UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate)

Date amended: August 2020

For 2021/22 entry

1. **Programme title(s) and UCAS code(s):**

   BSc Physiotherapy (UCAS Code B160)

   Certificate of Higher Education in Physical Rehabilitation*

   Diploma of Higher Education in Physical Rehabilitation*

   * Exit awards only

2. **Awarding body or institution:**

   University of Leicester

3. **a) Mode of study:**

   Full time

   b) Type of study:

   Campus Based

4. **Registration periods:**

   The normal period of registration is three years

   The maximum period of registration is five years

5. **Typical entry requirements:**

Application will be via UCAS. The UCAS application will be scored. Subject to initial scoring applicants may be invited to interview after which a decision will be made in regards to offers. Applicants are expected to show academic attainment at the required level within 3 years of the course proposed start date. In line with the National Health Service Constitution we use a values based recruitment approach in seeking candidates with the appropriate values to support effective team working in delivering excellent patient care. International students that are suitable for an interview will undertake a Skype interview with 2 members of staff. This interview will include live completion and return of a mind-set questionnaire and other related on-line activities that can be undertaken in real time.

Academic Entry Criteria

The following qualifications will be accepted as meeting the minimum academic entry criteria:

GCSE (or equivalent) requirements

Applicants will normally be required to hold at least six GCSEs (or equivalent) taken at one sitting, at grade C or above (grade 4 or above in the reformed GCSEs (England) including: Mathematics, English Language, Combined or Single Science subjects
This must include

- Mathematics (at grade B reformed grade 6 or above,)
- English Language (at grade B reformed grade 6 or above,)
- Combined or Single Science subjects.

Normally applicants should have obtained GCSE level qualifications before applying. Equivalent qualifications for Mathematics and English Language and Level 2 Key Skills/Functional Skills are not accepted.

UCAS tariff points

Qualification	Required Grade Profile	Further Information
A-Levels (Full A2)	ABB or A*BC or AAC	Applicants must hold Biology or Human Biology or Physical Education as one of the A2 subjects. Those offering A*BC or AAC must include Biology, Human Biology or Physical Education with grade B or above. General Studies, Extended Project Qualification and Critical Thinking are **not** accepted. A Pass in Science Practical will be required if applicant is taking the reformed A level Biology (England). Applicants not given the opportunity to study science practical by their institute will be considered on an individual basis.
Cambridge Pre-U (Principal Subject)	M1, M1,M2	The applicant must hold Biology, Human Biology, or Sports Science as one of their Cambridge Pre-U subjects.
'BTEC qualifications (QCF) (suite of qualifications known as Nationals)' and OCR Level 3 Cambridge Technical (OCRCT)	Extended Diploma 180 credits DDD + B at A Level or Diploma (120 credits, DD) BTEC Subsidiary Diploma (60 credits, D) / OCRCT Introductory Diploma (60 credits) + BB at A Level	There are no subject specific requirements for BTEC / OCRCT but applicants will need to supplement such courses with A level(s). Extended Diploma (180 credits) requires the addition of A level Biology or Human Biology or PE at grade B or above. If the BTEC qualifications are sports related then A level PE is not accepted. Diploma (120 credits) / BTEC Subsidiary Diploma (60 credits) / OCRCT Introductory Diploma (60 credits) all require the addition two A levels, one of which must be A level Biology or Human Biology or PE at grade B or above. If the BTEC / OCR Cambridge Technical qualifications are sports related then A level PE is not accepted. Sports and exercise science will be considered, sports development and performance is not accepted.
International Baccalaureate	34 IB points	6 IB points at higher level Biology are required.
Scottish Advanced Higher	ABB or A*BC or AAC	Candidates will normally be required to hold at least six GCSE (or equivalent) subjects taken at one sitting, at grade C reformed grade 4 or above. This must include • Mathematics (at grade B reformed grade 6 or above) • English Language (at grade B reformed grade 6 or above) • Combined or Single Science subjects.
Irish Leaving Certificate	5 Irish Highers AABBB to include Biology 2017 onwards – H1, H2, H2, H2, H2 including Biology and English	Candidates will normally be required to hold at least six GCSE (or equivalent) subjects taken at one sitting, at grade C reformed grade 4 or above. This must include • Mathematics (at grade B reformed grade 6

