



Programme Specification:  
BSc (Honours) Physiotherapy

PROGRAMME DETAILS	
<b>Academic Year</b>	2024-25
<b>Framework for Higher Education Qualifications (FHEQ) Level</b>	<b>Final and Interim Award(s)</b>
FHEQ Level 6	BSc (Honours) Physiotherapy
FHEQ Level 6	BSc Health Studies (Ordinary)
FHEQ Level 5	Diploma of Higher Education Health Studies
FHEQ Level 4	Certificate of Higher Education Health Studies
<b>Variants</b>	Full time 3- Years
<b>Degree Awarding Body</b>	University of Bradford
<b>Faculty</b>	Health Studies
<b>Partner, Delivery Organisation and/or Support Provider(s)</b> <i>(if applicable)</i>	Not applicable
<b>Accrediting Body</b> <i>(if applicable)</i>	Health & Care Professions Council (HCPC)
<b>External Frameworks/ Reference Points</b> <i>(if applicable)</i>	Chartered Society of Physiotherapy (CSP)
<b>Date of Original Approval</b>	July 24
<b>Date of Publication</b> <i>(see Review/Modification Schedule for any version updates)</i>	August 24

**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.

## PROGRAMME AIMS

### Introduction

At the University of Bradford our vision is to inspire the future generation of physiotherapists. Our BSc (Hons) Physiotherapy programme provides a dynamic and diverse learning experience preparing student physiotherapists for contemporary practice. Our student body is diverse, and our curriculum promotes inclusion for all. Our student body is representative of the local Bradford community, as well having global citizen representation. Our diversity will ensure that the future local workforce is more representative of those it serves and will help the development of culturally relevant services. Our location in Bradford offers a unique opportunity for students to learn to challenge health-inequalities, and to innovate through prevention and health promotion. Our placements are designed to ensure students experience in-patient, out-patient and community care, as well as non-traditional or diverse areas of practice. This ensures that on qualification students can work across a range of services, sectors and systems.

Our guiding values to our approach are:

**Trust:** We promote a positive culture built on principles of dignity, respect and integrity.

**Excellence:** Our programme is academically and clinically demanding, and our students are supported to achieve their potential through the excellent academic and pastoral support of our staff who are passionate about their role as educators.

**Inclusion:** We welcome and value all learners, celebrating personal and cultural difference and fostering a community of belonging.

**Innovation:** We support learners to work collaboratively across disciplines to design and deliver projects and develop resources that have real world impact.

Our curriculum is designed to develop students' capabilities across the four pillars of advanced practice: clinical, leadership, education and research. Our curriculum delivers a holistic, whole person approach, allowing students to develop into practitioners who can manage individuals with complex, multi-morbidities affecting body systems. Students begin to interact with members of the public from year 1, in our award-winning student-led clinic and through experts by experience supporting teaching. This helps students develop person-centred care and learn first-hand about what service-users expect from care, and how patient preference and expertise informs practice.

Students learn about their role in health promotion and proactive, preventative care. This early clinical experience prepares students for a 1-week orientation placement in practice and 2 six-week placement blocks in year 2. In the final year students complete a further 2 six-week placement blocks and a week of simulated placement.

We help students embrace continuing professional development from the start of their studies, with reflective practice being actively practiced and recorded in a professional portfolio that grows with the student. The portfolio is presented in the final year as evidence of growth. The final year employability module provides support for transitioning to the workplace, with students commencing their pre-preceptorship journey during these final months. Our range of placements encourages students to diversify their practice and career planning support helps students to appreciate that their transferable skills open a wealth of workplace opportunities. Our diverse student body are encouraged to grow leadership skills throughout their student journey, with the leadership pillar of

practice being embedded through the programme, starting with leadership of self, leadership of others and leadership of systems.

Research is embedded into our programmes, with students learning how to collect and analyse data in year 1, critique of research in level 5, developing a research proposal at Level 6. This enables students to develop a comprehensive high impact proposal. Our staff team include those actively involved in research, and they support and inspire students to grow their passion and skills for research. Students develop skills in quality improvement, ensuring they can inform service-design and innovation within practice. By mapping our curriculum to the four pillars of practice we feel we are truly preparing students for post-graduate study, as this structure mirrors the provision at the University of Bradford. Specially, the focus on research throughout the programme will prepare students to undertake research at post-graduate levels and enable them to contribute to the evidence-base that underpins the profession.

