

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	AH002T01UV	Full-time	4 Years
UCAS Code:	B161		
Course Title:	BSc (Hons) Physiotherapy With Foundation Year		
Hierarchy of Awards:	Bachelor of Science with Honours Physiotherapy Bachelor of Science with Honours Physiotherapy Diploma of Higher Education Physiotherapy Certificate of Higher Education Physiotherapy Foundation and Preparatory Studies Physiotherapy University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	01/Apr/2020		
Last Review:	2021/2		
Course Specification valid from:	2020/1		
Course Specification valid to:	2027/8		

Academic Staff

Course Leader:	Jessica Clough
Head of Department:	Mr Peter Gregory

Course Information

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

Entry Requirements:

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)

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Entry Requirements

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

If you have other qualifications or relevant experience, please contact The Gateway for further advice before applying.

- You will need to supply evidence in the personal statement on the application form that demonstrates your suitability for the BSc (Hons) Physiotherapy with Foundation Year course and your reasons for wanting to study the course.
- You will be required to provide a satisfactory reference (academic or employer).
- All offers are subject to a 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.
- Please note all offers of a place on the course are subject to a satisfactory Disclosure and Barring Service (DBS) Check and occupational health clearance.
- 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 currently available to international applicants.

English Language

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

Additional Information

Entry to this course requires an enhanced Disclosure and Barring Service (DBS) Check. If you have accepted a Conditional Offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The applicant will be charged for this service.

Entry to this course requires a satisfactory occupational health assessment. You are required to complete a health questionnaire and meet occupational health requirements. If you are accepted onto the course, all your vaccinations will need to be up to date before you attend placement and the University provides a vaccination programme to ensure that you are appropriately covered.

During years 2, 3 and 4 of the course you will be required to attend a variety of placements, so it is essential that you are able and willing to travel to placement.

The University will make reasonable adjustments for any candidate who has a disability recognised under the Equality Act, 2010 but we ask that you contact the University in advance to enable us to make adjustments.

Recognition of Prior Learning (RPL) will be assessed in advance of your entry to the course and will be considered in line with professional body standards and university regulations. If you have other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.

If you have previously studied a professional course at another University or College, we will require an academic reference from your previous higher education institution.

You will need to demonstrate that, on entry to the course, you have capability for digital and technological literacy to meet course outcomes. Evidence of your digital literacy and technological literacy capability is linked to the online application process.

Funding

Please note that an offer of a place at the University does not guarantee eligibility for student funding. To confirm that you meet the residency criteria go to www.gov.uk/student-finance/who-qualifies or telephone SFE on 0300 100 0607. Applicants who are classed as 'overseas' for fee purposes (<https://www.ukcisa.org.uk/Information--Advice/Fees-and-Money/Home-or-Overseas-fees-the-basics>) will still be considered as long as their country of domicile is the United Kingdom and do not require Tier 4 sponsorship.

Distinctive Features of the Course:

- The Foundation Year has been designed to prepare you for studying at undergraduate level and to support you to develop the required skills and knowledge to transition effectively into Level 4 study.
- On successful completion of Year 1 (foundation year) you will progress to the BSc Physiotherapy (Hons) course subject to satisfactory DBS and occupational health clearance.
- You will learn the core skills of physiotherapy practice which will equip you to work in a variety of settings upon qualification such as public, independent, commercial, charitable or academic organisations and employment opportunities for qualified physiotherapists are continuing to grow. Qualified physiotherapists can also work internationally, although some countries may require additional proof of competence to practise. Additional roles for experienced physiotherapists include academic, education and research careers.
- Inter-professional learning (IPL) opportunities are embedded within all years of this course with some modules being shared with other allied health professionals. Inter-professional learning is when students from different professional areas learn with, from and about each other to improve the quality of care. IPL is vital in supporting you to develop the knowledge, skills and insights necessary for employment within increasingly integrated and complex health and social care settings.
- Service users and carers have been integral members of the curricula development group, contributing to the curricula design and delivery. Their engagement with your studies is embedded within the module content and assessment of the modules.
- The course adopts a spiral curriculum which means that you will see some topics revisited during each year, but in your second and third years they will increase in complexity promoting more advanced applications of areas previously covered, thereby increasing your proficiency and expertise. Your new learning will build upon previous learning to reinforce what you already know and to support you to develop competence and confidence.
- The assessments that you will complete throughout the course have been designed to mirror professional

practice in real-world contexts, developing skills that will help you to succeed in the workplace. Assessments build on each other, enabling you to see the connections across modules and years.