		or above) • English Language (at grade B reformed grade 6 or above) • Combined or Single Science subjects.
Welsh Baccalaureate Advanced Diploma (core)	Pass at B or higher	Applicants are also required to hold 2 A Levels at a minimum of grades AB one of which must be Biology, Human Biology or Physical Education
Previous Degree	Normally 2.1 or above	Applicants achieving a 2.1 or above, in a related degree (Biomedical Sciences, Biology, Anatomy, Sports/P.E) may apply for the programme. Applicants achieving a 2.1 or above, in an unrelated degree and meet the School entry requirements (A level, BTEC etc) may apply for the programme. Applicants achieving a 2.1 or above, in an unrelated degree who do not meet the School's Level 3 entry requirements will need to undertake an A level in Biology and achieve a B grade or higher.
Access to Higher Education programme	45 Credits At least 45 Credits at Level three (15 of these to include topics relating to Human Biology / Anatomy / Physiology).	Applicants who have been out of education for **more than three years** and who do not possess NQF level 3 qualifications may apply to the programme having completed an appropriate Access to Higher Education programme. Candidates should hold GCSE Maths and English Language at Grade C or above before applying. Candidates are normally required to achieve at least 30 level three credits at distinction and 15 level three credits at merit
Foundation Year for Health Care Professions courses	Applicants are required to pass all modules across the 120 credits at 70% or above. At least 30 credits must relate to the topics of Human Biology / Anatomy / Physiology.	A Level profile should be BCC or above excluding General Studies, Extended Project Qualification and Critical Thinking. BTEC Extended Diploma (180 credits) applicants require DDD BTEC Diploma (120 credits) applicants require DD in any subject and one A Level (grade C or above) in any subject excluding General Studies, Extended Project Qualification and Critical Thinking. BTEC Subsidiary Diploma (60 credits) applicants require D in any subject and two A Levels (grade C or above) in any subjects excluding General Studies, Extended Project Qualification and Critical Thinking.

Science practical
A Pass in Science Practical will be required if the applicant is taking the reformed A level Biology (England). Applicants who are not given the opportunity to study science practical by their institute will be considered on an individual basis.

English Requirements
Applicants whose first language is not English will need an International English Language Testing System (IELTS) score of 7.0 or higher (with no single subset below 6.5). English language requirements are specified in Senate Regulations 1.10., 1.11., 1.12.1.13 and 1.14 and where appropriate an IELTS equivalent score of 6.5 is required.
The IELTS tests competence in the English language. To be eligible to apply for registration with the Health and Care Professions Council (HCPC), students must be able to communicate in English to the standard equivalent to level 7 of the IELTS, with no element below 6.5 (HCPC, 2014). Applicants who have qualified outside of the UK, whose first language is not English and who are not nationals of a country within the European Economic Area (EEA) or Switzerland, must provide evidence that they have reached the necessary standard (HCPC, 2014). Please note that English language tests need to have been taken no more than two years prior to the start date of the course (UoL, 2015). The assessment of listening, reading, writing and speaking English at level 7 is continuous throughout the program through the application of the SEEC credit level descriptors (2010), the QAA (2004) benchmarks for physiotherapy practice, the use of marking rubrics for written assignments, examinations, presentations and group work (UoL, 2014). Teaching and clinical education staff also make formative and summative assessment decisions on the student's abilities to communicate within the clinical setting. The At Risk processes will identify any students that are not meeting the minimum requirement. Students will be supported in developing their English language through the personal tutor system or the English Language Teaching Unit. If there is any doubt about a students' English language ability, they may be referred to the Fitness to Practise Panel. The University of Leicester reserves the right to require students to achieve a satisfactory score in a recognised English language test, or to pass a test of competence, set and marked by the English Language Teaching Unit (UoL, 2015).

Occupational Health, Disclosure and Barring Service and Insurance
All offers are conditional upon the applicant having a satisfactory Occupational Health assessment, and an enhanced clearance by the Disclosure and Barring Service (DBS). The School requires students to become student members of the Chartered Society of Physiotherapy (CSP). Student membership of the CSP provides access to a range of useful resources and also provides insurance for clinical placements.

Age requirement
All students must be 18 years of age at the commencement of the programme.