- Students share interprofessional learning with other Allied Health Professions (AHP), and students from the wider health and social care community of practice. Placements offer students multi-disciplinary working experience, including activities within our student-led clinic. Our programme team works with the Allied Health Professions Faculty within the local Integrated system care (ICS) to ensure that we align our practice to the regional strategy for diversity and inclusion, and this has resulted in our students having access to “Bridging the Gap” leadership placements within the faculty, which are specifically designed for students to promote equality, diversity, inclusion and belonging in the workplace.

We deliver an inclusive curriculum that recognises and celebrates difference. Our learning resources are designed to be accessible, and our teaching approaches are designed to enable all learners to achieve. We use inclusive assessment approaches; what this means is our range of assessments reflect real world physiotherapy practice and assessment timings are designed to enable all students to demonstrate their full potential. Physiotherapy is a hands-on profession; what this means is touch is an integral part of physiotherapy assessment and rehabilitation skills. Our practical classes and clinic provide a safe and supportive environment where students develop handling skills through working with each other and working with patients. For various health or cultural reasons some students may choose not to model for certain types of activity, and this is both respected and supported. The programme team challenge traditional physiotherapy teaching practices that have marginalised some people groups and historically limited their representation within pre-registration programmes and the physiotherapy workforce.

Our programme is supported by a dedicated subject librarian and academic skills support team. Academic skills are built into our programme to support student to develop critical thinking, writing and presentation skills. Students are allocated a personal academic tutor (PAT) in year 1; the PAT is first point of contact for pastoral care and will support students throughout their programme.

We have dedicated specialist teaching spaces which simulate an outpatient department or hospital. There will be a maximum of 20 students per member of staff in practical classes. Student learning and development is enhanced through use of technology. We use a digital platform for sharing learning materials and students explore using a range of software to enhance patient communication. Simulation enhances authentic learning; we use emerging technologies such as HoloLens which introduces students to augmented reality. Students are introduced to simulated patients developed with experts by experience and other health programmes such as pharmacy through our electronic patient record system. This enables students to engage with holistic and interdisciplinary patient care approaches.

- We are working to embed sustainability within our programme. Students on our programmes are well-placed to deliver against the Greener NHS agenda. Our students will grow into practitioners that can prevent ill health, optimise independence and work within systems/new models of care. We have reduced our carbon footprint through greater use digital technology in our teaching and in clinic reducing the need for paper and reducing our reliance on disposable items.

This is a full-time programme. In the first year, time is spent on practice placement (within our own physiotherapy clinic) and is integrated within the teaching timetable. In subsequent years full-time placements (based on a 37.5 -hour working week) are scheduled. This is planned amongst teaching weeks; teaching weeks will normally enable 1-day self-study at home. Attendance at all sessions is expected and is monitored. Where attendance drops below 75% in university-based contact, attendance policies are instigated to support students' engagement with the programme.

Practice placement reflects the work environment students are expected to report absence and an action plan will be triggered if the level of absence risks students failing to meet minimum 1000 hours of practice placement. Due to practice placements the programme extends beyond the standard academic year. Any placements missed are usually undertaken during the summer period.

Our provision is mapped against the University of Bradford Curriculum Framework, the regulatory body for physiotherapy; the Health and Care Professions Council (HCPC) Standards of Education (2023) and Standards of Proficiency (2017), and the professional body, the Chartered Society of Physiotherapy (CSP) Quality Assurance processes (2022) and The Allied Health Professions (AHP) Strategy for England: AHPs Deliver (2022-2027)

#### Programme Aims

The programme is intended to produce and provide physiotherapy graduates who:

