

## Programme Specification: Undergraduate

### For students starting in Academic Year 2017/2018

#### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	BSc (Hons) Physiotherapy BSc (Hons) Physiotherapy with International Year (see Annex A for details)
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Duration</b>	3 years 4 years with International Year
<b>Location of study</b>	Keele University – main campus and a variety of practice experience environments
<b>Accreditation (if applicable)</b>	This programme is approved by the Health and Care Professions Council (HCPC) and accredited by the Chartered Society of Physiotherapy (CSP). For further details see section 12.
<b>Regulator</b>	Health and Care Professions Council (HCPC)
<b>Tuition Fees</b>	<b>UK/EU students:</b> Fee for 2017/18 is £9,250*  <b>International students:</b> Fee for 2017/18 is £16,000**  The fee for the International Year is calculated at 15% of the standard year fee
<b>Additional Costs</b>	Refer to section 18

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

\* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

\*\* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

## **2. What is a Single Honours programme?**

Keele University has a long tradition of offering a broad undergraduate curriculum based on a Dual Honours system which allows students to study two subjects to Honours level. More recently, the University has recognised that some students may wish to concentrate on one of their subjects, particularly at advanced levels, by opting to take that subject as a 'Major'. The Single Honours programme described in this document takes this a step further and allows students to focus exclusively on Physiotherapy. BSc (Hons) Physiotherapy has been offered as a single honours programme at Keele University since 1994.

## **3. Overview 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. The Keele BSc (Hons) 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 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. 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 Physiotherapy BSc (Hons) programme at Keele will, in an environment of reflection and research awareness, enable students to develop into autonomous professionals who are able to initiate and respond to change in a wide variety of settings. Students will embrace a vision of patient-centred care within contemporary health and social care environments. They will develop the attributes of a competent practitioner underpinned by knowledge enabling them to become, and remain, fit for purpose, delivering high quality, safe, integrated and effective care. During the programme, students will develop responsibility for their own continuing professional development and will be confident to function in partnership and leadership roles.

## **4. Aims of the Programme**

To support the students to develop the knowledge, skills, attitudes and values that underpin contemporary physiotherapy practice and develop their competence in applying clinical skills to the practice of physiotherapy. Students will develop their clinical reasoning and decision-making skills to enable them to undertake best physiotherapy practice in partnership with service users and colleagues. The programme will facilitate the student 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 the student with the skills to adapt and respond positively to change. In doing this, they will develop key transferable skills to prepare them for graduate employment.

Throughout the programme students will get the opportunity to enhance the development of their 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.

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).

## Studying Physiotherapy at Keele

Key features of the BSc (Hons) Physiotherapy programme are: -

- Excellent staff student relationships and collaborative partnerships across a range of clinical bases.
- Students are taught by a range of highly skilled, highly qualified and knowledgeable staff some of whom are nationally and internationally recognised as experts in their field.
- Students 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 embedded within the programme allowing students to learn alongside other health and social care students. This approach 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.
- A comprehensive range of student support mechanisms (see Student Handbook)

### 5. What you will learn

The programme meets the HCPC's Standards of Education and Training (2014) therefore graduates of the programme will be equipped to meet the:

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

The programme is also aligned with the nine 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

These elements are taught, developed and assessed via individual modules across the three years of the programme. Achievement of outcomes that support the development of these elements allows students to successfully meet the HCPC's three key areas of physiotherapy proficiency:

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

Table 2 provides details of when and in which modules the four elements of physiotherapy practice are developed and assessed across the three year programme.

**Table 2** Mapping of CSP Physiotherapy Framework Elements and Domains across the Undergraduate Programme

Element	Framework Domain	Developed and/or Assessed in Modules	FHEQ Level
1 Physiotherapy Values		PEC PCL PE 1-5	4 6 4,5,6
2 Physiotherapy Knowledge	Knowledge and understanding of physiotherapy	APMS AAPMS FPP PR PPMSK PPN PPCVR PSP PMCP PE 1-5	4 4 4 4 5 5 5 5 6 4,5,6
	Political awareness	PEC PCL	4 6
	Self-awareness	PEC PCL PE 1-5	4 6 4,5,6
3 Physiotherapy practice skills		APMS AAPMS FPP PPMSK PPN PPCVR PSP PMCP PE 1-5	4 4 4 5 5 5 5 6 4,5,6
4a Generic behaviours for interacting	Communicating	PEC	4
	Helping others learn and develop	PE 1-5 PCL	4,5,6 6
	Managing self and others		
	Promoting integration and teamwork		
	Putting the person at the centre of practice		
	Respecting and promoting diversity		
4b Generic behaviours for problem solving and decision	Ensuring quality	PEC PE 2-5	4 5,6
	Improving and developing services	PCL	6

making	Lifelong learning	PEC	4
	Practice decision making	PE 1-5	4,5,6
		PPMSK	5
		PPN	5
PPCVR		5	
PSP		5	
Researching and evaluating practice	PM	4	
	EBHR	5	
Using evidence to lead practice	RS	5	
	RP	6	
	PMCP	6	
	HBC	6	

### Key to Abbreviations:

Year 1 Modules	
APMS	Anatomy Physiology and Movement Science
AAPMS	Applied Anatomy, Physiology and Movement Science
HWB	Health and Wellbeing
PE 1	Practice Experience 1
PR	Principles of Rehabilitation
PM	Principles of Measurement
PEC	Professionalism and Effective Communication
FPP	Fundamentals of Physiotherapy Practice
Year 2 Modules	
PPMSK	Physiotherapy Practice: Musculoskeletal
PPN	Physiotherapy Practice: Neurology
PPCVR	Physiotherapy Practice: Cardiovascular and Respiratory
EBHR	Evidence Based Health and Rehabilitation
RS	Research Skills
PSP	Practice in Specific Populations
PE 2	Practice Experience 2
Year 3 Modules	
RP	Research Project
PMCP	Physiotherapy Management of the Complex Patient
PCL	Professionalism Collaboration and Leadership
PE 3	Practice Experience 3
PE 4	Practice Experience 4
PE 5	Practice Experience 5
HBC	Health Behaviour Change

### Keele Graduate attributes

Engagement with this programme will enable you to 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. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

### 6. 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 three year programme. Learning and teaching methods used on the programme vary according to the subject matter. 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:

- **Traditional lectures** where the lecturer provides students with a framework and context for further reading and independent study; some lectures may feature invited external speakers who are clinicians, active researchers, and academics in the field of physiotherapy and related health and social care practice
- **Interactive lectures** to engage students in their learning, for example the use of Audience Response Systems
- **Practical work** allows students 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 students develop their clinical and professional skills under the supervision of a designated practice educator(s)
- **Small group workshops** when students work together to, for example, critically appraise papers relating to some aspect of physiotherapy practice
- **Group workshops** which require students to work together over an extended period of time to develop a piece of work
- **Individual and group presentations** where students 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 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. The programme also uses Lecture Capture and videos to support student 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
- Students will engage in **inter-professional learning** in groups made up of a range of other health and social care students

Apart from these formal activities, one-to-one tutorials are available to support all students on an individual basis, at their request, to enable them to discuss any particular identified areas of difficulty, and special learning needs they may have, and to give help and feedback during preparation of assessed work.

