

## MPhysiotherapy Sport & Exercise Medicine Programme Specification

Academic Year:	2021-2
Degree Awarding Body:	University of Bradford
Final and interim award(s):	<p>MPhysiotherapy Sport &amp; Exercise Medicine [Framework for Higher Education Qualifications level 7]</p> <p>BSc (Honours) Sport &amp; Exercise Medicine [Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>BSc Sport &amp; Exercise Medicine [Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>Diploma of Higher Education Sport &amp; Exercise Medicine [Framework for Higher Education Qualifications (FHEQ) level 5]</p> <p>Certificate of Higher Education Sport &amp; Exercise Medicine [Framework for Higher Education Qualifications (FHEQ) level 4]</p> <p>Sport and Exercise Medicine (BSc, BSO, DHE, CHE) is the award title for students gaining an award but who do not meet the clinical or professional body requirements that permit application for professional registration as a Physiotherapist)</p>
Programme accredited by (if appropriate):	Health & Care Professions Council (HCPC) and accredited by Chartered Society of Physiotherapy (CSP)
Programme duration:	4 Years full time. Maximum 6 years full time in accordance with the Chartered Society of Physiotherapy Quality Assurance guidance
UCAS code:	B161
QAA Subject benchmark statement(s):	Health Studies (2019)
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

There is a long history of physiotherapy education in Bradford which originated in 1950 and still today holds a key position in the business of the University. There is also a strong legacy of sport specialism within the teaching team from the introduction of the BSc Sport Rehabilitation programme in 2013. The overall student satisfaction on the BSc Physiotherapy programme has been very high with a National Student Survey score for student satisfaction of over 90% for three consecutive years; 2017/18, 2018/19 and 2019/20. Key elements of this success have been suggested as being the caring and supportive relationships fostered between staff and students, their response to requests for help and advice and genuine concern of the staff that students get the best results possible.

Physiotherapy plays an essential part in the overall health and well-being of a wide range of patients and client groups. Physiotherapists work in partnership with clients with an emphasis on person-centred care. They offer strong clinical leadership skills which will enable them to take a key role in health promotion, in the management of acute and long-term conditions and in sport and vocational rehabilitation. There is now a focus on the prevention of ill health, the promotion of well-being and personal responsibility for staying healthy.

Sport physiotherapists are primarily involved in prevention and management of injury resulting from sport and exercise participation at all ages and levels of ability. Sports physiotherapists provide advice on safe participation, promoting an active lifestyle to help all individuals improve and maintain their quality of life. Sports physiotherapists also have a role in helping those involved in sport and recreational activity to enhance their performance.

A sports physiotherapist is a recognised professional who demonstrates advanced competencies in the promotion of safe physical activity participation, provision of advice, and adaptation of rehabilitation and training interventions, for the purposes of preventing injury, restoring optimal function, and contributing to the enhancement of sports performance, in athletes of all ages and abilities, while ensuring a high standard of professional and ethical practice. Within professional sport, many sports physiotherapists also work within sporting organisations to coordinate physiotherapy, injury prevention, rehabilitation, and injury surveillance programmes.

Here at the University of Bradford our approach emphasises the integration and application of theory and practice to produce an adaptable and innovative graduate with excellent professional skills who can use a research based, evaluative, problem solving approach to physiotherapy practice. Students will be equipped with the skills to enable them to be a life-long learner and to embrace technology and technology-enhanced learning, vital in modern healthcare. These skills will evidence that students can meet the University of Bradford's graduate attributes, identified in the 2012 Curriculum Framework.

Provision is mapped against the Health & Care Professions Council (HCPC) Standards of Education and Training and Standards of Proficiency (HCPC, 2017 and 2014), the Quality Assurance Agency for Higher Education Subject Benchmark Statement for Health Studies (2019) and the Framework for Higher Education Qualifications (QAAHE, 2001, 2008), the Chartered Society of Physiotherapy (CSP) Learning and Development Principles (2010) and developed with reference to the Physiotherapy Framework and HCPC Standards of Conduct, Performance and Ethics (2016). On successful completion of the programme graduates are eligible to apply for Registration with the Health & Care Professions Council and can apply for Membership of the Chartered Society of Physiotherapy. The title of 'Physiotherapist' is protected by law and anyone using the title must be registered with the HCPC. It is a criminal offence for someone to claim that they are registered when they are not, or to use a protected title that they are not entitled to use. As part of the assessment regulations for the programme an external examiner is appointed. This is a HCPC registered Physiotherapist with appropriate qualifications and experience required by the University of Bradford.

