

Quality Assurance

Programme Specification



Masters, Postgraduate Diploma, Postgraduate Certificate in Physiotherapy

This programme specification applies to students starting the programme from January 2020 onwards.

Information for students: the programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele's Curriculum Annual Review and Development process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

Names of programme(s) and award title(s)	MSc Physiotherapy
Mode of study	Full time (extended academic year)
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Duration:	Two years full time

Details of professional, statutory and regulatory body (PSRB) (If appropriate):

<http://www.keele.ac.uk/qa/professionalstatutoryregulatorybodies/>

External Examiner(s): Further information can be found at:

<https://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

1. What is the philosophy of the Programme?

Physiotherapy emphasises the use of physical approaches in the promotion, maintenance and restoration of an individual's physical, psychological and social wellbeing, encompassing variations in health status. Physiotherapists work with individuals to maximise quality of life by restoring, maintaining and improving function and movement, by promoting physical approaches to optimising health, wellbeing and illness prevention. Physiotherapists deliver high quality services to meet patient and population needs in accessible, responsive, timely ways and work to help address health inequalities. The profession is founded on a strong, evolving evidence base, a broad scope of practice, clinical leadership and patient-centred professionalism. This MSc Physiotherapy programme reflects the shifting emphasis away from increasing the quantity of care available towards enhancing the quality of care, moving away from a medical disease model towards a health model based on prevention of disease and personal responsibility. The programme is designed to ensure that its content is current, reflecting contemporary physiotherapy practice in the United Kingdom (UK), and is sufficiently flexible to accommodate the changing demands of health and social care and the future requirements of the profession, both in the UK and globally. The programme is committed to the development and provision of high quality multi- and inter-professional learning.

You will develop responsibility for the ownership, planning and implementation of your own continuing professional development, and your studies will equip you to function effectively in partnership and leadership roles. The School of Health and Rehabilitation utilises a range of high quality practice based settings in order to deliver the clinical component of the programme.

The broad aims of this two year MSc Physiotherapy programme are to enable you to develop the knowledge, skills, behaviours-and values that underpin contemporary physiotherapy practice, and also competence in applying clinical skills to the practice of physiotherapy. You will develop clinical reasoning and decision-making skills to enable you to undertake best physiotherapy practice in partnership with service users and colleagues. The programme will enable you to develop the competencies required for autonomous practice in a diverse range of health and social care settings.

The programme aims to promote research awareness and its application to physiotherapy practice and the wider health and social care context, and to provide you with the skills to adapt and respond positively to change. In doing this, you will develop key transferable skills to prepare you for graduate employment.

Throughout the programme you will get the opportunity to enhance the development of your interpersonal skills along with effective team working and partnership skills. This approach promotes engagement in lifelong learning, which is a key feature of the development of an autonomous professional.

The programme promotes effective inter-professional working practices and facilitates the development of leadership and management skills.

Distinctive features of Physiotherapy programmes at Keele are:

- Physiotherapy programmes at Keele have a history of excellence, having been consistently highly rated by their graduates as illustrated by strong performance in national league tables.
- Physiotherapy education at Keele has a demonstrable track record of innovation in programme design; modules such as Health, Wellbeing and Behaviour Change, Learning and Teaching in Healthcare and Leadership and Management for Healthcare Professionals continue that tradition. Innovation is evident in many aspects of the programme, for example, in terms of the inter-relationship of modules, their currency of content, and varied approaches to delivery and assessment.
- A strong tradition of excellent staff student relationships and collaborative partnerships across a range of clinical bases.
- Teaching from a range of highly skilled, highly qualified and knowledgeable staff, some of whom are nationally and internationally recognised as experts in their field.
- You will undertake practice experience in a variety of healthcare environments supported by accredited Practice Educators with extensive knowledge and experience in a range of clinical specialities.
- Inter-professional education is designed to contribute to professional understanding and respect as students of various professions learn with, from and about each other for the benefit of patient care.
- Support to develop analytical and reasoning skills that are transferable across the various aspects of physiotherapy practice and wider employment market. The opportunity to develop these skills is designed to support your capacity to practice effectively across your chosen career span.
- A comprehensive range of student support mechanisms.

The programme is designed to provide education and training that is approved by the Health and Care Professions Council (HCPC) and the Chartered Society of Physiotherapy (CSP), therefore allowing the title of 'Physiotherapy' to be awarded.