1. are eligible to apply to the Health and Care Professions Council (HCPC) for registration to practice as a Physiotherapist.
2. have effective, communication, assessment, handling, rehabilitation, and team skills.
3. are competent, autonomous and who provide effective person-centred care using evidence-based practice considering sustainable use of available resources.
4. are confident in their understanding of research methods and can construct research projects.
5. are confident, critical thinkers that are proactive, and creative and possess the skills to deliver and develop healthcare provision through leadership and enterprise.
6. will lead by example in the health and social care workforce by encompassing the NHS values of care, compassion, competence, communication, courage, and commitment.
7. use reflective practice, are lifelong learners and are committed to the education of others.
8. are resilient, self-aware and have an understanding of the importance of their own health and well-being and the impact of that on their professional effectiveness to deliver care.
9. have social responsibility; value and promote health and well-being, celebrate diversity, challenge social injustice, and champion equity, in all communities across the lifespan.
10. uphold professional standards across diverse work settings, with an awareness of their own personal and team responsibilities and who champion our profession.
11. will contribute to patient care and service development in contemporary physiotherapy practice through engagement with innovation in practice and integration of technology.

## PROGRAMME LEARNING OUTCOMES<sup>RO</sup>

Upon successful completion of this programme, students will be able to demonstrate achievement of the following learning outcomes:

To be eligible for the award of Certificate of Higher Education at level 4 of the Framework of Higher Education Qualifications (FHEQ), students will be able to:

1. Understand Physiotherapy professional identity and display the professional skills, values, behaviours that influence patient-centred care within learning environments.
2. Understand the wider determinants of health and apply the concept of making every contact count to foster positive and effective physiotherapist-patient relationships.
3. Develop research and academic skills.
4. Engage with reflective practice to identify own learning needs to develop and adopt strategies for building resilience, and for self-management of own health and well-being.
5. Demonstrate knowledge of anatomy, physiology and common pathological, and normal ageing processes to inform basic clinical reasoning.
6. Demonstrate competency in selecting and applying a range of Physiotherapeutic assessment and intervention skills.
7. Demonstrate understanding and awareness of technology in health.

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

8. Evaluate the role of the Physiotherapist within the broader context of healthcare teams and systems.
9. Evaluate the selection of Physiotherapeutic assessment and intervention techniques, objective markers, and outcome measures.
10. Understand and engage with the process of data collection, analysis, and reporting in authentic learning environments.
11. Understand the importance of supervision and delegation in developing practice and apply to development of self and others.
12. Succeed in placement learning, meeting the pass criteria of the national PSRB Common Placement Assessment Form Level 5.
13. Critically appraise research to inform clinical decision making.
14. Demonstrate the use and application of technology enhanced care delivery in an authentic environment.

Additionally, to be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

15. Critically evaluate national and local health and social care policy, considering the implications on physiotherapy practice and how this informs quality improvement.
16. Develop evidence-based and holistic treatment plans in the context of wider determinants of health and patient goals.
17. Devise research and quality improvement projects in the context of evidence-based practice development or service evaluation.

18. Critically reflect and develop comprehensive learning needs analyses of professional development in relation to the four pillars of advanced practice.
19. Develop and disseminate examples of patient care using technologically enhanced care delivery.

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

20. Succeed in placement learning, meeting the pass criteria of the national PSRB-Common Placement Assessment Form Level 6.
21. Defend and justify clinical decision making as an autonomous and collaborative practitioner using the evidence-base to inform clinical reasoning.
22. Meet the Health Care Professions Council (HCPC) standards of proficiency for physiotherapy and Chartered Society of Physiotherapists (CSP) Framework standards for new graduate Physiotherapists.
23. Complete a minimum of 1000 hours of practice placement.

## ADMISSIONS REQUIREMENTS

1. The University welcomes applications from all prospective students and most important in the decision to offer a place is our assessment of an applicant's potential to benefit from their studies and of their ability to succeed on this programme.
2. This programme is designed for students who are interested in being a physiotherapist within the NHS, the social care sector and private and voluntary sectors. Students interested in sports physiotherapy are advised to consider our alternative M-Physiotherapy (Sport and Exercise Medicine) programme.
3. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience. All applicants must satisfy the minimum entry requirements of the School which are 136 UCAS points on the UCAS tariff system gained from A levels, BTEC, access course or equivalent. Applicants must also have a minimum of GCSE passes at grade 4 (old grade C) or above to include English Language and Mathematics. Applicants with a non-traditional education background are considered; even if they do not fulfil the above criteria provided that there is evidence of appropriate level 3 study. Contextualised offers may be made in line with the University of Bradford Access and Participation Plan.
4. In addition to academic entry requirements applicants must also demonstrate an understanding of the diverse 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. Interviews will give applicants the opportunity to discuss and demonstrate values related to the NHS Constitution. We also welcome international students onto this programme. International students must also meet minimum English language levels: IELTS – an overall band score of 6.5 with no sub-set less than 6.0.