- Module teaching teams who are subject specialists with extensive experience working within the health care arena, all of whom have additional professional and academic qualifications.
- Placement opportunities within a range of different health and private settings, to give you the opportunity to experience unique opportunities within evolving areas of Physiotherapy practice, such as the First Contact Practitioner role within GP surgeries, as well as within private and voluntary sectors. You may also receive experiences within non-patient facing areas, such as virtual and leadership placements. Such placements offer invaluable experience of alternative roles available within the profession, allowing you to develop your wider professional skills.
- Visiting and honorary lecturers from health care related fields who bring contemporary and real-world examples of practice into the classroom.
- Links and knowledge from local, national and international research initiatives undertaken in the School of Allied Health and Midwifery and the wider University research institutions.
- Focus throughout the course is on the application of physiotherapy practice to real world contexts, ensuring you develop skills that will help you to succeed in the workplace. There is regular formal and informal liaison with local employers to ensure the course meets current practice needs and local employers helped to inform the module content, the structure of the course and the overall curricula design.
- Research and contemporary evidence based practice is central to all teaching and learning activity within the course to ensure students have the most up to date knowledge upon its completion. This also ensures students have the required skills and knowledge to develop and improve services and their own and others' practice through the utilisation of contemporary and evidence based techniques.
- This BSc (Hons) Physiotherapy with Foundation Year course has an established reputation of producing high quality graduates fit for purpose in the physiotherapy profession. The School has built on its traditional values whilst advancing contemporary practices and forging strong links to research. The feedback from employers on the quality of our graduates is excellent and often described as exceeding employer expectations.
- The course is mapped to the HCPC Standards of Education and Training (2018), HCPC Standards of Proficiency for Physiotherapy (2013) and the Chartered Society of Physiotherapy Learning and Development Principles (2020)

Educational Aims of the Course:

During your Foundation Year you will develop skills appropriate to University such as finding and using information, working collaboratively with others, challenging and debating ideas and expressing yourself with greater confidence. The foundation year will also develop your knowledge in areas linked to working as a health professional, such understanding the Human Body and contemporary health and social care.

Once you have successfully completed the foundation year, you will progress to the BSc (Hons) Physiotherapy course where you will develop the knowledge, skills and behaviours of a Physiotherapist.

The course philosophy places you at the centre of the learning experience to facilitate your transition to become an autonomous, accountable and reflective practitioner who is committed to life-long learning. The course team work in partnership with you to enable you to reach your optimal personal and academic potential as you transition to become a Physiotherapist. You will develop a range of transferable skills, including the ability to investigate, undertake and apply research evidence, leadership and management skills as well as being skilled in the use of information technology.

The overall aim of the BSc (Hons) Physiotherapy course is to develop confident and compassionate skilled

physiotherapy practitioners who are at the forefront of the profession and who demonstrate the transferable skills to be highly employable in a variety of settings. The course will:

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, undertake 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.

Successful completion of the course will provide eligibility to apply for registration with the Health and Care Professions Council (HCPC) as a Physiotherapist and you will also be eligible to join the Chartered Society of Physiotherapy.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

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
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00

PSRB:

None

Course Structure:

September (Full-time)

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

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

Module	Title	Credits	Period	Type
3ED004	Interprofessional Working	20	SEM2	Core
3HL007	Introduction to the Human Body	20	SEM1	Core
3NH002	Introduction to Higher Education	20	SEM1	Core
3NH003	Equality, Diversity, Inclusion and Ethics	20	SEM1	Core
3NH004	Factors Affecting Health	20	SEM2	Core
3NH005	Preparing for a professional course	20	SEM2	Core

September (Full-time)

