



PG Cert First Contact Physiotherapy Practitioner (Musculoskeletal) Programme Specification

Academic Year:	2020/21
Degree Awarding Body:	University of Bradford
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] Postgraduate Certificate
Programme duration:	1 year part time
QAA Subject benchmark statement(s):	Not available for healthcare staff at level 7
Date last confirmed and/or minor modification approved by Faculty Board	January 2021

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

Experienced healthcare practitioners now have the opportunity to take on challenging roles, working across professional, organisational and system boundaries to meet diverse patient needs (Francis 2013, Cavendish 2013, HEE 2013). Physiotherapists working towards these advanced practice roles, often at the forefront of innovative practice, are expected to undertake postgraduate education (Department of Health, 2010; College of Radiographers, 2010; Royal College of Nursing, 2012). This programme will prepare the student for the exciting new role of the First Contact Physiotherapist by supporting and pushing the student to develop the skills required specifically for this new role, over and above the more conventional postgraduate musculoskeletal study.

The demands of this new role require the physiotherapist to show capabilities within new pathways of patient management. There is therefore a need for appropriate training and governance to support staff moving into these new forms of practice. We recognise this and therefore are focusing on delivering safe and effective MSK specific practice using

firstly simulation within the scope of these new pathways and secondly through practice in a primary care setting.

The programme is designed to develop the skills in complex reasoning, critical thinking and analysis required to undertake the role of a first contact physiotherapy practitioner in adult musculoskeletal practice. This will involve students using a wide range of career experience, applying it and integrating with the current evidence-based practice to improve patient management. Students will need to reflect on their clinical practice and scrutinise both their own experience and that of their peers.

The programme will offer students the opportunity to develop knowledge and skills to a range of information, data, tools and techniques to improve the quality of care and improved access and outcomes with patients presenting with musculoskeletal conditions. You will be exposed to a range of clinical and professional situations through reflection, practice experience (some of which maybe via virtual consultations) which culminates in a clinical placement supported by linking the clinical experience with the academic learning and support, particularly the clinical placement and the role of the allocated workplace mentor, which would usually be an experienced GP mentor working in partnership with a University of Bradford academic mentor. Students will be allocated a suitable clinical placement, cost included in enhanced programme fee. The GP mentor will support (some of which may be online or long-arm supervision) the student in the clinical setting supporting assessment, clinical decision making, stratifying risk, ordering and interpreting investigations, onward referrals and determining outcomes within a primary care clinical governance setting.

The programme closely aligns with current thinking around physiotherapy musculoskeletal career frameworks and could lead to NHS agenda for change Band 7 first contact physiotherapy roles in primary care and onward to NHS agenda for change Band 8A as part of an advanced practice portfolio.

The Faculty of Health Studies is a major provider of education and training for individuals working within the health, social, independent and community/voluntary sector organisations across the Yorkshire and Humber Region. The physiotherapy and sport teaching team have won numerous university teaching excellence awards and this work has been recognised nationally with an AdvancedHE Collaborative Award for Teaching Excellence (2019) The Faculty focus on excellence though knowledge, practice, research, leadership and management aims to support the future sustainability of the individuals, through lifelong learning and improved employability and thereby influencing the future adaptability of individual organisations and service delivery to promote change.

Programme Aims

The programme is intended to:

- Provide programme that is vocationally relevant, which meets the student's professional development needs in a first contact setting, as well as the organisational needs of employers.

- Provide opportunities in the clinical setting for inter-professional learning to share the professional knowledge, skills and experience common to a range of different health and social care disciplines.
- Stimulate the student to become autonomous, self-directed learners who are motivated to sustain and advance their own continuous professional development.
- Develop students' clinical skills, knowledge, and critical understanding to an advanced level, applicable to your own field of musculoskeletal practice.
- Further develop cognitive and practical skills to undertake data synthesis, complex problem solving and risk assessment.
- Prepare the student, to work in advanced and specialist roles with high levels of accountability.
- Develop the student as a practitioner who will innovate, promote evidence informed practice, and improve service user outcomes.
- Develop the student as a leader with skills and confidence, to act as a role model, supporting the professional development of colleagues and the work of the organisation within local governance framework.
- Develop the student as a critically reflective, competent leader who will manage service development towards effective, sustainable, inclusive, fair, and ethically sensitive service provision.

Programme Learning Outcomes

To be eligible for the award of Postgraduate Certificate at FHEQ level 7, students will be able to:

- LO1 Develop a detailed knowledge, critically analyse and apply the research evidence that informs the development of policy and service delivery in First Contact Physiotherapy Practice (Musculoskeletal).
- LO2 Demonstrate mastery of clinical or practical skills for the management of complex issues in First Contact Physiotherapy Practice. (Musculoskeletal).
- LO3 Apply knowledge of anatomy and physiology to undertake advanced assessment, diagnosis, complex care planning, health promotion and evaluation appropriate to First Contact Physiotherapy Practice. (Musculoskeletal).
- LO4 Reflect upon and demonstrate knowledge of values, ethical thinking, equality awareness, inclusive practice within First Contact Physiotherapy Practice (Musculoskeletal).
- LO5 Develop and demonstrate the ability to articulate sound arguments and justify decisions using a variety of formats including written and oral communication skills.
- LO6 Demonstrate advanced communication skills, problem solving and risk assessment in First Contact Physiotherapy Practice (Musculoskeletal).

