



St Mary's University Twickenham London

MSc Physiotherapy (pre-registration) PROGRAMME HANDBOOK

September 2022

Faculty of Sport, Allied Health and Performance Sciences

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Disclaimer

The information in this Handbook is correct at the time of publication. The University reserves the right to make amendments to aspects of the degree programme as set out in this Handbook, including its content, timetable, assessment, location and methods of delivery, and therefore also to other sources of information on the Programme such as the University website. The University also reserves the right to make amendments to its regulations, policies, procedures and fee structures.

Any such amendments will be made because they have been deemed reasonably necessary by the University, and may be due to circumstances beyond the University's control. In the event that such amendments are made, the University shall take reasonable steps to notify you as soon as is reasonably possible.

Please note:

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A message from the Programme Team

Welcome to the MSc Physiotherapy (Pre-registration) programme. This Handbook explains what you need to know about studying Physiotherapy at St Mary's University. It aims to guide you through your accelerated two years of studies and will act as a reference point for any questions you may have.

Our aim, here at St Mary's University, is to help you build on your existing knowledge and experience through our supportive and personal teaching team of dedicated practicing Physiotherapists. We are here to help progress and foster your knowledge, understanding and practical skills to enable you to qualify as a successful Chartered Physiotherapist.

Our MSc Physiotherapy programme is an accelerated course that uses a blended learning approach to deliver full-time content over part-time hours. You will need to be self-motivated, disciplined, and manage your time effectively. It will be demanding work, but we will support you in every way we can.

The whole MSc Physiotherapy Programme team and all the support staff in the Faculty of Sport, Allied Health and Performance Sciences are committed to making your time at St Mary's enjoyable, intellectually stimulating and rewarding. We are here to help - if you have a problem, concern or query, please bring it to our attention. See Table 1 for details of who we are and all of our contact details.

We know your hard work will lead to a successful and fulfilling future – Physiotherapy is a dynamic and stimulating career with endless possibilities - we look forward to helping you embrace this next stage in your life!

Kind regards

St Marys MSc Physiotherapy Programme Team

Programme Team Details

Table 1: Programme Team details and Roles

NAME	ROLE	ROOM	EMAIL
Dr Dimitrios Sampanis	School of Allied Health St Marys University Subject Lead	60 Waldegrave Road	dimitrios.sampanis@stmarys.ac.uk
Juls MacKie	MSc Physiotherapy Pre-reg Course Lead	60 Waldegrave Road	julie.mackie@stmarys.ac.uk
Clare Gibson	Senior Lecturer	60 Waldegrave Road	clare.gibson@stmarys.ac.uk
Rosalie Barrett	Senior Lecturer	60 Waldegrave Road	rosalie.barrett@stmarys.ac.uk
Alex O'Gorman	Clinical Placement Coordinator	60 Waldegrave Road	alexander.ogorman@stmarys.ac.uk
Lisa Wood	Senior Programme Administrator	Admin Hub	lisa.wood@stmarys.ac.uk

Key term and assessment dates during your academic year will be shown on the academic calendar available on SIMMSpace.

These will also be posted onto your MSc homepage on Moodle.

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 in Appendix I & II.

The Programme is made up of modules carrying a certain number of academic credits, usually 20 and sometimes 10 credits (except one 40 credit) per module. 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 7 (this is because the national framework for higher education includes award levels 1 to 3 which precede degree-level). You will complete one year of taught modules, and one year of placement and dissertation relating to 180 credits of work. You will complete 130 levels of credit during your first year and 50 levels of credit in your second year.

Credit Requirements

Qualification	Number of Credits	Modules
Post-Graduate Certificate	60 Credits	Choose 60 credits from PHP7001, PHP7002, PHP7004, PHP7005
Post-Graduate Diploma	120 Credits	PHP7001, PHP7002, PHP7004, PHP7005, PHP7006, PHP7007
Master's Degree	180 Credits	PHP7001, PHP7002, PHP7003, PHP7004, PHP7005, PHP7006, PHP7007, PHP7008 PHP7009

Aims of the MSc Physiotherapy (pre-registration)

The Programme is designed to meet the relevant Quality Assurance Agency (QAA) Subject Benchmark. The QAA is the UK Government agency that provides the national framework of quality and standards for universities to follow, and the Subject Benchmarks are the QAA's guidance on what kinds of topics are expected to be taught in a particular subject.

The Programme blends taught and online learning modules with a supervised independent research module with the aim of creating a positive learning environment for you. The

programme is designed to progress your academic and intellectual skills while developing your knowledge and understanding of Physiotherapy.

More specifically the Programme aims to:

- Provide a balanced, stimulating and academically sound education within the area of Physiotherapy enabling you to meet the skills, competencies and professional standards of the Physiotherapy profession.
- Develop the skills and knowledge you need to successfully practice physiotherapy in the wider context, including different environments and locations whilst understanding the complexity of working independently and as part of the Multidisciplinary Team (MDT)
- Develop your knowledge and awareness of the political, regulatory, economic and institutional factors shaping the delivery of physiotherapy practice.
- Enable you to critically reflect on your practice and exercise professional autonomy in accordance with legislation, policies, procedures and best practice.

Learning Outcomes of the MSc Physiotherapy (pre-registration)

The Programme will enable you to achieve and demonstrate the following learning outcomes:

1. The relevant clinical and research skills, and professional attributes required to work and develop as competent practitioners, researchers, and agents for change within the evolving healthcare environment.
2. A deep and systematic understanding of the key aspects of physiotherapy knowledge, including the scientific basis of physiotherapy; ethical, legal and policy frameworks and an awareness of the political, social, economic and institutional factors shaping health.
3. The ability to critically analyse and apply the appropriate core physiotherapy practice skills in a variety of situations, including manual therapy, exercise and movement, electrophysical modalities and kindred physical approaches.
4. The ability to communicate appropriately in different situations, putting the person at the centre of practice through the management of self and others, and the promotion of integration and teamwork.
5. The ability to critically appraise the quality of provision to improve and develop services, demonstrating the ability to research and evaluate practice and use evidence to lead practice and implement change.

Successful completion of the course will enable you to apply for registration with the Health and Care Professions Council and apply for membership of the Chartered Society of Physiotherapy.

Physiotherapy (pre-registration) Structure and Modules

All modules are compulsory, and you are required to undertake all modules in the Programme.

Year 1

Core	Semester 1	Semester 2
	PHP7001 Clinical Anatomy and Assessment of the Neuromusculoskeletal System (20 credits)	PHP7004 Management and Rehabilitation of Cardio-Respiratory and Pulmonary Conditions (20 credits)
	PHP7002 Clinical Physiology and Pathology (20 Credits)	PHP7005 Management of Neuromusculoskeletal Conditions (20 Credits)
	PHP7003 Professional Practice (10 Credits)	PHP7006 Management of Neurological Conditions, and Long-term Conditions (20 Credits)
		PHP7007 Advanced Research Methods (20 credits)

Year 2

Core	Semester 1	Semester 2
	PHP7008 Clinical Placement (10 credits)	
	PHP7009 Dissertation (40 credits)	

Core Modules

20PHP7001- Clinical anatomy and assessment of the neuromusculoskeletal system

This module will provide you with an opportunity to develop a deep and systematic understanding of neuromusculoskeletal anatomy and common pathologies/injuries of the upper limb, lower limb, trunk and spine. This module will also teach and develop your ability to perform a safe and effective neuromusculoskeletal assessment for such pathologies/injuries. The module will be a mix of taught and online theory in addition to face to face practical skills sessions which will follow a problem-based learning approach. Best current evidence will be discussed and critiqued to engage you in clinical reasoning skills in the application of anatomical and theoretical knowledge when assessing neuromusculoskeletal pathologies/injuries.

20PHP7002- Clinical Physiology and Pathology.

This module will provide you with a comprehensive understanding of how the human body functions, from micro to macro, so you will be able to make sound clinical reasoning decisions based on latest evidence and scientific knowledge. We look in-depth at the physiology all of the major body systems, including musculoskeletal, neurological, cardiovascular, respiratory, immune, endocrine, limbic, gastrointestinal, renal and reproductive systems. We also explore physiological patterns of human growth and development across the lifespan and with aging throughout this module to support our management of these populations. The pathophysiology of common conditions is also incorporated throughout the systems to directly underpin management techniques covered in the second term. The module uses direct and online teaching media to deliver theory. Practical workshops will embed these principles. Also, seminars and case studies will allow you to engage with and explore subject matter in more depth as well as provide opportunities for discussion and feedback. Contemporary topics and seminal evidence are presented, discussed and critiqued to facilitate critical thinking and integration of evidence into clinical practice.

10PHP7003- Professional Practice

This module prepares you for the Professional life as a Physiotherapist. Content will focus on current trends in Physiotherapy, professional standards to provide high levels of clinical care and our own personal responsibilities to maintain HCPC and CSP registration. You will also refine interpersonal communication skills to ensure continued lifelong development. The Module will be a mix of theory and practical skills and follow a problem-based learning approach. Content will focus on the key Chartered Society of Physiotherapy (CSP) knowledge, skills, behaviour, and values (KSBV) and Health and Care Professions Council (HCPC) Standards of Proficiency for Physiotherapists (SOP) for Physiotherapists.

20PHP7004- Management and Rehabilitation of Cardio-Respiratory and Pulmonary Conditions

This module focuses on the skills that physiotherapists need in relation to the management and rehabilitation of persons with cardio-respiratory and pulmonary conditions in an acute medical/surgical setting as well as for individuals with chronic and multiple pathologies. These include the use of exercise, manual techniques, and relevant equipment. The content is highly practical with you engaging online theoretical content in addition to practical sessions following a problem-based learning structure. Best current evidence will also be discussed and critiqued to engage you in evidence-based-practice.

20PHP7005- Management of Neuromusculoskeletal Conditions

This module explores and develops the fundamental clinical reasoning, problem-solving and practical clinical skills necessary for you to appropriately and successfully manage common musculoskeletal conditions of the upper limb, lower limb, and spine. It incorporates an in-depth exploration of clinically reasoned and appropriate management techniques and manual handling skills. This includes the development of physiotherapeutic manual skills, exercise therapy and rehabilitation skills with a clinical reasoning rationale and a problem-solving focus. The Module will be a mix of theory and practical skills and follow a problem-based learning approach. Key communication and motivational strategies are reflected and combined with the best practice guidelines to increase service user compliance and outcomes.

20PHP7006 - Management of Neurological Conditions, and Long-term Conditions

The module reviews anatomy and physiology of the central nervous system and explores and develops the skills needed to provide best practice management and rehabilitation of neurological conditions. It includes the pathology, physiotherapeutic assessment, and management techniques for central nervous system disorders. The module also examines the current evidence, best practice guidelines and manual skills needed for rehabilitation of long-term conditions. It encompasses clinical reasoning and multidisciplinary team working based on the biopsychosocial model of care.

The Module will be a combination of theory classes and make use of online resources, as well as practical skills sessions following a problem-based learning approach. Important communication, motivational, and goal setting strategies will be taught and discussed in order to increase service user compliance and involve carers and relatives as appropriate.

20PHP7007- Advanced Research Methods.

This module aims to provide you with a more detailed appreciation of the stages and processes involved in preparing a research project and the tools necessary for interpretation and analysis of quantitative and qualitative data. The module will give you insight into academic research in health sciences, including both qualitative and quantitative methods. An emphasis will be placed upon research design, analytical and critiquing skills for current scientific literature and presenting skills needed for conferences.

10PHP7008- Clinical Placement.

This is a work-based practice module. This module comprises five clinical placements. You will undertake 37.5 hours per week at the placement for six weeks in four placements and five weeks in your last placement, to provide the 1000 hours required to apply for professional membership with the CSP. You will also be expected to undertake directed study (identified reading) and private study according to individual need. This module gives you the opportunity to develop and practice clinical and non-clinical skills learnt in year 1 of studies under the supervision and guidance of clinical educators within a healthcare environment. There will be taught content prior to you going on placement to set expectations, ensure safe and competent practices are highlighted, and you are aware of how to appropriately report any issues while on clinical placement. Additionally, there will be a de-briefing lecture day at the University following the last day of each placement.

Reflective practice will play a key role in the learning process to develop and enhance clinical reasoning and practical skills. By the end of the module, you should be able to practise as an autonomous professional, exercising your professional judgement while

working within your professional boundaries.

40PHP7009 - Dissertation.

This module requires you to critically evaluate and produce an independent piece of research (a systematic review) under the guidance of a member of the academic staff. The topic of research will be chosen in consultation with the research project coordinator and members of staff within the faculty, based upon the Research Proposal produced in PHP 7007. The research project will utilise the knowledge and skills learnt in the Advanced Research Methods module (PHP 7007). This module will provide you with an insight into academic writing and presentation of research materials.