All places are offered subject to occupational health screening and a satisfactory Disclosure and Barring Service (DBS) disclosure. International students will be permitted to start the programme with a Police check in place, in Year 1 Semester 2 of starting the programme students will be required to complete the Enhanced DBS check to fulfil the requirement that all students are required to complete a DBS within 6 months of commencing the programme.

The current tariff and accepted qualifications for entry onto the programme, is published at [Physiotherapy BSc \(Hons\) degree - University of Bradford](#).

## PROGRAMME STRUCTURE

### Stage 1/ Level 4

Level 4 introduces students to foundational theory and practice; semester 1 focus on anatomy and physiology and exercise theory and prescription in preparation for placement learning within our University of Bradford Physiotherapy Clinic. Within the clinic, students learn to apply communication skills, basic physiotherapy assessment and rehabilitation skills working with service users (patients) in a safe environment with a high level of staff supervision. Students will work within a culture of person-centred care, understanding the importance of people's lived experience. Students will be introduced to data collection. Theoretical and practical learning continues alongside clinic experience. Students will consider the role of physiotherapy in public health and explore health inequalities. Students will begin to develop an e-portfolio of their professional development which will be maintained throughout their programme of study.

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
4	Clinical Knowledge Foundations	Core	20	SEM 1	PAR4500-B
4	Foundations of Clinical Assessment	Core	20	ACYR	PAR4501-B
4	Exercise Theory and Prescription	Core	20	SEM 1	PAR4502-B
4	Personal and Professional Development 1	Core	20	ACYR	PAR4503-B
4	Investigating Health	Core	20	ACYR	PAR4504-B
4	Health Promotion and Public Health	Core	20	SEM 2	PAR4505-B

In this academic year you will undertake the follow hours of study

Face to face and Tutor Guided Study	574
Independent Study	537
Practice Placement	84
Mandatory Training for Placement	12

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education Health Studies 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

At level 5 students focus on consolidation and contextualisation of knowledge and skills gained at Level 4. In semester 1 students will begin with a 1-week orientation to practice placement with a local placement provider. Students will then study Fundamentals of Assessment and Rehabilitation in preparation for their first practice placement block. Students will return to a further block of learning focussed on developing physiotherapy practice for people with diverse clinical presentations across a range of health and social care contexts. Students will apply this learning in a second placement. Students will build on level 4 research skills by learning how to search for, critically appraise and apply research evidence to practice. Students will continue to develop their e-portfolios and will learn about and work collaboratively with other health and social care professions through their practice placements and inter-professional education events.

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
5	BSc year 2 practice placement A	Core	15	SEM 1	PAR5500-F
5	BSc year 2 practice placement B	Core	15	SEM 2	PAR5501-F
5	Fundamentals of Assessment and Rehabilitation	Core	30	ACYR	PAR5502-C
5	Developing Physiotherapy Practice	Core	30	ACYR	PAR5503-C
5	Critical Analysis of Research	Core	20	SEM 2	PAR5504-B
5	Personal and Professional Development 2	Core	10	SEM 1	PAR5505-A

In this academic year you will undertake the following hours of study

Face to face and Tutor Guided Study	362
Independent Study	377
Practice Placement	480
Mandatory Training for Placement	12

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education Health Studies 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) OR MEMBERSHIP OF THE CHARTERED SOCIETY OF PHYSIOTHERAPY (CSP).