The MSc Physiotherapy programme at Keele will, in an environment of reflection and research awareness, enable you to develop into an autonomous professional who is able to initiate and respond to change in a wide variety of settings. As a student you will embrace a vision of patient-centred care within contemporary health and social care environments. You will develop the attributes of a competent practitioner underpinned by knowledge enabling you to become, and remain, fit for purpose, delivering high quality, safe, integrated and effective care.

The programme is designed to meet the Health and Care Professions Council's (HCPC) Standards of Education and Training (2017) therefore graduates of the programme will be equipped to meet the:

- HCPC Standards of Proficiency - Physiotherapy (2013)
- HCPC Standards of Conduct, Performance and Ethics (2016).

The programme is also aligned with the Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (CSP 2010). Students will develop knowledge, understanding and skills that are both generic to healthcare and specific to physiotherapy. The CSP's 2013 Physiotherapy Framework (see Table 1) defines and describes the behaviours (and underpinning values), knowledge and skills required for contemporary physiotherapy practice. It identifies that physiotherapy practice is made up of four elements that become integrated in practice:

Table 1: Chartered Society of Physiotherapy Framework

Chartered Society of Physiotherapy Framework	
Element	Framework Domain
1. Physiotherapy values	Values
2. Physiotherapy knowledge	Knowledge & understanding of physiotherapy Political awareness Self-awareness
3. Physiotherapy practice skills	Physiotherapy practice skills
4. Generic behaviours, knowledge & skills: - for interacting	Communicating Helping others learn & develop Managing self & others Promoting integration & teamwork Putting the person at the centre of practice Respecting & promoting diversity

- for problem-solving & decision-making	Ensuring quality Improving & developing services Lifelong learning Practice decision making Researching & evaluating practice Using evidence to lead practice
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These elements are taught, developed and assessed via individual modules and their inter-relationships across the programme. Achievement of outcomes that support the development of these elements allows students to successfully meet the HCPC three key areas of physiotherapy proficiency:

- Professional autonomy and accountability
- Identification and assessment of health and social care needs
- Knowledge, understanding and skills

Annex A (Mapping of CSP Physiotherapy Elements) provides details of when and in which modules the four elements of physiotherapy practice are developed and assessed across the two-year programme.

Keele Graduate Attributes

Engagement with this programme will enable you to further develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Whilst you will undoubtedly have already developed these skills and abilities to varying degrees, such existing capabilities can always be deepened and enriched. Our educational programme and learning environment is designed to help you to develop further as a well-rounded postgraduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in during and after your studies at Keele.

Please refer to the programme webpages for a statement of how you can achieve the Keele Graduate Attributes through full engagement in the programme and other educational opportunities at Keele. Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>.

2. How is the Programme Taught?

The programme is structured around key elements of physiotherapy practice which are introduced, developed and enhanced via individual modules over the two-year programme. Learning and teaching methods used in the programme vary according to the subject matter of the module. Teaching is undertaken in both the University and clinical environments. All teaching is designed to integrate University learning and learning undertaken in practice settings.

Physiotherapy practical skills are taught in small groups in the University, as are some other areas of the programme. The number of students within these groups is variable depending upon subject matter. In the practice setting students work with designated Practice Educators and are also supported by Visiting Tutors from the School. University based elements of the programme are taught using a variety of approaches including:

- **Lectures** where the lecturer provides students with a framework and context for further reading and independent study. Various lecture formats will be adopted including for example, **interactive lectures**

designed to engage you in your learning, for example the use of Audience Response Systems and a range of other media; at other times **external speakers** may be invited. These individuals may be patients/ service users, clinicians, active researchers, academics in the field of physiotherapy and related health and social care practice; all offer invaluable perspectives designed to enhance your practice.