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

- Lectures and independent study enable students to broaden and deepen their 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 enables students to develop, enhance and update their learning of new skills under the supervision of experts and to ensure safe and competent practice, and to integrate theoretical and practical knowledge.
- Focussing on the management of common pathologies whilst demonstrating the transferability of these skills to the management of less common pathologies.
- Small group work, such as seminars, and workshops, provides opportunities for students to clarify and exchange ideas, and to question and challenge professional concepts.
- Guided independent study and tutorials will assist students to explore in depth, and evaluate, aspects of professional practice.
- Seminars, tutorials and web-based e-learning activities encourage students to reflect upon their learning and to take responsibility for its development, and to collaborate with others to share, explore, and evaluate ideas in greater depth.
- Undertaking a research-based project, using the support of small group workshops (where relevant) and tutorial supervision, further develops independent learning and research capability; it also enables students to plan, implement and document a piece of research with relevance to physiotherapy. This piece of work encourages competence with IT skills including use of software packages for data analysis

## **7. Teaching Staff**

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 nine staff hold a doctoral qualification in an area related to the Physiotherapy programme. All staff who are physiotherapists are HCPC registered and have had experience working in the NHS and other areas of healthcare. The academic staff group also includes 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 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. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 8. What is the Structure of the Programme?

The programme is studied full time over three years and teaching is delivered via individual modules. Each year is arranged into two units called semesters (Autumn and Spring) which vary in length. In each academic year time is spent in both the university and practice settings (see Table 3 for exact number of weeks normally spent in each setting).

**Table 3** Number of Weeks in University and Practice Experience Settings

Year of Study	FHEQ Level	Number of weeks University Based	Number of weeks in Practice Experience Settings	Total Number of Weeks
1	4	28	3	31
2	5	23	8	31
3	6	15	16	31

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 relational skills.

These are introduced, developed and enhanced via individual modules (worth credits ranging from 15-30, see Table 4) over the 3 year programme; each year carries 120 credits. The curriculum also facilitates the progression from novice to advanced beginner to competent practitioner (Benner, 2001; Benner, 2009). Table 6 shows where the subject specific learning outcomes are introduced, developed and assessed.

**Table 4** Overview of Modules and Credit Value

### Year 1 (Level 4)

Compulsory Core modules	Credits
Anatomy Physiology and Movement Science	30
Health and Wellbeing	15
Applied Anatomy, Physiology and Movement Science	15
Practice Experience 1	Pass/Fail
Principles of Rehabilitation	15
Principles of Measurement	15
Professionalism and Effective Communication (IPE1)	15
Fundamentals of Physiotherapy Practice	15
<b>Total</b>	<b>120</b>

### Year 2 (Level 5)

<b>Compulsory Core modules</b>	<b>Credits</b>
Physiotherapy Practice: Musculoskeletal	15
Physiotherapy Practice: Cardiovascular and Respiratory	15
Physiotherapy Practice: Neurology	15
Evidence Based Health and Rehabilitation	15
Inter-professional Education 2	Pass/Fail
Practice Experience 2	30
Research Skills	15
Practice in Specific Populations	15
<b>Total</b>	<b>120</b>

### **Year 3 (Level 6)**

<b>Compulsory Core modules</b>	<b>Credits</b>
Practice Experience 3	15
Professionalism, Collaboration and Leadership (IPE3)	15
Practice Experience 4	15
Research Project	30
Health Behaviour Change	15
Physiotherapy Management of the Complex Patient	15
Practice Experience 5	15
<b>Total</b>	<b>120</b>

For further information on the content of modules currently offered please visit:  
[www.keele.ac.uk/recordsandexams/az](http://www.keele.ac.uk/recordsandexams/az)

### **Learning Outcomes**

**Table 5** Subject Knowledge and Understanding

<b>Subject Knowledge and Understanding</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to demonstrate knowledge &amp; understanding of:</i>		
Personal and professional development	PEC PCL PE 1-5	Reflection Report and reflection Criterion based assessment
Theoretical underpinning knowledge of human body systems, their possible dysfunction and appropriate management strategies	APMS AAPMS FPP PR PPMSK PPN	Oral exam and MCQ Interactive Practical Assessment Interactive Practical Assessment Essay Oral Seen Exam Oral Seen Exam

	PPCVR PSP PMCP PE 1-5	Oral Seen Exam Oral Seen Exam Oral Part Seen Exam Criterion based assessment
Theoretical underpinning knowledge of how to bring about long term change in behaviours that will ultimately lead to improvement in health and wellbeing	HWB HBC PPMSK PPN PPCVR PSP PE 1-5	Essay Essay Oral Seen Exam Oral Seen Exam Oral Seen Exam Oral Seen Exam Criterion based assessment

For module abbreviations see Key on page 5

**Table 6** Subject Specific Skills

<b>Subject Specific Skills</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
Demonstrate skills in measurement, assessment and research of disability, functioning, health and wellbeing	PM EBHR  RS RP	Essay Written assignment and on-line task Project proposal Research Project
Demonstrate safe and competent physiotherapeutic examination, handling and rehabilitation skills	APMS AAPMS FPP PPMSK PPN PPCVR PSP PMCP PE 1-5	Oral exam and MCQ Interactive Practical Assessment Interactive Practical Assessment Oral Seen Exam Oral Seen Exam Oral Seen Exam Oral Seen Exam Oral Part Seen Exam Criterion based assessment
Demonstrate the application of scientific principles to prevent disability and restore functioning, health and wellbeing	HWB PR HBC PE 1-5	Essay Essay Essay Criterion based assessment
Deliver an appropriate level of personal and professional autonomy and provide best practice that is evidence based and	PEC PCL PE 1-5	Reflection Report and reflection Criterion based assessment

cost effective. Recognise the scope for, and engage in, the transfer of knowledge, skills and behaviour to different professional settings and situations, while having due regard for the limits of the personal scope of practice		
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For module abbreviations see Key on page 5