Programme Pathways

Pre-requisites

These are modules that you must have successfully completed before you can take another module. This is because there is some essential knowledge, understanding or skills that, when you come to take the later module, it will be assumed that you have already acquired. The Subject Requirements Appendix I set out the pre-requisite requirements of any module.

Accreditation of the Programme

The MSc Physiotherapy (pre-registration) programme is approved by the HCPC, which is the regulatory body who upholds the standards of training, education and continuing good practice. It is accredited by the CSP, the Physiotherapy profession's membership body, providing support and services to its members. As such the programme is scrutinised for quality and to ensure it meets the standards of the educational framework set by the CSP and is mapped to the Standards of Proficiency and Standards of Education and Training of the HCPC. Successful completion of the full MSc degree entitles graduates to be eligible to apply to register with the HCPC and to join the CSP, subject to fulfilling the fitness to practice guidance, and enables them to use the title of a Chartered Physiotherapist. Membership of CSP means that you have access to a Union, professional indemnity insurance and a network of fellow professionals.

Clinical Placement Module

Clinical Placements are an essential part of the programme and will take place during the second year of study. You must accrue 1000 clinical hours to complete the course, and to meet the CSP requirements. There are four 6-week and one 5-week clinical practice study blocks in year 2. These study blocks are an integral part of the degree programme. The clinical practice study blocks you will undertake are in a variety of settings, including NHS hospitals, community services, private clinics, and a few independent hospitals. The placements are organised in liaison with a placement management service (PMP) which co-ordinates student placements for 11 Universities in the South East. Most of the placements are within the London region, with some outside London, but still within the South East. It should be noted that you will not be paid for your time on clinical placements please see more details in the Clinical Placement Handbook.

Throughout your time on clinical placements, you will be supported by a Link Tutor and the Clinical Educator, giving you the skills to reflect on your skills and attributes. You are also have a consultation with your Link tutor at least once whilst on placement.

We also strongly encourage all students to consider undertaking work experience during their vacations. If you are looking for full time, part time or voluntary opportunities and vacancies, please go to the Careers Service.

The reflective nature of some of the e-portfolio tasks may indicate that a student has been affected by an experience while they are on placement. If this is identified, then an appropriate member of the academic team will contact the student asking to meet with them and discuss any issues they may have. The student may be advised to seek further support through Student Services from the Counselling Service.

Career Development and Information

Students on postgraduate programmes tend to be mature and in full or part-time employment. You may find that you can continue with part-time working alongside your studies on this programme. However, this may prove to be challenging in the second year of your studies around full-time placement attendance.

For further information on the variety of potential employment pathways, please access the careers service at <http://simmspace/services-students/careers>

Whatever career path you decide to take it is important that you consider your plans and options at an early stage in your studies. Every graduate employer has two requirements – the first is your degree, and the second is experience – through part-time work, volunteering, internships, SU societies, sports teams and any other activities that build your skills and knowledge. The St Mary's Careers Service in partnership with your Programme Team and the Centre for Workplace Learning are here to support you in your career planning so come and see us to get a head start!

St Mary's Careers Service

For further information on career options as well as support and downloadable resources for writing CVs, applications, job hunting, interview coaching and more, **access the Careers Service at <http://simmspace/services-students/careers>**

Physiotherapy Students should look out for the following:

- *Faculty of Sport, Allied Health and Professional Sciences Careers Handbook* - from the resources section in SIMMSpace / Careers Service
- *The Careers Fair in Semester 2* – date to be confirmed – sign up to Facebook for updates on this and other employer visits on campus
- *JobOnline* – lots of internships, work experience, and part-time jobs – come and see us to get tips on finding something suitable to you. – link on SIMMSpace / Careers Services

One-to-One Appointments

The Careers Service offers a range of services including appointments to chat with a Careers Consultant either individually or with a friend, advice on subjects such as career options, looking for jobs, preparing CV's and applications, interview skills, psychometric tests and assessment centres.

It doesn't matter if you don't know what to do or where to start or if in fact, you know exactly what you want to do when you graduate; the Careers Service gives as much support as you need to achieve your ambitions, and use your degree effectively in the job market.

Careers Resources

The Careers Service (J3 next to the Dolce Vita) contains resources such as 'How to Develop a LinkedIn profile' or 'Writing a CV', prospectuses for further study and postgraduate funding options, and information about different types of careers and volunteering abroad.

We strongly encourage all students to consider undertaking work experience during their vacations. If you are looking for full time, part time or voluntary opportunities and vacancies, please visit the Careers Service.

Keeping in touch with the Careers Service

The Careers Service is in Room J3 (next to the Dolche Vita Café) Open throughout the year, Monday – Friday 09.00 – 17.00

Have a chat with a Careers Consultant – Monday to Thursday, 10.30-12.30 and 2.30-4.30
Finalist Fridays – final year students can drop in on Fridays, no appointment necessary.

020 8240 4055

careers@stmarys.ac.uk

SIMMSpace / Careers Service



www.facebook.com/stmarys.careers



@StMarys_Careers

Learning and Teaching

St Mary's University is committed to developing student centred learning through which you develop deep approaches as learners and take responsibility for your learning. This means providing a stimulating environment which enables you to:

- Have access to resources that will help you develop as a learner
- Interact with staff and collaborate with other learners
- Develop skills and self-awareness of your own learning process
- Develop increasing independence in learning
- Reach your full potential

The emphasis within this strategy is to provide an experience which allows YOU to acquire the knowledge, skills, and understanding which means that you can continue to develop after you have graduated.

You must bear in mind that responsibility for learning lies with YOU, but we provide an environment which supports and guides that learning. The environment includes classroom teaching, academic staff support, assessment and feedback, your peer group, the library, learning advisors and computing facilities. Learning is at its most effective when you learn from doing things and then evaluate your performance by the feedback. This contrasts with learning from direct instruction.

You will be expected to engage in practical and clinical skills teaching sessions. Due to the nature of these sessions, you will be asked to complete a consent form at the beginning of the programme (see Appendix IX). Normally, you confirm your ongoing compliance regarding consent by completing a new form each year. The form will be stored securely in the student's personal file, in line with the Data Protection Act.

Developing your Learning Skills

The learning and teaching on the programme is the basis for the development of your learning skills. However, there are additional means by which you can develop your learning skills further. The Library publishes helpful information to assist you in developing your learning skills – for example, you may find information on surviving at university, studying effectively, using IT resources and referencing your work.

The **Learning Lecturers** can enable you to become a more effective learner and improve your academic performance. They can work with you individually or in groups and provide you with the skills and resources you need to enjoy your studies, overcome any difficulties and make the most of your time at university. You can make an appointment with a Learning Advisor, at a time that suits you, by using the online booking system on SIMMSpace (in the section called University Services for Students - link below) or by calling 020 8240 4377

<http://simmspace.stmarys.ac.uk/services-students/learning-support/learning-advisors/Pages/default.aspx>

Your **Personal Tutor** is also a key point of contact for advice on developing your learning skills. The pastoral care provision will be formalised as explained below.

Pastoral Support

The programme team provides you with high levels of pastoral care. At induction, you will be allocated a Personal Tutor who will remain your tutor during your time at the University.

Raise matters with the Personal Tutor in the first instance, although if for some reason this is not appropriate then please raise the matter with the Lead of the Programme. If this is not appropriate, please see the Subject Lead for the Allied Health Department and lastly the Academic Director for Teaching and Learning Quality and Enhancement.

Personal Tutors are required to contact their Tutees to enquire as to how they are doing both personally and academically and also offer them the opportunity of an individual tutorial; these contact points would normally take the format of email communication. The formalised contact points are to be made twice per semester, totalling four times per year. In the tables below are the recommended schedules for these communications, including the initial tutorials: At least two contacts per semester. As summarised below:

Tutorial 1 (Individual tutorial)	Welcome fortnight	Semester 1
Contact Point 1	Weeks 7 -11	Semester 1
Contact Point 2	Weeks 13-17	Semester 1
Tutorial 2 (Group tutorial)	First fortnight of Semester 2	Semester 2
Contact Point 3	Weeks 24,25	Semester 2
Contact Point 4	Weeks 32-39	Semester 2

The roles and responsibilities of your personal tutor, programme director, Academic Director for Teaching and Learning Quality and Enhancement, and your responsibility as a student is detailed in the St Mary's Personal Tutoring Policy found in Moodle. The Programme Administrator also provides pastoral support, especially with providing general information on modules, assessment deadlines and marks, locations of classes, module choices, attendance issues, late submission and extenuating circumstances process. Also, the Programme Administrator can sign-post you to Student Services, the Student Union, the Careers Service and additional services within the University.

Tutor Dashboard

The Tutor Dashboard provides Personal Tutors with key information about their Tutees and offers a platform for Personal Tutors to record their interactions with their Tutees. Personal Tutors will be able to monitor a Tutee's engagement and academic progress throughout their studies, and the data included will allow the Personal Tutor to gain an insight into both the Tutee's academic progress and more personal factors that may affect their studies, for example, the distance they live from campus. The full list of data sets on the Tutor Dashboard are listed below:

- Qualifications on entry
- Exam results average and by module Single/joint honours

status

- Stage code of tutee (current, withdrawn, complete, leave of absence, other) Exam resit timetable
- Status: Full or Part-Time
- Fee Status: Home, EU or Overseas Halls or home student
- Term Time distance from campus

Within the Tutor Dashboard, an area will be developed to provide Personal Tutors with up to date information regarding other areas of the University and opportunities that may be of interest to their Tutees. Personal tutors are expected to engage with this area of the Tutor Dashboard and relay information on to their Tutees in a timely fashion.

Scheduled Classes

Timetables are issued at the beginning of each semester. If you have any queries or problems with your timetable, please contact the Programme Administrator or your Programme Lead.

The structure of the Physiotherapy programme consists of intensive teaching weeks, followed by seminars, workshops, and practical skills sessions. The length of the teaching session can vary depending on the task, but usually will be 3 hours in duration. Please note that sessions start promptly, and entry to classes may be rejected if you are late.

Please note that due to the practical element of the course content, some scheduled sessions and module examinations will require partial undressing in order to gain access to palpation points or to conduct clinical assessments. Note that both male and female students and tutors are likely to be present within these sessions. Of course, we will conduct these sessions in a professional manner, and dignity and modesty will be maintained at all times. Module convenors will discuss what clothing to wear in practical sessions where this is required.

Timetabled classes take many different forms and fulfil a variety of purposes.

Forms of timetabled classes

Lectures or workshops are held in most modules. Small group classes are called seminars. They are all tutor managed activities, although often the emphasis is on student preparation and contribution. Normally you will be assigned to a group, and you will have to attend the timetabled slot for your group. Timetabled classes may take the form of Tutorials. These are assigned times when you know that you can see the module convenor for approximately 15 minutes. These are individual or small group (2-3 students) tuition focusing on a problem or individual need. It may be used to ask questions about an assessment or to ask for assistance in understanding the subject area generally.

Lectures

Lectures will be held where necessary within the intensive teaching weeks and will provide a guide to a topic, highlighting important areas and providing information on matters that may not be readily available from other sources.

Seminars

Seminars are normally scheduled individually for each module. The seminars will provide

opportunities for you to consolidate your learning. Seminars are a forum for discussion and debate and will usually be based on the preparation of an answer to a problem or a discussion topic. This approach encourages you not only to acquire knowledge but also to develop your understanding of problem solving, analysis and evaluation. The importance of careful preparation for seminars and, in particular, the reviewing and analysis of primary and secondary sources of information will be stressed to you throughout.

Tutorials

Tutorials can be arranged by the student and allow you to discuss a piece of prepared work, for example, a single problem question on a one-to-one basis. It will provide you with a few key points that can be taken away. As with seminars, this may require you to undertake preparation before the tutorial session. Tutorials will also be used as a way of providing feedback to draft plans and completed assignments, and they are a useful tool in supporting the process of learning.

Attendance, particularly for small group activities, is a very significant factor in succeeding in your studies. We expect you to attend both lectures and small-group classes.

Purposes of timetabled classes

Classroom activities have a wide variety of different purposes:

- Providing you with knowledge and understanding of a subject (often done in lectures)
- Testing your understanding of the topic with immediate feedback
- Briefing and debriefing you on assessed work
- Developing and practising key skills – for example, problem solving or a practical skill
- Providing an opportunity for you to ask questions about the subject or assessed work

You will need to develop an understanding of the nature of the class contact for each module and the purpose of the classes. The structure of the MSc Physiotherapy (pre-registration) programme and the blended learning approach mean it is vital that you prepare in advance and participate. This may include reading specific material or watching a resource before the teaching session. This should be clear from the module Information handed out when the module starts. However, if you are not sure then ask the Module Convenor.