- **Practical work** allows you to observe the application of, or develop the acquisition of physiotherapy practical skills under the supervision of academic staff.
- **Learning in the practice environment** (practice experience) where you are able to develop your clinical and professional skills under the supervision of a designated Practice Educator(s).
- **Small group workshops** when you will work together with other students to, for example, critically appraise papers relating to some aspect of physiotherapy practice. Other approaches to the group workshop might involve working together over an extended period of time to develop a piece of work such as a poster which you may then subsequently present and defend.
- **Individual and group presentations** where you will research and present a topic with relevance to practice (for example, specific approaches to communication or reasoning for particular approaches in physiotherapy research) to the whole group with time allowed for interactive questions and discussion.
- **Student and tutor-led tutorials** which encourage topics of interest and relevance to a module to be discussed in depth within a small group; problem-solving scenarios and case studies may be used as a vehicle for such discussion.
- **Web-based learning** using the Keele Virtual Learning Environment (KLE): this medium is used by all modules and provides a platform for students to share online discussions and to access a wide range of learning resources. In addition, applications such as Google Communities and web-based audience feedback systems are used to support and monitor learning. 'Lecture Capture' and videos are also important adjuncts that are available to support your learning.
- **Independent study** will be required in each module; some study will be guided by tutors where necessary, but will also be self-directed in relation to the various demands of each module and its assessment. This type of learning may be facilitated by use of various resources such as work packages and access to specific web based programmes. Independent study also forms an important part of the development of the final year research project, which is supported by a designated member of the academic staff.
- You will participate in **inter-professional learning** with colleagues from other health and social care disciplines enabling you to learn with, from and about future colleagues.

Apart from these formal activities, one-to-one tutorials are available to support you on an individual basis, on request. This approach is designed to enable you to discuss any particular identified areas of difficulty, and particular learning needs. These tutorials will also give you feedback related to assessed work and support you in the development of strategies to manage your learning (e.g. writing action plans and portfolio use).

These learning and teaching methods enable you to achieve learning outcomes of the programme in a variety of ways. For example:

- Lectures and independent study enable you to broaden and deepen your existing professional knowledge and understanding of the core scientific principles and concepts of physiotherapy, and to transfer scientific knowledge from theory into practice.
- Practical work in both University and clinical environments supports you to develop, enhance and update your learning of new skills under the supervision of experts. It facilitates the development of safe and competent practice, and the integration of theoretical and practical knowledge and skills.
- Focusing on the management of common pathologies whilst demonstrating the transferability of these skills to the management of less common or multiple complex pathologies.

- Small group work, such as seminars, and workshops, provides opportunities for you to clarify and exchange ideas with both peers and staff, and to question and challenge professional concepts.
- Guided independent study and tutorials will assist you to explore in depth, and evaluate, aspects of professional practice.
- Seminars, tutorials and web-based e-learning activities encourage reflection upon your learning and to take responsibility for its development, and to collaborate with others to share, explore, and evaluate ideas in greater depth.

Programme Team: The permanent academic staff contributing to the programme are drawn from the University's School of Health and Rehabilitation along with contributions from specialist experts when appropriate. The School team includes: professors, senior lecturers, lecturers, teaching fellows and academic related staff currently giving a staff student ratio for the programme of 1:15. All current permanent academic staff are fellows of, or are working towards, Fellowship of the Higher Education Academy. All current permanent academic staff hold (or are working towards) academic qualifications to at least master's degree level, and currently twelve staff hold or are working towards a doctoral qualification. All staff who are physiotherapists are HCPC registered and have had experience working in the National Health Service (NHS) and other areas of healthcare. The academic staff group also currently includes Radiographers, an Exercise Physiologist and a Bioengineer. The staff group has extensive experience of teaching at undergraduate and postgraduate level and includes individuals with expertise in learning and teaching and research. The work of research active staff has been widely published and shared via conference presentations.

Several current staff are active members of clinical specialist interest groups. The Council for Allied Health Professional Research (CAHPR) Regional Hub Lead (Keele Hub) is a permanent member of academic staff in the School. The School of Health and Rehabilitation also supports honorary contracts with a local Consultant Physiotherapist and clinical physiotherapists at the UK National Football Centre.

The practice experience component of the programme is delivered and assessed by a range of Practice Educators. These are suitably experienced practitioners working across a broad range of practice environments. All have undertaken the School's Practice Educators training course, for which they are offered regular updates.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content (HCPC and CSP requirements will continue to be met). The University will endeavour to ensure that any impact on students is limited if such changes occur.

3. What is the Structure of the Programme?

The programme commences in January and each year is divided into two semesters, this programme runs over an extended academic year with reduced vacation periods when compared to other three and four year programmes in the University.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

The programme is studied full time over two extended academic years and teaching is delivered via individual modules. Each year is arranged into two units called semesters which vary in length. In each academic year time is

spent in both the University and practice settings (see Table 2 for exact number of weeks normally spent in each setting).