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

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

Module	Title	Credits	Period	Type
4AH032	Foundations of Inpatient Physiotherapy Practice	20	SEM1	Core
4AH033	Foundations of Outpatient Physiotherapy	20	SEM1	Core
4AH022	Professionalism Level 4	20	SEM1	Core
4AH035	Foundations of Outpatient Physiotherapy Practice	20	SEM2	Core
4AH034	Foundations of Inpatient Physiotherapy	20	SEM2	Core
4AH024	Evidence-Based Practice and Research Level 4	20	SEM2	Core

September (Full-time)

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

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

Module	Title	Credits	Period	Type
5AH032	Holistic Long-Term Physiotherapy Patient Management	20	SEM1	Core
5AH033	Holistic Physiotherapy Outpatient Management	20	SEM1	Core
5AH034	Practice Based Learning Placement 2	20	SEM2	Core
5AH035	Practice Based Learning Placement 3	20	SEM2	Core
5AH022	Level 5 Evidence Informed Practice	20	YEAR	Core
5AH031	Holistic Management of Cardiorespiratory Inpatients	20	SEM1	Core

September (Full-time)

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

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

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)

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

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

Module	Title	Credits	Period	Type
6AH044	Practice -Based Learning Placement 4	20	SEM1	Core
6AH043	Continuing Professional Practice	20	SEM1	Core
6AH047	Physiotherapy Independent Study	40	YEAR	Core
6AH045	Effective Collaborative Practice	20	SEM2	Core
6AH046	Practice Based Learning Placement 5	20	SEM2	Core

September (Full-time)

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

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

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:

Section 4.3.3

If you fail a practice component because your performance has fallen below the expected standard due to serious or repeated mistakes that compromise public safety in accordance with Professional Body Fitness to Practice procedures, your right to re-sit will be at the discretion of the Assessment Board. Where there is a high likelihood that public safety may continue to be compromised, the Faculty could withhold your right to a re-sit opportunity.

Section 4.3.5

You are permitted a second attempt at one failed practice-based learning component but will be withdrawn from the programme if you fail the second attempt in line with PSRB requirements (Chartered Society of Physiotherapy).

If you fail a practice-based learning module on substantiated grounds of fitness to practise concerns, you will be denied a retrieval attempt

Section 4.4.3

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

Section 4.5.1

Exemption in accordance with Chartered Society of Physiotherapy (CSP) standards which require you to pass all modules before progressing to your next level of study.

Effective date : September 2022

Reference Points:

Academic Reference Points

- [UK Quality Code for Higher Education](#)
- [Qualifications and Credit Frameworks](#)
- [University Policies and Regulations](#)

Professional Reference Points

- HCPC Standards for Education and Training (2017)
- HCPC Standards of Proficiency for Physiotherapists (2013)
- Chartered Society of Physiotherapy Learning and Development Principles (2020)
- Health and Care Professions Council Standards of Conduct, Performance and Ethics (2016)

Regulatory and Professional Body Requirements

- You are required to demonstrate that you have the skills, knowledge, health and character to care for people safely. This requires you to demonstrate high level reflective skills and a duty of candour towards patients and their families, meeting the ethical and professional conduct expectations of the profession. Failure to adhere to the expected conduct will result in a fitness to practise investigation.
- During enrolment at the start of each year of the course you will be required to undertake a self-declaration to declare any cautions and/or convictions, reprimands or warnings from the police and any health conditions and/or disability that could affect your ability to practice safely and effectively. You must declare any changes to your health or character status as soon as they arise: you should not wait for the annual declaration process to do this. You can discuss any changes with your personal tutor or the course leader so that they can identify whether any further action or investigation is required with regards to your fitness to practise.
- The BSc (Hons) Physiotherapy with Foundation Year course is structured so that you undertake 1000 hours of clinical practice in years 2, 3 and 4. You will undertake a placement in a variety of placement settings, and you will have supernumerary status in practice which means that you will be additional to the workforce requirement and staffing figures. During the course you will make an evolving contribution to the work of the placement area to enable you to learn how to care for clients/patients and meet the professional competence requirements of your course. Any absence taken during your course, for example due to sickness, special leave or compassionate leave, will need to be retrieved. Any delay in completing the required hours can delay your completion of the course and influence the timing of your registration.
- Completed hours of a failed practice-based learning placement do not count toward the overall minimum requirement of 1000 practice-based learning hours.