The programme team will make extensive use of Moodle, the University's virtual learning environment which uses the Moodle platform. This will be used as a means of disseminating important information and resources and for encouraging learning engagement through a series of initiatives which may include:

- Online formative assessment with detailed comments in the feedback field;
- Wikis and discussion groups/forums;
- Vlog/podcasting – video and audio recordings;
- Online lessons – a series of web pages with activities/questions with students receiving on progression pre-made feedback; and
- Grademark – online summative feedback application.

Lectures/Workshops – typical activities and note taking

Lectures and workshops are never intended to give you all the information on a topic, but rather a structure from which you can work and develop your knowledge and ideas. It provides a framework of important concepts. You then need to build up a detailed understanding of those concepts, by reading and research, by discussion and by work in seminars.

It is useful to prepare for a lecture or workshop by doing some preliminary reading. It is vital that you follow up the lecture or workshop with further reading, and by working through

questions or seminar problems when these are issued. You should ask yourself what you want to get out of lectures and workshops, and then develop a style of note taking that works for you. There is no "right method", but certain general principles are useful:

- Your notes need to be an accurate record of the key points of the lecture or workshop.
- They should be neat and tidy and in such a form that they can be easily supplemented.
- They should be presented logically, and deal with the essentials.
- Make a note of questions or doubts, with space left to insert solutions later.
- Keep a clear record of references etc.

Small group activities – typical seminars

Methods of learning in seminars will be varied and may include actual or hypothetical cases, in order to learn to apply the principles dealt with in lectures – developing problem solving and critical judgement skills for example. You may be working individually, or discussing in groups.

You will usually be given assignments before the seminar so that you can prepare materials. Sometimes you will be asked to lead the tutorial informally, at others you may be required to make a formal presentation.

Whatever is happening in seminars, the emphasis will be on your contribution and your participation. **You must come to seminars prepared and willing to take a full part in the process.** Although many of you will be shy at first, you will find, as you get to know each other and develop more confidence, that academic discussion is one of the most valuable parts of the learning process.

Individual activities – Typical tutorial

The main purpose of a tutorial is to discuss a piece of prepared work, possibly a single problem question and provide you with a few key points that you can take away with you. As with seminars, this may require you to undertake preparation before the tutorial. It is also used as a way of providing feedback to draft plans and also completed submitted assignments. We rely on tutorials to support the process of learning.

Attendance

You are responsible for your learning, and this includes taking responsibility for attending classes. It is your responsibility to be regular and punctual in attending all classes. It is our experience that students who attend lectures and small group activities do better than those who do not or whose attendance is patchy.

Failure to attend and/or account for absence to the Module Convenor concerned may result in failure of that module element. ***The attendance requirement for modules is 80%, which falls in line with professionally regulated programmes at the University.***

Students who do not attend 80% of the module may not be entered for practical examinations at the discretion of the Programme Examination Board. It will only be possible to re-sit module assessments once you have achieved 80% attendance for the relevant module. You will be allowed to do this at the next available opportunity, which will normally be in the following academic year.

Consent from the relevant module convenor is required in advance for planned absences.

In each of the teaching rooms, you will find attendance monitoring readers. You will need to ensure that you bring your ID card with you to each session so that you can mark your attendance by presenting your ID card to the reader.

As this is a blended learning programme, there will be a range of tasks and resources that you must engage with online. Module convenors will monitor student engagement with these resources, and this will be considered as attendance. Failure to engage with the specific online content will affect the overall attendance of the student, and the module convenor will contact them regarding this issue. The VLE (Moodle) gives staff the ability to monitor this fairly and accurately.

We will monitor your attendance in all modules throughout your programme. This allows us to build up a profile of your attendance. You are reminded that when employers request references from the University/ your tutors, they will often ask for comments about your attendance. It is not acceptable to let your tutor and fellow students down by not turning up to a presentation without a valid explanation for your absence.

Therefore, if you cannot attend, please inform the module convenor for the lecture by 9 am on the morning of the session (leave a phone message, or send an e-mail), and explain why you will be absent. If you are having problems that make attendance difficult for you, then please seek advice.

Cancellation of timetabled classes

From time to time it may be necessary for timetabled classes to be cancelled or re-arranged. This may occur when academic staff have important commitments elsewhere or where staff are unwell. Wherever possible, we will give you a warning of this eventuality in lecture announcements, via the Programme Notice Boards, by email or through Moodle. However, sometimes little or no notice is possible in which case we will place a notice on or near the classroom where the teaching was due to take place.

Academic Support for Learning

In addition to scheduled classes, you can also expect to encounter other types of staff support for learning.

Feedback on assessment - You can expect feedback on assessed work, so you can develop your knowledge, understanding, and skills through undertaking assessments.

Tutorials by appointment - As you are responsible for your learning you will need from time to time to seek assistance in developing knowledge understanding and skills. You may do this in:

Timetabled classes (see above), if appropriate: Also, all Programme staff have 'office hours' when you can book an appointment to see them. Alternatively, if you have a query which you can write down you might leave a note for a member of staff with the Programme Administrator.

Email: You may find academic staff happy to support your learning by 'virtual' tutorials – corresponding by email. Where this is appropriate, staff will provide their email addresses in the module documentation.

Learning packs: Some modules provide learning packs for you to work through in your own time. These may involve exercises to assist you in developing an understanding of the materials.

Student Centred Activity

Formal teaching and contact with staff is only a part of the learning process. During this part of the process, we have stressed that responsibility for learning lies with you and that

learning is most effective when it is active and reflective. Also, how you use your own time is also critical.

Assessments: It may perhaps seem a little strange to see these as part of the learning process, but that is what they are there for – not merely to produce a grade for the module. So the research, preparation and/or revision, as well as the experience of writing or delivering the assessed work or sitting the exam/test, is all part of the learning experience. The feedback you receive on your assessment is also a central part of the learning process – it helps you work out what to do to improve and will form part of the process of the Student Review process.

Private study: You will be expected to undertake significant amounts of private study. The expectations will vary from module to module but may include preparation for small group classes or undertaking some reading of a course text or library research. You will need to consult the course documentation for recommended and required reading and preparation. In addition, many students use private study time to ensure they have understood the subject; have reflected on any feedback on assessed work; have a good set of notes for revision, etc.

Working in study groups: We positively encourage you to work together. In part, this is done through the degree programmes where you will find you are assessed by forms of group work from time to time. However, outside of those formal requirements, it is our experience that students benefit significantly from working collaboratively. The benefits include using peers to check and develop understanding, particularly on difficult topics or complicated concepts, and revising together.

Reading: Although this forms part of your private study time, it is very important to maintain your reading-up on the subject and will support your successful completion of the Programme.

You will be given reading lists for each module. These will all be available as electronic copies via the library and learning resource section on simmSpace. You will not be able to borrow basic texts from the library on a long-term basis.

Time management: You will need to plan the use of your time carefully since you will have the demands of your learning in timetabled classes, assessments and private study to juggle. Good time management lies at the root of all effective learning. A personal timetable would assist you in assessing your priorities, both those concerning study and all the other activities you will undertake. You need to be honest and realistic if you are to reach manageable goals - don't try to achieve the impossible! Effective planning of your time will form part of your PDP.

Working hours: The number of hours you have to devote to your studies is dependent on many variables, including how fast you can work and assimilate the material. During intensive teaching weeks, you can expect to have about 30 hours of timetabled class contact time. Over the course of a 20 credit module, the number of hours of contact will vary depending on the subject matter and content. A 20 credit module equates to 200 hours study to include structured contact time and independent study time.

Coping with stress: Stress may be a problem for you, particularly when you first start the programme. You will need to find a way to balance your time between study and family/work commitments, and also deal with a multitude of other factors which draw on your time and energy. There is a lot of help available, and we encourage you to make use of student services - see the section on **University Student Services** for further information. You can also seek the advice and support of your Personal Tutor.

Placements and workplace learning: There are placement elements in the programme. See above for details about these modules. Also, the programme has an interprofessional education strategy which is essential to the development of a “collaborative practice-ready” health workforce. A copy of the strategy is found in Moodle.

The library and media resources

You will receive instruction on how to use the library during induction. You can also seek assistance from the Academic Liaison Librarian, Frank Quick. When undertaking study of any kind, it is essential to make use of the library.

Computing facilities

Being able to effectively use computing facilities will be important for your studies. The following are just some of the facilities that you should become familiar with during your course.

The Internet: You should familiarise yourself with the Internet, as it has become an indispensable resource for information. You will receive guidance on the use of the Internet as a research tool and will be given links to useful sites in your module booklets.

Word processing: You are required to word process ALL written coursework. Please remember to always keep a back-up copy of all your work on disk and make sure that you save your work frequently. Coursework must be submitted in Microsoft Word or PDF format. Please ensure you have the correct word processing software to enable you to submit coursework in the required format.

E-mail: You are required to use email as part of your programme and in any event may find it a very useful means of communication with other students and staff. You will be issued with a University email address. Some key information from University departments, e.g., the Registry, will be sent via your University email, so ensure you regularly check it. As a student on a blended learning programme, communication via electronic sources will be even more important, so it is essential that you check your student email account regularly.

SIMMSpace

The University uses an email and communication system. Your access to the system is based on web technology, which allows you to access your University email, calendar, administrative pages and electronic learning material from any computer that is connected to the internet and uses a web browser. The Portal is located at: <http://portal.smuc.ac.uk/>

You will need your university ID and password to access your account on the Portal. Further information about the SIMMSpace will be given during your induction programme.

Moodle

The University uses as part of its communication system a virtual learning environment (VLE) called Moodle.

Modules materials such as handbooks, lecture slides and resources, seminar question and vodcasts/podcasts will be made available through the Moodle.

Access to Computers and IT facilities

The Library on campus has 382 study places available for all, 160 of which have open access workstations, and there are numerous multi-functional self-operated printer/photocopiers for you to use. The opening of the Naylor Library has added over 200 study places. All the equipment is to the latest industry standards. In addition, there are

docking points with connections to the University network for the use of students with their own laptops. Wi-Fi access is available throughout the Library. A new Wi-Fi connection has been installed, which allows smartphone access to the network.

Additional terminals (over 130) are available in IT training rooms elsewhere across the campus (rooms J206, M1, M2, M101, and M102), which may be used by students when not required for teaching. Each of these five rooms has a printer and an overhead data projector. Also, the Students' Union Common Room/SU Hall and the Dolce Vita Cafe provide Wi-Fi access to the University network.

The Library also operates a laptop loan scheme. Please refer to SIMMSpace for information at: <http://simmspace.stmarys.ac.uk/services-students/library-IT/services/Pages/Laptop-Loan-Scheme.aspx>

Additional support

Some students may require additional support/consideration when taking part in sessions relating to the development of professional skills, e.g., students with learning difficulties, disability, cultural needs. Universities and Students have responsibilities to ensure that all students are provided with the appropriate support/guidance/adjustments to enable them to participate in these sessions. These modifications are recorded in a Learning Contract, which is only shared with your consent. An example of a learning contract designed particularly to address the needs of visually impaired students is provided in Appendix X.

You will have opportunities to disclose such information regarding the need for additional support, in a safe and supportive environment and discuss its implications. The Physiotherapy department will ensure reasonable adjustment and modifications of practice to enable you to take part in practical procedures, and this arrangement will be recorded in a mutually agreed learning contract. Please note that the University has a Disability Service and that the Chartered Society of Physiotherapy has produced extensive guidelines to support you throughout your Physiotherapy course. Your Personal Tutor will provide information about the support available to you.

Assessment

Assessment is any form of evaluation or testing of your performance.

When combined with effective feedback, assessment is a key instrument for the development of your capabilities, and the means by which we assure ourselves and others (employers, professional accrediting bodies) that you are achieving the learning objectives which have been set. Assessment is the method by which we discriminate between student performances, and decide degree classifications.

Assessment Methods

Assessment within the programme takes a variety of forms. This reflects the need to develop a range of different knowledge, understanding and skills. The programme includes the following types of assessment:

Key:

ES-essay
EX-examination
OSCE- objective structured clinical examination
Viva- oral examination
PP-poster presentation
IT-information technology assignment
CS-case study
OT-other

Table 2: Assessment methods

MODULE	CORE/ OPTION	EX	OSCE	Viva	PP	ES	IT	CS	OT
PHP7001	CORE		50%			50%			
PHP7002	CORE	50%						50%	
PHP7003	CORE				20%		80%		
PHP7004	CORE		50%					50%	
PHP7005	CORE	50%	50%						
PHP7006	CORE		50%	50%					
PHP7007	CORE					65%			35%
PHP7008	CORE						50%		50%
PHP7009	CORE				25%				75%

The different assessment methods have been repeated to give you the opportunities for improvements and effective use of feedback. Each module will have its own type of assessment to fit the learning objectives and outcomes for that module.