**Table 7** Key or Transferable Skills

<b>Key or Transferable Skills (graduate attributes)</b>			
<b>Learning Outcome</b>  <i>Successful students will have the opportunity to develop:</i>	<b>Module in which this is delivered</b>		
	<b>Year 1 (Level 4)</b>	<b>Year 2 (Level 5)</b>	<b>Year 3 (Level 6)</b>
An open 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	HWB PE 1 PEC	PPMSK PPN PPCVR EBHR PSP PE 2	RP PMCP PCL PE 3 PE 4 PE 5
An appreciation of the development and value of chosen subjects of study, awareness of their contexts, the links between them, and awareness of the provisional and dynamic nature of knowledge	APMS AAPMS PE 1 PR PEC	PPMSK PPN PPCVR PSP PE 2	PMCP HBC PE 5
Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data	HWB PM	EBHR RS	RP PMCP HBC
The creative ability to solve problems using a range of different approaches and techniques, and to determine which techniques are appropriate for the issue at hand	AAPMS PR PM	PPMSK PPN PPCVR PSP	PMCP PCL PE 3 PE 4 PE 5
An appreciation of the social, environmental and global implications of the programme content and other activities, including recognition of any ethical implications	HWB PEC FPP	EBHR PSP PE 2	PE 3 PE 4 PE 5

			HBC
The ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences	APMS HWB AAPMS PE 1 PR PM PEC FPP	PPMSK PPN PPCVR EBHR RS PSP PE 2	RP PMCP PCL PE 3 PE 4 PE 5 HBC
The knowledge, skills, self-confidence and self-awareness actively to pursue their future goals	PE 1 PR PEC	PE 2	PCL PE 3 PE 4 PE 5
The ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which they live and work	AAPMS PE 1 PEC FPP	RS PE 2	PCL PE 3 PE 4 PE 5
A professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation	PE 1 PEC	EBHR RS PE 2	RP PCL PE 3 OE 4 PE 5
The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require	APMS HWB AAPMS PE 1 PR PEC FPP	PPMSK PPN PPCVR PSP PE 2	RP PMCP PCL PE 3 PE 4 PE 5

For module abbreviations see Key on page 5

## 9. Final and intermediate awards

The programme is designed to educate physiotherapy practitioners. Consequently, the expectation is that students will complete the full programme of study obtaining 360 credits and so be awarded a BSc (Hons) Physiotherapy. Students usually accumulate 120 credits per academic year. If a student leaves the programme before completing 360 credits they may be eligible for an alternative award. Physiotherapists must complete an approved programme of study (minimum 360 credits) in order to be eligible to apply for professional registration and so use the title 'physiotherapist'. Any interim/alternative award will not contain the term 'physiotherapy'.

Credits required for each level of academic award are as follows:

<b>Honours Degree in Physiotherapy</b>	360 credits	You will require at least 120 credits at levels 4, 5 and 6  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.
<b>Honours Degree in Health and Rehabilitation</b>	360 credits	You will require at least 120 credits at levels 4 and 5  If you are unable to achieve 120 credits within the BSc (Hons) Physiotherapy Programme but achieve a minimum of 90 credits (equivalent) at Level 6 (Year 3), you will be offered an opportunity to study additional module/s (worth a maximum of 30 credits in total) as advised by the School. Upon successful completion in such circumstances, and providing 360 credits have been achieved, the title of the award will be BSc (Hons) Health and Rehabilitation. Health and Rehabilitation graduates will <b>not</b> be eligible for registration with the HCPC nor membership of the CSP.
<b>Diploma in Higher Education</b>	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher  NB: the title of any such award will not 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.
<b>Certificate in Higher Education</b>	120 credits	You will require at least 120 credits at level 4 or higher  NB: the title of any such award will not 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.

**Physiotherapy with International Year:** in addition to the above students must pass a module covering the international year in order to graduate with a named degree in Physiotherapy with International Year. Students who do not complete, or fail the international year, will be transferred to the three-year Physiotherapy programme.

## 10. 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 students to demonstrate their ability to carry out basic literature searches, communicate their ideas effectively in writing and support their arguments with appropriate referencing. Written pieces vary in their length depending upon the module

- **Written Examinations** in different formats test students' knowledge and (as appropriate), their ability to apply that knowledge appropriately to professional practice. Examinations may consist of essay, short answer and/or multiple-choice questions
- **Reflective assignments** enable the student to develop their skills of reflective learning and practice; these are fundamental skills used by all health care professionals as part of their continuing professional development
- **Oral presentations** assess students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development
- **Practical Examinations** – these occur in modules that involve the teaching and learning of practical clinical skills. These examinations enable students to demonstrate the safe and effective application of practical clinical skills, and to justify their choice
- **Research project** is a student led piece of independent research. Nominated supervisors support students 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 students to demonstrate the safe and effective application of professional practice

Marks are awarded for summative<sup>1</sup> assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively<sup>2</sup> 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.

## 11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

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<sup>1</sup> Summative assessment – the assessment of student performance against a standard where a final mark is awarded.

<sup>2</sup> Formative assessment – informal assessment processes designed to provide feedback to students to improve their learning.

Activity	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	51%	36%	22%
Guided independent Study	39%	42%	35%
Placements	10%	22%	43%

## 12. Accreditation

This programme is approved by the Health and Care Professions Council (HCPC) and accredited by the Chartered Society of Physiotherapy.

Please note the following:

- Graduates of the programme are eligible to apply for registration with the Health and Care Professions Council (HCPC). In order to use the title 'physiotherapist' a practitioner must be registered with the HCPC. HCPC registration is a prerequisite for employment as a physiotherapist in the UK NHS. The programme meets the requirements of the HCPC standards of Education and Training (2014) and the Chartered Society of Physiotherapy (CSP) Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2010).
- **Module Selection:** All modules are currently compulsory.
- **Regulations:** Your programme has professional accreditation and there are specific regulations, which you have to agree to abide by – see the following section on Regulations. Please refer to Annex A for a copy of the current Course Specific Regulations for the BSc (Hons) Physiotherapy programme.