6. Accreditation of Prior Learning:

Students entering the University of Leicester BSc (Hons) Physiotherapy course may apply for Credit Transfer, for year 1 only, in respect of their previous study at an appropriate level, to a maximum of 60 credits. If this is awarded, they will be exempt from having to pass one or more modules on the course, on the grounds that they have already met the learning outcomes for those modules by other means. APL will be assessed on a case by case basis at the point of application following an outcome by curriculum matching process, which is only likely to apply in exceptional cases.

7. Programme aims:

The programme aims to provide the students with the knowledge, skills, attitudes and values to underpin contemporary physiotherapy practice and develop the students' competence in

applying clinical skills to the practice of physiotherapy. Students will develop their clinical reasoning and decision-making skills to enable them to undertake best physiotherapy practice. The programme will facilitate the student to develop the competencies required for autonomous practice in a diverse range of health and social care settings.

The programme aims to promote research awareness and its application to physiotherapy practice and the wider health and social care context and to provide the student with the skills to adapt and respond positively to change. In doing this, students will develop key transferable skills to prepare them for graduate employment.

Throughout the programme students will get the opportunity to enhance the development of their interpersonal skills along with effective team working and partnership skills. This promotes engagement in lifelong learning, which is a key feature of the development of an autonomous professional.

The programme promotes effective inter-professional working practices and facilitates the development of leadership, management and entrepreneurial skills.

The programme is designed to provide education and training that is approved by the Health and Care Professions Council (HCPC) and the Chartered Society of Physiotherapy (CSP).

8. Reference points used to inform the programme specification:

- QAA Bench mark statements:
  Health Care Programmes- Physiotherapy (QAA, 2001)
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Health-care-programmes---Physiotherapy.aspx
    - Health and Care Professions Council- S.O.P. http://www.hpc-uk.org/assets/documents/10000DBCStandards_of_Proficiency_Physiotherapists.pdf
    - Health and Care Professions Council-S.E.T http://www.hpc-uk.org/assets/documents/10003B7CAMHPSETsmapping.doc
    - Chartered Society of Physiotherapy learning and Development Principles for CSP accreditation of Qualifying Programmes in Physiotherapy (2010) http://www.csp.org.uk/sites/files/csp/secure/csp_accreditation_of_qualifying_programmes_2010.pdf
    - NHS Knowledge and Skills Framework (DoH 2004) http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4090843
- University of Leicester Discovery Led and Discovery Enabling Learning Strategy 2016-2020
- External Examiners' reports (annual).

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
A successful student should be able to: work ethically and respectfully within a multi-disciplinary team (MDT) to deliver the best available treatment, using the best available evidence where the patient/client is the direct focus of the therapeutic process.	Learning in clinical practice, Inter-professional education sessions.	Essays/written assignments, professional portfolios, seminar presentations, poster presentations, role play, and simulations.
To develop as a practitioner who has the ability to use best practice to inform, design and execute a programme of treatment, carried out sensitively in conjunction with the patient and to a high level.	Lectures, Tutorials, Simulation Events, Seminars, Problem solving classes, patient scenarios	Problem based examinations, competency based assessment, patient case studies,
To be committed to proactive continued professional development and to reflect upon personal performance.	Lectures, Tutorials, Simulation Events, Seminars, Problem solving classes, patient scenarios, Directed reading,	Essays/written assignments, professional portfolios, seminar presentations, computer based exercises, contribution to discussions
To demonstrate the skills of problem-solving, innovation, enterprise, flexibility and resourcefulness to meet the changing needs of Health Care in a variety of settings.	Simulation Events, Seminars, Problem solving classes, patient scenarios, Project supervision, Resource-based learning, Independent research, Computer practical classes,	Essays/written assignments, professional portfolios, seminar presentations, poster presentations, role play, simulations, supervised project work, Problem based examinations, competency based assessment, patient case studies.
(ii) Understanding and application of key concepts and techniques		
A successful student should be able to: Apply theories, concepts and principles of Physiotherapy practice to deliver patient-centred care to a wide range of individuals;	Lectures, Tutorials, Seminars, Simulation Events, Directed reading, Problem solving classes, patient scenarios, Resource-based learning, Independent research, learning in clinical practice	Essays/written assignments, seminar presentations, poster presentations, role play, simulations, problem based examinations, computer based exercises, competency based assessment, patient case studies
Recognise potential risk and intervene to prevent possible, complications occurring;	Tutorials, Seminars, Simulation Events, Computer practical classes, Project supervision, Problem solving classes, patient scenarios, learning in clinical practice	Essays/written assignments, seminar, role play, simulations, problem based examinations, computer based exercises, competency based assessment, patient case studies