Table 2: Distribution of Programme Weeks (excluding assessment periods)

Year of Study	FHEQ level	Number of weeks based in University	Number of weeks based in Practice Experience settings	Total number of weeks
1	7	25	10	35
2	7	16	21	37

The course is structured around key aspects of physiotherapy practice including:

- A fundamental understanding of biomedical and human sciences
- A strong grasp of physical assessment skills and clinical reasoning
- A repertoire of safe and effective prevention and treatment skills to address commonly occurring problems of movement dysfunction and wellbeing, to meet the needs of people of all ages
- Evidence based evaluation and discharge/modification skills
- Effective communication and inter-personal skills
- Leadership and management skills

These are introduced, developed and enhanced via individual modules (see Table 3) over the two-year programme; each year carries 90 credits.

For further information on the content of modules currently offered please visit:

www.keele.ac.uk/recordsandexams/az

Table 3: Overview of Modules and Credit Value:

Year 1: Compulsory modules	FHEQ Level	Credits
Pre arrival introduction and work packages	N/A	0
Transition into Physiotherapy Studies (incorporating Inter-professional Education 1	7	15
Essentials of Physiotherapy Assessment	7	15
Foundations of Physiotherapy Management	7	15
Practice Experience A1	6	Pass/Fail 0
Evaluating Healthcare and Evidence Based Practice	7	15
Advancing Assessment & Treatment Skills	7	15
Health Wellbeing and Behaviour Change	7	15
Practice Experience A2	6	Pass/Fail 0
Total		90

Year 2: Compulsory modules	FHEQ Level	Credits
Leadership & Service Development	7	15
Enhanced Physiotherapy Management for Complex Patients	7	15
Research Proposal	7	15
Practice Experience A3	6	Pass/Fail 0
Practice Experience A4	6	Pass/Fail 0
Research Project	7	30
Management of Complex Patient Caseloads	7	15

Inter-professional Education 3	6	Pass/Fail 0
Practice Experience A5	6	Pass/Fail 0
Practice Experience A6	6	Pass/Fail 0
Total		90

Learning Outcomes

Annex A (Mapping of CSP Physiotherapy Elements of MSC Physiotherapy), B (Graduate Attributes) and C (Assessment Overview) set out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. Across the programme these learning outcomes are achieved via compulsory modules which all students are required to take.

Key learning outcomes must be met within and across the programme.

Exit Awards: The programme is designed to educate physiotherapy practitioners. Consequently, the expectation is that students will complete the full programme of study obtaining 180 credits and so be awarded the MSc Physiotherapy. Students usually accumulate 90 credits per academic year. If a student leaves the programme before completing 180 credits they may be eligible for an alternative award. Physiotherapists must however, complete an approved programme of study in order to be eligible to apply for professional registration and so use the title 'physiotherapist'. Consequently, any interim/alternative award will not contain the term 'physiotherapy'.

Table 4: Credits required for each Level of Academic award

MSc Physiotherapy	180 credits plus a minimum of 1000 hours practice experience	You will require at least 180 credits at level 7 plus a minimum 1000 hours practice experience Graduates are eligible to apply for registration with the HCPC and on successful registration are entitled to practice physiotherapy in the UK and apply for membership of the CSP.
MSc Health and Rehabilitation	180 credits	You will require at least 180 credits at level 7 This award does not confer eligibility to apply for registration with the HCPC and recipients are not entitled to practice physiotherapy.
Postgraduate Diploma in Health and Rehabilitation	120 credits	You will require at least 120 credits at level 7 N.B. The title of any such award will <u>not</u> include the title physiotherapy or physical therapy. This award does not confer eligibility to apply for registration with the HCPC and recipients are not entitled to practice physiotherapy.

Postgraduate Certificate in Health and Rehabilitation	60 credits	You will require at least 60 credits at level 7 N.B. The title of any such award will <u>not</u> include the title physiotherapy or physical therapy. This award does not confer eligibility to apply for registration with the HCPC and recipients are not entitled to practice physiotherapy.
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4. How is the Programme assessed?