Module outlines will provide you with information about assessment formats. Assessment weightings are the proportions of the final module mark that come from

each assessment. No module has a single piece of coursework equating to 100%, as such there is no 'single point of failure'. The majority has two or three pieces of work with different weightings adding up to 100%. A description of the assessment weighting is provided in Appendix IV.

Adjustments to Assessment for Students with Disabilities

The University is required to make reasonable adjustments to remove any barriers which prevent students with disabilities from demonstrating the standards required of them in order to pass individual modules and eventually their degree. If you have a disability or other special need and consider that you need help to meet the standards (for example through specialist equipment to produce coursework, additional time in examinations or additional study support) you should in the first instance discuss this with the Disability and Dyslexia Support Service who will be able to advise both you and your Programme Director(s).

We would encourage you to discuss any issues with the Disability and Dyslexia Support Service as soon as possible. With your permission, the Disability and Dyslexia Support Service will discuss your requirements with other relevant members of the University. St Mary's Universities and Students have responsibilities to ensure that all students are provided with the appropriate support/guidance/adjustments to enable them to participate in all the required assessments and learning activities. These modifications should be recorded in a Learning Contract (see Appendix X for an example). However, the information may be kept confidential if you wish, although we would advise you that this will limit the arrangements that can be made.

Examinations

All examinations are held in the Examination Period at the end of each semester. You will receive a personal examination timetable which will show the date and time of each examination at least four weeks before the start of the examinations.

Venue for Examinations

All Examinations are held in the Sports Hall unless you have special needs or circumstances. Examinations for candidates with special needs requiring a computer may be held in a computing suite as appropriate.

Identity Card Check

Your identity may be checked on entering the examination hall. You must, therefore, remember to bring your card with you and have it ready for any check. If you do not have your card, you may be stopped from entering the hall.

Examination Arrangements for Students with Additional Needs

Additional arrangements for examinations may be made if you have a disability, specific learning difficulty, long-term illness or ongoing mental health condition. So that suitable arrangements can be made, you must apply to the Disability and Dyslexia Support Service. Although we recognise that some circumstances are outside your control, such as a broken arm just prior to examinations, we do ask that you give us as much notice as you can about any additional needs. If you have a disability, long term or permanent additional need, you should let us know in the first semester or as soon as it becomes known. Any such request must be supported by a professional diagnosis.

Dyslexia

If you have dyslexia or a diagnosed specific learning difficulty, you will be given special consideration such as additional time and, where appropriate, access to computing equipment etc. In order to apply for such consideration, you will require a psychologist's report. You should submit this to the Disability and Dyslexia Support Service if you wish to apply for special consideration.

If you have difficulties with your studies and you think you might have dyslexia or other specific learning difficulty, you should contact the Disability and Dyslexia Support Service who will be able to advise you and arrange for testing.

Handing in Coursework

The process for submission of coursework is set out in each of the module guides you receive.

For written coursework, only an electronic copy of your work must be submitted, by the set deadline to 'Turnitin' or Mahara. This will be made available on the My Modules module page approximately one week before the submission deadline. Please note you can only upload coursework once to this link. You should also ensure that you allow sufficient time for work to be uploaded onto the appropriate platform as late submissions will not be permitted. It is your responsibility to ensure that all videos are compatible with the platform in use.

Overlong Coursework

Word lengths will be set for all pieces of coursework. You should ensure that you produce your work within the required length, although the marker will allow up to 10% either under or over this specified length. If your work is longer or shorter than this, you will lose marks for failing to abide by the coursework criteria.

Late Submission of Coursework

Students who fail to submit electronically coursework by the deadlines set by the Programme will receive a **grade of zero** for that assessment. Re-sit penalties will be applied unless the student makes a successful extenuating circumstance claim for a re-sit without penalty.

No extensions will be granted for coursework. Where work is not submitted, or submitted after the deadline, you will be contacted by the Programme Administrator and will be provided with the Faculty Extenuating Circumstances Procedure (see Appendix VI). If you wish to apply for a removal of penalty you must complete the University's Extenuating Circumstances form which must be submitted with supporting evidence and the completed coursework for consideration to your programme administrator **within 10 working days of the original deadline**.

The **Faculty Extenuating Circumstances Procedure** applies separately to each individual piece of coursework. Therefore, you will need to submit a separate form for each piece of coursework. However, one piece of evidence can support more than one application.

Illness or other Extenuating Circumstances Affecting your Studies

There will be occasions when you are ill or when your personal circumstances will affect your performance in an examination, a piece of coursework or even for the whole semester. It is important that you inform your module convenor or programme director(s) if you are having any problems that may be affecting your studies, as they may be able to give you advice. However, if you wish your illness or personal circumstances to be taken into account when your results are being considered, you should make an application on the Extenuating Circumstances Form provided by the Registry. The chart in Appendix V outlines the acceptable circumstances and what documentary evidence is appropriate.

You should note that the only consideration that can be given is either an extension for a piece of coursework or a re-sit without penalty where you have failed either coursework or examination. The University does not award additional marks for illness or extenuating circumstances.

Applications for any other consideration will be considered by the Student Progress Board, which meets after each Examination Period. On the form you must state clearly what sort of consideration you are applying for (i.e. extension, overall performance, non-attendance at an examination etc.). On the form you must state clearly what sort of consideration you are applying for (i.e. extension, overall performance, non-attendance at an examination etc.). You should apply for an extension prior to the hand in date. For other consideration you should apply by the end of the Examination Period. If you apply later than this there must be a valid reason for the delay.

Requirements for Masters Dissertations

All students for the Degree of MSc must present a Dissertation on a subject relevant to the Physiotherapy programme, or undertake an equivalent major project (subsequently referred to as the Dissertation). The Regulations below set out the requirements for the Dissertation

Submission of the Dissertation

1. The Dissertation must be submitted within the time limit specified in the Module Guide (PHP 7009).
2. All pages of the Dissertation should be numbered. The title page shall bear the title, approved in accordance with the Programme requirements, the student's name, the Degree for which the student is registered and the year in which the Dissertation is presented. A summary of the work, not exceeding three hundred words in length must follow the title page.
3. The Dissertation shall be written in English except when permission is given, in accordance with the Programme requirements, for another language to be used owing to the nature of the subject. The summary must always be written in English.
4. One copy of the Dissertation must be submitted to the University. A student is advised to keep an additional copy for personal use.
5. No alterations or additions may be made to a Dissertation after it has been submitted.
6. Dissertations awarded 'with distinction' may be included in the University Repository. For inclusion in the Repository an electronic copy should be submitted to the Repository via the Research Archive pages. Electronic submission to the Repository is the responsibility of the Course Lead.

Copyright and Access to Dissertation

Copies of Dissertations which are awarded "with distinction" may be placed in the University Repository and are available for anyone to consult. A student is therefore advised to mark their Dissertation as copyright. It shall, however, be a condition of acceptance of a Dissertation that the Library be empowered to reproduce the Dissertation in hard copy format or otherwise disseminate electronically to those institutions or persons who, in the Library staff's opinion, require them for academic purposes.

If the sponsoring organisation or collaborating body considers that the Dissertation contains matter of a confidential nature, the author may instruct the Library staff to restrict access to a Dissertation for a period not exceeding five years. Access to the Dissertation may be allowed during this period only with permission of person(s) specified by the sponsoring organisation or collaborating body. Similarly, if it is desired to seek a patent from matter in the Dissertation, the author may instruct the LRC staff to restrict access for a period not exceeding one year. If it is desired to extend the restriction beyond the above periods, or restrict access on other grounds, application must be made by writing to the Head of Registry Services.

While the copyright of the Dissertation belongs to the author, a student is required to assign to the University or its nominee intellectual property rights (whether patentable or otherwise) that the student is considered to have acquired whilst studying at the University in return for a fair proportion of any net receipts in accordance with the terms of the Intellectual Property Code. A student may, however, be subject to a specific agreement with the student's sponsor concerning the assignment of intellectual property rights to the sponsor.

Marking and Moderation Process

How is my work marked?

After you submit your assignment, it is marked by at least one tutor. If your assignment is a written exam or written piece of coursework, you can expect this to be marked anonymously, i.e. your identity will not be known to your tutor as he or she marks the assignment. Your tutor should only be able to identify you by your student number. Anonymous marking helps the University to ensure that the marking process is objective and avoids bias.

Not all assessments can be marked anonymously due to the nature of the tasks. Examples of this include oral or practical exams, productions and individual and group presentations.

Your work may then be subject to a process known as moderation. Moderation will generally involve a second marker checking a sample of work, along with the first marker's marks and comments, to verify the overall standard of marking and the use of the marking criteria.

A sample of at least 10% will be moderated and this will include a range of marks from the top, middle and bottom of the marking scale. All borderline fails, will be moderated.

There are exceptions to this. All dissertations and research projects will normally be blind second marked, which means that they will be marked by two tutors independently who have no access to each other's mark/grade and comments.

The purpose of moderation is to provide an internal check on the marking to ensure that the marking criteria are applied in a fair and consistent manner and that marking within and between modules is consistent.

The marks of the first marker generally will stand unless the moderation highlights significant differences between the two markers. If there are significant differences, further action will be then be taken with the approval of the Programme Director.

Methods that can be used to resolve disagreements include the first marker reviewing the marks following feedback from the second marker, all assignments being second marked by the second marker or third marking of the sample by another tutor.

Where there is significant disagreement in terms of the general consistency of marking, for instance, if the first marker has marked too harshly or too generously, the two markers can negotiate to adjust the marks accordingly for all students and not just those in the sample.

Marks for individual students will not be changed after moderation, except in cases of mathematical errors, when marking criteria have not been correctly applied or when all assignments have been second marked. This ensures that all students are treated fairly and equitably. If marks for individual students in the sample are changed, those students could

benefit or be disadvantaged by being included in the sample of work that was moderated or second marked.

You will always receive one final agreed mark. However, your tutor will keep a record of any mark differences, how these were resolved and the final outcome. Please note that you cannot appeal against the marks awarded by your tutors as these are deemed to be academic judgements. You can appeal if you believe the marking procedures have not been applied correctly.

What happens next?

After your assignment is marked by your tutors, it is then subject to external moderation by an external examiner. The use of external examiners is standard practice across the university sector in the UK. Each programme at the University has at least one external examiner, who is often a tutor in the same subject area from another university. Depending on the subject area, some programmes will also have external examiners from the workplace.

Why is this important to you? External examiners provide an additional check on the marking carried out by your tutors. External examiners help to ensure that marking within modules and across the entire programme is consistent and that our regulations and procedures have been applied appropriately. External examiners are also responsible for ensuring that the standards of this programme are comparable with equivalent programmes at their university and other universities that they have worked or examined at.

External examiners will not see all assignments. They will agree a sample with your tutors in advance. However, external examiners do have the right to see all assignments if they wish. The agreed sample should contain those assignments that have been moderated or second marked by your tutors and a range from the top, middle and bottom of the marking scale and first class or distinction marks, fail marks and borderline pass/fail marks.

External examiners do not act as another marker. They check the sample to see whether the marking is appropriate and consistent. If the external examiner suggests changes to the marks, as with internal moderation and second marking, the marks for all students on the module (not just those sampled) will be changed accordingly.

Assessment criteria

All assessments have explicit assessment criteria – these are the factors which we will take into account in establishing the mark for that piece of work. You should consult the assessment criteria when undertaking the assessment. The criteria for assessment are contained in Appendix VI.

Provisional Coursework Marks and Examination Results

For coursework the programme team aims to give you a provisional mark and feedback (see below) within **three working weeks** of the original deadline so that you can monitor your progress. These marks are provisional and will need to be ratified by the University Postgraduate Examination Board, which is held twice an academic year (see below). Although not finalised the marks will, however, have at least been through the moderation process (see above) so should not change significantly.

For the end of semester examinations you can ask for a provisional mark following the Programme Examination Board. You will receive the ratified semester examination results from the Registry Department following the University Postgraduate Examination Board. #

All Marks returned to students are provisional until ratified by the Postgraduate Examination Board.

Feedback on Coursework and Examinations

The purpose of assessment is not only to assign a mark for a particular piece of work or module, but also to assist you in developing your knowledge, understanding or skills. You will, therefore, receive feedback on all assessments. This may take several forms, e.g.:

- A mark for the assessment, which will be indicative of your general performance
- Annotations and comments on the assessment and/or a Feedback Sheet referring to the assessment criteria
- Suggested answers to assessments may also be used as a means of feedback Feedback debriefings, which may be by individual appointment or in a group

You will not routinely receive individual feedback on your examination performance. However, if you would like such feedback, you are entitled to receive it and you should approach your module convenor directly for further details.