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Analyse and interpret relevant health education/promotion information and use this knowledge to promote the health and well-being of patients.	Lectures, Tutorials, Seminars, Directed reading, Resource-based learning, Independent research, learning in clinical practice	Essays/written assignments, seminar, problem based examinations, computer based exercises
Interpret and apply appropriate research and other evidence to underpin care decisions that can be justified	Lectures, Tutorials, Seminars, Simulation Events, Project supervision, Directed reading, Resource-based learning, Independent research, learning in clinical practice	Essays/written assignments, seminar, poster presentations, contribution to discussions and supervised project work
Assess priorities in practice and deliver care competently to meet identified needs	Lectures, Tutorials, Seminars, Simulation Events, Directed reading, Problem solving classes, patient scenarios, Resource-based learning, Independent research, learning in clinical practice	Essays/written assignments, seminar presentations, poster presentations, role play, simulations, problem based examinations, computer based exercises, competency based assessment, patient case studies
Formulate and document a plan of care in partnership with, and with the consent of, patients and, where appropriate, their carers and other members of the MDT	Lectures, Tutorials, Seminars, Simulation Events, Problem solving classes, patient scenarios, learning in clinical practice	Essays/written assignments, seminar presentations, role play, simulations, problem based examinations, computer based exercises, patient case studies
Demonstrate personal and professional accountability for patient care;	Tutorials, Seminars, Simulation Events, Problem solving classes, patient scenarios, learning in clinical practice	Essays/written assignments, seminar presentations, role play, simulations, problem based examinations, computer based exercises, patient case studies, professional portfolio
Accurately document and evaluate the outcomes of care and other interventions	Tutorials, Seminars, Simulation Events, Problem solving classes, patient scenarios, learning in clinical practice	Essays/written assignments, seminar presentations, role play, simulations, problem based examinations, computer based exercises, patient case studies,
(iii) Critical analysis of key issues		
A successful student should be able to: Demonstrate the development of analytical techniques and problem-solving skills expected of an autonomous physiotherapy practitioner.	Tutorials, Seminars, Simulation Events, Problem solving classes, patient scenarios, Resource-based learning, Independent research, learning in clinical practice	Essays/written assignments, professional portfolios, seminar presentations, poster presentations, simulations, patient case studies, contribution to discussions

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iv) Clear and concise presentation of material		
A successful student should be able to: Present and explain topics, issues, ideas and arguments in a variety of written and oral forms;	Seminars, Problem solving classes, patient scenarios, learning in clinical practice	Essays/written assignments, seminar presentations, poster presentations, simulations, competency based assessment, patient case studies, contribution to discussions
Demonstrate skills of analysis and synthesis of material and appropriate use of academic and research conventions	Seminars, Problem solving classes, patient scenarios, learning in clinical practice	Essays/written assignments, seminar presentations, poster presentations, simulations, competency based assessment, patient case studies, contribution to discussions
(v) Critical appraisal of evidence with appropriate insight		
Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice	Tutorials, Seminars, Directed reading, Problem solving classes, Resource-based learning, Independent research, learning in clinical practice	Essays/written assignments, seminar presentations, poster presentations, competency based assessment, contribution to discussions and supervised project work
(vi) Other discipline specific competencies		
A successful student should be able to: Demonstrate professional autonomy and accountability in core physiotherapy practice;	Tutorials, Seminars, Simulation Events, Problem solving classes, Computer practical classes, patient scenarios, learning in clinical practice	Essays/written assignments, seminar presentations, poster presentations, role play, simulations, computer based exercises, patient case studies, contribution to discussions
Demonstrate effective inter-professional relationships within the MDT;	Learning in clinical practice, Inter-professional education sessions, Computer practical classes	Essays/written assignments, professional portfolios, seminar presentations, poster presentations, role play, simulations,
Demonstrate proficiency and confidence in the role of the physiotherapist in health promotion	Lectures, Tutorials, Seminars, Directed reading, Resource-based learning, Independent research, learning in clinical practice	Essays/written assignments, seminars, problem based examinations, computer based exercises
(b) Transferable skills		
(i) Oral communication		
Present information to a contemporary audience.	Group and individual discussion, group presentation and tutorials. Practice Placement	Assessed individual and group presentations. Achievement of specified practice and fundamental outcomes