- LO7 Demonstrate the ability to use IT skills to gather and synthesise information, to access programme materials.
- LO8 Critically reflect on your leadership skills and apply your professional knowledge to support the development of colleagues and the work of your organisation.
- LO9 Critically analyse clinical governance issues, service improvement and patient safety issues in the First Contact Physiotherapy Practice (Musculoskeletal).

Curriculum

The award of PG Cert First Contact Physiotherapy Practitioner (MSK) is made up of two 30 credit modules.

First Contact Physiotherapy 1 – Advanced Musculoskeletal Practice

First Contact Physiotherapy 2 – Working in Primary Care

First Contact Physiotherapy 1 – Advanced Musculoskeletal Practice is a module that allows students to explore recent advances, theoretical knowledge, and current musculoskeletal physiotherapy practice applicable to first contact practitioner settings and to demonstrate these skills and knowledge to be developed in a simulated environment.

First Contact Physiotherapy 2 – Working in Primary Care is a module that allows (upon successful completion of First Contact Physiotherapy 1), To apply and demonstrate recent advances, knowledge to deliver innovative First Contact Practitioner (musculoskeletal) services working with other members of the healthcare team to improve patient care and their access to high quality health services.

The modules are required to be completed successfully in sequence as Module 1 addresses the clinical knowledge and theory required to undertake successful completion of Module 2 in a first contact clinical environment. If you are unsuccessful in module 1 you will be unable to progress on to module 2 until module 1 has successfully been completed.

It is unlikely that Programme and Learning Outcomes will be fully met with any other programme of study that the student may have undertaken; it is not therefore possible to recognise prior certificated learning.

Postgraduate Certificate

FHEQ Level	Module Title	Core or Option	Credits	Study Period	Module Code
7	First Contact Physiotherapy 1 – Advanced Musculoskeletal Practice	Core	30	SEM 3	PAR7013-C
7	First Contact Physiotherapy 2 – Working in Primary Care	Core	30	SEM 1 (2021-22)	PAR7014-C

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH THE HCPC

Learning and Teaching Strategy

Whilst following this programme of study, students will engage with learning through a range of blended teaching methods (including online delivery that may be synchronous and asynchronous). appropriate to the modules studied. However, student-centred approaches to learning are a feature of the modules and students will be expected to take responsibility for their own learning as they develop their academic skills. Modules are delivered via study day attendance and through a mixture of learning opportunities. These will include keynote lectures, enquiry-based learning, online learning, peer discussion and debate, the use of case studies and specific reflective activities.

There is an expectation that students will engage with the University Virtual Learning Environment (VLE) CANVAS throughout their course of study). An E-Portfolio is also used to demonstrate professional development, knowledge and skills in your role.

The aims of the blended learning teaching and learning strategies have been designed so that the student will be given the opportunity to develop theoretical understanding, practical application, research informed knowledge and critical thinking (Programme LOs 1, 2, 5, 6, 8, 13), to develop a range of skills appropriate to the students professional field (Programme LOs 3, 4, 7, 10, 11, 12) your, organisation and workplace setting. The student will also develop skills and knowledge of research and application to their own practice area (Programme LOs 9, 13, 14 and 15).

The course of study will expose the student to a range of different teaching, learning and assessment strategies required to achieve the learning outcomes. The teaching approaches that are used across the Faculty of Health Studies are informed by the University and Faculty core values which are for teaching and learning to be: Research informed, Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. Therefore, the programme delivery includes the following:

Lectures (some of which may be delivered online): to a group of students where information will be presented and discussed whilst informed by the core values.

Facilitated seminars and group discussion: (some of which may be delivered online) where learning will be through the interpretation and critical application of information and group learning.

Tutorials (some of which may be delivered online) where small group number of students reflect and discuss issues related to their learning.

Work-based learning: where learning is directed within the work environment (some of which may be delivered online) and is reflected upon and then reported on.

Work-based learning: where skills are taught in simulated/online or face to face settings relation to theory and best practice enabling students to advance their competent in their field of practice.

Use of virtual learning environments, to access information and to interact with other students. Delivery may be a mix of synchronous and asynchronous activities.

Directed reading: where set reading may be recommended.

Self-Directed learning: Where students are expected to develop their own learning by identifying areas of interest and areas in which knowledge needs to be developed.

Assessment Strategy

Your learning will be assessed against the learning outcomes and programme aims through the use of a range of different assessment techniques which may include one or more of the following approaches:

online training packages

objective structured clinical examination

The development of a reflective portfolio

Capability/Competency document

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link: <https://www.bradford.ac.uk/regulations/>

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

Students will currently be employed as a HCPC registered physiotherapist and will either be operating in a FCP role or planning to enter this field.'

Students will usually have an MSc in Musculoskeletal practice or related area.

Applications are welcome from students with significant relevant clinical experience.

Students will require a workplace mentor, usually ideally from a practicing FCP from within the same Trust or the students Line Manager.

Students for whom English is not their first language must have at least IELTS 7 with no element below 6.5.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Specification reformatted and made accessible	January 2021