The wide variety of assessment methods used within Physiotherapy at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Physiotherapy:

- **Written work/ assignments** test the quality and application of subject knowledge. In addition, they allow you to demonstrate your ability to carry out basic literature searches, communicate your ideas effectively in writing and support your arguments with appropriate referencing. Written pieces vary in their length depending upon the module.
- **Written Examinations** are undertaken in a range of different formats and include online multiple choice examinations, web based peer assessment, essay and short answer questions. This type of assessment is designed to test your knowledge and (as appropriate), your ability to apply that knowledge appropriately to professional practice. Examinations may consist of essay, short answer and/or multiple-choice questions.
- **Reflective assignments** enable you to develop your skills of reflective learning and practice and support portfolio development. These are fundamental skills used by all health care professionals as part of their continuing professional development.
- **Oral presentations** assess your subject knowledge and understanding. They may also be used to test your ability to work effectively as a member of a team, to communicate what you know orally and visually, and to reflect on these processes as part of your own personal development.
- **Practical Examinations/ Interactive Practical Assessments (IPA)** occur in modules that involve the teaching and learning of practical clinical skills. These examinations enable you to demonstrate the safe and effective application of practical clinical skills, to justify your clinical choices and offer reasoned alternatives.
- **Research project** is a student led piece of independent research. Nominated supervisors support you throughout the process, which includes gaining ethical approval from the Student Project Ethics Committee (SPEC) within the School of Health and Rehabilitation or other appropriate ethics committee. This assessment develops capacity as an independent learner and ability to engage in the research process. It also develops IT skills in use of various software for presentation and data analysis (e.g. Word, Excel, SPSS).
- **Practice assessment** is undertaken during Practice Experience modules and enables you to demonstrate the safe and effective application of professional practice.

Marks are awarded for summative^[1] assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively^[2] to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar

discussions.

[1] Summative assessment – the assessment of student performance against a standard where a final mark is awarded.

[2] Formative assessment – informal assessment processes designed to provide feedback to students to improve their learning.

5. What are the typical admission requirements for the Programme?

Applicants must be able to satisfy the general requirements of Keele University and the School of Health and Rehabilitation.

Suitable qualifications for entry include:

- A 2:1 degree (or above) in an appropriate science based subject e.g. Kinesiology. Human Biology and/ or human anatomy modules should normally have formed part of the degree programme of study.
- Successful completion of a 3 year diploma in Physiotherapy.

Further details of the specific academic requirements for the MSc Physiotherapy Programme can be found at the following location: <https://www.keele.ac.uk/study/postgraduatestudy/postgraduatecourses/physiotherapypre-registration/#entry-requirements>

All offers are normally conditional upon the applicant having a satisfactory Occupational Health assessment, and an enhanced clearance by the Disclosure and Barring Service (DBS). The School requires students to become student members of the CSP. Student membership of the CSP provides access to a range of useful resources and also provides insurance for clinical placements. Further information can be found at the CSP website www.csp.org.uk.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the programme is Academic IELTS 7.0 (to include a minimum of 6.5 in each subtest) or equivalent.

Please note: Students for whom English is not their first language are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: <http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

Funding Information: The programme is student finance funded.

Contact Details: School of Health and Rehabilitation

Tel: 01782 734191

Email: physiotherapyadmissions@keele.ac.uk

6. How are students supported on the programme?

The School provides a comprehensive range of support for student learning on the programme in addition to that provided by the University. Key to the success of this support are the following:

- As a student you are allocated a Personal Tutor who is responsible for reviewing and advising on academic and practice progress. Personal Tutors also offer pastoral support, acting as a first point of contact for non-academic issues which may affect student learning. Personal Tutors can refer you on to a range of specialist health, welfare and financial services coordinated by the University's Student Services.
- Module Leaders provide support for learning on the modules and the related assessments. They ensure that appropriate tutorial support is available via the module team and that the team provides feedback in a timely manner. Module Leaders also ensure that individual feedback on in-course assessments is available to all students.
- Disability Liaison Officer provides support for students with disabilities (including specific learning difficulties) and works closely with wider University student support staff.
- As first year student you will be offered a student mentor.
- Practice Educators provide supervision whilst you are on clinical placement
- Visiting Tutors liaise between the School and Clinical Bases and provide you with support during clinical placements.

Throughout the year members of academic staff operate an 'open door' policy during normal working hours. All members of academic staff are available to see you on an individual basis outside normal working hours via a flexible appointments system. Those meetings may be face to face or can be facilitated via electronic media e.g. Google Hangouts if you are, for example, on a placement that is distant from the University.

7. Learning Resources

The programme is delivered mainly in modern teaching rooms in the School of Health and Rehabilitation, all of which are equipped with computers, internet access and projection equipment. Rooms are designed to be flexible and can be used for larger groups, and more informally for small groups working together. The learning resources available to students on the programme include:

- An extensive collection of materials relevant to postgraduate study held in both the main University Library on Keele campus, and in the Health Library on the campus of the University Hospital of North Midlands NHS Trust. A number of relevant journals are also accessible online to all registered students, and are accessible from anywhere in the world with a University username and password and internet access.
- The Keele Virtual Learning Environment (KLE) provides easy access to a wide range of learning resources including: lecture notes, presentations, and discussion boards which enable students and tutors to discuss topics; all information about the programme; and all modules and other materials designed specifically for particular modules. The KLE can also be used to develop reusable learning objects (RLOs) and integrate learning with assessment.