- You must complete the course within 6 years of its start (the duration of the course + 2 years).
- Successful completion of the four-year BSc (Hons) Physiotherapy with Foundation Year course will provide eligibility for you to apply to register as a Physiotherapist with the Health and Care Professions Council (HCPC) and to become a member of the Chartered Society of Physiotherapy.

Wider Reference Points

- Equality Act (2010)
- NICE (2019) Workplace Health: long term sickness absence and capability to work (NG146)
- NHS long-term plan (DoH 2019) <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf>
- NHS Interim People Plan (2019) https://www.longtermplan.nhs.uk/wp-content/uploads/2019/05/Interim-NHS-People-Plan_June2019.pdf
- Public Health England Strategic Plan 2020 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830105/PHE_Strat25_Executive_Summary.pdf
- Public Health England screening <https://www.gov.uk/government/groups/uk-national-screening-committee-uk-nsc>
- Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report) (2013)
- <https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry>
- The Topol Review: Preparing the healthcare workforce to deliver the digital future (HEE 2019) [file://pr-store2.unv.wlv.ac.uk/home2\\$/ex6697/home/Profile/Downloads/HEE-Topol-Review-2019.pdf](file://pr-store2.unv.wlv.ac.uk/home2$/ex6697/home/Profile/Downloads/HEE-Topol-Review-2019.pdf)
- Working Together to Safeguard Children (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
FY01 Demonstrate excellent communication skills through a variety of modes and cultural awareness.	
FY02 Exhibit skills of academic writing and presentation results	
FY03 Improve confidence in learning, study and approaches to finding information	
FY04 Understand the values you need to work as a HCP	
FY05 Understand the factors that affect health and treatment of ill-health	
FY06 Prepare for the demands of a professional course including placements	
CERTHE01 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	
CERTHE02 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	
CERTHE03 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work	
CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments	

Learning Outcomes	Modules
<p>DIPHE01 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility</p>	
<p>DIPHE02 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.</p>	
<p>DIPHE03 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</p>	
<p>DIPHE04 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</p>	
<p>DIPHE05 Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</p>	
<p>DIPHE06 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</p>	
<p>DIPHE07 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.</p>	
<p>BHONS01 Critically analyse the health needs of people in diverse and multi-cultural health and social care settings</p>	
<p>BHONS02 Evidence a sound understanding of biological, physical, clinical and behavioural sciences</p>	
<p>BHONS03 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.</p>	
<p>BHONS04 Evaluate leadership and management skills that value creative and evaluative approaches to innovation and risk management.</p>	
<p>BHONS05 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</p>	
<p>BHONS06 Critically analyse the legal and ethical dimensions of healthcare practice</p>	
<p>BHONS07 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.</p>	
<p>BHONS08 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.</p>	
<p>BHONS09 Critically evaluate the physiotherapists 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</p>	
<p>BHONS10 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.</p>	

BHONS05 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.

Modules

BHONS06 Critically analyse the legal and ethical dimensions of physiotherapy practice.

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 four 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 University is committed to ensure that everyone has an equal opportunity to achieve and progress in their studies (Inclusivity Framework: Curriculum Design and Delivery). The teaching, learning and assessment within the course aims to promote an inclusive curriculum of study and minimise cultural barriers to enable your success. An inclusive curriculum refers to "the process of developing, designing, and delivering programmes of study to minimise the barriers that students, regardless of educational, dispositional, circumstantial, or cultural background, may face in accessing and engaging with the curriculum" (adapted from Gravestock 2009, Thomas and May 2010, NUS 2011). An inclusive curriculum embraces equity where protected characteristics, personal circumstances and historical disadvantages are recognised within its design and delivery. Bringing diverse experiences into learning, teaching and assessment will enhance the diversity and relatability of the curriculum to you as the student. This is achieved through welcoming the diversity and richness of individuals within the teaching and learning activities of the course, an example of this is the case studies that are used within the teaching have been co-created with the student group to ensure they reflect the unique lived experiences of the students from a range of communities.

