

# Programme Specification: Post Graduate Taught

## For students starting in Academic Year 2023/24

### 1. Course Summary

<b>Names of programme and award title(s)</b>	MSc Physiotherapy (pre-registration)
<b>Award type</b>	Taught Masters
<b>Mode of study</b>	Full-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 7
<b>Normal length of the programme</b>	2 years
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	Health and Care Professions Council (HCPC), Chartered Society of Physiotherapy (CSP)
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK students:</b></p> <p>Full-time fee for 2023/24 is £9,250</p> <p><b>International students:</b></p> <p>Full-time fee for 2023/24 is £25,400</p>

**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.

### 2. 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. 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 Allied Health Professions utilises a range of high quality practice based settings in order to deliver the clinical component of the programme.

*In your programme you may sometimes be expected to role play and engage in simulated clinical scenarios with other students, such as the practice and observation of practical skills in physical contact with other students. For some specific practices, this may necessitate modification of dress - e.g., to shorts and t-shirt. These activities will be conducted in a professional, safe, respectful and culturally sensitive way, under the supervision of academic staff, according to a defined protocol.*

### **3. Aims 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.

### **4. What you will learn**

The programme is designed to provide education and training that is approved by the Health and Care Professions Council (HCPC) and accredited by 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**

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 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 of MSC Physiotherapy](#)] provides details of when and in which modules the four elements of physiotherapy practice are developed and assessed across the two-year programme. Annexes B [[Graduate Attributes](#)] and C [[Assessment Overview](#)] set out 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.

### **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/>

## **5. 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.

## 6. Teaching Staff

**Programme Team:** The permanent academic staff contributing to the programme are drawn from the University's School of Allied Health Professions along with contributions from specialist experts when appropriate. The School team includes: professors, readers, senior lecturers, lecturers 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, Prosthetists, Orthotists and Exercise Physiologists. 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 Allied Health Professions 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.

## 7. 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	29	6	35
2	7	12	25	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.

**Table 3: Overview of Modules and Credit Value:**

<b>Year 1: Compulsory modules</b>	<b>Module code</b>	<b>FHEQ Level</b>	<b>Credits</b>	<b>Period</b>
<b>Block A</b>				
Pre arrival introduction and work packages	N/A	N/A	0	
Transition into Physiotherapy Studies [incorporating interprofessional Education 1]	PTY-40067	7	15	Semester 2
Essentials of Physiotherapy Assessment	PTY-40069	7	15	Semester 2
Foundations of Physiotherapy Management	PTY-40070	7	15	Semester 2
Practice Experience A1	PTY-30063	6	Pass/Fail	Semester 2
Health, Wellbeing and Behaviour Change	PTY-40072	7	15	Semester 2
<b>Block B</b>				
Advancing assessment & Treatment Skills	PTY-40071	7	15	Semester 1
Evaluating Healthcare and Evidence Based Practice	PTY-40068	7	15	Semester 1
Enhanced Physiotherapy Management for Complex Patients	PTY-40074	7	15	Semester 1
<b>Total</b>			105	

<b>Year 2: Compulsory modules</b>	<b>Module code</b>	<b>FHEQ Level</b>	<b>Credits</b>	<b>Period</b>
<b>Block C</b>				
Management of Complex Patient Caseloads	PTY-40073	7	15	Semester 2
Research Proposal	PTY-40075	7	15	Semester 2
Practice Experience A2	PTY-30064	6	Pass/Fail	Semester 2
Practice Experience A3	PTY-30065	6	Pass/Fail	Semester 2
Practice Experience A4	PTY-30066	6	Pass/Fail	Semester 2
Research Project*	PTY-40066	7	30	Semester 2*
<b>Block D</b>				
Management of Complex Patient Caseloads	PTY-40073	7	15	Semester 1
Interprofessional Education Activity	N/A	6	Pass/Fail	Semester 1
Practice Experience A5	PTY-30067	6	Pass/Fail	Semester 1
Practice Experience A6	PTY-30068	6	Pass/Fail	Semester 1
<b>Total</b>			75	

\*Launched in Year 2, Sem2 (Spring) but runs through to following academic year - i.e. Year 2 of programme, Sem1 (Autumn)

## 8. Final and intermediate awards

**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'.

<b>MSc Physiotherapy</b>	180 credits plus a minimum of 1,000 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.
<b>MSc Health and Rehabilitation</b>	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.
<b>Postgraduate Diploma in Health and Rehabilitation</b>	120 credits	You will require at least 120 credits at level 7  N.B. 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>Postgraduate Certificate in Health and Rehabilitation</b>	60 credits	You will require at least 60 credits at level 7  N.B. 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.

