indicator test results as proof of your English language level.

Additional Information: applicants are expected to show academic attainment at the required level within 3 years of the course proposed start date, and will also be required to attend an interview. All offers are subject to satisfactory health clearance, disclosure and barring service / criminal conviction checks and successful interview.

In line with the National Health Service Constitution we use a values-based recruitment approach in seeking candidates with the appropriate values to support effective team working in delivering excellent patient care.

**Applications process\***

Applications will be taken through the undergraduate admissions team. Applicants will use the link on the programme webpage to apply for the programme or via UCAS website. Applicants will complete a personal statement outlining their suitability and desire to become a Chartered Physiotherapist.

Applicants will be kept up to date with the progress of their application through the undergraduate admission department and informed of decisions and rationales at each stage.

The undergraduate admission department will monitor all applications annually to help identify trends and review procedures.

**Selection process\***

The criteria for selection take into consideration an individual’s ability to study this subject at undergraduate level, and the requirements of the professional accrediting bodies.

All shortlisted applicants will be interviewed by a panel consisting of a clinical Physiotherapist and an academic member of staff. Where possible, service users will contribute to the questions. Overall, the interview questions will be based on the NHS values, and will explore students’ understanding of Physiotherapy. There will also be a group discussion and a task to perform during the interview process. This will evaluate communication and team working skills across candidates.

**Pre-enrolment checks**

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

Applicants from overseas are required to provide satisfactory enhanced police check with the DBS or an equivalent from their home country. Where an equivalent check is provided, applicants are required to complete enhanced police check with the DBS a year later.

Applicants will also need to ensure they have a current First Aid certificate prior to starting the placement component of the programme. St Mary’s University’s Short Courses Department provides appropriate First Aid courses at a reduced rate for St Mary’s University students.

All students will need to show a completed Hepatitis B vaccination before starting the placement component of the programme (a requirement for any individual working in the NHS and a professional body requirement).

**Transfer of Credits**

Accreditation of prior learning may be applied for an applicant who has completed module(s) on another BSc Physiotherapy programme that has been accredited by the HCPC and CSP. This will require a mapping process to ensure that appropriate prior learning has taken place for the modules being given accreditation for prior learning.

\*More information is provided in Appendix 2 (Applicant guide)

### Scheduled learning time

(The number of guided learning hours (GLH) is 10 hours per 1 credit) - [[QAA Student Contact Hours](https://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-student.pdf?sfvrsn=5046f981_8)](https://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-student.pdf?sfvrsn=5046f981_8).

|  |  |  |
| --- | --- | --- |
| Type of learning time | Number of hours | Expressed as % |
| Contact time | 585 | 15 |
| Placement/work-based learning hours | 1000 | 28 |
| Guided learning hours | 405 | 11 |
| Independent study time | 1610 | 48 |
| TOTAL\* | **3600** | **100** |

### Programme learning outcomes

On successful completion of this programme, students will be able to:

1. Demonstrate clinical leadership and autonomous professional practice across a variety of clinical settings, commensurate with a band 5 physiotherapist

2. Identify, evaluate and maintain professional relationships within the physiotherapy discipline alongside other professions and external agencies

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

4. Demonstrate an in-depth knowledge and critical understanding of the biological, physical, behavioural and clinical scientific basis of physiotherapy practice

5. Critically apply judgement in the assessment and treatment of individuals using a patient-centred approach with appropriate outcome measures

6. Critically evaluate and synthesise research, demonstrating the ability to use research to enhance clinical practice

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

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

9. Design and complete their own research study as part of their dissertation, using the knowledge and skills of high-level critical analysis and clinical innovation

10. Comply with all relevant professional standards, rules of professional conduct and regulations, and demonstrate a critical understanding of the theory and processes by which these standards are maintained

11. Demonstrate a critical understanding of the theory and practice of CPD, and take responsibility for their ongoing personal and professional development

12. Demonstrate proficiency in the skills required for safe and effective physiotherapy practice, including: assessment, intervention, planning, intervention delivery, and clinical management and leadership.

### Programme structure and module requirements

All modules are core modules and must be passed to complete the BSc programme. The significant amount of content that must be included to meet the CSP and HCPC content means that the 360 credits would be taken up within the structure of the 20 credit modules outlined below (in order of delivery).