Based on Bigg's constructive alignment principles, whereby the assessment is designed to assess the module learning outcomes and teaching and learning activities are aligned for their achievement, the teaching, learning and assessment strategy of this course utilises Bruner's concept of a spiral curriculum. Thus topics will be revisited throughout the course with an increasing complexity applied to them, new learning will be assimilated with previous learning, enabling reinforcement of the information throughout the course. This also concurs with the cognitive domain of Bloom's taxonomy in which there is progression from 'knowledge and understanding' to 'application and analysis' as you progress through your studies.

In line with the University of Wolverhampton's Research Strategy, research will be embedded within all teaching, learning and assessment activity of the course to 'Improve Lives Through Research Excellence'. Research-inspired learning will be achieved through the use of evidence-based and contemporary research to promote optimal patient/service user outcomes, as well as consideration of societal challenges and the importance of research in the facilitation of service improvement. You will undertake a final year independent project utilising research principles which will consider a topic of your choice in some depth.

You will experience a range of different teaching, learning and assessment activities during your course; these include lectures, seminars, debates, problem-based learning, problem-solving, small group learning sets, formative and summative assessment tasks, online activities, written essays, tutorials, independent research, video analysis, visits, case study analysis, simulation and placements. 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. Teaching and learning activities will incorporate established and developing theories and techniques of physiotherapy practice, utilising contemporary evidence-based and research in all teaching and learning activities. Specialist lecturers will be employed to contextualise the application of their own, and others, research to the course.

Physiotherapists work in multi-disciplinary teams with other health and social care professionals and each year one of your modules will be taught with students from other health and social care courses, specific simulation sessions will be introduced throughout the course as additional IPL activities and extra curricula activities such as journal clubs will also be introduced as an opportunity for inter-professional learning. You will also learn with and from others in the workplace during your practice-based learning placements. This is intended to equip you with appropriate knowledge, skills, and attitudes for effective inter-professional working, thus improving collaborative practice and ultimately improving quality of care. The aims of IPL are:

- To improve mutual awareness, trust and respect, countering ignorance, prejudice and rivalry in readiness for collaborative practice
- To improve learners' appreciation of safe and good practice
- To create opportunities for students to explore ways in which their professions can work more closely together to respond more fully, more effectively and more economically to multiple and complex needs
- To establish and maintain interdependent relationships between professions

You will be required to attend a minimum of 80% of the taught University sessions and actively engage with the teaching and learning activities of the course throughout your study. You may not be able to undertake your first year placement if you have not undertaken the practical assessment elements of first year modules which will prepare you for your placement.

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

Information technology is integral to our teaching and learning strategies and you will be exposed to a range of digital learning experiences in your studies to enhance your digital literacy, including professional use of social media, virtual learning environments, literature searching techniques, Office 365, and how to undertake effective virtual assessment and treatment with your patients, including the possibility of a virtual placement.

Digital technology includes discussion boards, formative online assessment and the use of interactive software during lecture presentations.

- **Lectures:** You will experience a variety of synchronous and asynchronous lecture formats. Within synchronous lectures, 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 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 you to practice in near to real life situations in relation to physiotherapy practice. 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 your experiences 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 peers to engage in dialogue with each other as well as with academic staff.
- **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 aim 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 1000 practice hours via a range of clinical placements where you will be supported and assessed by a named practice educator. Placements will take place in a variety of settings and may require considerable travel to and from these locations.

Assessment

The assessment strategy is underpinned by Bigg's constructive alignment principles whereby the assessment is designed, and aligned, to assess the module learning outcomes and is guided by the University of Wolverhampton's Assessment Handbook: Code of Practice on the Quality Assurance and Academic Regulation of Assessment, with assessments meeting the required indicative assessment tariff. You will be encouraged to use feedback from previous assessment submissions to improve the quality of your next submission and you will be offered formative assessment within each module to promote the achievement of higher grades.

The assessments have been designed to reflect the 'spiralled' nature of your learning experiences, building on the complexity of the topics studied. Assessments will focus on the integration of subject knowledge within theory and practice, with an increasing focus on the application to practice in your assessment as you progress through the course.

You will be expected to evidence your increasing knowledge of professional practice as a physiotherapist and what it means to be a professional through the use of evidence-based and contemporary physiotherapy theories and techniques within all of your assessments.

