

## Course Specification

<b>Published Date:</b>	15-Sep-2020
<b>Produced By:</b>	Laura Clode
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Health		
<b>Course Code(s):</b>	AH002H01UV	Full-time	3 Years
<b>UCAS Code:</b>	B160		
<b>Course Title:</b>	BSc (Hons) Physiotherapy		
<b>Hierarchy of Awards:</b>	Bachelor of Science with Honours Physiotherapy Bachelor of Science Rehabilitation Studies Diploma of Higher Education Rehabilitation Studies Certificate of Higher Education Rehabilitation Studies University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	24/May/2017		
<b>Last Review:</b>	2016/7		
<b>Course Specification valid from:</b>	2016/7		
<b>Course Specification valid to:</b>	2022/3		

## Academic Staff

<b>Course Leader:</b>	Jessica Clough
<b>Head of Department:</b>	Mr Peter Gregory

# Course Information

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<b>Location of Delivery:</b>	University of Wolverhampton
<b>Category of Partnership:</b>	Not delivered in partnership
<b>Teaching Institution:</b>	University of Wolverhampton
<b>Open / Closed Course:</b>	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

### 2017 Entry

Applicants will normally need to achieve:

- A minimum of five GCSEs at grade C+/4 (or equivalent) which must include an English-based subject, Mathematics and a Science. Equivalent qualifications include Key Skills level 2; Learn Direct Level 2 and Functional Skills Level 2

### Plus Either

- Minimum grade ABB from three A Levels including a Science subject e.g. Biology, Physics, Chemistry, Physical Education, Psychology. Excluding General Studies
- BTEC National Diploma at a DDM or above in a Science based subject such as Sport and Exercise Science, Health Science or Applied Science
- BTEC QCF Extended Diploma at grade DDM or above in a Science based subject as Sport and Exercise Science, Health Science or Applied Science
- OCR National Extended Diploma at D2/M1 grade, or above.
- QAA recognised Access to a Higher Education course; 60 credits in total of which a minimum of 45 credits must be at Level 3 with at least 30 of these Level 3 credits at Merit or Distinction, with at least 15 of those in Biological Science related subjects.

If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.

All offers to be subject to and satisfactory health and Criminal convictions (DBS) checks.

All offers to be subject to successful Interview. There is an expectation that applicants will be able to demonstrate a good understanding of the physiotherapy role. Values consistent with the NHS constitution will be sought from applicants during the selection process.

Read further information regarding [interview preparation](#)

### Nationality

You need to be a citizens of UK,EU EEA, or have indefinite leave to remain in the UK for the duration of the course.

This course is not available at present to international applicants.

### English Language

If English is not your first language, evidence of your proficiency must be dated within the last 2 years from IELTS level 7.0 . with no element less than 6.5

### Distinctive Features of the Course:

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## Service User Involvement

We have significant input from the University's Service User Group who comprise of either recipients of health care or as carers. The team work with our students in modules to allow students to develop assessment and communication skills with real people, as service users in examinations, and as 'expert patients' in relevant modules.

## Interprofessional Learning

The physiotherapy team is committed to inter-professional learning and we have developed a strategy to enable physiotherapy students to work with other students in a meaningful manner. This encompasses learning with, from and about each other advancing beyond the traditional multi-professional teaching.

The Faculty of Education, Health and Wellbeing has excellent sports facilities offering unique opportunities for developing physiotherapy practice in this area. Facilities include a swimming pool, gym and judo department.

## Educational Aims of the Course:

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The overall aims of the BSc (Hons) Physiotherapy course are to:

1. Facilitate your development as an autonomous, accountable, reflective practitioner committed to continuing professional development and life-long learning.
2. Enable your development as a compassionate practitioner with excellent interpersonal and communication skills and focusing on the delivery of person-centred care through mutually agreed goals.
3. Enable your development as an enquiring practitioner with excellent skills of clinical judgement, able to assess, implement, evaluate and inform physiotherapy practice across the lifespan and in a diversity of settings.
4. Provide you with practice learning opportunities, working within inter-professional teams in a variety of traditional and evolving health and social care settings.
5. Enable you to critically analyse the complexity of professional, ethical and legal frameworks and their impact on decision making.
6. Enable you to develop a wide range of transferable skills including the ability to investigate and apply research evidence, leadership and management skills and information technology skills.
7. Enable you to critically analyse the wider political, cultural, economic and social context of current health and social care provision.
8. Facilitate your development as a change agent, able to respond to a changing and dynamic practice environment, safely and effectively treating and managing patients, with a wide range of conditions.