**FHEQ Level 4 Modules – Year 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
| PHP4001 | Clinical Anatomy | 20 | 1 (Year 1) | Core |
| PHP4002 | Clinical Physiology and Pathology | 20 | 1 (Year 1) | Core |
| PHP4003 | Professional Skills & Inter Professional Practice | 20 | 1 (Year 1) | Core |
| PHP4004 | Physiotherapeutic Assessment | 20 | 2 (Year 1) | Core |
| PHP4005 | Research Methods A and Evidence Based Practice | 20 | 2 (Year 1) | Core |
| PHP4006 | Rehabilitation & Exercise Therapy | 20 | 2 (Year 1) | Core |

**FHEQ Level 5 Modules – Year 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
| PHP5001 | Current Physiotherapy Concepts | 20 | 1 (Year 2) | Core |
| PHP5002 | Neuromusculoskeletal Assessment and Management | 20 | 1 (Year 2) | Core |
| PHP5003 | Cardiorespiratory Physiotherapy | 20 | 1 (Year 2) | Core |
| PHP5004 | Neurological Rehabilitation and Neuroscience | 20 | 2 (Year 2) | Core |
| PHP5005 | Clinical Placement I – Introduction to Practice | 20 | 2 (Year 2) | Core |
| PHP5006 | Clinical Placement II – Evolving Practice | 20 | 2 (Year 2) | Core |

**FHEQ Level 6 Modules – Year 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
| PHP6001 | Physiotherapeutic Management of Complex Patients | 20 | 1 (Year 3) | Core |
| PHP6002 | Clinical Placement III – Autonomous Skills Preparation | 20 | 1 (Year 3) | Core |
| PHP6003 | Clinical Placement IV – Quality of Practice | 20 | 1 (Year 3) | Core |
| PHP6004 | Clinical Placement V - Becoming an Autonomous Practitioner | 20 | 1 & 2 (Year 3) | Core |
| PHP6005 | Leadership and Management in Physiotherapy | 20 | 2 (Year 3) | Core |
| PHP6006 | Research Methods B and Dissertation | 20 | 2 (Year 3) | Core |

The programme conforms to the [University Academic Regulations](https://www.stmarys.ac.uk/policies/academic-regulations.aspx) with the exception of the number of attempts a student is permitted per assessment. In line with recommendations from the CSP, students are permitted two attempts at each assessment. Furthermore, marks cannot be compensated, therefore, students must pass each assessment component with a mark of 40% or above.

### Work placements or study abroad

Clinical skills are key aspects of this professional course and are developed through seminars, tutorials, practical classes, clinical observation, clinical practice placements and e-learning resources. Students are provided with opportunities to develop their clinical skills across all academic and clinical practice placements. The links between academic and clinical modules are consistently emphasised to enable students to develop and transfer their knowledge and skills across all aspects of the programme. Students will continue to attend intensive teaching weeks in years 2 and 3 where they will continue to bridge this theory to the practical or applied components required for the individual module. In years 2 and 3, students will have placement modules and a reflection day at the end of each placement. The day will provide the opportunity to undertake shared learning based on their clinical experiences from practice placements. The placements are organised in liaison with a placement management service (PMP) which coordinates student placements for 11 Universities in the South East. Most of the placements are within the London region. A placement management agreement is in place for all providers of clinical practice study blocks. There are also placements offered out of PMP in private rehabilitation centres, physiotherapy private centres, local charities and also in the in-house Physiotherapy Clinic at St Mary’s.

With an increase in proposed physiotherapy student numbers from the undergraduate programme, there is a need to source new and innovative ways of gaining clinical hours for students. This has been driven by a shortage of placement hours within the London area. The CSP has also been encouraging Universities to source innovative ways of sourcing student hours.

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

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

Currently the NHS is over burdened with patients and it would seem to be prudent to help with the large numbers of patients currently on waiting list for physiotherapy by providing a student clinic.

At St Mary’s innovative work is taking place to provide a physical learning platform for students to treat and manage patients within a supervised clinical setting on ST Mary’s campus. The University Physio clinic would treat and manage patients under close supervision from a senior level physiotherapist. The ratio of 1:3 supervisor to students is envisaged. Close contact would be maintained with patients at all times.

The Clinic would receive referrals from local sources - GP, other health professionals.