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate skills in dealing with patients, staff, carers and peers.	Group and individual discussion, group presentation and tutorials. Practice Placement	Assessed individual and group presentations. Achievement of specified practice and fundamental outcomes
(ii) Written communication		
Construction of written work in an accurate, timely, thoughtful, concise format, which meets the specified requirements of the programme. Achieve the required standard for the completion of appropriate records in relation to patient assessment and treatment; and recording and reporting of incidents and procedures.	Lectures and tutorials on study skills self- directed learning Practice placement	Written assignments, reports, case studies and essays. Achievement of specified practice outcomes
(iii) Information technology		
Show a range of IT skills, such as word processing, SPSS, preparation of presentations, the use of the world wide web. Demonstrate the use of computers in the workplace as required	Practice Placement, group work and self-directed learning. Library based seminars and on-line resources	Assessed group work presentation, student assignments. Achievement of specified practice outcomes
(iv) Numeracy		
Application of numeracy skills in clinical practice. Analysis of data from patient related outcome measures and clinical research	Lectures, tutorials, library based seminars and on-line resources	Written examination, module assessment and dissertation. Application on practice placements
(v) Team working		
Work collaboratively and independently in the student group. Become an proactive member of a multidisciplinary team providing patient care	Tutorials, Simulation Events, Group work and Practice Placements. Assessed group work presentation, student assignments.	Achievement of specified Practice and fundamental outcomes
(vi) Problem solving		
Students will develop their clinical reasoning and decision-making skills to enable them to undertake best physiotherapy practice	Tutorials, group work and Practice Placements. Assessed group work presentation, student assignments and on-line resources	Assessed group work presentation, student assignments. Achievement of specified practice outcomes

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(vii) Information handling		
To be capable of gathering, synthesising and analysing patient related information from multiple sources	Lectures, tutorials, self-directed learning, on-line resources and practice placements	Assessed group work presentation, student assignments and dissertation. Achievement of specified practice outcomes
(viii) Skills for lifelong learning		
To apply and develop a range of lifelong learning skills including reflection, listening, note taking, discussion, self -study, reference sourcing, time management, critical analysis and evaluation, and independent practice. To assess their own lifelong learning skills and relate them to career awareness and their choice of future educational development.	Lectures, tutorials, self-directed learning, on-line resources	Student assignment, written and practical examination and completion of personal development plans

10. Progression points:

Progression requirements stipulated below will be subject to the programme being approved by the CSP which is pending.

Due to accreditation requirements of the CSP, progression requirements for this programme are higher than those listed under Senate Regulation 5.

Specific Professional Statutory Regulatory Body Progression Requirements of the CSP:
Students will be required to achieve 120 credits at both levels 4 and 5 of the programme and achieve the minimum hours of study in order to progress to the next year. Students must pass all components of all modules at 40% in order to pass the module and be awarded credit.

In addition to the above, students will be required to achieve 120 credits at level 6 from the 6 taught modules in the third year of the programme and achieve the minimum hours of study in order to receive the final award. Students must pass all components of all modules at 40% in order to pass the module and be awarded credit.

For all module assessments, the students will need to receive a mark of 40% or over, for each element of assessment, in order to pass the module.

Where there are multiple assessments for a single module, compensation between elements will not be permitted; all components must be passed at 40% or greater, including re-sit attempts where the mark will then be capped at 40%. In relation to clinical placements (Placement Education modules 1-5), a student may only re-sit two placement education modules, of which only one can be at level 6. There is no compensation permitted between clinical elements of the programme; all components must be passed at 40% or greater.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

11. Scheme of Assessment

As set out in section 10 above, the assessment requirements are higher than those set out in Senate Regulation 5. Bespoke award regulations for the BSc Physiotherapy are set out in Appendix 3. The rule which allows students to fail is therefore not applicable for this programme and there will be no failed credit allowance awarded.

Exit awards on the programme will not confer eligibility to apply for registration with the HCPC or CSP and recipients will not be entitled to practice Physiotherapy.

Subject to HCPC approval, graduates of the BSc Physiotherapy will be eligible to apply for registration with the HCPC and on successful registration will be entitled to use the term "Physiotherapist" and practice Physiotherapy in the UK.