## 13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

Please refer to Annex B for a copy of the current Course Specific Regulations for the BSc (Hons) Physiotherapy programme.

## 14. 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. The School implements an inclusive system of academic requirements to widen access for appropriately qualified candidates at different career stages.

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
Physiotherapy (Single Honours)	ABB or A*BC A-level Biology, Human Biology or PE at Grade B or above. A Pass in Science Practical will be required if applicants is taking A-level Biology (England)**	General Studies and Critical Thinking	34 points	Extended Diploma 180 credits DDD + B at A Level or Diploma (120 credits, DD) BTEC Subsidiary Diploma (60 credits, D) / OCRCT Introductory Diploma (60 credits) + BB at A Level	Obtain Access to Higher Education Diploma with 60 credits including at least 45 credits at Level 3 (15 of these to include topics relating to Human Biology / Anatomy / Physiology)	6 GCSEs (or equivalent) in one sitting at Grade C (or 4) including Maths, English Language, Combined or Single Science subject

	** Science practical only required from applicants taking reformed A level Biology, Chemistry or Physics in England.					
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Further details of the specific academic requirements for the BSc (Hons) Physiotherapy Programme can be found at the following location: <http://www.keele.ac.uk/physiotherapy/entryqualifications/>

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 Chartered Society of Physiotherapy (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](http://www.csp.org.uk).

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

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: All non-native English speaking students 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 BSc Hons will be student finance funded from 2017.

### **Contact Details**

**School of Health and Rehabilitation**

**Tel: 01782 734191**

**Email: [physiotherapyadmissions@keele.ac.uk](mailto:physiotherapyadmissions@keele.ac.uk)**

### **15. 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:

- Every student is allocated to 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 students on to a range of specialist health, welfare and financial services coordinated by the University's Student Support and Development 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
- First year students are offered a student mentor
- Practice Educators who provide supervision whilst students are on clinical placement
- Visiting Tutors who liaise between the School and Clinical Bases and provide support to students 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 students on an individual basis outside normal working hours via a flexible appointments system.

## **16. 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 undergraduate 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 enabling students and tutors to discuss topics; all information about the programme; and all modules and other materials designed specifically for particular modules. It 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, ALS 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

## **17. Other learning opportunities**

### **Study Abroad (International Year)**

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided at Annex A.

### **Other opportunities**

Some students may have the opportunity to present their 3<sup>rd</sup> 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.

## 18. Additional costs

### Physiotherapy Programme Costs

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

- Student membership of the Chartered Society of Physiotherapy costs £96 for three years and is paid by cheque/ cash at the start of the first year
- In the first year, students borrow half skeletons in pairs to help their learning of anatomy. There is a charge of £25 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 and costs £13 per year which students pay online at the start of each academic year

Physiotherapy students will usually undertake approximately 1,000 hours of practice experience before graduating. Typical hours will be around 37 hours per week on practice experience modules. During the first year approximately three weeks are spent in the practice environment with approximately eight and 15 weeks in the second and third years of the programme respectively. Practice experience opportunities are allocated based on availability and each student's clinical experience profile. Some students may be required to travel distances to complete their practice experience and may prefer, therefore, to source accommodation for that time. Very few practice experience settings are located more than 40 miles from Keele, most being within a 25 mile radius.

Variable costs associated with Practice Experience:-

- There are some associated costs with attending practice experience modules related to both travel expenses and accommodation but most incurred costs can be claimed back.
- Many students continue to fund their own university/ private accommodation whilst accessing additional accommodation for less local practice experience settings.
- Claim forms for travel costs must be submitted within six months from last day of the placement to be eligible for reimbursement.

	NHS Bursary student (Need an account with the NHS Bursaries Unit)	International / Self- funding student
Accommodation on practice placements	If hospital accommodation is required a £50 deposit is paid to the School by cheque/ cash at the start of the practice placement. Hospital providers invoice the School with final costs at the end of the placement. The School then invoices each student for the outstanding cost which they need to repay to the Keele Finance Office. Students then claim this cost back from the NHS Student Bursaries Unit. Private Providers will negotiate directly with students when and how payment should be made directly. Students then claim this cost back from the NHS Student Bursaries Unit. Reimbursement is usually received within a few weeks of the practice experience module.	No deposit is required. On request accommodation is booked and paid for by the School.
Travel costs	Students submit a travel claim form and driver's travel costs (that are incurred over and above the student's usual daily commute to and from the University) are reimbursed to students at the current mileage rate.	Students submit a travel claim form to the School detailing incurred costs as per NHS Bursary students. Students are reimbursed directly by the

	Public transport via buses or trains (not taxis) together with other associated costs (car parking/ tolls) are reimbursed upon production of receipts.	School at the current mileage rate for car travel or as per NHS Bursary students for public transport costs.
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N.B. All calculations of costing are based on the guidelines produced by the NHS Student Bursaries Unit and are accurate at time of publication. Further guidance can be found at:

[http://www.nhsbsa.nhs.uk/Students/Documents/Students/PPE\\_Guide\\_A\\_step\\_by\\_step\\_guide\\_to\\_completing\\_your\\_PPE\\_Claim\\_form\\_\(V2\)\\_07.2015.pdf](http://www.nhsbsa.nhs.uk/Students/Documents/Students/PPE_Guide_A_step_by_step_guide_to_completing_your_PPE_Claim_form_(V2)_07.2015.pdf)

Should students choose to undertake an elective placement abroad or beyond the usual geographical placement area for the programme, this may incur travel, health and liability insurance costs to be paid by the student.

- Optional costs: Students are also encouraged to purchase their own stethoscope to help support their studies at the start of the programme in the first year.

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

*Please note that we are awaiting communication from the Department of Health in regards to funding for clinical placement travel, accommodation etc. so this information is pending.*

## 19. Quality management and enhancement

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

- The Learning and Teaching Committee of the School of Health & Rehabilitation is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- The Undergraduate Programme Monitoring Committee manages the organisation and development of the course, ensures the maintenance and enhancement of quality and standards of the BSc (Hons) 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.