### Stage 3/ level 6

At level 6 students will study complex case management; this module provides student with opportunity to integrate their practice placement experience of managing complexity and uncertainty with further development of theoretical concepts and evidence-based practice in preparation for



qualified practice. Students will undertake a 1- week simulated placement to provide real time acute care experience, and a further two practice placement blocks. Students will also consider the context of health and social care and will identify areas for improvement. Students will develop a research proposal and through a leadership and management module will identify and design a quality improvement project. Students will use their e-portfolio initiated in the first year to prepare for graduate employment and will be supported with the application and interview process.

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
6	BSc practice placement Year 3 A	Core	15	SEM 1	PAR6500-F
6	BSc practice placement Year 3 B	Core	15	SEM 2	PAR6501-F
6	Complex Case Management	Core	20	ACYR	PAR6502-B
6	Leadership and Management	Core	30	ACYR	PAR6503-C
6	Employability	Core	10	SEM 1	PAR6504-A
6	Research Proposal	Core	30	ACYR	PAR6505-C
6	Practice Placement Hours	Core	n/a	n/a	PAR6506-Z

In this academic year you will undertake the following hours of study:

Face to face and Tutor Guided Study	128
Independent Study	854
Practice Placement and Mandatory Training for Placement	480
Practice Placement and Mandatory Training for Placement	12

Students will be eligible to exit with the award of Ordinary Degree of Bachelor Health Studies if they have successfully completed at least 300 credits and achieved the award learning outcomes. 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 "Health Studies".

**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 (CSP).**

Students will be eligible for the award of Honours Degree of Bachelor, BSc (Honours) Physiotherapy, if they have successfully completed at least 360 credits and achieved the award learning outcomes and completed 1000 hours of practice placement.

**THIS AWARD CONFERS ELIGIBILITY TO APPLY FOR; REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC) OR MEMBERSHIP OF THE CHARTERED SOCIETY OF PHYSIOTHERAPY (CSP).**

## LEARNING, TEACHING AND ASSESSMENT STRATEGY

Our programme takes an incremental approach to learning, meaning modules build on students' knowledge and skills over time with themes being revisited and further extended, as they journey through the curriculum. We use a variety of research informed learning and teaching methods to enable the acquisition and consolidation of new knowledge and skills that relates to and builds on previous learning. Learning and teaching methods include lectures to introduce core concepts, small group seminar work to enable students to work through complex problems, and practical classes to enable students to practice physiotherapy clinical assessment and intervention skills.

Our experts by experience group work with our programme team to develop authentic case scenarios and supporting resources to support digital learning through our Virtual Learning Environment (VLE) learning objects and simulated practice. Students will develop communication and team working skills through working with peers within physiotherapy and across our health and social care professions, and with our experts by experience in our inter-professional education (IPE) events.

Practical classes provide opportunity for students to role model as physiotherapist and patient to practice these skills prior to working with patients. When students act as the patient model, they benefit from kinaesthetic learning which supports the development of their own practice skills, and they gain empathy and understanding in how therapeutic handling feels for patients. In addition, this practice plays a vital role in providing peer feedback.

Simulated learning using digital technology is used to contextualise complex case scenarios. Students will gain experience working in a simulated critical care scenario. This enables students to practise technical skills and develop clinical reasoning in a safe context. Our university-based clinic provides real world experience; in the first-year foundational skills are contextualised within this environment where students can develop theoretical knowledge and fundamental clinical skills through working with clinic patients.

In addition to face-to-face learning, tutor guided learning is provided through our VLE known as Canvas, which hosts a wide range of interactive learning objects. These include recorded tutor talks, video resources, blogs and vlogs, quizzes and designed to provide a flipped classroom through introducing knowledge and concepts and developing independent learning prior to face-to-face learning. Further resources are provided for consolidation of learning, such as recording of lectures. Canvas provides opportunity for both live online tutorial sessions and asynchronous activity through discussion boards. This enables students to reflect and discuss issues related to their project work, simulation and practice placement.

Practice placements for the programme reflect the scope of physiotherapy practice and students will undertake placements from across the range. Students will undertake a range of placements within health and social care; these placements are mostly within the Bradford and Airedale area and students will need to commute to those areas. Some consideration for placement allocations may be made if students have significant disabilities or health problems which require reasonable adjustment.