There are a range of assessments undertaken within this course and some modules offer a choice of assessment topic (i.e. a choice of case study) or a choice of assessment method (i.e. presentation or essay) for some modules. The range of assessments have been chosen to ensure you have the skills required as a Physiotherapist i.e. as a physiotherapist you will need to present information to the multi-disciplinary team (presentations) and be able to write reports and notes succinctly and accurately (case studies; essays). Assessments that you will undertake include written examinations (including online examinations, open and closed book examinations and quizzes), coursework (essays, reports, portfolios, project proposals and briefs, CVs, poster presentation), practical (oral and video presentations, laboratory work, performances, practical skills assessment).

In some modules, your placement does not have any weighting aligned to it, it is pass or fail, and where practice education is included within a module there may be multiple assessments that have to be undertaken within the module, one of which will be assessment of your practice-based learning placement. Where this applies, the theory element(s) of the module will make up your module grade.

Assessment is planned from a course wide perspective and the assessments that you complete have been designed to mirror a range of practice / real-world contexts. This helps you to develop confidence and prepares you for the challenges of autonomous practice. The course includes a range of different assessment tasks, such as case studies, examinations, reflections, presentations, skills assessments and an in-depth project which all contribute to your formation as a critical thinker and as a life-long learner. Assessments build on each other and grow in complexity, enabling you to see the connections across modules and years. The assessment strategy and methods ensure graduates meet the ethical and professional conduct expectations of the profession.

The assessment strategy adopted within the course aims to ensure that everyone has an equal chance to succeed and progress and is central to the University 2030 strategic plan 'inclusive student success.' Staff review and reflect on barriers standing in the way of student progression and recognise that everyone enters the course from different backgrounds, with different life experiences, with different abilities and varying levels of knowledge. The development of inclusive assessment opportunities which meet the needs of all learners is central to the course philosophy and our assessment strategy encourages you to take responsibility for your own learning by offering choice of assessment in some modules. For example, in some modules there is a choice of assessment topic (where you can choose your own case study, for example) whilst in other modules you can choose how you would like to be assessed (such as submitting an essay or undertaking a presentation).

The ways in which you will be assessed will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- demonstrate you have met the professional standards for practice as a physiotherapist;

- demonstrate you have met the ethical and professional conduct expectations of a physiotherapist;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

The assessment strategy for the BSc (Hons) Physiotherapy with Foundation Year course has been designed to reflect the 'spiralled' nature of your learning experiences and assessments will focus on the integration of subject knowledge with theory and practice. There are two types of assessment you will encounter throughout the course: -

Formative - the marks and grades for these assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide you with comments to let you know how you are doing. Sometimes the format of a formative assessment activity will be similar to the final (summative) assessment activity for the module, in order to prepare you and ensure that you are familiar with the summative assessment task. You will be offered individual tutorial support to go through areas that are done well and area for improvement with the tutor prior to the final summative submission.

Summative - assessment activities where the mark you receive will contribute towards the final mark for your modules. You will receive feedback on all summative assessments through the virtual learning environment, Canvas, so you can see how the mark was achieved and tutorial appointments will be available with the tutor if requested to go through the mark in some detail

Feedback and feed forward are an integral part of teaching and learning and are crucial elements in supporting your development. Feedback and feed forward comments on a formative piece of work, for example, enable you to look at the strengths and weaknesses of your work and allow you to take action to improve before you have to submit your assessment. In each module you will have opportunities to submit formative assessment and to receive feedback and feed forward advice. You will receive feedback in a variety of ways throughout your course depending upon the assessment, it could be through e-mail, general group feedback, Canvas, or individual face to face tutorials.

To qualify for the award of a Bachelor of Science Honours Degree Physiotherapy, and be eligible for registration with the HCPC, students must complete all course requirements and pass all modules.

Practice-Based Learning (Years 2, 3 and 4)

Practice-based learning is central to your educational studies and allows the opportunity to apply the theory you have learnt in university to your practice as a physiotherapist. Although integrated as an educational method, practice-based learning has specific standards and criteria which apply. It facilitates the formation of your professional identity as a physiotherapist and develops your knowledge, skills and behaviour to meet the professional standards for practice and professional conduct expectations of the profession.