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 the annual National Student Survey (NSS), and from regular 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 three years of the Physiotherapy Programme is considered and acted on at regular meetings of the Programmes Staff/Student Liaison Committee.
- Students participate in the Health Education West Midlands Education Commissioning for Quality processes.

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 two External Examiners who are, 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/>

## 20. The principles of programme design

The BSc (Hons) 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 Disabled persons Guide to becoming a Health Professional, Health and Care Professions Council 2007
- Academic and Practitioner Standards in Physiotherapy, Quality Assurance Agency for Higher Education, 2001.
- Benner P (2001) From novice to expert: Excellence and power in clinical nursing practice. Prentice Hall NJ
- Benner P (2009) Expertise in nursing practice: caring, clinical judgment and ethics. Springer Pub Co New York
- Career Framework for Health Descriptors, Skills for Health 2010
- Delivering the Forward View: NHS Planning Guidance 2016/17 – 2020/21, NHS England 2015
- Five Year Forward View, NHS England, October 2014
- Guidance on Conduct and Ethics for Students, Health and Care Professions Council 2012
- Health and Social Care Act 2012, Department of Health
- Health and Social Care (Safety and Quality) Act 2015, Department of Health
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy, Chartered Society of Physiotherapy 2010
- Quality Assurance Standards, Chartered Society of Physiotherapy 2012
- Standards of Conduct, Performance and Ethics, Health and Care Professions Council 2016.
- Standards of Education and Training, Health and Care Professions Council 2014.
- Standards of Proficiency, Health and Care Professions Council 2013.
- The Equality Act 2010
- World Report On Disability, World Health Organisation 2011

## 21. Document Version History

Version history	Date	Notes
Date first created	October 2016	
Revision history		
Date approved		

## Programme Specification

### Annex A for Single Honours Programmes

#### International Year Programme

Students registered for Single Honours BSc (Hons) Physiotherapy may either be admitted for or apply to transfer during their period of study at Level 5 to the Single Honours Physiotherapy with International Year'. Students accepted onto this programme will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the BSc (Hons) Physiotherapy and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this programme specification. The additional detail contained in this annex will pertain solely to students registered for Physiotherapy with International Year'.

#### International Year Programme Aims

In addition to the programme aims specified in the main body of the programme specification, the international year programme of study aims to:

1. Allow the student to experience study in another country
2. Enable students to acquire an international perspective on their principal subject, and to build up a wide network of contacts;
3. Enable students to appreciate the added value that arises from first-hand experience of the different academic and research approaches between the UK and other countries
4. Offer personal development as a student and experience of a different culture, academically, professionally and socially

#### Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules at Level 5 is normally required)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2<sup>nd</sup> semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1<sup>st</sup> and 2<sup>nd</sup> year tutors and programme director)

#### Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Personal Tutoring meeting points.
- Support from the University's Global Education Team

## Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

- a. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
- b. Discuss the benefits and challenges of global citizenship and internationalisation
- c. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.

In addition, students who complete Physiotherapy with International Year' will be able to:

- i. Design, plan and document a reflective diary systematically summarising the differences in education and healthcare systems (with particular reference to physiotherapy services) between the UK and the country of study.
- ii. Critically reflect on the data collected within the reflective diary
- iii. Prioritise and synthesise the data to create a summative portfolio critically reflecting on their experiences studying at an international partner institution with reference to how this experience may impact upon future career choices.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

## Course Regulations

Students registered for the Physiotherapy with International Year' are subject to the course specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least* 40% in the student's discipline area.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any Physiotherapy module with significant overlap to Level 6 modules to be studied on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

## Additional costs for the International Year

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: [www.gov.uk](http://www.gov.uk)

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will

vary depending on destination.

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

## Annex B: Course Specific Regulations for BSc (Hons) Physiotherapy Programme

### BSC (HONS) PHYSIOTHERAPY COURSE SPECIFIC REGULATIONS

These regulations supplement the relevant University Academic Regulations, which are to be found on the University Web-site and in the University Calendar. In the event of a contradiction or other discrepancy between these regulations and University Academic Regulations, the University Academic Regulations shall be authoritative, unless approval has been given by Senate for a variation from the University Academic Regulations. Any such variations are listed in section 11 below.

Because the course specific regulations are subject to periodic change users should also consult the definitive set of course specific regulations, which can be found on the Physiotherapy Noticeboard on the KLE.

Undergraduates must satisfy Course Specific Regulations relating to all aspects of the undergraduate programme.

Please refer to document history for revision dates

#### 1.0 PROGRAMMES COVERED BY THE REGULATIONS

These regulations apply to the following undergraduate programme:

BSc (Hons) Physiotherapy - full time route cohort entrants 2016 onwards

#### 2.0 FITNESS TO PRACTISE

- 2.1 Students registered on the programme are subject to the University Fitness to Practise regulation (Keele University Regulation 18). <http://www.keele.ac.uk/regulations/regulation18/>  
*Guidance: A student whose behaviour gives cause for concern regarding professional conduct or suitability will normally, in the first instance, be advised of the implications of their behaviour and offered the opportunity to address the concerns raised. They will, at this point be advised that, should there be no change in their behaviour, they may be referred to the School Health and Conduct Committee.*

Where behaviour that gives cause for concern regarding professional conduct or suitability is repeated, the student may be issued with a School written warning and may also be referred to the School Health and Conduct Committee.

Where student behaviour gives cause for grave concern regarding professional conduct or suitability the student will be referred directly to the School Health and Conduct Committee.

- 2.2 The School of Health and Rehabilitation has a duty to ensure that students registered on the programme are fit to practise, in order to protect present or future patients, clients or service users and to comply with the requirements of professional/regulatory bodies. Students registered on the programme must comply with the requirements of the Chartered Society of Physiotherapy (CSP) and the Health and Care Professions Council (HCPC).

- 2.3 Students must make known at the first opportunity, any issues which may impact upon their ability to study effectively.