## 9. How is the Programme Assessed?

The wide variety of assessment methods used on this programme 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 on your programme:

- **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 Allied Health Professions 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 assessments designed to assess your achievement of learning outcomes.

You will also be assessed formatively 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.*

## 10. Accreditation

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

## 11. University 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/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## 12. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme:

<https://www.keele.ac.uk/study/>

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.
- Individuals with a 2:2 undergraduate degree in an appropriate science or exercise-based subject WITH a minimum of 3 years relevant clinical experience AND evidence of continued professional development activity.

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](http://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.

### English for Academic Purposes

Please note: All new international students entering the university will sit a diagnostic language assessment. Using this assessment, the Language Centre may allocate you to an English language module which will become compulsory. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

Further details of entry requirements are detailed in the Programme-specific regulations Annex.

## 13. 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 an Academic Mentor who is responsible for reviewing and advising on academic and practice progress. Academic Mentors also offer pastoral support, acting as a first point of



contact for non- academic issues which may affect student learning. Academic Mentors 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.
- 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 platforms e.g. MS Teams if you are, for example, on a placement that is distant from the University.

## 14. Learning Resources

The programme is delivered mainly in modern teaching rooms in the School of Allied Health Professions, 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 Allied Health Professions 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.

## 15. 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.

## 16. 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. Students eligible for the [NHS Learning support fund](#) will be able to submit a claim for reimbursement of excess travel or accommodation costs incurred due to undertaking practical training on a placement (travel and dual accommodation expenses). More details can be found here: <https://www.nhsbsa.nhs.uk/nhs-learning-support-fund/travel-and-dual-accommodation-expenses>

Many students continue to fund their own university/ private accommodation whilst accessing additional accommodation for less local practice experience settings.

Student membership of the Chartered Society of Physiotherapy costs £84 for two years payable online prior to

the start of the programme.

### **Disclosure and Barring Service (DBS)**

Clearance for an enhanced DBS check is mandatory. Students will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. There is also an online DBS update service to sign up for once the DBS certificate has been received, which allows employers to check DBS status and lets students keep their DBS certificates up to date online.

The costs are an initial £47.60 plus £4.20 for a digital ID check (the preferred option) totalling £51.80 for the enhanced DBS check, plus £13 per year for the update service. If the applicant is unable to do the digital ID check because they may not have the required ID documents, they will just be charged £47.60.

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.

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. We do not anticipate any further costs for this programme.

## **17. Quality management and enhancement**

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

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the 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.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation 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 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 annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), 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 on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. 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/>

## **18. The principles of programme design**

The 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>

**In addition:**

1. A Disabled Persons Guide to becoming a Health Professional, Health and Care Professions Council 2007
2. Academic and Practitioner Standards in Physiotherapy, Quality Assurance Agency for Higher Education, 2001.
3. Benner P (2001) From novice to expert: Excellence and power in clinical nursing practice. Prentice Hall NJ.
4. Benner P (2009) Expertise in nursing practice: caring, clinical judgment and ethics. Springer Pub Co New York.
5. Career Framework for Health Descriptors, Skills for Health 2010.
6. Chartered Society of Physiotherapy Code for professional values and behaviour (2011) <http://www.csp.org.uk/publications/code-members-professional-values-behaviour>.
7. Delivering the Forward View: NHS Planning Guidance 2016/17 - 2020/21, NHS England 2015.
8. Five Year Forward View, NHS England, October 2014.
9. Health and Social Care Act 2012, Department of Health.
10. Health and Social Care (Safety and Quality) Act 2015, Department of Health.
11. Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2010), Chartered Society of Physiotherapy.
12. Quality Assurance Standards (2012) Chartered Society of Physiotherapy.
13. Standards of Conduct, Performance and Ethics (2016) Health and Care Professions Council <http://www.hpc-uk.org/registrants/standards/download/index.asp?id=38>
14. Standards of Education and Training, Health and Care Professions Council (2017) <http://www.hpc-uk.org/aboutregistration/standards/sets/>
15. Standards of Proficiency, Health and Care Professions Council (2013) <http://www.hpc-uk.org/publications/standards/index.asp?id=49>
16. The Equality Act 2010
17. World Report On Disability, World Health Organisation 2011