Feedback is an important learning mechanism so where you do not feel that you have enough information about how you have done and more importantly, how you can improve you should communicate with the module convenor. This might be in an individual appointment or by note or email. Normally you should seek this additional feedback within two weeks of the return of the coursework.

Formative Feedback on Draft Coursework

The programme team will not comment on completed draft assessments prior to the assessment deadline (except for the Research Project). There will be plenty of opportunity to have feedback on formative assessments throughout the course.

Examination Board Process

Programme Examination Board

Once your assignments have been marked and checked internally and by the external examiner(s), the marks are then approved by the Programme Examination Board, which meets at the end of each assessment period. This will typically be at the end of semesters one and two and the resit period.

The Programme Examination Board's membership consists of the Programme Director, the External Examiner(s) and all tutors who contribute to the teaching of the programme. The meetings are chaired by another tutor (normally a Programme Director) from another faculty in the University. Attendance of at least 50% of the members is required for the meetings to proceed. At least one External Examiner must be present at the main meeting of the academic year where the majority of the marks are approved.

The Programme Examination Board is specifically tasked with approving:

- The mark for each individual assessment you have taken;
- The overall module mark (percentage and grade) for each of your modules;
- Internal module compensation (see below) for students who are eligible.

The Programme Examination Board also makes recommendations to the relevant University Examination Board in relation to:

- Recommendations for programme termination for students who have no right to resist or retake in core modules;
- Recommendations regarding students who have been disadvantaged as a group as a result of errors in the assessment process or other circumstances beyond their control.

Re-Submission of Work

All students will be given the opportunity to re-submit work at the next available opportunity. First year students will need to ensure that they pass all pre-requisite modules prior to starting their placements; this may mean that their first placement may be delayed. Second year students who need to re-submit work or complete placements after the July exam board will have the opportunity to complete these prior to the next postgraduate exam board date.

University Examination Board

The decisions and recommendations of the Programme Examination Board then go to the relevant University Examination Board for noting or approval. The University has a separate Examination Board for foundation, undergraduate, postgraduate and PGCE programmes. These Boards are responsible for approving awards, deciding on student progression and programme termination and ratifying decisions made by the Academic Misconduct Panel and the Extenuating Circumstances Board.

The University Examination Board has a similar structure to the Programme Examination Board. The Board's membership consists of the External Examiner and the Programme Directors for programmes which report to that Board. The meetings are chaired by a senior member of staff. Attendance of at least 50% of the members is required for the meetings to proceed. The External Examiner must be present at the main meeting of the academic year where the majority of the awards are approved.

Classification of MSc Awards

The Degree ***MSc in Physiotherapy (Pre-Registration)*** will be awarded upon successful completion of all modules, equaling 180 credits between year one and two.

You will be awarded 'with Distinction' where there is an overall percentage mark of 70% from the best 150 credits and a mark of 70% or more in the dissertation module.

You will be awarded 'with Merit' where there is an overall percentage mark of 60% from the best 150 taught credits and a mark of 60% or more in the dissertation module.

Borderlining at Masters Level- to determine the final degree award for students whose overall mark is close to the pass/fail borderline or a Merit or Distinction threshold, the following convention will be applied by the University Postgraduate Examinations Board: that the Dissertation mark is in the higher class.

A Guide to Professional and Academic Conduct

Professional Conduct

All St Marys Physiotherapy students have responsibility for maintaining high standards of conduct, ethics and behaviour both in the wider healthcare setting as well as the academic environment. You are here to develop skills and knowledge to become a Professional in an environment that can significantly affect members of the public. As we are an Allied Health profession, we have a duty of care and responsibility for protecting the health of the public, ourselves and our colleagues. As you are studying to become a professional in a regulated profession, you are responsible for maintaining a high standard of conduct, ethics and behaviour both whilst in the University community as well as in the wider Healthcare community. This means that your behaviour must meet these standards at all times.

Physiotherapy students are expected to behave in a way that does not interfere with, or cause disruption to, the normal operations of the University and Healthcare community. Additionally, Physiotherapy students must meet all standards of conduct, performance and ethics which apply to all professionals regulated by the HCPC. These standards include communicating appropriately and effectively, working within the limits of knowledge and skills, delegating appropriately, respecting confidentiality, managing risk, reporting concerns about safety, being open when things go wrong, being honest and trustworthy and keeping records of their work with service users and carers. This standard of behaviour applies for all Physiotherapy students, both within the University community and within the Healthcare community. Infringements on these standards will have set penalties, commensurate with the level of infringement.

These standards guide the HCPC decisions about the character of students who apply to join the register and will inform fitness to practice decisions. Physiotherapy students must be able to prove to the HCPC that they have the skills, knowledge, character and health to practice safely and effectively. All students must demonstrate compliance with all the standards of proficiency to register with the HCPC. They must continue to meet the ethical, behaviour and competency standards relevant to their scope of practice to stay registered.

All Physiotherapy students have a duty of care to ensure their personal and professional behaviour is consistent with the Standards of the University ([the Charter](#)) in addition to the HCPC standards of education and training, and standards of proficiency; these standards are available on the HCPC website www.hcpc-uk.org.

All student Physiotherapists must comply with the codes of practice of Health and Care Professions Council (HCPC) and Chartered Society of Physiotherapists (CSP) professional bodies alongside these procedures.

Please see Appendix 7 MSc Physiotherapy Standards of behaviour and student disciplinary policy for more information. You can also look at the MSc Physiotherapy page for more information.

<https://mymodules.stmarys.ac.uk/course/view.php?id=33808#section-5>.

Academic Conduct

Your learning during your time at St Mary's University is a journey of discovery as you progress through your programme. While being supported and guided by the tutorial/supervisory team, you will also undertake your own research, preparation, and planning as you construct your assessment tasks. This is a vital element of your learning, and it is important to remember that the assessments are an integral part of that learning – not simply a way of testing *what* you have learned.

That learning process only has meaning and value if you present your own thoughts, *your* analysis – *your* work.

That is the standard of academic conduct that we expect, and hope, our students attain – however, we do have procedures in place to address any apparent instances of academic misconduct.

Academic Misconduct is taken very seriously by the University, and you should be aware that the consequences of such misconduct can be serious.

Examples of behaviours considered to constitute academic misconduct are as follows:

- copying work from reference sources or other students (**plagiarism**);
- using elements of your own work more than once and without referencing the original (**auto-plagiarism**);
- working too closely together with other students to produce very similar submissions (**collusion**);
- allowing another student(s) to copy their work (**unfair advantage**);
- fabricating results or other outcomes that form part of the work (**falsification of data**);
- bringing unauthorised materials/electronic devices into an examination room, and/or behaving in other ways that could bring an unfair advantage (**examination cheating**).

Academic Misconduct – Guidelines for Students

The above represent the most common forms of academic misconduct. However, you should refer to the “Academic Misconduct – Guidelines for Students” on SIMMSpace in order to familiarise themselves with the more detailed information about the types of academic misconduct.

These Guidelines also explain the process that will be followed when a student is suspected of academic misconduct; and the types and levels of sanctions that will be applied when cases are proven.

Non-Academic Misconduct

You should please note that Academic Misconduct and other forms of Student Misconduct are addressed via different processes.

Allegations of Misconduct which are not categorised as academic will be investigated and progressed by the Dean of the Faculty of Sport, Health and Applied Science (or nominee) according to Section 4 of the Student Disciplinary Procedures.

Student Disciplinary Procedures

The University expects its students to act in a responsible manner to the mutual benefit of the University, its neighbours, and the wider community. Please refer to the MSc Physiotherapy Standards of Behaviour and Disciplinary policy.

<https://mymodules.stmarys.ac.uk/course/view.php?id=33808#section-5>.

This works in accordance with St Mary’s University Student Disciplinary process. The Student Disciplinary procedures can be found on SIMMSpace under ‘My Degree Programme’, then going to ‘Registry (Student Administration)’. The procedure is under ‘University Policies and Procedures’:

<http://simmspace.stmarys.ac.uk/prog-admin/registry-policies/policies-complaints-disciplinary/Pages/Disciplinary-Procedures.aspx>

Student Complaints procedures

There may be times, when the quality and standard of the educational experience or wider experience at the University does not meet reasonable expectations. You are entitled to

complain and to make known your concerns.

The Student Complaints Procedures can be found on SIMMSpace under 'My Degree Programme', then going to 'Registry (Student Administration)'. The procedure is under 'University Policies and Procedures':

<http://simmspace.stmarys.ac.uk/prog-admin/registry-policies/policies-complaints-disciplinary/Pages/Complaints-Procedure.aspx>

Studying without Harassment

The University accepts that all students have a statutory right to be treated with dignity and respect at work in an environment free from bullying and harassment. This policy can be found on SIMMSpace under 'My Degree Programme', then going to 'Registry (Student Administration)'. The policy is under 'University Policies and Procedures' in the 'St Mary's Policies and Regulations' section:

<http://simmspace.stmarys.ac.uk/prog-admin/registry-policies/policies-complaints-disciplinary/Pages/Policies-Regulations.aspx>

Quality Assurance

Opportunity for Students in the Quality Process

As a student, you help us to ensure quality in our programme in a number of ways:

You contribute to formative and summative evaluations of modules. Formative evaluations are carried out midway through the semester at the Programme Board. Summative evaluations occur at the end of the module and are your chance to provide feedback and make any suggestions for improvements in the module (see Appendix VIII for a copy of the module evaluation form).

Each cohort will normally have at least two representatives elected by the student body. The role of the representative is to attend Programme Boards and give feedback to fellow students on action points arising from the Programme Board. All students are allowed to attend Programme Boards. The dates of the Boards are made known to you in advance.

As well as attending Programme Boards, the student representatives will attend the stakeholders' involvement meetings which takes place on the third Thursday in October and third Thursday in April of the following year, both at 10.30am. The meetings will serve as a formal platform for stakeholders' involvement and feedback between them and the physiotherapy programme team and student representatives. Stakeholders refer to clinical educators and their managers, service users, and carers. Detailed information about the 'Clinical Educator, Service User, and Carer Involvement Strategy', as well as minutes of previous meetings will be available on Moodle.

Appendices

Appendix 1: Subject Requirements

MSc in Physiotherapy (pre-registration)

1 General

- 1.1 These Subject Requirements relate to the part(s) of the programme of MSc in Physiotherapy (Pre-Registration) and the PG Cert/PG Dip Applied Health Studies, which make up the modular degree programme offered by St Mary's University, and upon successful completion of which will lead to the award of the Degree of MSc Physiotherapy (Pre-Registration) or PG Cert/PG Dip Applied Health Studies.
- 1.2 These Subject Requirements should always be read in conjunction with the Academic Regulations.
- 1.3 Every effort has been made to ensure that the information concerning the programme(s) of study detailed in these Subject Requirements is correct, and provides you with an accurate overview of the Subject area(s) that make up your Degree programme/programme of study.
- 1.4 The University reserves the right to amend or revise these Subject Requirements, and/or introduce changes to the information given, (including the addition, withdrawal or restructuring of modules or programmes of study), in order to be able to respond to factors outside the University's control. The University will always endeavour to act reasonably in such situations and inform you with as much notice as possible.

2 Programme entrance requirements

- 2.1 Candidates must satisfy the general admissions requirements of St Mary's University as well as Five GCSEs at grade C or above, including English language or literature, mathematics and a science subject. To qualify for admission and access to all modules leading to an MSc in Physiotherapy (pre-registration) Programme, you will normally be expected to have an Upper Second Class undergraduate degree (or equivalent) in a related field. Related degrees include medical, sport, and biomedical science, and science degrees such as biology, biochemistry, chemistry, and physiology. Other degrees will be considered on an individual basis.

In addition to the above, candidates are required to have practical experience relating to Physiotherapy. Such as shadowing, work placement or healthcare work experience.

Applicants with extensive relevant industry experience with a 2.2 in a relevant field, and applicants with a first or upper second classification in a non-specified field with work experience in a relevant environment will be referred to the Programme Director for consideration. All students will be considered on an individual basis.

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 your understanding of Physiotherapy.

- 2.2 **Widening Participation.** Although this programme is likely to interest a mature student base due to the pre-requisite of an undergraduate degree, we welcome and encourage

application from all ages. The University has a long tradition of widening access to education for all while fostering respect and mutual tolerance in society, in line with its mission and Catholic identity. Also, the learning and teaching strategy is such that you can work part-time in your first year of study, promoting increased diversity in the physiotherapy student population. Furthermore, the programme is likely to attract individuals who have been working in healthcare and related fields and wish to expand their skills as a practitioner.