The School of Health and Rehabilitation has a wide range of relevant teaching materials available including a large selection of anatomical models, video and DVD materials, Advanced Life Support Patient Simulator, electrotherapy equipment, and an extensive range of equipment related to exercise therapy, including small apparatus, and adjustable plinths. Various pieces of specialised exercise testing equipment are also available (e.g. gas analysis, cycle ergometer, treadmill with bodyweight support facility, sensory testing kits, heart rate monitors, video, etc.).

- Regular opportunities to attend the University's Anatomy Suite (situated in the Medical School) are embedded in teaching throughout the course of the programme.
- Computers for student use are situated in both the Main Library and in the Health Library.

8. Additional costs

During the programme there will be some additional mandatory costs incurred: -

- There are some associated costs with attending Practice Experience modules related to both travel expenses and accommodation. At the time of writing (academic year 2017-18) these costs are met by the NHS. We are awaiting communication from the Department of Health in regards to future funding arrangements which we are advised are likely to be reviewed on an annual basis.
- Many students continue to fund their own University/ private accommodation whilst accessing additional accommodation for less local practice experience settings.
- Currently, student membership of the Chartered Society of Physiotherapy costs £96 for and is paid by cheque/ cash at the start of the first year.
- In the first year, all students borrow half skeletons in pairs to help their learning of anatomy. There is a charge of £35 per person paid in cash at the start of the first semester. A partial refund of £10 (providing the skeleton is returned in good condition) will take place at the start of the next academic year.
- Subscription to the Disclosure and Barring update service is a requirement. At the time of writing (academic year 2017-18) the initial DBS application cost is £64 and costs £13 per subsequent year which you pay online at the start of each academic year.
- Various vaccinations must be completed before you undertake your first Practice Experience module. These are required to protect you, your family and your patients from infections and/or diseases that you may be exposed to whilst working as a student health professional. Obtaining these vaccinations and evidence of their completion is your responsibility and may be completed with your GP who will charge for these services. You are advised to check the cost and feasibility of receiving these vaccinations at your GP practice. If you are unable to obtain vaccinations via your GP we will be able to arrange for you to receive them at the University but you should be aware that you will be responsible for the cost incurred. Occupational Health screening costs will be met by the School.
- You will be required to purchase an approved uniform to be worn for your Practice Experience modules (and for some examinations). The School will arrange for these uniforms to be supplied for the whole cohort and so ensure a competitive cost.

Other Learning Opportunities

Some students may have the opportunity to present their final year project work via poster or presentation at conferences. A contribution from the School towards the costs incurred by students in these ventures may be available and will be considered on an individual basis. Such opportunities occur outside the normal timetabled programme; thus a commitment of time will be required from students.

Discrete components of this programme are not currently available as individual units for continuing professional development.

9. Quality management and enhancement

The quality and standards of learning in Physiotherapy are subject to a continuous process of monitoring, review and enhancement.

- The programme has a designated Academic Lead supported by Year Heads and Module Leaders.
- The Learning and Teaching Committee of the School of Health and Rehabilitation is responsible for

reviewing and monitoring quality management and enhancement procedures and activities across the School.

- The Programme Monitoring Committee manages the organisation and development of the course, ensures the maintenance and enhancement of quality and standards of the MSc Physiotherapy programme and contributes to the programme review process.
- Individual modules and the Physiotherapy programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.
- The programme is subject to annual monitoring by the HCPC and CSP.

Student evaluation of, and feedback on, the quality of learning on every Physiotherapy module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Physiotherapy programmes from surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all years of the Physiotherapy programme is considered and acted on at regular meetings of the programme's Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. The programme assessment process for Physiotherapy is monitored by an External Examiner who is, and will continue to be, drawn from the appropriate part of the HCPC register. They are responsible for:

- Approving examination questions
 - Confirming all marks which contribute to a student's degree
 - Reviewing and giving advice on the structure and content of the programme and assessment procedures
- Information about current external examiner(s) can be found here: <http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

10. The principles of Programme design

The MSc Physiotherapy programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>.
- c. A Disabled Persons Guide to becoming a Health Professional, Health and Care Professions Council 2007.
- d. Academic and Practitioner Standards in Physiotherapy, Quality Assurance Agency for Higher Education, 2001.
- e. Benner P (2001) From novice to expert: Excellence and power in clinical nursing practice. Prentice Hall NJ.