## 19. Annex - Programme-specific regulations

### Programme Regulations: MSc Physiotherapy

<b>Final Award and Award Titles</b>	MSc Physiotherapy
<b>Intermediate Award(s)</b>	MSc Health and Rehabilitation Postgraduate Diploma in Health and Rehabilitation Postgraduate Certificate in Health and Rehabilitation
<b>Last modified</b>	n/a
<b>Programme Specification</b>	<a href="https://www.keele.ac.uk/qa/programmespecifications">https://www.keele.ac.uk/qa/programmespecifications</a>

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

### **Scope**

These Course Regulations apply to the MSc Physiotherapy programme within the provision of the School of Allied Health Professions.

Students registered on the MSc Physiotherapy are subject to the [University's Fitness to Practise](#) Regulation and the School of Allied Health Professions Health and Conduct procedures.

## **A) EXEMPTIONS**

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply**

## **B) VARIATIONS**

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

- **No variations apply**

## **Additional Requirements**

The programme requirements listed below are in addition to the University's Academic Regulations:

### **Additional requirement 1: Entry Requirements**

Entrance to the programme with advanced standing is not normally permitted.

Acceptance on the programme is dependent upon satisfactory medical screening.

Acceptance on the programme is dependent upon satisfactory review of any criminal convictions via the Disclosure and Barring Service (DBS) enhanced disclosure.

On commencement of the programme all students must complete consent and disclosure documentation. This document must then be updated annually or sooner if there are changes to an individual student status.

*Guidance: Any student 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. Similarly, any student who is found to have an undisclosed criminal conviction may be asked to leave the programme.*

*On commencement of the programme, all Physiotherapy students must register as student members of the Chartered Society of Physiotherapy. Physiotherapy students 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 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.*

All physiotherapy students are obliged to comply with current rules and guidance produced by the regulatory [Health and Care Professions Council] and professional [Chartered Society of Physiotherapy] bodies. Failure to abide by CSP and HCPC rules and/ or guidance may, following an investigation, result in the student being required to withdraw from the programme.

*Guidance: As student healthcare professionals, individuals have responsibilities with regard to their conduct and behaviour. Access to current HCPC, CSP and other relevant documents, will be provided to each student on commencement of the programme.*

All students must comply with the School's requirements with regard to immunisation. Failure to comply with this requirement will preclude the student from undertaking the practice experience modules of the programme. Such action will preclude satisfactory completion of the programme. In such circumstances the student will be required to withdraw from the programme.

## **Additional requirement 2: Practice Experience Modules**

2.1 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.

2.2 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.

2.3 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.

*Guidance: Students are also referred to the MSc Physiotherapy Practice Experience handbook for further information.*

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

Students who are residing 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. Payment of practice experience setting accommodation invoices is the responsibility of the student.

Students who use their own transport to travel to and from practice experience settings must provide a copy of their insurance documentation to the School in order to confirm that 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.*

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

## **Additional requirement 3: Attendance Requirements**

3.1 Attendance at **ALL** components of the MSc Physiotherapy 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 Director) 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 Members' Professional Values and Behaviours (2011) <http://www.csp.org.uk> and the Health and Care Professions Council Guidance on conduct and ethics for students (2017) <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.*

#### **Additional requirement 4: Time Limit**

4.1 The maximum timeframe for completion of studies will not normally exceed 4 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.*

4.2 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 public/ colleague/ personal safety.*

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

## **Version History**

### **This document**

**Date Approved:** 19 September 2023

### **What's Changed**

Amended to reflect the modules delivered in AY23/24 - this is a transition year between two differing module delivery patterns as such PTY-40073 runs in Sem 1 and Sem 2 - for two different cohorts. PTY-40076 does not feature in this programme specification (AY23/24) but will re-appear in next years programme specification (AY24/25)

### **Previous documents**

<b>Version No</b>	<b>Year</b>	<b>Owner</b>	<b>Date Approved</b>	<b>Summary of and rationale for changes</b>
1.1	2023/24	CLAIRE STAPLETON	07 August 2023	Corrected module code for Practice Experience A2. Change to the order of module delivery and position of placement experience modules.
1	2023/24	CLAIRE STAPLETON	17 April 2023	
1	2022/23	CLAIRE STAPLETON	19 August 2022	