In addition to St Mary’s being part of the PMP, there are extra placement places in private neurorehabilitation units and private physiotherapy providers. Links are being sought with other institutions abroad to develop and enhance a broader placement learning experience.

### Links to industry and employability

Students on undergraduate programmes tend to mature during the three years of the programme and make themselves competitive applicants in full or part time employment. The proposed programme offers a range of opportunities for students leading to professional and academic outlets in healthcare settings, sports clubs and associations, and teaching in Further/Higher Education.

Students who enrol onto the BSc Physiotherapy are likely to be working in related fields such as Physiotherapy Assistants/Technicians, Sport Rehabilitators, or working as Personal Trainers, Exercise Referral Instructors or Coaches. Students working in relevant areas can utilise the knowledge as an adjunct to that role. Conducting a clinical placement provides the student with experience of working with Physiotherapists and as part of multi-disciplinary teams and provides an insight as to the opportunities available to them. From an employer’s perspective, the clinical placement provides an opportunity to employ graduates who have demonstrated good knowledge and shown outstanding professional development whilst on placement.

Students will complete placement hours in a range of settings reflecting the destinations of graduate physiotherapists as this determined by CSP and HCPC guidelines. These destinations are wide ranging and varied but include ward-based roles in hospitals, outpatient physiotherapy departments, community-based physiotherapy and multi-disciplinary teams, private practice, the military and sports. It is essential that the placements are maintained in line with changes in the profession. For example, there is a drive towards physiotherapists being based more in community settings and there are a number of examples of physiotherapists being based in GP surgeries offering a service to the appropriate patients which in turn can reduce the demand on the time of GPs. This continues to evolve, and it is essential that these changes are constantly under review by the programme team in order to ensure appropriate placement experiences are provided.

Part of the clinical placement process includes the need for the student to engage in critical self-reflection. This will be done informally with support from their clinical trainers and academic staff. It will also be demonstrated through the e-portfolio for the PHP5004, PHP5005, PHP5006, PHP6004 and PHP6005 modules. These are the codes for the clinical placement modules. Students will be supported throughout this process by the programme team and through physical and online resources that will be available to them whenever required (Chapter B4 of the UK Quality Code, Indicator 8).

In conversation with the CSP, there has been encouragement to look at the current climate and the changing destinations of physiotherapists. Therefore, a move away from the traditional hospital-based placements is appropriate. However, there will still be a component of this type of placement as physiotherapists will still work in this environment. Further consultation with potential placement providers and employers has included discussion around the design of the programme which has also been warmly received.

Currently at St Mary’s the Physiotherapy team is making innovative steps to identify clinical placements in private sector, in community settings and in other aspects where a physiotherapist could be suitable. More specific we have already identified:

* Private Healthcare Sector to accommodate clinical placement for our students. For example, Ascot Rehab, a leading private neurorehabilitation provider has shown interest to accommodate two placement students from St. Mary’s University – Physiotherapy programme.
* In communication with local GPs and charities and being aware of the current local waiting lists for Physiotherapists we are in process of running St Mary’s unique in-house physiotherapy clinic in order to accommodate up to 8 clinical placement students at a time. The service users of this clinic will be referred by local GPs and Charities and we hope that this project will be self-funded by the university and Health Education England (HEE) in order to cover the cost of running expenses and staffing to run the clinic.

The Careers Service will deliver bespoke content each semester into core curriculum modules to enhance knowledge gained in industry talks. This programme has been benchmarked to achieve a 100% professional / managerial employment outcome and an overall employment outcome of 100%.

### Programme awards and regulations

The programme conforms to the [University Academic Regulations](https://www.stmarys.ac.uk/policies/academic-regulations.aspx) with the exception of the number of attempts a student is permitted per assessment. In line with recommendations from the CSP, students are permitted two attempts at each assessment. Furthermore, marks cannot be compensated, therefore, students must pass each assessment component with a mark of 40% or above.

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

The following programme specific regulations apply:

- Students must have passed all modules in order to be awarded the degree with honours.

- Students must have passed all modules in order to receive the professional accreditation from HCPC and CSP.