Programme Assessment Strategy

The programme assessment strategy has been designed to meet the recommendations of the University and Professional bodies (HCPC and CSP). There is a variety of assessments including viva-voce, coursework and examinations designed to suit a variety of student strengths and learning styles. Collaborative working with other health professionals includes the production of posters, presentations and innovative service improvement projects. Each module assessment weighting is in line with the faculty recommendations for testing each learning outcome. Formative assessment is used and feedback is given in a timely fashion in order that the student can act upon any constructive advice. The clinical placements are designed to be developmental and offer a variety of assessments which contribute not only to the students' personal development (both clinical and in autonomous practice) but also to their final degree classification. The final clinical placement requires the student to perform at a newly qualified level prior to completion of the course. Thus utilising all the knowledge, skills, behaviour and values appropriate for a newly qualified practitioner at Band 5.

12. Special features:

There is a large emphasis on Practice Placement associated with this programme, all students are supported by a named visiting tutor throughout the practice placement element of the course. Pre-clinical modules that prepare students for practice placements are supported by learning activities in clinical simulation labs, the anatomy dissecting room and by on-line resources.

13. Indications of programme quality

Internal assessment of programme quality is assessed by the University Programme Approval Panel. External assessment of programme quality is carried out by initial programme approval by the HCPC and CSP, ongoing annual approvals by the HCPC and CSP; and the standard process of External Examination as specified in the Senate Regulations.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester

Appendix 1: Programme structure (programme regulations)

UoL Physiotherapy BSc(Hons) Course Structure Sept							
Y1		Session 1			Session 2		
	INDUCTION Introduction to the course	Clinical Skills: Appendicular Anatomy (15 Credits)			Clinical Skills: Axial Anatomy (15 Credits)		PEW pass/fail
		Clinical Skills: Pathophysiology 1 (15 Credits)			Clinical Skills: Pathophysiology 2 (15 Credits)		
		Clinical Skills: Introducing Practice 1 (15 Credits)			Clinical Skills: Introducing Practice 2 (15 Credits)		
		Professional Development 1 (15 Credits)			Evidence Based Practice 1 (15 Credits)		
Y2	INDUCTION Transition from year 1 to year 2	Clinical Skills 2: Developing Practice (MSK) (15 Credits)	Practice Education 1 (15 Credits) Contains Interprofessional Education		Evidence Based Practice 2 (30 Credits)	Practice Education 2 (15 Credits) Contains Interprofessional Education	Evidence Based Practice 2
		Clinical Skills 2: Developing Practice (C/R) (15 Credits)					
		Clinical Skills 2: Developing Practice (Neuro) (15 Credits)			15 Professional Development 2 (15 Credits)		Professional Development 2
Y3	INDUCTION Transition from year 2 to year 3	Practice Education 3 (15 Credits) Contains Interprofessional Education	Clinical Skills 3 Enhancing Practice (15 Credits)		Practice Education 4 (15 Credits) Contains Interprofessional Education	Clinical Skills 3 Enhancing Practice	Practice Education 5 (15 Credits) Contains Interprofessional Education
			Professional Development 3 (30 Credits)			Professional Development 3	
			Evidence Based Practice 3: (30 Credits)			Evidence Based Practice 3	

	Practice Education		Clinical Skills		Evidence Based Practice		Professional Development

Module Codes:

Module code	Full name
PH1001	Clinical Skills: Appendicular Anatomy
PH1002	Clinical Skills: Pathophysiology 1
PH1003	Clinical Skills: Introducing Practice 1
PH1004	Professional Development 1
PH1005	Clinical Skills: Axial Anatomy
PH1006	Clinical Skills: Pathophysiology 2
PH1007	Clinical Skills Introducing Practice 2
PH1008	Evidence Based Practice 1
PH2001	Clinical Skills 2: Developing MSK Professional Practice
PH2002	Clinical Skills 2: Developing Cardio-Respiratory Practice
PH2003	Clinical Skills 2: Developing Neurological Practice
PH2004	Evidence Based Practice 2
PH2005	Professional Development 2
PH2006	Practice Education 1
PH2007	Practice Education 2
PH3001	Clinical Skills 3: Enhancing Practice
PH3002	Professional Development 3
PH3003	Evidence Based Practice 3
PH3004	Practice Education 3
PH3005	Practice Education 4
PH3006	Practice Education 5

Appendix 2: Module specifications

See module specification database http://www.le.ac.uk/sas/courses/documentation

Appendix 3: Degree Classification Scheme

The BSc Physiotherapy degree will be classified in accordance with the regulations below.