2.3 Credit Accumulation & Transfer and Accreditation of Prior Learning.

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

3 Programme structure

- 3.1 The structure of the programme is detailed in Appendix II. The programme will be taught on a full-time basis.
- 3.2 The overall duration of the full-time programme will be two academic calendar years. This will include 1000 hours of clinical placement which is required for this Master's degree. The programme will not exceed four academic calendar years.
- 3.3 With the exception of PHP7008 and PHP7009 the duration of each module is one semester equivalent of thirteen weeks teaching (fifteen-week semester). PHP7008 and PHP7009 will run throughout the second year. This is to accommodate the 1000 hours of clinical placement in an external workplace required for the CSP membership and the time required to complete the Dissertation.
- 3.4 The proposed programme requires an 80% attendance rate for each module in order for you to demonstrate clinical competency and safety to complete the required examinations. This falls in line with other professionally regulated programmes at St Mary's University.

4 Further requirements

- 4.1 You are required to attend lectures, tutorials, seminars and workshops, and to produce coursework as directed by the Module Convenor.
- 4.2 You must complete a minimum of 1000 clinical placement hours, which includes preparation, research and practical time, in order to meet the eligibility criteria for CSP membership.

5 Assessment

- 5.1 Details of assessment are set out in Appendix IV.
- 5.2 All pieces of coursework are required by set dates; you will receive notice of these dates from the Module Convenor.

6 Awards

- 6.1 Students successfully completing one or more modules will gain a St Mary's University Transcript.

- 6.2 Students successfully completing 60 FHEQ Level 7 credits will be eligible for the award of Postgraduate Certificate in Applied Health Studies.
- 6.3 Students successfully completing 120 FHEQ Level 7 credits will be eligible for the award of Postgraduate Diploma in Applied Health Studies.
- 6.4 Students successfully completing all 180 FHEQ Level 7 credits and clinical placements will be awarded the MSc in Physiotherapy (pre-registration). Aegrotat awards are not permissible for this named award. On successful completion of the MSc Physiotherapy (pre-registration) programme, you are eligible to apply to join the CSP and HCPC.

Appendix 2: PG Cert/PG Dip Applied Health Studies/MSc in Physiotherapy (Pre-Registration)

PG Cert/PG Dip Applied Health Studies Programme Details

1. Postgraduate Certificate in Applied Health Studies

In order to qualify for the Postgraduate Certificate, you must complete 60 credits from the following modules:

Module	Credits
PHP7001 Anatomy and Clinical Assessment of the Neuromusculoskeletal System	20
PHP7002 Clinical Physiology and Pathology	20
PHP7005 Management of Neuromusculoskeletal Conditions	20
PHP7006 Management of Neurological conditions, and Long-term Conditions	20

2. Postgraduate Diploma in Applied Health Studies

In order to qualify for the Postgraduate Diploma, you must complete 120 credits from the following modules:

Module	Credits
PHP7001 Clinical Anatomy and Assessment of the Neuromusculoskeletal System	20
PHP7002 Clinical Physiology and Pathology	20
PHP7004 Management and Rehabilitation of Cardio-Respiratory and Pulmonary Conditions	20
PHP7005 Management of Neuromusculoskeletal Conditions	20
PHP7006 Management of Neurological conditions, and Long-term Conditions	20
PHP7007 Advanced Research Methods	20

MSc in Physiotherapy (pre-registration)

In order to qualify for the MSc, you must complete 120 credits from the following modules:

Modules	Credits	Semester of delivery	Module status (core, option)
PHP7001 Clinical Anatomy and Assessment of the Neuromusculoskeletal System	20	1 (Year 1)	core
PHP7002 Clinical Physiology and Pathology	20	1 (Year 1)	core
PHP7003 Professional Practice	10	1 (Year 1)	core
PHP7007 Advanced Research Methods	20	2 (Year 1)	core
PHP7004 Management and Rehabilitation of Cardio-Respiratory and Pulmonary Conditions	20	2 (Year 1)	core
PHP7005 Management of Neuromusculoskeletal Conditions	20	2 (Year 1)	core
PHP7006 Management of Neurological conditions, and Long-term Conditions	20	2 (Year 1)	Core
PHP7008 Placement	10	1 and 2 (Year 2)	
PHP7009 Dissertation	40	1 and 2 (Year 2)	Core

Appendix 3: Pre-Requisite Modules

Certain modules must be satisfactorily completed before a student may commence a specified module. If a module does not feature on the table, it has no pre-requisites.

The prerequisite modules are as follows:

Module		Pre-requisite module	
Code	Name	Code	Name
40PHP7008	Clinical Placement	20PHP7001	Clinical anatomy and assessment of the neuromusculoskeletal system
		20PHP7002	Clinical Physiology and Pathology
		20PHP7003	Professional Practice
		20PHP7004	Management and Rehabilitation of Cardio-Respiratory and Pulmonary Conditions
		20PHP7005	Management of Neuromusculoskeletal Conditions
		20PHP7006	Management of Neurological conditions, and Long-term Conditions
20PHP7008	Dissertation	20PHP7007	Advanced Research Methods

Appendix 4: Assessment Weighting

Module	Assessment Method	Assessment Weighting
20PHP7001 Clinical anatomy and assessment of the neuromusculoskeletal system	3000 word Literature Review	50%
	30 minute OSCE	50%
20PHP7002 Clinical Physiology and Pathology	3000 word Case Study	50%
	2 hour Written Exam	50%
PHP7003 Professional Practice	500 word academic poster (15 mins for presentation)	20%
	2,500 word e-Portfolio	80%
20PHP7004 Management and Rehabilitation of Cardio-Respiratory and Pulmonary Conditions	30 minute OSCE	50%
	3000 word written portfolio	50%
20PHP7005 Management of Neuromusculoskeletal Conditions	30 minute OSCE	50%
	2 hour Written Exam	50%
40PHP7006 Management of Neurological conditions, and Long-term Conditions	30 minute Viva	50%
	30 minute OSCE	50%
20PHP7007 Advanced Research Methods	1150 word Analytical Report	35%
	2250 word Research Proposal	65%
00PHP7008 Placement	2,500 word e-portfolio (500 word per placement)	50%
	1 hour Clinical assessment for each of the five placements	50%
20PHP7008 Dissertation	3500 word research project/academic article	75%
	1000 word academic poster	25%

Appendix 5: Physiotherapy Referencing Procedure

Referencing procedure

There are numerous ways of referencing literature. You are advised to use to the **Harvard system**. Examples of how to use this system are provided in the link below.

<https://www.mendeley.com/guides/harvard-citation-guide>

A reference list is a complete list of all the sources used when creating a piece of work. This list includes information about the sources like the author, date of publication, title of the source and more.

A Harvard reference list must:

- Be on a separate sheet at the end of the document
- Be organised alphabetically by author, unless there is no author then it is ordered by the source title, excluding articles such as a, an or the
- If there are multiple works by the same author these are ordered by date, if the works are in the same year they are ordered alphabetically by the title and are allocated a letter (a,b,c etc) after the date
- Be double spaced: there should be a full, blank line of space between each line of text
- Contain full references for all in-text references used.

CITATION

Referring to a published piece of work in the main body of an assignment is more properly called citing. A citation is, as such, nothing more than an in-text reference.

Citations are referenced in full in the reference list at the end of the assignment.

In-text references are references written within the main body of text and refer to a quote or paraphrase. They are much shorter than full references. The full reference of in-text citations appears in the reference list.

In Harvard referencing, in-text citations contain the author(s)'s or editor(s)'s surname, year of publication and page number(s). Please note that you will cite sources differently depending on number of authors and type of citation (book, journal, online reference).

Refer to the link for specific examples of different referencing.

Appendix 6: Extenuating Circumstances

Extenuating Circumstances

Extenuating circumstances claim	Acceptable evidence	Not acceptable
Illness	Medical conditions which prevent attendance and which are supported by written evidence from a Medical Practitioner. <i>(With regard to College Doctor's Notes, only medical conditions stated to a be moderate or very substantial degree will be considered)</i>	- Conditions which were not disclosed in good time for special arrangements to be made - Ongoing medical conditions which are controlled by medication <i>(unless the condition has worsened or the student has experiencing a relapse etc.)</i>. <i>(With regard to College Doctor's Notes, medical conditions that are stated to be of a minor degree will not be accepted)</i>
Stress or other emotional difficulties	Medical certificate or supporting letter from an appropriate professional including the college chaplain or counsellors	
A death of a partner or close family member. Students may miss an examination(s) when a funeral is arranged and/or may be considered if it has affected his/her studies	Death certificate (copies are acceptable)	
A death of a friend or acquaintance		Deaths of friends and acquaintances will not normally be considered <i>(The College acknowledges that the death of someone other than a partner or close family member may cause considerable grief to certain students, and will deal sensitively with claims where this is explained.)</i>
Personal injury which prevents a student from studying or taking exams	Medical evidence	
Where a student has been a victim of crime	Police crime report or report from appropriate support agency	
An elite sports person who is selected to participate in a major sporting engagement at national or international level.	Letter confirming participation	Sporting events where attendance is optional or it is not at national level
Trauma or severe personal loss e.g. victim of mugging, rape, or a witness of crime, serious fire or accident	Appropriate documentation to substantiate claim e.g. medical certificate, police report, accident report, etc	
Major Religious Festivals	Details of festival and signature from relevant religious leader	
Special Needs	Appropriate professional diagnosis of the Special Need	
Previously undiagnosed Special Need	Appropriate professional diagnosis of a special need of which the candidate was not aware at the time for valid reason.	Special needs which were known but for which special examination arrangements were not applied for in due time.
Miscellaneous		Circumstances which do not clearly relate to the timing of assessment - Failure to manage study time effectively - Accommodation problems - Failure of IT or other equipment (either your own or college equipment) - Financial problems - Letters of support from Academic staff when the claim is un-supported by any independent documentary evidence. - Holidays outside the vacation period - Part-time work

Appendix 7: MSc Physiotherapy Standards of Behaviour and student Disciplinary Policy

MSc Physiotherapy Standards of Behaviour and Student Disciplinary process

St Marys University expects its students to act in a responsible manner to the mutual benefit of the University, its neighbours, and the wider community.

Standards of Personal and Professional Conduct

The MSc Physiotherapy programme at St Marys University requires students to develop skills and knowledge to become a professional in an environment that protects and supports the public. Because Physiotherapy students are studying to become a professional in a regulated healthcare profession, they are responsible for maintaining a high standard of conduct and ethics inside both the University community as well as the wider Healthcare community. These standards are in place to ensure public safety; this includes confidence and trust in the integrity and conduct of Chartered Physiotherapists.

All Physiotherapy students have a duty of care to ensure their personal and professional behaviour is consistent with the Standards of the University ([the Charter](#)) in addition to the HCPC standards of education and training, and standards of proficiency; these standards are available on the HCPC website www.hcpc-uk.org.

All student Physiotherapists must comply with the codes of practice of Health and Care Professions Council (HCPC) and Chartered Society of Physiotherapists (CSP) professional bodies alongside these procedures.

Physiotherapy students are expected to behave in a way that does not interfere with, or cause disruption to, the normal operations of the University and Healthcare community. Additionally, Physiotherapy students must meet all standards of conduct, performance and ethics which apply to all professionals regulated by the HCPC. These standards include communicating appropriately and effectively, working within the limits of knowledge and skills, delegating appropriately, respecting confidentiality, managing risk, reporting concerns about safety, being open when things go wrong, being honest and trustworthy and keeping records of their work with service users and carers. This standard of behaviour applies for all Physiotherapy students, both within the University community and within the Healthcare community. Infringements on these standards will have set penalties, commensurate with the level of infringement.

These standards guide the HCPC decisions about the character of students who apply to join the register and will inform fitness to practice decisions. Physiotherapy students must be able to prove to the HCPC that they have the skills, knowledge, character and health to practice safely and effectively. All students must demonstrate compliance with all the standards of proficiency to register with the HCPC. They must continue to meet the ethical, behaviour and competency standards relevant to their scope of practice to stay registered.

Student Disciplinary Policy

Student Physiotherapist's conduct may, in serious circumstances, affect their ability to complete the University programme, gain a final qualification or register with the HCPC and CSP.

All St Marys University staff are expected to play their part in maintaining student discipline. They may do so by advising students on their behaviour, mediating in disputes and providing the University with verbal or written reports of incidents and allegations. Additionally, Health professionals working with Student Physiotherapists in clinical learning environments are also

expected to advise students on their behaviour, mediate in disputes and may also provide the University with verbal or written reports of incidents and allegations.

Infringements

Infringements in professional conduct will be handled dependent on the level of offence. Allegations and complaints will be brought to the MSc Physiotherapy Programme initially. If the offence warrants further action, it will be referred St Marys University, following the St Marys University Student Disciplinary procedure or the University Fitness to Practice policy as appropriate for further investigation and/or sanction.

The University may decide to inform Professional bodies, including HCPC and CSP, of breaches of their codes as a result of evidence arising from these procedures.