The University of Bradford encourages each student to become a student member of the CSP. Application for membership is each student's responsibility. Students are given information about the benefits of membership by the Year Tutor and a CSP Student Advisor.

Applicants will have a strong academic profile or recognisable potential to succeed on the programme. In addition to academic ability there is also the need to possess high level interpersonal and communication skills. Applicants should be able to demonstrate knowledge of the scope and demands of physiotherapy practice, particularly in the field of sport and exercise, if possible, through a period of work experience to familiarise themselves with work in a health or care environment. The Physiotherapy programme at the University of Bradford is designed to attract a diverse range of applicants from a wide range of backgrounds.

The health service and care sectors are changing rapidly. To increase their ability to work collaboratively in an inter-professional environment the programme includes inter-professional learning embedded in both university-based and practice education modules.

## **Programme Aims**

The programme is intended to:

- A1: Develop the subject skills and knowledge required for the safe and competent practice of physiotherapy, within legal and ethical frameworks in existing and emerging health and well-being environments.
- A2: Develop and promote the students' knowledge, skills, personal attributes, values, and behaviours to place the service user at the centre of their care.
- A3: Meet the requirements and values of the Health & Care Professions Council and the Chartered Society of Physiotherapy.

- A4: Provide a supportive active learning environment in which students are encouraged to problem-solve and develop autonomous skills for life-long learning.
- A5: Promote an evidence-based and research-informed approach to the application of physiotherapy practice through a process of critical evaluation and reflection and the development of clinical reasoning skills.
- A6: Maximise employability by equipping the student to demonstrate professional values and beliefs, work with and as part of multi-professional teams and to develop the skills of accountability, leadership, enterprise, entrepreneurship and innovation.
- A7: Develop personal and professional responsibility for the sustainable use of resources and transferable skills including digital literacy across units, stages and the differing learning and practice environments.
- A8: Promote and develop understanding of intercultural and international awareness, social and civic responsibilities, global citizenship, ethics and sustainability.
- A9: Stimulate students to become autonomous self-directed learners who are motivated to sustain and advance their own continuous professional learning.
- A10 Develop the student's cognitive and practical skills to undertake data synthesis, complex problem solving, the articulation of competing perspectives and competence in their field of practice.
- A11 Develop an understanding of the theoretical constructs underpinning research or project management which will inform the undertaking of an ethical piece of research or a practice related project and the ability to demonstrate how the findings can influence practice and policy.

## **Programme Learning Outcomes**

To be eligible for the award of Certificate of Higher Education at Stage 1 FHEQ level 4, students will be able to:

1. Demonstrate knowledge of the underlying concepts and principles associated with the area of study and an ability to evaluate and interpret these within the context of health.
2. Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data to develop lines of argument and make sound judgments in accordance with basic theories and concepts relevant to health.
3. Evaluate the appropriateness of different approaches to solving problems related to health.
4. Communicate the results of study/work accurately and reliably, and with structured and coherent arguments.
5. Have the skills and understanding to undertake further training and develop new skills within a structured and managed environment.

6. Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Additionally, to be eligible for the award of Diploma of Higher Education at Stage 2 FHEQ level 5, students will be able to:

7. Demonstrate knowledge and critical understanding of the principles of health and the way in which these have developed.
8. Demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied, including the application of those principles in an employment context.
9. Demonstrate knowledge of the main methods of enquiry in health, and ability to evaluate critically the appropriateness of different approaches to solving problems in health.
10. Demonstrate an understanding of the limits of their individual knowledge and how this impact on analysis and interpretations of that knowledge.
11. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
12. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.