Alternative exit awards must have a different title due to the protected title of Physiotherapy and are as follows:

Certificate of Higher Education (CertHE) (120 credits all following modules at Level 4 -1st year of studies). No professional rights accreditation can be provided:

|  |  |  |
| --- | --- | --- |
| Code | Title | No. of credits |
| PHP4001 | Clinical Anatomy | 20 |
| PHP4002 | Clinical Physiology and Pathology | 20 |
| PHP4003 | Professional Skills & Inter Professional Practice | 20 |
| PHP4004 | Physiotherapeutic Assessment | 20 |
| PHP4005 | Research Methods A and Evidence Based Practice | 20 |
| PHP4006 | Rehabilitation & Exercise Therapy | 20 |

Diploma of Higher Education (DipHE) (240 credits from the following modules including at least 120 credits at Level 5 or higher). No professional rights accreditation can be provided

|  |  |  |
| --- | --- | --- |
| Code | Title | No. of credits |
| PHP5001 | Current Physiotherapy Concepts | 20 |
| PHP5002 | Neuromusculoskeletal Assessment and Management | 20 |
| PHP5003 | Cardiorespiratory Physiotherapy | 20 |
| PHP5004 | Neurological Rehabilitation and Neuroscience | 20 |
| PHP5005 | Clinical Placement I – Introduction to Practice | 20 |
| PHP5006 | Clinical Placement II – Evolving Practice | 20 |

|  |  |  |
| --- | --- | --- |
| Code | Title | No. of credits |
| PHP6001 | Physiotherapeutic Management of Complex Patients | 20 |
| PHP6002 | Clinical Placement III – Autonomous Skills Preparation | 20 |
| PHP6003 | Clinical Placement IV – Quality of Practice | 20 |
| PHP6004 | Clinical Placement V - Becoming an Autonomous Practitioner | 20 |
| PHP6005 | Leadership and Management in Physiotherapy | 20 |
| PHP6006 | Research Methods B and Dissertation | 20 |

### Equality, Diversity and Inclusion

The promotion of equality and diversity and the inclusion of students is central to the learning and teaching on this programme and all students irrespective of their background or previous experiences, will be respected and valued and will be encouraged to engage and fulfil their potential.

In accordance with QAA guidance and the University’s commitment to equality and diversity, the programme has adopted an EDI strategy which will be reflected in the curriculum content, the approaches to learning and the assessment methods. These will enable the celebration of a diversity of experience and interests and will fulfil the objective of removing barriers to learning, wherever possible. The programme is structured in such a way that all students will have the opportunity to address issues of equality, diversity and inclusion pertinent to the field of study within the curriculum and in assessments, wherever relevant.

### Widening Access and Participation

### As part of the university’s regulatory commitment with the OfS, through our approved [Access and Participation Plan](https://www.stmarys.ac.uk/about/corporate-information/docs/access-and-participation-plan-2020-24.pdf) , we are required to address the access, success, retention, financial support and progression for all students from traditionally disadvantaged or under-represented populations. This might include (but are not limited to) students from low socio-economic backgrounds, students of particular ethnicities or genders, students with disabilities, mature students etc. This programme will address the APP targets and commitments by:

* Increasing access to this programme for a diverse range of students, including mature students, students from areas of traditionally low participation and students of different ethnicities
* Monitoring and addressing any differences in retention rates between different student groups
* Ensuring equality of awarding outcomes (grades and final degree) across different student demographic groups
* Offering opportunities for increasing the skills required for graduate employability or further study for all students, especially those from groups under-represented in post-graduate programmes or graduate level employment.

## PART 3 – TEACHING, LEARNING & ASSESSMENT

### Programme teaching and learning strategies

All teaching is underpinned by scholarship and research, which is especially important in a continually changing profession such as physiotherapy. The first year of the programme contains the taught elements of the programme while in the second year there is a combination of taught course and clinical placements that continues throughout the third year with the addition of the dissertation module. The programme is designed to utilise a blended approach to learning with students combining the use of online materials and resources with intensive teaching weeks onsite. Face-to-face contact time will maximise the learning of clinical skills and involve seminars and group workshops based around case-based and problem-based learning.

As the programme progresses, the taught components will shift their emphasis away from gaining a knowledge base to more complex topics involving the application of knowledge and clinical reasoning. Students will need to develop their evidenced based learning skills across all modules and will need to show a progression throughout the programme.

There is also a Research Methods/ Dissertation preparation component module which supports research informed teaching throughout the programme and prepares students for their Dissertation. These modules cover all aspects of the research process, research methods, and data analysis.