## Intakes:

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September

## Major Source of Funding:

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Office for Students (OFS)

## Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00

PSRB:

AH002H01UV (Full-time)

Professional Accreditation Body:  
Chartered Society of Physiotherapy (CSP)

Accrediting Body:  
Chartered Society of Physiotherapy (CSP)

Accreditation Statement:  
Endorsed by the Chartered Society of Physiotherapy (CSP).

Approved	Start	Expected End	Renewal
31/Oct/2017	31/Oct/2017	31/Oct/2022	31/Oct/2022

AH002H01UV (Full-time)

Professional Accreditation Body:  
Health and Care Professions Council (HCPC)

Accrediting Body:  
"Health and Care Professions Council, the (HCPC)"

Accreditation Statement:  
Approved by the Health and Care Professions Council (HCPC) for the purpose of providing eligibility to apply for registration with the HCPC as a physiotherapist.

Approved	Start	Expected End	Renewal
08/Dec/2016	01/Sep/2017		

Course Structure:

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4AH001	Clinical Anatomy, Biomechanics and Kinesiology	20	SEM1	Core
4AH002	Pathophysiology, Physiotherapy Assessment and Treatment	20	SEM1	Core
4AH005	Clinical Anatomy, Ergonomics and Exercise Prescription	20	SEM2	Core
4AH006	Pathophysiology, Public Health, and Physiotherapy Assessment and Treatment	20	SEM2	Core
4AH003	Communication, Team-working and Health Equality	20	YEAR	Core
4AH004	Reflective and Evidence-based Practice	20	YEAR	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5AH001	Cardiorespiratory and Ethical Physiotherapy Practice	20	SEM1	Core
5AH002	Neurology, Gerontology and Palliative Care	20	SEM1	Core
5AH003	Musculoskeletal, Sports and Exercise Physiotherapy	20	SEM1	Core
5AH004	Physiotherapy Practice 1	20	SEM2	Core
5AH005	Physiotherapy Practice 2	20	SEM2	Core
5AH006	Physiotherapy Practice 3	20	SEM2	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6AH001	Physiotherapy Practice 4	20	SEM1	Core
6AH002	Physiotherapy Practice 5	20	SEM1	Core
6AH003	Physiotherapy Practice 6	20	SEM1	Core
6AH004	Advances in Physiotherapy Practice	20	SEM2	Core
6AH005	Leadership, Management and Partnership Working	20	SEM2	Core
6AH006	Service Improvement Independent Study	20	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

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Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar, including Year Long modules (4AH003 and 4AH004), to enable students to complete the required hours for practice.

Section 4.3.5 - Exemption in accordance with Chartered Society of Physiotherapy (CSP) standards. There will be no right to repeat practice modules (5AH004, 5AH005, 5AH006, 6AH001, 6AH002 or 6AH003).

Section 4.4.3 - Exemption in accordance with Chartered Society of Physiotherapy (CSP) standards. No compensation will be awarded on any modules but students will be granted the opportunity of a third attempt on theory modules at levels 4, 5 and 6 providing they have passed 80 credits at the same level of study and for a maximum of 100 credits overall.

Section 4.5.1 - Exemption requiring students to pass all modules before progressing to the next level of study.

Section 5.10.1 - Exemption from conferring an aegrotat award. Students must successfully complete all summative assessment tasks and pass all modules in order to receive their qualification although this may be conferred posthumously by exception.

APPROVED by AFRSC on 21/2/2017.

### Reference Points:

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#### Academic

University of Wolverhampton Strategic Plan (2012 – 2017)

University of Wolverhampton examination regulations (2013) taught regulation (2012 onwards)

University of Wolverhampton under-graduate taught regulation (2012 onwards)

University of Wolverhampton Equality and Diversity Policy (2013)

QAA Framework for Higher Education Qualifications (FHEQ) (2008)

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp>

QAA The UK Quality Code for Higher Education (2014)

QAA Code of Practice for the Assurance of Academic Quality & Standards in Higher Education & SEEC Level Descriptors (2006)

QAA Subject Benchmark – Physiotherapy (2001)

#### Professional

HCPC Standards for education and training (2014)

HCPC Standards of proficiency - physiotherapists (2013)

Health and Care Professions Council Standards of conduct, performance and ethics (2016)

The Chartered Society of Physiotherapy Quality Assurance Standards for Physiotherapy Service Delivery (2013)

The Chartered Society of Physiotherapy Learning and development principles for CSP accreditation of qualifying programmes in physiotherapy (2012)

The Chartered Society of Physiotherapy Code of professional values and behaviour (2012)

Other External References

Equality Act (2010)

Learning Outcomes:

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CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

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CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

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CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

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CertHE Course Learning Outcome 5 (CHECLO5)

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

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DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

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DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

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DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

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DipHE Course Learning Outcome 5 (DHECLO5)

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

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

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Ordinary Course Learning Outcome 1 (ORDCLO1)

Critically analyse the health needs of people in diverse and multi-cultural health and social care settings.