- f. Benner P (2009) Expertise in nursing practice: caring, clinical judgment and ethics. Springer Pub Co New York.
- g. Career Framework for Health Descriptors, Skills for Health 2010.
- h. Chartered Society of Physiotherapy Code for professional values and behaviour (2011) [.http://www.csp.org.uk/publications/code-members-professional-values-behaviour](http://www.csp.org.uk/publications/code-members-professional-values-behaviour).
- i. Delivering the Forward View: NHS Planning Guidance 2016/17 – 2020/21, NHS England 2015.
- j. Five Year Forward View, NHS England, October 2014.
- k. Health and Social Care Act 2012, Department of Health.
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- m. Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2010), Chartered Society of Physiotherapy.
- n. Quality Assurance Standards (2012) Chartered Society of Physiotherapy.
- o. Standards of Conduct, Performance and Ethics (2016) Health and Care Professions Council <http://www.hpc-uk.org/registrants/standards/download/index.asp?id=38>
- p. Standards of Education and Training, Health and Care Professions Council (2017) <http://www.hpc-uk.org/aboutregistration/standards/sets/>
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- r. The Equality Act 2010
- s. World Report On Disability, World Health Organisation 2011

11. Programme Version History

Date of first approved version (v1.0): November 2018

Revision history

Version number ¹	Author	Date	Summary of and rationale for changes

¹ 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University’s Guidance on processes supporting curriculum changes)

Annex A. Mapping of CSP Physiotherapy Framework Elements and Domains across the MSc Physiotherapy programme

	Year 1								Year 2									
Element & Domain	TPS	EPA	FP M	PE A1	EH& EBP	AAT S	HW BC	PE A2	L&S D	EP MCP	RP	IPE3	PE A3	PE A4	RP	MC PC	PE A5	PE A6
PT Values	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge & understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Political Awareness	✓			✓				✓	✓				✓	✓		✓	✓	✓
Self-awareness	✓			✓				✓				✓	✓	✓		✓	✓	✓
PT practice skills		✓	✓	✓		✓	✓	✓		✓			✓	✓		✓	✓	✓
Generic behaviours for interacting & communicating	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Helping others learn & develop	✓								✓			✓				✓		
Managing self & others	✓			✓			✓	✓	✓			✓	✓	✓		✓	✓	✓
Promoting integration & teamwork	✓			✓				✓	✓			✓	✓	✓		✓	✓	✓

Annex A. Mapping of CSP Physiotherapy Framework Elements and Domains across the MSc Physiotherapy programme

Person centred practice		✓	✓	✓		✓		✓	✓	✓		✓	✓	✓		✓	✓	✓
Respecting & Promoting Diversity	✓			✓			✓	✓	✓			✓	✓	✓		✓	✓	✓
Problem solving and decision making		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ensuring quality	✓			✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Improving & developing services				✓			✓	✓	✓			✓	✓	✓		✓	✓	✓
Lifelong learning	✓				✓				✓		✓	✓			✓	✓		
Practice decision making		✓	✓	✓		✓		✓	✓	✓			✓	✓		✓	✓	✓
Researching & evaluating practice		✓	✓		✓	✓				✓	✓				✓	✓		
Using evidence to lead practice				✓	✓			✓			✓		✓	✓	✓		✓	✓

Annex A. Mapping of CSP Physiotherapy Framework Elements and Domains across the MSc Physiotherapy programme

Key to Abbreviations:

YEAR 1		YEAR 2	
<i>TPS</i>	Transition into Physiotherapy Studies	<i>L&SD</i>	Leadership and Service Development
<i>EPA</i>	Essentials of Physiotherapy Assessment	<i>EPMCP</i>	Enhanced Physiotherapy Management for Complex Patients
<i>FPM</i>	Foundations of Physiotherapy Management	<i>RP</i>	Research Proposal
<i>PE A1</i>	Practice Experience A1	<i>PE A3</i>	Practice Experience A3
<i>EH & EBP</i>	Evaluating Healthcare and Evidence Based Practice	<i>PE A4</i>	Practice Experience A4
<i>AATS</i>	Advancing Assessment & Treatment Skills	<i>RP</i>	Research Project
<i>HWBC</i>	Health, Wellbeing and Behaviour Change	<i>MCPC</i>	Management of Complex Patient Caseloads
<i>PE A2</i>	Practice Experience A2	<i>PE A5</i>	Practice Experience A5
		<i>PE A6</i>	Practice Experience A6