*Guidance: It is the student's obligation to disclose any circumstances that may affect either their capacity to study effectively or their professional conduct and/ or suitability. Failure to make such a declaration may constitute an issue of fitness to practise and may limit the grounds a student may invoke to support an appeal. Examples of the types of issues that it may be appropriate to disclose include temporary or permanent changes in health status, adverse personal circumstances or changes in Disclosure and Barring Service (DBS) status (these examples are not exhaustive). Where a student may be unsure as to whether disclosure is appropriate they must seek advice from their personal tutor, year head or the programme lead.*

*Any such advisory discussions will be treated in confidence and it will then be the student's responsibility to disclose information should they be so advised.*

*The School Health and Conduct Committee<sup>3</sup> will monitor issues regarding student health and conduct that cause concern regarding a student's fitness to practise in line with the Faculty of Medicine and Health Sciences Fitness to Practise policy and Keele University Fitness to Practise Regulation 18. See:*

<http://www.keele.ac.uk/regulations/regulation18/>

### **3.0 ENTRY REQUIREMENTS**

- 3.1 Entrance to the programme with advanced standing is not normally permitted.
- 3.2 Acceptance on the programme is dependent on satisfactory medical screening
- 3.3 Acceptance on the programme is dependent on satisfactory review of any criminal convictions via the Disclosure and Barring Service (DBS) enhanced disclosure.
- 3.4 On commencement of the programme all undergraduates must complete consent and disclosure documentation. This must then be updated annually or sooner if there are changes to an individual student status.

*Guidance: Any undergraduate who is found to have an undisclosed health condition, which may prejudice their ability to perform physiotherapy effectively, may be required to leave the programme. <http://www.keele.ac.uk/depts/aa/disabilityservices/>. Similarly, any student who is found to have an undisclosed criminal conviction may be asked to leave the programme, even though the conviction is considered to be "spent".*

- 3.5 On commencement of the programme, all BSc (Hons) Physiotherapy students are required to register with the Chartered Society of Physiotherapy. Physiotherapy undergraduates are, for the duration of their programme, student members of the Chartered Society of Physiotherapy.

*Guidance: As Student Members of the Chartered Society of Physiotherapy, students have the benefit of professional liability insurance cover for practice experience in the UK and other countries (except North America and Canada), provided they are appropriately supervised. It is the responsibility of each student to ensure the validity of this insurance outside the UK.*

*Failure to register with the CSP will impact upon the student's professional liability status and will preclude the student from undertaking the practice experience modules of the programme. Such action will preclude completion of the programme. In these circumstances the student will be required to withdraw from the programme.*

- 3.6 All undergraduate physiotherapy students are obliged to comply with the Code of Professional Values and Behaviours of the Chartered Society of Physiotherapy (2011) <http://www.csp.org.uk>. Students must also comply with the Health and Care Professions Council's Guidance on conduct and ethics for students (2012) <http://www.hcpc-uk.org.uk>, CSP Quality Assurance Standards (2012) and Health and Care Professions Council Standards of Proficiency (2007). Students must also comply with any supplementary guidance documents produced by regulatory and/ or professional bodies. Failure to abide by CSP and/ or HCPC rules and guidance may, following an investigation (see section 2), result in the student being required to withdraw from the programme.

*Guidance: As Student Members of the CSP, students have responsibilities with regard to their conduct and behaviour. A copy of current documents, and/ or electronic access to them, will be provided to each student on commencement of the programme.*

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<sup>3</sup> The terms of reference and procedures (constitution and operation) of the School Health and Conduct Committee can be found on the Keele Campus Physiotherapy Noticeboard on the KLE

- 3.7 All students must comply with the School requirements with regard to immunisation. Failure to comply with this regulation will preclude the student from undertaking the practice experience modules of the programme. Such action will preclude satisfactory completion of the programme. In these circumstances the student will be required to withdraw from the programme.
- 3.8 All students must comply with School requirements in respect of ethical procedures and approval for activities related to the research project. Failure to comply with this regulation may constitute an issue of fitness to practise.

#### 4.0 PROGRESSION

- 4.1 Assessment exemptions are not normally permitted.
- 4.2 Students must complete and sign consent and disclosure documentation at the beginning of each academic year in order to participate in the practical skills components of the programme. Students who do not complete this documentation will not be able to participate in the practical skills components of the programme. This will preclude students from undertaking practice experience modules and will result in the student being required to withdraw from the programme.

*Guidance: Students are advised that failure to disclose/ update information in this consent and disclosure documentation will be considered a breach of professional responsibility. Consequently disciplinary and /or Fitness to Practise procedures may be invoked and the student may be required to withdraw from the programme (see also section 2 of these regulations).*

- 4.3 In order to progress students are normally required to pass or have condoned the required assessment for all modules, thus being awarded the full 120 credits per academic year. Condonement of failure in any year, however, is not normally permitted. Practice experience modules **cannot** be condoned or compensated. Students must successfully complete all modules on the programme (360 credits) to achieve the award of BSc (Hons) Physiotherapy.
- 4.4 For all practice experience modules the student must normally have passed the relevant campus based module(s) underpinning each placement prior to the start of the placement.

*Guidance: In the case of failure of an underpinning module, the Programme Lead, Head of Practice Education and the Personal Tutor will consider each individual case and recommend an appropriate course of action to ensure, as far as possible, safe practice in the practice setting. This action may delay the student's progress on the programme and may result in a delay in graduation.*

- 4.5 Across all levels of the programme students will normally be allowed one reassessment attempt following initial failure of an assessment (exceptions apply in respect of practice experience modules at levels five and six– see 4.6). Failure, on reassessment normally results in the student being required to withdraw from the programme.
- 4.6 Across levels five and six only one practice experience module may be reassessed following initial failure. Failure, of a subsequent practice experience module will normally result in the student being required to withdraw from the programme.

*Guidance: Students who fail one practice experience module at the first attempt will be given the opportunity to repeat the module (up to four weeks) in the same location or in a different location in a specialist area, which will facilitate meeting of the learning outcomes. If passed, the reassessed practice experience module will receive no more than 40%.*

- 4.7 Normally students are expected to complete an entire practice experience module in order to be assessed.

*Guidance: In the event of substantial levels of authorised absence from a practice experience module, a review of the students' achievement of the module Intended Learning Outcomes (ILOs) and number of practice experience hours accrued will be undertaken by the Module Leader*

and/or Programme Lead. If the student has been unable to achieve all the module ILOs and/or there is a significant shortfall of accrued practice experience hours appropriate remedial action will be taken by the Module Leader and/or Programme Lead.

4.8 With regard to both campus and practice experience assessment, retrospective evidence will not normally be considered in respect of any student appeal against an academic decision (see also 2.3).

4.9 Submission of health related extenuating circumstances for consideration at three or more consecutive examinations boards will normally require the student to be referred for assessment to the Occupational Health Service.