Students must have achieved a pass mark of 40% in every assessment component and every module within the programme to be considered for an award.

First Class Honours	A credit weighted average of at least 70% Or A credit weighted average of at least 68% and modules to the value of at least 120 credits at 70% or better, of which at least 30 credits must be from level 6 No modules with a mark of less than 40% will be permitted.
Borderline	A credit weighted average of at least 68% and modules to the value of at least 120 credits at 68% or better, including at least 90 credits at 70% or better, of which at least 30 credits must be from level 6 and no modules with a mark of less than 40%.
Upper Second Class Honours	A credit weighted average of at least 60% OR A credit weighted average of at least 58% and modules to the value of at least 120 credits at 60% or better, of which at least 30 credits must be from level 6 No modules with a mark of less than 40% will be permitted.
Borderline	A credit weighted average of at least 58% and modules to the value of at least 120 credits at 58% or better, including at least 90 credits at 60% or better, of which at least 30 credits must be from level 6 and no modules with a mark of less than 40%.
Lower Second Class Honours	A credit weighted average of at least 50% OR A credit weighted average of at least 48% and modules to the value of at least 120 credits at 50% or better, of which at least 30 credits must be from level 6 No modules with a mark of less than 40% will be permitted.
Borderline	A credit weighted average of at least 48% and modules to the value of at least 120 credits at 48% or better, including at least 90 credits at 50% or better, at least 30 of which must be from level 6 and no modules with a mark of less than 40%.
Third Class Honours	A credit weighted average of at least 40% OR A credit weighted average of at least 38% and modules to the value of at least 120 credits at 40% or better, of which at least 30 credits must be from level 6 No modules with a mark of less than 40% will be permitted.

Appendix 4: Skills matrix

Programme Specification Appendix 3

Skills Matrix: Healthcare Foundation Programme Skills Matrix

Date amended: 06/07/2020

Programme Learning Outcomes	PH0001 Introduction to Human anatomy and Analysis of Movement	BS0012 Introduction to Medical Sciences	BS0013 Exploring Psychology	BS0011 Foundations of Biological Sciences
(a) Discpline specific knowledge and competencies				
(i) Profeciency in an appropriate body of knowledge				
Profeciency of basic molecular basis of chemistry, biology and genetics of human and animal cells		x		x
Define basic physiological and psychological principles		x	x	x
Explain how cells function together at tissue/organ level; and the functioning of selected body systems		x		
(ii) Understanding and application of key concepts and techniques				
Demonstrate selected feedback and control mechanisms in the body		x		x
Discuss the impact of disturbance of normal control processes on body function and psychological impact		x	x	x
(iii) Critical analysis of key issues				
Explain the process of scientific enquiry, roles of experiment and theory, limits of science		x	x	x
(iv) Clear and concise presentation of material				
Communicate scientific ideas through written material and oral presentations	x	x	x	x
(v) Discipline specific competencies				
Identify and integrate biological concepts		x		x
(b) Transferable skills				
(i) Oral communication				
Students should be able to communicate scientific ideas through oral presentations.	x	x	x	x
(ii) Written communication				
Students should be able to communicate scientific ideas through written material.	x	x	x	x
(iii) Information technology				
Use electronic resources to find information	x	x	x	x
Evaluate such information	x	x	x	x
Use IT resources to process data		x		x
Use IT to present data	x	x	x	x
(iv) Numeracy				
Represent and interpret data visually; mastery of simple calculations based on biometric data and drug doses.	x	x	x	x
(v) Team working				
Working in groups to solve problems, prepare and deliver reports and presentations.	x	x	x	x
(vi) Problem solving				
To apply scientific knowledge to a wide variety of problems	x			
(vii) Information handling				
Correctly process, average and present scientific data and draw appropriate conclusions from it	x	x		
(viii) Skills for lifelong learning (Professionalism)				
Keep an ordered set of course notes	x	x	x	x
Organise their time effectively	x	x	x	x
Be able assimilate and draw accurate conclusions from a wide variety of data	x	x	x	x
To effectively communicate scientific conclusions in both written and oral form	x	x	x	x