Additionally, to be eligible for the award of Honours Degree of Bachelor at stage 3 FHEQ level 5& 6, students will be able to:

13. Demonstrate knowledge and understanding of human function and dysfunction, the theory and practice of physiotherapy contextual to both the needs of individuals and health and social care provision related to contemporary local and national policies.
14. Integrate theory and practice in both academic and a variety of practice settings. This will enable students to develop clinical reasoning and problem-solving skills to assess problems and plan interventions to meet service user and carer goals.
15. Demonstrate a caring and compassionate approach to all individuals throughout their studies, showing dignity and respect to all.
16. Apply therapeutic skills in response to the physical, psychological, social and cultural needs of individuals or groups using critical evaluation of the available evidence. This will facilitate a reflective approach encompassing evidence-based practice and a commitment to lifelong learning.
17. Work as a member of the multi-disciplinary team within diverse settings providing an inter-agency and cross-boundary approach to person-centred health and social care.
18. Work in partnership with service users to promote, maintain and improve personal and public health and wellbeing.

19. Work as an autonomous professional, who can evaluate and reflect on their own scope of practice and respond to the changing models of health and social care delivery, the implications of limited resources and have the ability to influence practice to provide person-centred care.
20. Demonstrate personal transferable key skills in problem solving, critical thinking, written and verbal communication, team working, professional autonomy, innovation, entrepreneurship and leadership, time management, prioritisation of workload, reflection, and self-evaluation, and use of existing and emerging technologies.

To be eligible for the award of Degree of Master at stage 4 FHEQ level 7:

21. Develop a detailed knowledge and understanding of the literature that relates to the field of Sport Physiotherapy.
22. Critically appraise and synthesise research evidence in order to analyse, evaluate and apply principles to the field of Sport Physiotherapy.
23. Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs.
24. Demonstrate the ability to use IT skills to gather and synthesise information, to access programme materials.
25. Critically evaluate theoretical perspectives, methodologies and methods associated with Sport Physiotherapy.
26. Demonstrate a critical awareness and understanding of different theoretical constructs underpinning research or project management methodologies.
27. Design, undertake and report on either a systematic review, a piece of empirical research, or a practice-based project that contributes to or extends the body of knowledge in Sport Physiotherapy.

## Curriculum

### Stage 1/Level 4

There is a high practical content both in terms of the number of modules containing practical skills and in the number of hours devoted to skills-based teaching and learning. The integration of theory and practice in all modules requires high levels of student participation and engagement. Strong links between theory and practice are facilitated through widespread use of a problem-solving case-scenario approach.

Professional skills are integral to the development as a physiotherapist. Participation in interactive professional skills development involves experience, observation and feedback and is essential to physiotherapy education. Students are strongly encouraged to act as a model for the teaching and learning processes involved in the acquisition of physiotherapy skills both in the Faculty and in work-based placements. In order to maintain safe practice and meet legal requirements, Higher Education Institutions must ensure all students give consent prior to their participation in any activities that may impact on their health or

safety status, or the health or safety status of others. Students will therefore be asked to complete a consent form regarding participation in practical sessions.

By the end of this stage, students will have an understanding of basic pathological processes such as healing and inflammation and the body systems in both health and disease. This includes the psycho-social and cultural aspects of injury and exercise and promotion of wellbeing. Students will be able to select, justify and carry out basic physiotherapy management of common musculoskeletal and other conditions which will include selecting appropriate advice and exercise aimed both at the individual and groups of clients. Students will also develop a variety of advanced soft tissue skills which they will be able to clinically reason in the management of patients.

FHEQ Level	Module Title	Type (Core/Option)	Credit	Semester (s)	Module Code
4	Neuromusculoskeletal – Peripheral	Core	60	ACYR	PAR4009-E
4	Developing and Promoting Health and Well Being	Core	20	ACYR	PAR4008-B
4	Soft Tissue and Exercise Principles (MPhysiotherapy)	Core	40	ACYR	PAR4007-D

Semester ‘ACYR’ describes a module that is taught over semesters one and two.