MSc Physiotherapy Programme Disciplinary Procedure

Verbal warnings:

Behavioural, ethical or professional conduct infringements from a Student Physiotherapist may result in a verbal warning from the MSc Physiotherapy Programme. This will usually be a formal conversation, either in person or online which is done verbally, and recorded if possible. Additionally a written email, with acknowledging response from the Student Physiotherapist will accompany this, which will be shared confidentially within the Physiotherapy Academic team. A maximum of two verbal warnings per student may be issued; further infringement will result in provision of a written warning.

Written Warnings:

Infringements that are significant, or continued behavioural, ethical or professional misconduct after an initial verbal warning, will result in a written warning from the MSc Physiotherapy Programme. This written warning will be via emailed letter, shared within the Physiotherapy Academic team and will result in referral to the St Marys University Student Disciplinary panel or Fitness to Practice panel for further investigation or action.

St Mary's University Student Disciplinary Procedure is set out to deal effectively with student discipline in a manner which is fair and appropriate to the behaviour involved.

Student Disciplinary Action:

Referral to the St Marys University Student Disciplinary panel or Fitness to Practice panel will ensure fair investigation by an independent University committee. Professional and/or academic infringements will be reviewed and sanctions provided commensurate with the level of offence. See link below for more detail on these procedures.

The Student Disciplinary Procedure is set out to deal effectively with student discipline in a manner which is fair and appropriate to the behaviour involved. These procedures adhere to the core principles laid out in the good practice framework provided by the Office of the Independent Adjudicator (OIA) that the procedures will be accessible, clear, proportionate and they will be administered fairly, independently and confidentially in order to improve the student experience.

Sanctions are applied based on the category of misconduct offences. When aggravating factors are present, the category of an offence may be increased and therefore subject to more severe sanctions. Where mitigating factors are present, this may lead to the category of an offence being reduced and therefore subject to less severe sanctions or the category of offence may remain the same but less severe sanctions that are permitted within that category may be applied. See <https://www.stmarys.ac.uk/policies/disciplinary-procedure.aspx> for more information and guidance.

Sanctions that result in written notification of Professional misconduct may be reported to the HCPC and CSP upon the registrant application. This may also be reported when asked for Professional references.

Appendix 7: MSc level marking criteria

Assessment Criteria for Coursework at M Level

Assessment Grades	Knowledge and Understanding	Structure and Argument	Information Collection and Critical Analysis	Critical Engagement	Academic Presentation
80%+ Distinction	Excellent grasp of research at forefront of discipline; original critique and application of key concepts; deep insight into discipline including ethical implications.	Extremely strong rationale for course work; extremely well planned and executed course work; design for course work set in coherent methodological framework.	Original and rigorous design and methods of data collection / engagement with primary and secondary sources; highly appropriate, thorough and critical data analysis / synthesis of sources to develop an original and compelling argument or discussion.	Highly reflective approach to course work; independent and exercised initiative and personal responsibility; advanced problem solving skills evident; excellent ability to link and critically analyse theory and practice (where applicable).	Rigorous and original study; coherent and creative structure; extremely high standard of style, presentation and clarity of written English.
70-79% Distinction	Strong grasp of research at forefront of discipline; original critique and application of key concepts; insight into discipline, including ethical implications.	Strong rationale for course work; well planned and executed course work; design for course work set in coherent methodological framework.	Rigorous design and methods of data collection / engagement with primary and secondary sources; appropriate, thorough and critical data analysis / synthesis of sources to develop a compelling argument or discussion.	Reflective approach to course work; independent and exercised initiative and personal responsibility; strong problem solving skills evident; very good ability to link and critically analyse theory and practice (where applicable).	Rigorous and original study; coherent and creative structure; consistently high standard of style, presentation and clarity of written English.
60-69% Pass	Thorough review of the literature, effective use and questioning of key concepts. Has a good awareness of ethical implications.	Good rationale for course work; course work design applied effectively to the area of study.	Good design and methods of data collection / engagement with primary and secondary sources; appropriate, thorough and critical data analysis / synthesis of sources to	Reflective approach to course work process; exercised initiative and personal responsibility; good problem solving skills evident, good ability to link and critically	A plausible and well structured study; carefully defined argument; good standard of style, presentation and

			develop a clear and logical argument or discussion.	analyse theory and practice (where applicable).	clarity of written English.
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Assessment Criteria for Coursework at M Level

Assessment Grades	Knowledge and Understanding	Structure and Argument	Information Collection and Critical Analysis	Critical Engagement	Academic Presentation
50-59% Pass	Evidence of study of the literature, key concepts discussed; limited critical analysis. Has an awareness of ethical implications.	Clear rationale for course work and methodology; course work design applied to area of study.	Appropriate design and methods of data collection / engagement with primary and secondary sources; project limited in scope; effective data analysis / synthesis of sources to develop a valid argument or discussion.	Some evidence of reflective approach to course work process; limited initiative and personal responsibility; some problem solving skills evident; effective linking of theory and practice (where applicable).	Informative and detailed study; consideration given to presentation, ordering of argument and clarity of written English.
40-49% Fail	Limited evidence of study of the literature, key concepts mentioned but not critically reviewed, limited evidence of awareness of ethical implications.	Weak rationale for course work and methodology; course work design supported by limited theoretical framework.	Flawed design and methods of data collection / engagement with primary and secondary sources; inadequate, incomplete or inappropriate data analysis / synthesis of sources leading to a limited argument or discussion.	Limited evidence of reflective approach to course work process; limited initiative and personal responsibility; inadequate linking of theory and practice (where applicable).	Little consideration given to presentation; limited argument; poor standard of written English.
0-39% Fail	Evidence of study of literature has to be inferred; no discussion of key concepts and no evidence of awareness of ethical implications.	No rationale for course work and methodology; inadequate or inappropriate course work methods.	Poor design and methods of data collection / engagement with primary and secondary sources; no evidence of data analysis / synthesis of sources leading to an unevidenced and/or unclear argument or discussion.	No evidence of reflective approach to course work process; no initiative and personal responsibility shown; no linking of theory and practice (where applicable).	Confusing /inadequate presentation, irrelevant arguments; disregard of style and standards of written English.

Assessment Criteria for Presentation at M Level

Assessment Grades	Knowledge and Understanding	Structure and Argument	Critical Engagement	Academic Presentation	Audience Engagement
80%+ Distinction	Excellent grasp of material/research; presentation in context of work at forefront of discipline; original application of key concepts; deep insight into discipline including ethical implications.	Excellent perceptiveness; identification of issues; extremely well planned and structured argument; Clear exposition set in coherent and original framework.	Excellent reflective approach to material/research process; original critique of key concepts; advanced problem solving skills evident.	Extremely high standard of style and presentation; creativity in using diverse modes of presentation / delivery; mastery of appropriate academic language referencing etc.; excellent timing.	Extremely high level of engagement with audience; excellent responses to questions; highly effective communication; very high level of audience participation (where applicable).
70-79% Distinction	Strong grasp of material/research; presentation in context of other relevant work; effective use of key concepts; insight into discipline including ethical implications.	Highly perceptive identification of main issues; well planned and structured argument; clear exposition set in coherent framework.	Highly reflective approach to material/research process; insightful critique of key concepts used; very good problem solving skills evident.	High standard of style and presentation; use of diverse modes of presentation/ delivery; use of appropriate academic language referencing etc.; good timing.	High level of engagement with audience; very good responses to questions; effective communication; high level of audience participation (where applicable).
60-69% Pass	Good grasp of material/research; application of key concepts; good awareness of ethical implications.	Perceptive identification of main issues; well structured presentation; clear exposition.	Reflective approach to material/research process; questioning of key concepts; good problem solving skills evident.	Good standard of presentation; use of more than one mode of presentation/ delivery; appropriate academic language referencing etc.; good timing.	Good engagement with audience; good responses to questions; effective communication; good level of audience participation (where applicable).

Assessment Criteria for Presentation at M Level

Assessment Grades	Knowledge and Understanding	Structure and Argument	Critical Engagement	Academic Presentation	Audience Engagement
50-59% Pass	Evidence of study of literature; key concepts discussed; an awareness of ethical implications.	Identification of most of main issues; elements structure and argument; fair exposition of area of study.	Some evidence of reflective approach to material/research process; limited critical analysis; some evidence of problem solving skills.	Acceptable standard of presentation; use of appropriate academic language referencing etc.; acceptable timing.	Some engagement with audience; reasonable responses to questions; limited communication; some level of audience participation (where applicable).
40-49% Fail	Limited evidence of study of literature; key concepts mentioned; limited evidence of awareness of ethical implications	Weak identification of main issues; limited structure, not well focused; supported by limited theoretical framework.	Limited evidence of reflective approach to material/research process; key concepts not critically reviewed; limited evidence of problem solving skills.	Little consideration given to style and presentation; weakness in use of appropriate academic language referencing etc.; poor timing.	Limited engagement with audience; poor responses to questions; ineffective communication; limited level of audience participation (where applicable).
0-39% Fail	Evidence of study of literature has to be inferred; no discussion of key concepts; no evidence of awareness of ethical implications	Main issues not properly identified; confused structure, no argument, no focus; inadequate or inappropriate theoretical framework.	Evident lack of reflective approach to material/research process; no criticism of key concepts; no evidence of problem solving skills.	Poor style and ineffective presentation; disregard of academic standards of writing, referencing etc.; poor timing.	No engagement with audience; inadequate or responses to questions; poor communication; no audience participation (where applicable).

Assessment Criteria for Dissertation at M Level

Assessment Grades	Knowledge and Understanding	Structure and Argument	Information Collection and Critical Analysis	Critical Engagement	Academic Presentation
80%+ Distinction	Excellent grasp of research at forefront of discipline; original critique and application of key concepts; deep insight into discipline including ethical implications.	Extremely strong rationale for research; extremely well planned and executed research project; research design set in coherent and original methodological framework.	Original and rigorous design and methods of data collection / engagement with primary and secondary sources; highly appropriate, thorough and critical data analysis / synthesis of sources to develop an original and compelling argument or discussion.	Highly reflective approach to research process; independent and exercised initiative and personal responsibility; advanced problem solving skills evident; excellent ability to link and critically analyse theory and practice (where applicable).	Rigorous and original study; coherent and creative structure; extremely high standard of style, presentation and clarity of written English.
70-79% Distinction	Strong grasp of research at forefront of discipline; original critique and application of key concepts; limited insight into discipline including ethical implications.	Strong rationale for research; well planned and executed research project; research design set in coherent methodological framework.	Rigorous design and methods of data collection / engagement with primary and secondary sources; appropriate, thorough and critical data analysis / synthesis of sources to develop a compelling argument or discussion.	Reflective approach to research process; independent and exercised initiative and personal responsibility; strong problem solving skills evident; very good ability to link and critically analyse theory and practice (where applicable).	Rigorous and original study; coherent and creative structure; consistently high standard of style, presentation and clarity of written English.
60-69% Pass	Thorough review of research literature, effective use and questioning of key concepts. Has a good awareness of ethical implications.	Good rationale for research; research design applied effectively to the area of study.	Good design and methods of data collection / engagement with primary and secondary sources; appropriate, thorough and critical data analysis / synthesis of sources to develop a clear and logical argument or discussion.	Reflective approach to research process; exercised initiative and personal responsibility; good problem solving skills evident; good ability to link and critically analyse theory and practice (where applicable).	A plausible and well structured study; carefully defined argument; good standard of style, presentation and clarity of written English.

Assessment Criteria for Dissertation at M Level

Assessment Grades	Knowledge and Understanding	Structure and Argument	Information Collection and Critical Analysis	Critical Engagement	Academic Presentation
50-59% Pass	Good evidence of study of research literature, key concepts discussed; limited critical analysis. Has an awareness of ethical implications.	Clear rationale for research and methodology; research design applied to area of study.	Appropriate design and methods of data collection / engagement with primary and secondary sources; project limited in scope; effective data analysis / synthesis of sources to develop a valid argument or discussion.	Some evidence of reflective approach to research process; limited initiative and personal responsibility; some problem solving skills evident; effective linking of theory and practice (where applicable).	Informative and detailed study; consideration given to presentation, ordering of argument and clarity of written English.
40-49% Fail	Limited evidence of study of literature, key concepts mentioned but not critically reviewed; limited evidence of awareness of ethical implications.	Weak rationale for research and methodology; research design supported by limited theoretical framework.	Flawed design and methods of data collection / engagement with primary and secondary sources; inadequate, incomplete or inappropriate data analysis / synthesis of sources leading to a limited argument or discussion.	Limited evidence of reflective approach to research process; limited initiative and personal responsibility; inadequate linking of theory and practice (where applicable).	Little consideration given to presentation; limited argument; poor standard of written English.
0-39% Fail	Evidence of study of research literature has to be inferred; no discussion of key concepts; no evidence of awareness of ethical implications.	No rationale for research and methodology; inadequate or inappropriate research methods.	Poor design and methods of data collection / engagement with primary and secondary sources; no evidence of data analysis / synthesis of sources leading to an unevidenced and/or unclear argument or discussion.	No evidence of reflective approach to research process; no initiative and personal responsibility shown; no linking of theory and practice (where applicable).	Confusing /inadequate presentation, irrelevant arguments; disregard of style and standards of written English.