*Guidance:* In these circumstances the school would recommend a referral to the Occupational Health Service in order for them to:

- Explore with the student whether any underlying health issues exist and to provide guidance to the school about how it may be managed effectively.
- Determine what (if any) support measures and/or reasonable adjustments the school should put in place to maximise the student's academic performance.

4.10 Students taking a leave of absence will not normally be permitted to extend this leave of absence beyond one full academic year.

*Guidance:* This time limit is designed to ensure appropriate currency in student learning/professional competence thus supporting the maintenance of appropriate clinical standards and patient/colleague safety.

4.11 The maximum timeframe for completion of studies will not normally exceed 5 academic years.

*Guidance:* This time limit is designed to ensure appropriate currency in student learning/professional competence thus supporting the maintenance of appropriate clinical standards and patient/colleague safety.

4.12 Requests for further assessment attempts at Practice Experience modules as part of the university's extenuating circumstances (EC) process will only be permitted in the event of failure of the Practice Experience module.

*Guidance:* The pressure to provide a further Practice Experience opportunity for students who have already passed the module places an unnecessary additional burden on practitioners and may present additional cost implications (travel and accommodation) for students. This is considered to be unreasonable given the high demand for, and limited availability of, practice experience opportunities within the region. A student passing a Practice Experience module with ECs will not be permitted a further assessment opportunity and their original pass mark will stand.

## 5.0 AWARDS

Programme awards are made under Keele University Regulation 1A: <http://www.keele.ac.uk/regulations/regulation1aafter0910/>

5.1 Students who have successfully completed all assessments (including a minimum of one thousand [1,000] hours of practice experience) and so have obtained full credits for the programme, will be awarded a BSc (Hons) Physiotherapy. These graduates will then be eligible to apply to register with the Health and Care Professions Council, a pre-requisite for employment as a physiotherapist/ physical therapist in the UK. Graduates will also be eligible for full membership of the Chartered Society of Physiotherapy.

5.2 Where an award is made under Ordinance IV (Aegrotat award) that award will be an unclassified degree in Health and Rehabilitation. Aegrotat awards will **not** include the term 'Physiotherapy'.

Candidates who obtain an Aegrotat award will **not** be eligible for registration with the Health and Care Professions Council or membership of the Chartered Society of Physiotherapy.

*Guidance: In order to achieve a BSc (Hons) Physiotherapy and be eligible for registration with the Health and Care Professions Council candidates **MUST** successfully complete all modules and achieve 360 credits. Should a candidate fail to accrue 360 credits they will be offered:*

- a. *To revisit the failed assessment in line with current School and Keele University regulations. If successful the candidate will be awarded a BSc (Hons) Physiotherapy degree and thus be eligible to apply for Health and Care Professions Council registration.*
- b. *An opportunity will be offered to study additional module/s (worth a maximum of 30 credits in total) as advised by the School. Upon successful completion in such circumstances and providing 360 credits have been achieved, the title of the award will also be BSc (Hons) Health and Rehabilitation. Health and Rehabilitation graduates will **not** be eligible for registration with the Health and Care Professions Council or membership of the Chartered Society of Physiotherapy.*
- c. A candidate who fails to attain the standard required for the award of a Degree with Honours but is entitled to an intermediate award or pass degree will not be eligible for membership of the Chartered Society of Physiotherapy or for registration with the Health and Care Professions Council. The title of any such award will be BSc 'Health and Rehabilitation'

## 6.0 ATTENDANCE

- 6.1 Attendance at **ALL** components of the BSc (Hons) Physiotherapy undergraduate programme is compulsory. Designated module leaders may issue permission in writing for attendance in specified cases to be optional. As physiotherapy is a professional programme, and students are expected to demonstrate appropriately responsible behaviour at all times, students who do not comply with this attendance regulation may be subject to University disciplinary procedures and/ or Health and Conduct/ Fitness to Practice procedures.

*Guidance: Attendance may be monitored via registers and students with a poor attendance record 'without good cause' will normally be subject to disciplinary procedures. Students with a poor attendance record may be required to withdraw from the programme. Absences may be authorised (at the discretion of the Programme Lead) where students comply fully with the procedure for reporting sickness and non-attendance.*

Students who fail to comply with this attendance regulation may be acting outside their scope of practice and so be in breach of the CSP Code of Professional Values and Behaviours (2011) <http://www.csp.org.uk> and the Health and Care Professions Council Guidance on conduct and ethics for students (2012) <http://www.hcpc-uk.org.uk>. In such circumstances the School may implement University disciplinary procedures and/ or Health and Conduct/ Fitness to Practice procedures. The School may then be unable to recommend the student to apply for entry onto the register of the Health and Care Professions Council, thus they would be ineligible to practice as a physiotherapist.

## 7.0 PRACTICE EXPERIENCE MODULES

- 7.1 The School will provide comprehensive requirements and guidelines for practice experience modules to which students must adhere. Failure to comply with this regulation may result in disciplinary action including action under the University Fitness to Practise regulation.
- 7.2 Where a student's professional conduct and / or suitability is deemed not to meet professional standards the Programme Team may deem it inappropriate/ unacceptable for the student to participate in the practice experience modules. Subsequently, the student may be required to withdraw from the programme.

- 7.3 A student demonstrating unprofessional/dangerous/unsafe behaviour in the practice setting may be withdrawn from the practice experience module and may, following an investigation, be required to withdraw from the programme (see Fitness to Practise Regulation information in section 2).

*Guidance: Students are also referred to the BSc (Hons) Physiotherapy Practice Experience handbook for further information.*

- 7.4 On distant practice experience settings, it is the student's responsibility to book non-hospital accommodation.

- 7.5 Students who are in practice experience setting accommodation must abide by the rules of the individual residences. Failure to do so may result in disciplinary action including action under the University Fitness to Practise regulation.

- 7.6 Payment of the practice experience setting accommodation invoices is the responsibility of the student.

*Guidance: Where appropriate the cost of this second accommodation will be reimbursed by the NHS Business Services Authority.*

- 7.7 Students who use their own transport to travel to and from practice experience settings must provide a copy of their insurance to the School in order to confirm their vehicles are covered for travel to and from their places of employment.