All of the programme team are involved in research and scholarly activity, and/or clinical practice. Staff specialised research interests and clinical experience are embedded in the curriculum to ensure that a research enriched teaching philosophy is adopted. This is essential when delivering to level 4, 5 and 6 students. Staff are encouraged to make teaching sessions as interactive as possible, with students expected to discuss current concepts in the literature as a means of their learning. Live patients will be brought in regularly to enhance and support the learning experience. Students are also encouraged to take part in other research projects whenever possible - including projects undertaken by other students at both undergraduate and postgraduate levels, projects co-ordinated by staff, and when appropriate on placement.

There is a recruitment strategy for Lecturers and supporting staff in place and it can be seen in Appendix 1.

The teaching timetable will outline the teaching weeks across the three years of the studies and consists of a combination of taught sessions, practical sessions, blended teaching and clinical placements as per CSP and HCPC requirements.

### Programme assessment strategy

A range of assessments will be used through the programme including practical exams (viva and OSCE), written coursework (critical evaluation, case study, and analytical report), e-portfolios (Mahara), research proposal and dissertation.

The assessment strategy was designed in alignment with the University Assessment Policy and Assessment Tariff, with reference to the UK Quality Code Chapter B6, and also in consultation with the Learning Development Team. Similar methods of assessment are used in order to provide the students with feedback on this type of assessment to enable them to improve their work and enhance their learning experience. The use of e-portfolios with a range of innovative tasks has been devised to effectively assess the students on their placement experience keeping them engaged in the learning process throughout the programme. Students will be expected to reflect on their experiences and their learning to continue to improve. These skills are required for lifelong learning in the chosen profession. An e-portfolio may also assist with gaining employment at the interview stage.

Modules will include online activities for students to engage in providing them with formative feedback on their work feeding forward into their summative assessments.

Students are permitted two attempts to pass each assessment component. Students must pass each assessment component with a mark of 40% or above.

All feedback will be provided to students within the 3-weeks of the submission date. This will be achieved more easily with the use of Turnitin, Mahara and through the VLE - Moodle.

Assessment Profile:

Can be seen in section 4.2.1 of the Validation Document

Assessment Methods and Timing:

Can be seen in section 4.2.2 of the Validation Document

## PART 4 – UNIVERSITY SUPPORT

### Student support and guidance

We have a dedicated Student Centre located in the heart of the University in the Student Square. Student Services are situated on the 2nd floor of the Student Centre and our aim is to assist, guide and support students throughout their period of study. Our Student Life and Guidance team includes; the Accommodation Services, Student Funding Service, Pastoral Care and Advice & Guidance. Within the Wellbeing Service, the Disability Service supports students with both physical disabilities and learning differences such as Dyslexia.

In addition we have a Mental Health Advisor and Counselling team. Our students can also access support on line via [**Togetherall**](https://togetherall.com/en-gb/)which is a great platform of peer and professional support with trained counsellors. This completely anonymous service is available 24 hours a day, 7 days a week, 365 days a year. It is a safe on-line space for students to explore their feelings and learn how to improve and self-manage their own mental health and wellbeing.

Each student is also allocated a Personal Tutor within their academic programme who can assist with any academic advice and support students with any personal issues. The tutor will be available to meet with the student when they are on campus. Also, telephone, virtual online support will be available for every student.

Students can expect Employability support throughout their programme. A dedicated careers consultant will work with the programme lecturers to provided tailored careers sessions. Students can then access one to one support through the Careers Service in person or remotely. Employability will be built through programme and student will have further opportunities to develop their employability throughout their student experience. Employability Service support this by providing job fairs and webinars for students to engage with employers as well as an online jobs board CareerConnect, to enable students to access part-time jobs, internships, volunteering and graduate opportunities. There are also specific programmes to enable employability skills to be developed e.g. the entrepreneurship programme Start Up St Mary’s. These services are also available to St Mary’s alumni.

### Quality management arrangements

This programme aligns with the quality assurance requirements of St Mary’s University through the following processes:

* Five yearly cycle of revalidation
* Interim review for collaborative provision
* System of Moderators for collaborative provision
* Ongoing monitoring through the Programme Review process
* Programme Boards
* Consideration of marks and graduate profiles at Exam Boards
* Engagement with programme student representatives.