We use a diverse range of assessment strategies to support both individual learning preferences and reflect the requirements of qualified practice. This varied approach seeks to facilitate the development of competent practitioners and graduates with flexibility and transferrable skills that are valued both in higher education and in employment. Optionality of topic is offered within some module assessment; for example, students will draw on their individual placement experience to select their own complex case, topic for research and quality improvement project. Some modules

offer optionality in the assessment product, where students may choose which medium to present their work.

Summative assessments (assessments that contribute to module marks) are designed as authentic tasks that mirror the physiotherapy role in clinical practice. These include practical exams, written reflections and presentations that assess clinical reasoning and decision making and clinical skills. Students are encouraged to act as model for their peers in practical classes and exams. The development of research skills is assessed through a patchwork assessment of small data collection and analysis tasks at level 4, a critical review of literature at level 5 and a research proposal at level 6. Students will also undertake/ plan a quality improvement project producing an information resource on their project in a medium of their choice. Professional development is assessed through students' continuing professional development portfolio across the programme. To promote the values of inclusivity, the time allocation for assessments factors in additional time commonly recommended in learner support profiles. The length of the assessment is therefore dictated by a list of indicative questions, rather than the timeframe itself. As such, if students are entitled to additional time as part of a learner support profile, it is anticipated that they will use the maximum permitted time, whilst others are anticipated to finish earlier. Where modules offer this, the module handbook will indicate that inclusive assessment is being applied.

Formative assessment (assessment that supports students' preparation for summative assessment) is embedded into module teaching to ensure that all student access this support. Our approach to formative assessment reflects the growth of students as they progress through the programme, becoming more independent adult learners. At level 4, formative assessment is more structured with more emphasis on tutor feedback; at level 5, students are expected to engage in peer feedback and at level 6 formative feedback is more student led and includes self-assessment. Students will be provided with formative feedback throughout their studies by experts by experience, contributing to the development of essential clinical and patient communication skills.

Assessment of practice placement uses the CSP's Common Placement Assessment form (CPAF). No placement can be taken at the higher academic level until all placements at the lower level have been completed. For example, no placements can be taken at Level 6 CPAF until all placements assessed at Level 5 CPAF have been passed. Students who fail two placements in an academic year will normally be required to withdraw from the programme.

The programme runs outside of standard university semesters to accommodate the required 1000 placement hours stipulated by the CSP. Module assessment and submission dates are therefore not confined to standard assessment weeks to accommodate the placement schedule. The assessment schedule is designed to spread the assessment load.

#### External Examiner

As part of the assessment regulations for the programme an external examiner is appointed. This must be an HCPC registered Physiotherapist with appropriate qualifications and experience as required by the University of Bradford.

## REGULATIONS

The programme has the following variance to the standard University Regulations:

1. All modules must be passed at 40%
2. All components of assessment within the modules must be passed at 40%
3. Referral in 20 credits is permitted between stage 1 and 2.
4. Referral in 20 credits is permitted between stages 2 and 3. Where approved extenuating circumstances have been approved for modules BSc Year 2 Practice Placement A and/or BSc Year 2 Practice Placement B, referral in 15/30 credits may be permitted.
5. A maximum of two attempts is permitted for placement modules unless where there are approved extenuating circumstances.
6. The maximum duration of study is 6 years.

### Programme operational plan

Operates outside of standard university semesters to accommodate the required 1000 placement hours stipulated by the professional body – The Chartered Society of Physiotherapy.

Module assessment dates are not confined to standard assessment weeks to accommodate the placement schedule.

Assessments relating to referred credits from the previous stage will be taken within semester 1.

The sequencing of placement opportunities may be adjusted to support students to complete the programme.

## EXTERNAL FRAMEWORKS

[standards-of-proficiency---physiotherapists.pdf \(hcpc-uk.org\)](#)

[standards-of-education-and-training.pdf \(hcpc-uk.org\)](#)

[QA processes April 2022.pdf \(csp.org.uk\)](#)

### REVIEW/MODIFICATION SCHEDULE

Date	Review/Modification Activity Since Last Publication
August 24	Annual changes for 2024 academic year