*Guidance: Students are advised to check with their insurance companies if they are using their vehicle to travel between community bases during a working day that they are covered to do so.*

- 7.8 No responsibility can be accepted by the School /University for personal property in practice experience settings or in practice experience setting accommodation.

## 8.0 MODULE ASSESSMENT

- 8.1 GENERAL PRINCIPLES The pass mark for all assessed work is 40%. The condonement band lies between 35 and 39%.

**The following statements relating to assessment practice are recommended by the Chartered Society of Physiotherapy**

- Condonement of failure is not normally permitted.
- Condonement or compensation of failure is **not** permitted in the practice experience modules of the programme.
- Condonement or compensation of failure is **not** permitted within modules which are related to practical skills.

### 8.2 Calculation of Assessed Module Marks

This section includes details of specific module regulations relating to assessment practice

#### 8.2.1 Campus Based Theory or Practical Single Assessment

*Campus Based Theory Single Assessment:*

*Health and Wellbeing, Inter-professional Education 2, Principles of Rehabilitation, Principles of Measurement, Research Project, Health Behaviour Change*

*Campus Based Practical Single Assessment:*

*Applied Anatomy Physiology and Movement Science, Physiotherapy Practice: Musculoskeletal, Physiotherapy Practice: Neurology, Physiotherapy Practice: Cardiovascular Respiratory, Fundamentals of Physiotherapy Practice, Practice in Specific Populations, Physiotherapy Management of the Complex Patient*

These assessments have only one part and the pass mark is 40%.

Reassessment: The student will be reassessed. The pass mark is 40% and the reassessed work will be awarded a maximum of 40%.

### **8.2.2 Campus Based Theory Assessments with more than one part**

*Evidence Based Health and Rehabilitation, Professionalism and Effective Communication, Research Skills, Professionalism Collaboration and Leadership*

#### *Evidence Based Health and Rehabilitation*

This assessment comprises two parts: Part 1 –an on-line computer task weighted at 30%; Part 2 – a 1200 word written assignment weighted at 70%. The mark awarded is the mean of the two marks. The overall pass mark is 40%. The assessment is failed if the mean mark is below 40%.

Reassessment: The student will be reassessed. The pass mark at reassessment is 40% and the reassessed work will be awarded a maximum of 40%.

Reassessed module mark: This will be calculated as the mean of the final weighted marks obtained for each part of the assessment.

#### *Professionalism and Effective Communication*

This assessment comprises two parts: Part 1 - a 1000 word reflective piece weighted at 80%; Part 2 - a Web PA Group Peer review weighted at 20%. The mark awarded is the mean of the two marks. The overall pass mark is 40%. The assessment is failed if the mean mark is below 40%.

Reassessment: The student will be reassessed. The pass mark at reassessment is 40% and the reassessed work will be awarded a maximum of 40%.

Reassessed module mark: This will be calculated as the mean of the final weighted marks obtained for each part of the assessment.

#### *Research Skills*

This assessment comprises two parts: Part 1 – a 500 word rationale weighted at 50%; Part 2 – a research project proposal including ethical considerations weighed at 50%, with a minimum threshold pass mark of 30% for each part. The mark awarded is the mean of the two marks. The overall pass mark is 40%. The assessment is failed if the mark for Part 1 and/or Part 2 is below 30%, or the mean of the two marks is below 40%.

Reassessment: The student will be reassessed in the failed part(s). The pass mark at reassessment is 40% and the reassessed work will be awarded a maximum of 40%.

Reassessed module mark: This will be calculated as the mean of the final weighted marks obtained for each part of the assessment.

#### *Professionalism Collaboration and Leadership*

This assessment comprises two parts: Part 1 – a 1000 word report weighted at 50%,; Part 2 – a 1000 word reflection weighted at 50% with a minimum threshold pass mark of 30% for each part . The mark awarded is the mean of the two marks. The overall pass mark is 40%. The assessment is failed if the mark for Part 1 and/or Part 2 is below 30%, or the mean of the two marks is below 40%.

Reassessment: The student will be reassessed in the failed part(s). The pass mark at reassessment is 40% and the reassessed work will be awarded a maximum of 40%.

Reassessed module mark: This will be calculated as the mean of the final weighted marks obtained for each part of the assessment

### **8.2.3 Campus Based Combined Theory and Practical Modular Assessments/ Exam with Written and Practical components**

#### *Anatomy Physiology and Movement Science*

This assessment comprises two weighted components: an MCQ theory paper weighted at 40%; an oral exam weighted at 60%. Each component must normally be passed. The pass mark for each component is 40%. The final mark awarded is the amalgamation of the weighted marks.

Reassessment: The student will be reassessed in the failed (below 40%) component(s). The pass mark at reassessment is 40% and the reassessed component(s) will be awarded a maximum of 40%.

Reassessed module mark: This will be calculated as the amalgamation of the final weighted marks obtained for each component of the assessment. Normally all components must be passed in order to pass the module at reassessment.

## **9.0 SUBMISSION OF ASSESSMENT**

9.1 Students must comply with the submission requirements documented in the current BSc (Hons) Physiotherapy student handbook.

## **10.0 MISCELLANEOUS**

10.1 All students must comply with School Health and Safety Guidelines contained within the BSc (Hons) Physiotherapy student handbook.

10.2 Students must comply with the dress code required by practice experience settings.

10.3 Students must comply with the dress code required for practical classes.

10.4 Jewellery is not to be worn during practical classes or in practice experience settings except for wedding rings and one pair of stud earrings.

*Guidance: If a student raises a faith related issue with regard to clothing/ jewellery regulations the School will contact a relevant religious authority for guidance.*

10.5 It is the responsibility of each student to organise appropriate accommodation for teaching/ practice experience/ assessment periods outside the normal university semester dates.

## **11.0 SENATE APPROVED DEVIATION FROM UNIVERSITY ACADEMIC REGULATIONS**

Approved deviations from Keele University Academic Regulation 1A are in place for the programme with regard to the following:

- Attendance. For full details see section 6 these regulations.
- Students are required to pass or have condoned the required coursework for all programme modules. Condonement of failure in any year, however, is not normally permitted. For full details see sections 4, 5, 7 and 8 of these regulations.
- Marks awarded at re-assessment. For full details see section 8 of these regulations.
- Number of re-assessment attempts. For full details see section 4 of these regulations.
- Progression. For full details see section 4 of these regulations.
- Awards. For full details see section 5 of these regulations.