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC)

## Stage 2/ Level 5

The emphasis at this level is on the development of more advanced and specialised skills directed towards the common areas of physiotherapy practice. Students will explore principles of management of the patient with sport injuries, neurological and spinal conditions, highlighting the importance of evidence-based practice, patient engagement and the management of long-term conditions in these areas. These principles will be applied across the age spectrum with again an emphasis on the diversity of settings where these conditions may be encountered.

The students research knowledge and skills will be developed through the modules this year, with particular emphasis on developing these skills in ‘Evidencing Rehabilitation in Sport and Health’. This will develop their understanding of research principals and methodologies as well as skills such as critical analysis and clinical reasoning. This will contribute to each student’s development into an evidence-based practitioner.

Also, at this level, some sessions are identified as ‘practice preparation’ to ensure that students are as well prepared as possible with regard to the various expectations of work-based learning.

Work based learning experience at this level consists of 2 placements. The first is a placement primarily delivered in the University’s Physiotherapy and Sport Injury Clinic. This

placement will run for the duration of both semesters alongside their taught modules and will be an excellent opportunity to develop their clinical skills in a familiar supportive environment. The second placement comes at the end of the taught semesters and consists of 180hours in a relevant practice environment. For both placements, students will be supplied with an assessment booklet with clear learning outcomes, assessment criteria and guidance for each student and their educator. These placements will give students experience of working in health and care settings and allow students to practice the professional and communication skills required of a physiotherapist.

By the end of level 5, students will be able to engage in a wide variety of work-based placements using a variety of physiotherapy skills applied to a wide range of clients and patients. Students will also have the ability to reflect on interventions, to identify their own learning needs and to use this information in the portfolio used to evidence continuing personal and professional development. It is important to be able to find, interpret and apply research both to underpin theoretical knowledge and practical application.

FHEQ Level	Module Title	Core/ Option	Credits	Semester (s)	Module Code
5	Neuromusculoskeletal- Spinal	Core	20	1	PAR5010-B
5	Neurological Practice	Core	20	1	PAR5008-B
5	Work Based Learning 1 (MPhysiotherapy)	Core	20	FLYR	PAR5015-B
5	Evidencing Rehabilitation in Sport and Health	Core	20	ACYR	PAR5013-B
5	People Populations and Contemporary Physiotherapy Practice (MPhysiotherapy)	Core	40	ACYR	PAR5009-D

Semester 'ACYR' describes a module that is taught over semesters one and two.

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC)

### Stage 3 / Levels 5 & 6

The emphasis at this level is increasingly on developing study skills to become a proficient independent learner. Each student's research knowledge and skills will be further developed through a module which will enable students to produce a research proposal that will be carried out in the research module in level 7. This research module which will offer 3 possible routes for the project proposal: a systematic literature review, a piece of primary research, or an evaluation of service delivery proposal.

In line with university regulations, the module 'Cardiovascular and Respiratory Practice' makes up 20 credits at stage 3 that are assessed at level 5 alongside 100 credits assessed at level 6. This module is delivered completely alongside the stage 2 BSc Physiotherapy students. This module is positioned in stage 3 of the MPhysiotherapy Sport & Exercise

medicine programme rather than stage 2 to allow for the inclusion of the sport and exercise specific modules in stage 1 & 2. The Cardiovascular and Respiratory Practice module will develop principles of management of the patient with cardiovascular and respiratory conditions, highlighting the importance of evidence-based practice, patient engagement, and the management of long-term conditions in this area.

The module named 'Evidence Based Practice' will also develop each student understanding of research skills. This module is a distinctive feature of the programme which emphasises group work in both delivery and assessment. It has been deemed by both students and external examiners on the BSc (Hons) Physiotherapy programme to be extremely relevant to practice. There will be optionality in both the choice of topic to be explored by the groups and in the mode of assessment.

Again, at this stage there is an emphasis on the development of more advanced and specialised skills required of a physiotherapist. Work Based Learning placements at this level total 40 credits and reflect the importance of the practice element of the programme. This will consist of two 180-hour work-based learning placements which will allow the practice and development of the physiotherapeutic skills already acquired on the programme. Students will utilise a wide variety of physiotherapeutic, interpersonal, team-working and reflection skills.