Throughout your programme of study, you will be required to complete a minimum of 1000 hours of practice placements to fulfil the requirements for registration as a qualified Physiotherapist with the CSP and HCPC. You will be guided in your placement by a named practice educator who will facilitate, supervise and assess your performance in the workplace. The length of each placement will vary from 4- 6 weeks depending on the year that you are in.

- These practice placements will be offered in a range of diverse placement settings for you to gain the core physiotherapy skills of exercise, movement, and rehabilitation, manual therapy and therapeutic handling, therapeutic and diagnostic technologies, and allied approaches within musculoskeletal, cardiorespiratory and neurological settings to provide you with the required competencies of current clinical and professional practice. Many of our practice placements are supplied by NHS Trusts in the surrounding areas of Walsall, Wolverhampton, Shropshire and Birmingham. We also offer unique opportunities within evolving areas of Physiotherapy practice, such as the First Contact Practitioner role within GP surgeries, as well as within private and voluntary sectors.

You may also receive experiences within non-patient facing areas, such as managerial or research physiotherapy settings as well virtual and leadership placements. Such placements offer invaluable experience of alternative roles available within the profession, allowing you to develop your wider professional skills.

All placement settings are subject to regular educational audit and review to ensure they maintain and develop an optimum learning environment for students to achieve their standards of competency.

Your practice educator will facilitate learning opportunities, including any reasonable adjustments you may need, for you to get the maximum benefit from your placement. They will observe you, conduct and record your assessments informed by your reflections, and feedback from others to confirm achievement. You will receive regular feedback from the practice placement educator to ensure you progress to achieve the standards of proficiency necessary to become a physiotherapist. These standards of proficiency will be formally confirmed within the placement documentation by the practice educator at the end of each placement. Your first placements will achieve either a pass or fail mark as the focus on these placements is on your learning within the workplace. As you progress through your placements to your third year there will be a grade associated with the placement which gives you the opportunity to evidence your developing skills, knowledge and behaviours as a physiotherapist.

As you progress through your course you will be expected to take on more responsibility within your practice placements. This will enable you to develop confidence and skills in your work as a member of the physiotherapy / multidisciplinary team.

Throughout your practice placement learning you will always be expected to conduct yourself in a professional manner. We will provide guidance and information on the requirements regarding professional conduct to help you understand how to manage learning in the complex and sometimes unpredictable world of healthcare.

Further information related to your practice learning experience can be found in your practice placement handbook.

Assessment Methods:

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:

University Library

General University support:

University Learning Centres are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases. Learning Centres also provide students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills.

The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/.

Course Specific Support

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your

personal tutor is by visiting [e:Vision](#).

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your [Course Guides](#), along with their contact details.

Course leader

The course leader is an HCPC registered Physiotherapist and has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Faculty Student Enabling Tutor

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Working in partnership with you

The University and the Student's Union take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience. Our student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter: <https://www.wlv.ac.uk/about-us/student-charter/>

Employability in the Curriculum:

Employment opportunities for qualified physiotherapists are vast. The course is designed to provide 'fit for purpose' physiotherapy practitioners within the health care workforce, clinically prepared for the work that they will do. As such, you will be an autonomous practitioner, able to work independently or as part of a team, able to analyse, assess health risk and contribute to preventative care. You will contribute to holistic and seamless care for the individual whichever setting you choose to work.

The course has been developed in consultation with local employers, service users and carers and students to ensure that it prepares you for your role as a physiotherapist. These stakeholders contributed to the structure of the course, the module content and delivery and the length of placements to enable you to gain the most from your learning experiences.

Adhering to the University's Graduate Attributes Framework, the course will assist you to develop a strong professional identity and to be confident in demonstrating key employability skills such as being self-directed in your learning, having the ability to problem solve and to think critically. You will develop effective communication, leadership and decision-making skills to ensure you are an effective and safe practitioner with a good awareness of the wider influences on your practice. You will also gain core skills in research, audit and service improvement to ensure you are responsive to change and utilise evidenced based practice. These are all qualities that are essential for providing expert, evidence-based care and will make you highly employable. Immediate career prospects are excellent for newly qualified physiotherapists.

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.

Additional roles for experienced physiotherapists include academic, education and research careers.