Annex B: MSc Physiotherapy Graduate Attributes

	Year 1								Year 2									
Element & Domain	TPS	EPA	FP M	PE A1	EH& EBP	AAT S	HW BC	PE A2	L&S D	EPMC P	RP	IPE3	PE A3	PE A4	RP	MCPC	PE A5	PE A6
1				✓				✓					✓	✓			✓	✓
2	✓	✓	✓	✓		✓	✓	✓		✓			✓	✓		✓	✓	✓
3				✓	✓			✓	✓		✓		✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5				✓				✓					✓	✓			✓	✓
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8				✓				✓	✓			✓	✓	✓			✓	✓
9	✓			✓				✓	✓				✓	✓			✓	✓

Annex B: MSc Physiotherapy Graduate Attributes

10	✓			✓				✓					✓	✓			✓	✓
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Key to Abbreviations:

1	Opening and questioning approach to ideas, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives on the natural and social worlds
2	Appreciation of the development and value of your chosen subjects of study, awareness of their contexts, the links between them, and awareness of the provisional and dynamic nature of knowledge
3	Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data
4	Ability creatively to solve problems using a range of different approaches and techniques, and to determine which techniques are appropriate for the issue at hand
5	Appreciation of the social, environmental and global implications of your studies and other activities, including recognition of any ethical implications
6	Ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences.
7	Knowledge, skills, self-confidence and self-awareness actively to pursue your future goals.
8	Ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which you live and work
9	Professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation
10	Flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require

Annex B: MSc Physiotherapy Graduate Attributes

YEAR 1		YEAR 2	
<i>TPS</i>	Transition into Physiotherapy Studies	<i>L&SD</i>	Leadership and Service Development
<i>EPA</i>	Essentials of Physiotherapy Assessment	<i>EPMCP</i>	Enhanced Physiotherapy Management for Complex Patients
<i>FPM</i>	Foundations of Physiotherapy Management	<i>RP</i>	Research Proposal
<i>PE A1</i>	Practice Experience A1	<i>PE A3</i>	Practice Experience A3
<i>EH & EBP</i>	Evaluating Healthcare and Evidence Based Practice	<i>PE A4</i>	Practice Experience A4
<i>AATS</i>	Advancing Assessment & Treatment Skills	<i>RP</i>	Research Project
<i>HWBC</i>	Health, Wellbeing and Behaviour Change	<i>MCPC</i>	Management of Complex Patient Caseloads
<i>PE A2</i>	Practice Experience A2	<i>PE A5</i>	Practice Experience A5
		<i>PE A6</i>	Practice Experience A6

Annex C: MSc Physiotherapy ASSESSMENT OVERVIEW

YEAR 1 MODULES	ASSESSMENT TYPE								
	IPA	ONLINE TEST	PRESENTATION	REFLECTION	ORAL EXAM	ESSAY	CRITERION REFERENCED	RESEARCH PROPOSAL	RESEARCH PROJECT
Pre arrival induction & work packages									
Transition into physiotherapy studies		✓							
Essentials of physiotherapy assessment	✓								
Foundations of physiotherapy management	✓								
Practice Experience A1							✓		
Advancing assessment and treatment skills					✓				
Health, wellbeing and behaviour change						✓			
Evaluating Healthcare and Evidence Based Practice			✓						
Practice Experience A2							✓		

Annex C: MSc Physiotherapy ASSESSMENT OVERVIEW

YEAR 2 MODULES	ASSESSMENT TYPE								
	IPA	MCQ	PRESENTATION	REFLECTION	ORAL EXAM	ESSAY	CRITERION REFERENCED	RESEARCH PROPOSAL	RESEARCH PROJECT
Leadership and service development			✓						
Enhanced Physiotherapy Management for Complex Patients					✓				
Research proposal								✓	
Practice Experience A3							✓		
Practice Experience A4							✓		
Research Project (Level 7)									✓
Management of Complex Patient Caseloads					✓				
Practice Experience A5							✓		
Practice Experience A6							✓		
Interprofessional Education 3				✓					