FHEQ Level	Module Title	Core/Option	Credits	Semester (s)	Module Code
5	Cardiovascular Respiratory Practice	Core	20	1	PAR5012-B
6	Sport Trauma Management (MPhysiotherapy)	Core	20	1	PAR6009-B
6	Research Methods in Health and Sport (MPhysiotherapy)	Core	20	ACYR	PAR6012-B
6	Evidence Based Practice	Core	20	ACYR	HEA6002-B
6	Work Based Learning 2 (MPhysiotherapy)	Core	40	ACYR	PAR6006-D

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at least 300 credits (of which 60 credits at Level 6) and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC).

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC).

## Stage 4 / Level 7

The emphasis at this level is on independent learning. Students will complete a masters level research module, worth 60 credits, which will offer three options for delivery and

assessment of their final project: a systematic literature review, a piece of primary research, or an evaluation of service delivery.

The School, with input from the University Careers Office and the CSP offers, support students in preparation for interview and employment. This will be integrated into the Employability and Professional Development module that addresses issues of employability, enterprise, and entrepreneurship, helping students to prepare for the workplace. There will be elements of optionality within the module content and the assessment.

At this stage, students will further develop sport and exercise specific skills aimed at enhancing performance in these areas through the application of contemporary evidence informing multi-disciplinary approaches to the assessment, support and enhancement of sport and exercise at an individual and team level.

The work-based learning at this stage consists of one 200-hour placement assessed using the practice assessment document level 6 (Year 3). In addition to this 'Your Employability and Professional Development' module also incorporates a portfolio 90 hours of varied Sport and Exercise medicine specific experience gained across the duration of the programme. This allows students to demonstrate and critically reflect on sport and exercise medicine specific skills acquired during the programme and their application in practice.

By the end of this level, students will be able to demonstrate that they meet all the programme learning outcomes through successful completion of academic work and practice modules. Students will utilise the full range of physiotherapeutic, interpersonal, team-working and reflection skills ultimately to a standard expected of a newly qualified physiotherapist wishing to specialise on sport and exercise medicine. Students will be eligible for the award of MPhysiotherapy Sport and Exercise Medicine.

FHEQ Level	Module Title	Core/Option	Credits	Semester(s)	Module Code
7	Employability and Professional Development (MPhysiotherapy)	Core	30	ACYR	PAR7012-C
7	Systematic Literature Review (MPhysiotherapy)	Option	60	ACYR	PAR7010-E
7	Primary Research Project (MPhysiotherapy)	Option	60	ACYR	RES7012-E
7	Evaluating Service Delivery (MPhysiotherapy)	Option	60	ACYR	HEA7002-E
7	Enhancing Sport Performance (MPhysiotherapy)	Core	30	ACYR	PAR7011-C

Students will be eligible for the award of Degree of Master if they have successfully completed at least 480 credits and achieved the award learning outcomes. The title of this award will be MPhysiotherapy Sport and Exercise Medicine.

**THIS AWARD CONFERS ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC)**

Students who are eligible for an academic award but who do not meet the clinical and professional requirements that permit application for professional registration with the HCPC will receive a degree with the title “Sport and Exercise Medicine”.

A student prevented by illness or other good cause from taking either the whole or part of the assessments required for the final Stage of a course of study may thereupon be treated by the Senate, on the recommendation of the Faculty Board and subject to such conditions as are prescribed in the Regulations, as a successful student in those assessments and be granted an Aegrotat award.

An Aegrotat degree shall not be granted as a Degree with Honours or with a Pass at Honours, an Ordinary Degree or an Advanced Degree of Master. The title of the award will not be ‘Physiotherapy’.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC) OR MEMBERSHIP OF THE CHARTERED SOCIETY OF PHYSIOTHERAPY.

## **Learning and Teaching Strategy**

The University of Bradford follows a research-informed curriculum (University of Bradford Curriculum Framework 2014) which engages learners with current research relevant to their subject and involves students learning through research and enquiry.