Assessment Criteria for Practical Exams at M Level

Assessment Grades	Knowledge and Understanding	Structure and Argument	Practical application or demonstration	Critical Engagement	Presentation
80%+ Distinction	Excellent grasp of underpinning theory and current research at forefront of discipline; balanced and unbiased discussion; deep insight into discipline including ethical and professional implications.	Excellent rationale for course work; extremely well planned and executed discourse; critical analysis of techniques and efficacy. Original, flexible and innovative.	Excellent practical skills. Technically accurate and effective application. Demonstrable ability to adapt in response to changing situations or environments	Highly reflective approach to the work process; independent and exercised initiative and personal responsibility; advanced problem solving skills evident. Innovative and adaptive	Professional and articulate. Able to engage in discussion at a postgraduate level. Coherent and creative discourse. Innovative and logical argument.
70-79% Distinction	Strong grasp of underpinning theory and current research at forefront of discipline; balanced discussion; insight into discipline including ethical and professional implications.	Strong rationale for course work; well planned and executed discourse; some critical analysis of techniques and efficacy.	Strong practical skills. Technically good and effective application. Some strong evidence of ability to adapt in response to changing situations or environments	Reflective approach to the work process; independent and some initiative and personal responsibility; strong problem solving skills evident.	Professional and articulate. Able to engage in discussion at a postgraduate level. Coherent and creative discourse. Logical and professional argument.
60-69% Pass	Thorough understanding of underpinning theory and some insight into current research. Able to discuss around subject. Has an awareness of ethical and professional implications	Good rationale for course work; good discourse and justification of techniques. Some evidence of critical analysis of techniques and efficacy.	Good practical skills. Technically competent and effective application. Some evidence of ability to adapt in response to changing situations or environments	Reflective approach to the work process; some initiative and personal responsibility; good problem solving skills evident.	Professional and appropriate use of terminology. Able to engage in sound discussion. Coherent discourse. Evidence of logical argument.
50-59% Pass	Good evidence of underpinning theory. Some evidence of background awareness of current research. Limited awareness of ethical and professional implication.	Clear rationale for course work; able to discuss subject area. Limited critique of techniques and analysis of their efficacy.	Acceptable practical skills. Technically competent and effective application. Some limited evidence of ability to adapt in response to changing situations or environments	Some evidence of reflective approach to work process; limited initiative and personal responsibility. Some problem solving skills but these are limited	Appropriate use of terminology. Able to engage in a limited discussion. Discourse is limited. Evidence of argument but does not always follow a logical path.
40-49% Fail	Limited evidence of underpinning theory. No critical awareness of current literature and no evidence of ethical or professional implications	Weak rationale for course work; no evidence of discussion around subject area. Little evidence of critical analysis of techniques and efficacy.	Poor practical skills. Technically inaccurate and ineffective application. No evidence of ability to adapt in response to changing situations or environments	No evidence of reflective approach to work process; limited initiative and personal responsibility. No problems solving skills evident	Poor use of terminology. Not able to engage in a discussion. No evidence of argument and does not follow a logical path.
0-39% Fail	No evidence of awareness of underpinning theory. No discussion of key concepts and no awareness of ethical or professional implications. Unsafe practice ideas.	No rationale for course work; inadequate or inappropriate discussion. No evidence of understanding or critical analysis of techniques and their efficacy.	Very poor practical skills. Technically inaccurate and ineffective or inappropriate application. No evidence of ability to adapt in response to changing situations or environments and unsafe.	No evidence of reflective approach to work process; no initiative and personal responsibility shown. No problem solving skills and potentially unsafe practice.	Confusing /inadequate presentation, irrelevant arguments; no logical in reasoning skills.

Appendix 8: University Module Evaluation Form

St Mary's
University
Twickenham
London

Module code and title: _____

Date: _____

Please complete this evaluation form for the module you have been studying. Your responses on this evaluation form are important in helping the Programme Team consider the aspects of the module which have worked well and which aspects can be improved. The responses and the actions taken by the Programme Team will be discussed with Programme Reps at the next Programme Board meeting.

The evaluation form is anonymous so your responses will not be tracked back to you.

Section A: Your engagement (Please circle your responses in this section)					
1) My overall attendance at timetabled teaching sessions for this module was:	Below 20%	20-40%	40%-60%	60-80%	Over 80%
2) On average, I spent the following hours per week on independent reading or other work for this module:	None	1-3	4-6	7-9	10+
3) I actively participated in the taught sessions I attended.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
4) I bought a copy of the core text(s) for this module.	Yes	No	Not applicable		

Section B: Module organisation and content	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1) The module learning outcomes were clear.					
2) The module was well organised.					
3) The module content was in line with the module description.					
4) The module content prepared me for the assessment.					

Section C: Teaching, tutor support and learning resources	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1) The teaching methods used were appropriate for the module content.					
2) The balance between the tutor and student interaction was appropriate.					
3) The tutor(s) was (were) approachable and helpful.					

4) The learning resources (e.g. simmsCAPital, books, journals) were helpful to my learning.					
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Section D: Assessment and feedback	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1) The requirements for assessment were clear.					
2) The marking criteria for the assessment were clear.					
3) The assessment supported my learning on the module.					
4) Feedback received so far on my assessment will help with future work.					

Section E: Overall evaluation	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1) The module matched my expectations.					
2) I developed skills in this module that will help my future employability and/or future studies.					
3) The module challenged me to develop my thinking.					

Which aspects of the module did you find most effective?

Is there anything in this module which could be improved?

Thank you for your feedback.

Appendix 9: Students' consent to participate in the development of professional skills



MSc Physiotherapy (pre-registration)

Students' consent to participate in the development of professional skills

1. I understand the range of practical activities, and I agree to participate in classes and on clinical placements in a variety of settings.
2. I understand that apart from the health issues disclosed I am at present in good Health
3. I understand that should any information regarding my health status be discovered during a practical procedure, it is my responsibility to seek appropriate advice. This may include referral to my General Practitioner or other appropriate health professional. Such information will remain confidential unless I have given explicit permission for the information to be divulged to another party
4. I understand that it is my responsibility to inform my faculty of any change in health status occurring since completion of this consent form and any subsequent change during the next academic session, which may impact on my ability to participate in professional skills development. I am aware that the University or the faculty / department cannot be liable if I have failed to declare such a change in health status.
5. I understand that it is my responsibility to inform the faculty of any disability. The University or the faculty cannot be liable where there has been inaccurate / incomplete or non-declaration of any disability.
6. I understand that it is my responsibility to ensure that I have undertaken the self-study, which has been directed, prior to undertaking any practical procedure. I also undertake to query any aspects of the knowledge base or procedure if I am in any way uncertain.
7. I understand that it is my responsibility to be aware of the precautions and contraindications for each of the practical skills.
8. I understand it is my responsibility to inform either the Module Leader or the Staff Member who is teaching that particular skill if I feel unable to undertake any of the skills for whatever reason. Should this occur I will discuss this with the Module Leader / Staff Member, we will record this information and, if appropriate, construct and agree a learning contract to guide my future participation in professional skills development.

9. I understand that it is my responsibility to inform the practitioner should I experience any untoward symptoms during a procedure. I acknowledge that it is the responsibility of the practitioner to stop the procedure immediately should I indicate such symptoms or request that it should be stopped. I also understand that any such event will be followed up by a member of staff who will ensure appropriate action is taken.
10. Where additional consideration / support is required for me to develop my professional skills I understand that I am required to negotiate a learning contract with an appropriate member of staff which will document the adjustments required.
11. I understand that I have the right to refuse to act as a model in practical classes. I also have the right to withdraw from any procedure (or part of a procedure) at any time. Should this situation arise, staff will be available, and I must discuss this with a tutor. Following discussion, strategies will be agreed to enable me to participate as fully as possible in these sessions and any modifications will be recorded in a Learning Contract.

I have read and understood the above and declare that I am willing and able to take part in professional skills development in the Undergraduate Physiotherapy programme.

Name of student (print): _____ Signed: _____ Date: _____

Year of study:

Name of witness (print): _____ Signed: _____ Date: _____

Post held:

Form was adapted from the 'CSP GUIDELINES FOR GOOD PRACTICE: STUDENT CONSENT' available at:

http://www.uhphysioplacements.co.uk/downloads/CSP%20policies/guidelines_for_good_practice_-_student_consent_-_qa06.pdf Retrieved 04/01/18

Appendix 10: Learning agreement



St Mary's
University
Twickenham
London

MSc Physiotherapy (pre-registration)

Learning agreement for academic setting – reasonable adjustments/modification of practice.

This learning agreement* is intended to provide a framework within which the student can work in the academic setting, to facilitate the student's full participation in all aspects of the educational experience. The learning outcomes/objectives will be agreed in negotiation between the student and his/her Personal Tutor with specific reference to those actions which are the student's responsibility. If the student uses a Support Worker, they may also need to be present for those parts of the discussion that concern their input.

This form should be read alongside other documents provided by the St Mary's University's Disability Service, who are aware of all disabled students on campus. It should be implemented alongside any recommendations or expertise offered by external agencies e.g. RNIB.

*N.B. This learning agreement is designed particularly to address the needs of visually impaired students

Relevant contact details:

Student's name: Year:

Course:

Place of study:

Contact number/e-mail address:

.....

Personal tutor:

Contact number/e-mail address:

.....

Support Worker:

Contact number/e-mail address:

.....

University Disability Adviser

Contact number/e-mail address:

.....

Contact details of relevant external support agencies e.g. Social Services, Guide Dogs for the Blind, RNIB, Skill, Disability Rights Commission:

1. Orientation and mobility

a. Travel to and from the university/college

Strategies to be used:

Support/adjustments required:

Resource implications:

b. Orientation and mobility within the university/college

Key areas for student access e.g. classrooms, canteen, library:

Strategies to be used:

Support/adjustments required:

Resource implications:

2. Communication

a. Framework for initiation of discussion with Disability Adviser to address any issues prior to commencement of course (if possible):

Strategies to be used:

Support/adjustments required:

THE CHARTERED SOCIETY OF PHYSIOTHERAPY

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b. Framework for initiation of discussion with Personal Tutor to address any issues as they arise.

Strategies to be used:

Support/adjustments required:

c. Framework for effective communication with Support Worker:

Strategies to be used:

Support/adjustments required:

3. Effective access to information (teaching and learning materials, resources, Learning Resource Centre, university/college computer network)

Assessment of student's study needs completed? Yes/No

If yes, see separate report.

If no, give date on which this is expected to take place

Preliminary investigation of facilities by staff:

Strategies to be used:

Support/adjustments required:

Preparatory training required (staff and/or student):

Resource implications:

4. Use of equipment within practical sessions – hi/low tech for physical and electrotherapeutic treatments

Strategies to be used:

Adaptations required:

Support required:

Preparatory training required (staff and/or student):

Resource implications:

5. Health and safety Strategies to be used to ensure safety of student and peers:

Support/adjustments required:

6. Effective method of note taking

Chosen medium:

Equipment required:

Strategies to be used:

Support required:

Preparatory training required (staff and/or student):

Resource implications:

7. Framework for working with Support Worker(s)

Staff members involved in supporting disabled student should be familiar with the role of Support Workers in the academic setting.

The student has read, understood and signed the documentation relevant to working with his/her Support Worker(s):

Yes/No

If no, when will this be actioned?

Statement of agreement

Student:

I agree that I have been fully involved in formulating the above agreement and understand my rights (i.e. the institution's role) and responsibilities in relation to my disability support requirements within the academic setting:

Student's signature:

Date:

Personal Tutor:

I agree that has been fully involved in formulating the above agreement and that s/he understands his/her rights (i.e. the institution's role) and responsibilities in relation to his/her disability support requirements within the academic setting:

Personal Tutor's signature:

Date:

This document was adapted from the CSP GUIDELINES FOR GOOD PRACTICE: STUDENT CONSENT – QA 06 HERE – APRIL 2005. Available at:

[http://www.uhphysioplacements.co.uk/downloads/CSP%20policies/guidelines_for_good_practice -
_student_consent - qa06.pdf](http://www.uhphysioplacements.co.uk/downloads/CSP%20policies/guidelines_for_good_practice_-_student_consent_-_qa06.pdf) Retrieved 04/01/18