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Ordinary Course Learning Outcome 2 (ORDCLO2)

Evidence a sound understanding of biological, physical, clinical and behavioural sciences.

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Ordinary Course Learning Outcome 3 (ORDCLO3)

Critically evaluate the public health role to improve population health through primary and secondary prevention of injury or disease, promoting physical activity and healthy lifestyles.

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Ordinary Course Learning Outcome 4 (ORDCLO4)

Evaluate leadership and management skills that value creative and evaluative approaches to innovation and risk management.

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Ordinary Course Learning Outcome 5 (ORDCLO5)

Formulate strategies for continuing personal development of self, evidencing an aptitude and enthusiasm for life-long learning through reflection and skills of analysis and enquiry.

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Ordinary Course Learning Outcome 6 (ORDCLO6)

Critically analyse the legal and ethical dimensions of healthcare practice.

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Honours Course Learning Outcome 1 (DEGCLO1)

Practice autonomously in the provision of safe, effective, competent and person-centred physiotherapy practice to meet the needs of people across the lifespan in diverse and multi-cultural health and social care settings.

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Honours Course Learning Outcome 2 (DEGCLO2)

Evidence competence in the fundamentals of the therapeutic process such as physical assessment skills, clinical reasoning and a repertoire of safe, effective prevention and treatment skills underpinned by a sound understanding of biological, physical, clinical and behavioural sciences.

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Honours Course Learning Outcome 3 (DEGCLO3)

Critically evaluate the physiotherapist's public health role to improve population health through primary and secondary prevention of injury or disease, promoting physical activity and healthy lifestyles, underpinned by a sound knowledge of exercise physiology and effective management of long-term conditions.

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Honours Course Learning Outcome 4 (DEGCLO4)

Evaluate leadership and management skills appropriate to the role and an enterprising attitude to prevention, treatment and rehabilitation that values creative and evaluative approaches to innovation and risk management.

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Honours Course Learning Outcome 5 (DEGCLO5)

Formulate strategies for continuing professional development of self and others, evidencing an aptitude and enthusiasm for life-long learning through reflection and skills of analysis and enquiry.

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Honours Course Learning Outcome 6 (DEGCLO6)

Critically analyse the legal and ethical dimensions of physiotherapy practice.

Overview of Assessment:

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Module	Title	Course Learning Outcomes
4AH001	Clinical Anatomy, Biomechanics and Kinesiology	CHECLO1, CHECLO3, CHECLO4
4AH002	Pathophysiology, Physiotherapy Assessment and Treatment	CHECLO1, CHECLO3
4AH003	Communication, Team-working and Health Equality	CHECLO1, CHECLO3, CHECLO4, CHECLO5
4AH004	Reflective and Evidence-based Practice	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4AH005	Clinical Anatomy, Ergonomics and Exercise Prescription	CHECLO1, CHECLO2, CHECLO3
4AH006	Pathophysiology, Public Health, and Physiotherapy Assessment and Treatment	CHECLO1, CHECLO3
5AH001	Cardiorespiratory and Ethical Physiotherapy Practice	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5AH002	Neurology, Gerontology and Palliative Care	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5AH003	Musculoskeletal, Sports and Exercise Physiotherapy	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5AH004	Physiotherapy Practice 1	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5AH005	Physiotherapy Practice 2	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5AH006	Physiotherapy Practice 3	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
6AH001	Physiotherapy Practice 4	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6AH002	Physiotherapy Practice 5	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6AH003	Physiotherapy Practice 6	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6AH004	Advances in Physiotherapy Practice	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6AH005	Leadership, Management and Partnership Working	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO6
6AH006	Service Improvement Independent Study	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6

## Teaching, Learning and Assessment:

A variety of teaching, learning and assessment strategies are utilised to support your learning. You will be expected to take responsibility for your own learning throughout the course with the amount of independent work increasing over the three years.

The theoretical components of the course are taught using a variety of strategies including lectures, tutorials, seminars, problem-solving, workshops, small group work and independent study. A problem-based learning approach will be used throughout many modules to foster deeper learning, responsibility for own learning and develop employability skills, such as communication, decision making, prioritising, self-management, etc.

Service user and carer engagement will be utilised in a variety of modules to ensure that students are exposed to real world experiences. Service users and carers have unique experiences, skills and abilities that enable them to provide 'expert advice' in a particular field. The care that you provide is more likely to be more effective if it is developed and delivered with the direct involvement of the people who receive this care.

The practical elements are taught mainly by lecture/demonstration/simulated learning supported by blended learning opportunities, which are then reinforced by placement opportunities.