A major focus of the course is on problem-solving and clinical reasoning. Students will build on profession-specific background knowledge and skills during years one and two moving towards the problem-solving and reasoning skills required for successful professional practice. This programme utilises a blended learning approach with technology-enhanced learning playing a significant role within this. Reflection is embedded at all levels and the maintenance of a reflective portfolio based around their learning experiences is particularly useful in the practice environment. Students are encouraged to use the e-portfolio to record learning experiences, as a basis for personal and professional development planning. This is an ideal way to continue to evidence reflection and CPD, now a statutory part of continued professional registration.

Students will be taught alongside the students on the BSc (Hons) Physiotherapy programme, sharing a number of modules across all levels. Some large group teaching utilises the concept of team-based learning (TBL) whereby some knowledge-based content is studied out of class and is then assessed by answering multiple choice questions individually then as a small group or ‘team’. This is followed up by undertaking academic exercises which stress the application of this learning.

Lectures are supplemented with small group seminars and practical sessions to facilitate an active and collaborative approach to learning. Case based scenarios are used to facilitate the development of clinical reasoning skills alongside a skills-rich curriculum. These skills are ultimately evidenced in the practice setting measured by success in meeting the learning outcomes detailed in the work-based learning assessment booklet. Practical skills are taught in groups of not more than 22. There is a high practical content in the course especially in years one and two and the integration of theory and practice

requires students to have a high level of engagement in order to fully understand the concepts being taught.

Student feedback indicates a high level of satisfaction with the learning and teaching experience provided in the Faculty, as evidenced in module evaluations and the National Student Survey. In particular they place high value on the participation of service users and carers giving a person-centred perspective. The School has a vibrant Service User and Carer group who are collaboratively involved in the recruitment of students, delivery of teaching sessions, production of learning materials, assessment of learning and involvement in the development and management of courses. As such students should expect Service Users and Carers to have an impact on their learning whether that is through face-to-face contact, in teaching sessions or assessments or in the production of re-useable learning materials such as digital stories, audio or video.

One example of where students might encounter service user and carer stories is in the virtual community of Bradton. The Faculty of Health Studies at the University of Bradford with colleagues at the Comensus project at the University of Central Lancashire and Advocacy in Action in Nottingham, developed on-line learning materials in collaboration with service users and carers. This has involved people sharing their experiences of health and social care, to build the virtual community 'Bradton'. The 'Bradton' project has created a learning and teaching resource that promotes insight into real personal histories.

The introduction of the Physiotherapy and Sport Rehabilitation clinic has enabled students to develop the competencies necessary for future employment and is a good example of Knowledge Transfer in the Faculty. This provides students of the University, the opportunity to self-refer for treatment for acute musculo-skeletal conditions, for assessment and treatment by physiotherapy students under supervision of a HCPC registered physiotherapists. The clinic has a wide patient base including Patients with a range of neurological conditions, giving students the opportunity to observe and participate in the assessment and treatment of these patient.

There is a strong emphasis on work-based learning in the practice setting to promote the application of theory to practice and the development of clinical reasoning skills. Professional Practice or work-based learning is embedded throughout the programme and meets the Professional Body's required minimum of 1000 hours across the programme. This forms an integral part of the learning process and is vital to the academic, personal, and professional development of each student. The programme is structured in a format that allows students to build the profession specific background knowledge and skills during years one and two with the emphasis moving towards problem solving and reasoning skills ready for professional practice by the end of the programme. By the time, students undertake the first work-based placement students will have the basic skills and knowledge which will allow them to apply physiotherapy principles. Of the 5 clinical practice placements that students will undertake during the programme at least 2 of these will be in non-musculoskeletal settings. This is to ensure that the breadth of Physiotherapy placements can be covered as part of their placement profile and to ensure they will achieve the relevant learning outcomes. Across the programme, students will complete a placement portfolio which will allow them to record and demonstrate experience across the breadth of physiotherapy settings.

De-brief sessions are held at the end of a placement or at the next available opportunity within an academic 'block'. These enable students to discuss their experiences with a member of staff and with each other to give a varied and worthwhile learning experience. Expectations of practice educators and the transition from level 5 to 6 can also be discussed on these days.

Teaching strategies vary across clinical placements but students can expect supervision from senior members of the profession with frequent and timely feedback. Students who engage with and act on that feedback can achieve excellent standards.

## Optionality

The introduction of a proportion of optionality of assessment is a key feature of the University of Bradford's Curriculum Framework (2018) and has been interpreted and applied to all Levels in the new curriculum. This means that students have a certain amount of choice regarding topic area and mode of assessment to achieve learning outcomes and when to undertake key competencies. This reflects the School's commitment to an inclusive curriculum and our continued support for all learners.

## Inter-professional education:

"Inter-Professional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care" (Centre for the Advancement of Interprofessional Education 2002). The Faculty works closely with practice partners and recognises the implications of recent national policies which require future health and social care workforces to work across professional boundaries, within a framework of core knowledge and core values (Francis 2013, Higher Education England 2015). The Faculty Vision for Inter-Professional Education across all levels of study is to provide the best possible opportunities for students to become professional, safe practitioners in a changing and challenging world and to equip them for communicating and collaborating across professional boundaries in order to contribute to safer systems of care and provide person centred care in all practice settings. We aim to create an environment that enables students not just to learn with each other or even about each other, but to explore common knowledge base and values. Undergraduate Learning Outcomes have been developed and are integrated into programme specific modules across all programmes in the Faculty. Inter-professional learning opportunities include shared module delivery to develop skills such as basic life support, moving and handling, staff/patient safety and research and evidence-based skills. Year 1 profession specific modules develop students understanding of themselves as a health practitioner with emphasis on professional identity, knowledge and attributes. Learning opportunities in year 2 of the programme embed understanding of multi professional roles in the patient/client journey. These learning experiences, working with students of other disciplines, include real world case scenarios (using shared resources such as 'Bradton'). They allow students to collaborate with, learn with, learn from and learn about each other. Further understanding of the roles of differing professions will be gained from placement experiences when students will be actively encouraged to spend time with other professionals to gain an understanding of roles within the multi-disciplinary team. 4th Year modules such as 'Employability and Professional Development' will develop their understanding of how health and care organisations work to provide integrated care for

people across a range of settings. Students will gain advanced knowledge of human factors theories that will enable them to identify areas where current practice may be improved.

## **Assessment Strategy**

The physiotherapy programmes use a diverse range of assessment strategies that reflect the diversity of the student population, accommodating different learning styles. This varied approach seeks to facilitate the success of all students and the all-round development of a competent physiotherapy practitioner able to meet the learning outcomes for the programme. The assessment load is spread evenly across the entire programme and offers a degree of optionality in both method and timing.

## **Continuous assessment**

The school has introduced some elements of continuous assessment with a particular focus on competencies related to an undergraduate student. One of the aims of introducing continuous assessment is to reduce final assessment load for the modules, this will help students to plan better and engage with taught elements of the programme. Competence based clinical skills are essential components of professional practice and will help the students prepare for Work Based Learning modules. They are assessed on a pass/ fail basis and contribute a small percentage to the overall module mark and as suggested above, students can decide when they are ready to undertake the assessment.

Assessment in the University aims to promote and develop reasoned professional knowledge and skills and will reflect the requirements and expectations of the practice setting. Assessment strategies are designed to mirror the clinical environment. There will be identified opportunities for formative feedback in all modules to assess their progress prior to final achievement of modular outcomes.

The assessment strategy for work-based placements has been developed collaboratively with three universities in the region. There is a common assessment tool, commented on favourably by our colleagues in practice, which undergoes annual review from the collective placement co-ordinators. This offers as robust an assessment as is possible with many clinical sites involved; with standardised learning outcomes across the domains being tested. In addition to the paperwork for the Bradford programme, there will be a pass/fail element for professional conduct. It is a programme requirement that this element must be passed. This will mean that a student who has exhibited behaviour not in keeping with Standards of Proficiency (Health & Care Professions Council, 2013) or Code of Members' Professional Values and Behaviour (Chartered Society of Physiotherapy, 2011) will fail the placement overall, with a mark capped at 35% even if they have achieved an average pass mark across the domains being tested.