IT is integral to the teaching and learning strategies and includes discussion boards, formative online assessment and the use of interactive software during lecture presentation.

**Lectures:** You will experience a variety of lecture formats. Both teacher and student centred lectures are encouraged. Within the lecture, time will be provided where you are encouraged to be interactive with lecturers to aid clarification and extension of your knowledge and understanding. All lecture material will be supported by digital technology to enhance learning, and will be made available for you to access independently throughout our virtual learning environment (VLE).

**Seminars:** These are educational opportunities to extend and deepen your understanding of topics covered in a module. In some seminar forums you will be encouraged to take the lead in discussing relevant articles, policies and the theoretical and evidence base that underpins the module.

**Simulated learning:** A wide variety of simulated learning will be available to enable students to practice in near to real life situations in relation to health and physiotherapy services. Opportunities will be available through the use of contemporary technology for you to review and critique your own actions during such exercises and critically evaluate the experience to aid future development.

**Workshops:** Workshops will allow you to develop skills of interaction and critical debate with a wide variety of academic staff and students, they are essential to developing skills for inter-professional working in health care and physiotherapy practice.

**Debate and dialogue:** These learning activities are integral to lectures and seminars. The University's virtual learning environment provides a forum for you and your colleagues to engage in dialogue with each other as well as with academic staff.

**Formative on-line assessments:** Here opportunities will be provided for you to 'have a go' at some summative assessment tasks before the actual (graded) assessment is submitted. This will develop your academic and practical skills through face to face tutorial guidance and on-line feedback.

**Peer presentations:** You will be required to study some aspects of specific modules independently and feedback your findings to the wider group, which allows you to further develop your academic skills and critical approach.

**Tutorials:** Face to face meetings with Module Leaders, the Course Leader and your Personal Tutor aims to enable the tailoring of academic, personal and professional advice to meet your individual needs.

**Placements:** You will be expected to meet the requirements of the proposed clinical practice hours via a range of clinical placements. These will take place in a variety of settings and may require considerable travel to and from these locations away from the university. Specific information relating to your course will be available in the course placement handbook.

## Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

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### Course Team

A course leader will be available to discuss choices and progress.

A group of dedicated and experienced academics who form the course team will be available for advice whilst studying modules.

### Virtual Learning Environment (VLE)

On-line resources for each module will be made available through VLE. A 'Course Café' facility within the VLE enables discussion with fellow students and the module academic staff whilst the module is underway.

### Learning and Information Services (LIS)

Face to face and on-line activities to promote study skills development and links to study support via the Learning Centres 'skills for learning' programme and its web pages;  
[http://www.wlv.ac.uk/lib/skills\\_for\\_learning.aspx](http://www.wlv.ac.uk/lib/skills_for_learning.aspx)

Learning and information services (LIS) offer individual and group support at degree level across our campus learning centres.

'ASSIST' provides real-time online librarian support available at;

<http://www.wlv.ac.uk/lib/contacts/assist.aspx>

### Personal Tutor

A 'Personal Tutor' will be allocated at the start of the course and will be available for personal advice both on-line and face-to-face.

### Additional Services

The [Careers and Employment Services](#) team offer support in finding a part-time job or volunteering whilst studying and help in preparing for perhaps different work after study.

The Counselling Service offers a confidential space where you can talk to a counsellor about your concerns. Personal appointments are available on all campuses; there is a drop-in service every weekday at City Campus and on online counselling is available at [www://www.wlv.ac.uk/counselling](http://www.wlv.ac.uk/counselling)

The student financial support unit at money matters can help with advice on funds available to students.

The student enabling centre provides a comprehensive range of support for Deaf, Dyslexic and Disabled students including; screenings and assessments, guidance on gaining financial support, support services and enabling technologies. They can be contacted at students with disabilities.

Student Advisors are available within FEHW and can be accessed independently for any aspect of study or University life.

## Employability in the Curriculum:

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There are numerous physiotherapy roles within both the public and private sectors across the UK and usually within multi-disciplinary and integrated teams, e.g. increasing activity levels, preventing injury at work and facilitating return to work, supporting people with long-term conditions, rehabilitation, supporting children with movement difficulties or learning difficulties, preventing and treating sports injuries, supporting women with ante and post-natal care, treating elderly patients, contribution to the health and wellbeing of people with mental health problems and working as part of palliative care teams.

You will be qualified to work in a variety of settings within the NHS, industry, community settings, sport and the private, independent and voluntary sectors. In addition, there are opportunities to work in education,

research and service management.

Qualified physiotherapists can also work internationally, although some countries may require additional proof of competence to practise.



THE UNIVERSITY OF OPPORTUNITY