There will be a thread of assessment that requires students to demonstrate academic writing skills running through all levels of the programme, which is designed to meet the requirements of an honours degree and equip them with skills which can be extended beyond this level of study.

## Assessment Regulations

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

However, there are exceptions to these regulations as listed below:

Students are not permitted to carry any credits at 35% - 39% where the assessment for those credits is of a practical nature. Where a module has a dual assessment and part of that assessment is practically based, students are not permitted to pass that module if they fail that practical component, even if the overall weighted average is over 40%.

Each work-based learning module must be passed in sequence. Where a work-based learning module has more than one element, these must also be passed sequentially. Where a work-based learning module is failed, the supplementary assessment will normally be undertaken at the next available placement opportunity.

In accordance with Professional Body requirements, students are not permitted more than two attempts at a work-based learning placement. Students who fail two work-based placements in an academic year will normally be asked to withdraw from the programme.

## 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 minimum entry requirements for the programme are as follows:

Application to the programme is through UCAS. All candidates must satisfy the minimum entry requirements of the School which are GCSE passes at grade C or above including Mathematics, English and science (dual science or individual biology) and 136 points or equivalent on the UCAS tariff system. Students with a non-traditional education background are considered with a range of qualifications, even if they do not fulfil the above criteria provided that there is evidence of appropriate level 3 study. In addition to academic entry requirements candidates must also demonstrate an understanding of the nature of physiotherapy. This may be demonstrated through research into the profession via the internet, publications, or appropriate work experience. Offers are only made after detailed consideration of each individual application and subsequent interview.

We also welcome international applicants for this programme. As well as meeting the entrance requirements above, students also need to achieve the following English Language qualification:

IELTS – an overall band score of 6.5 with no sub-set less than 6

To apply to be admitted to the HCPC register, students must be able to communicate to the standard of Level 7 of the IELTS (or equivalent) with no element less than 6.5. One of

the programme aims (A2) states that the programme will ensure that they meet the requirements and values of the Health & Care Professions Council (HCPC) and as such the named award is linked to eligibility to apply for registration with the HCPC; We cannot therefore grant the named award unless students meet all programme requirements. Students may be asked therefore, to provide evidence of English language proficiency (this may include undertaking further testing via IELTS). Failure to meet this programme aim will result in the fall-back award being conferred.

In addition to meeting the academic entry requirements, all places are offered subject to satisfactory occupational health screening. This will involve completing an on-line occupational health questionnaire and attendance, if required, at a medical appointment.

Students on health care programmes must be able to meet the Health and Care Professions Council Standards of Proficiency (2013). Occupational health screening and assessment will consider the students' health and wellbeing and their fitness to study and practice. Progress on the course is dependent on their continued fitness.

This screening process complies with Public Health England requirements for protection of the public and students and staff working in health and social care.

All offers of places are made subject to satisfactory health clearance and an agreement to undergo appropriate blood tests and immunisations.

The University is obliged to make reasonable adjustments for students with disabilities to enable them to fulfil the required competencies of the programme. Candidates who are concerned about health issues are strongly advised to contact us prior to applying.

The offer of a place is also subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check. These are to ensure students can meet the physical and emotional demands of the programme and the requirements of the Schools Learning and Development agreement with Health Education England North.

Where issues are identified during application in the DBS or occupational health assessment the results will be notified to the applicant with the case being referred to a multi-professional panel for consideration.

For the 2017 entry the University will fund the cost of health screening and immunisations, DBS checks and uniforms.

## Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

## Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Annual change to programme specification	May 2021

## References:

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Health & Care Professions Council (2012). Standards of Conduct, Performance and Ethics, London: Health & Care Professions Council

Health & Care Professions Council (2013). Standards of Proficiency - Physiotherapists. London: Health & Care Professions Council

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Health Education England (2015). Investing in People for Health and Healthcare. Workforce Plan for England, Proposed Education and Training Commissions for 2015/16 <http://hee.nhs.uk/wp-content/blogs.dir/321/files/2012/08/HEE-investing-in-people-2015.pdf>

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