



Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: n/a

Last amended: 10/04/2025

Version no. 1

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

BSc Physiotherapy

*Certificate of Higher Education in Physical Rehabilitation

*Diploma of Higher Education in Physical Rehabilitation

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

a) [HECOS Code](#)

HECOS Code	%
100252 Physiotherapy	100

b) UCAS Code (where required)

B160

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 five years

5. Typical entry requirements

a) Academic Entry Criteria

- A2 Level Grades: ABB including Biology, Human Biology or Physical Education at Grade B or above.
- Scottish Advanced Higher: ABB
- Irish Leaving Certificate Pre 2017: AABBB, to include Biology
- Irish Leaving Certificate Post 2017: H1, H2, H2, H2, H2 to include Biology and English.
- Welsh Baccalaureate Advanced Diploma (Core): Pass at B or Higher, plus A2 levels to include Biology, Human Biology or Physical Education at Grade B or above.
- BTEC Extended Diploma: DDD plus A2 Level in Biology, Human Biology or Physical Education at Grade B or above. If the Diploma is sports related, A2 Level Physical Education will not be accepted.

- BTEC Diploma: DD plus two A2 Levels in Biology, Human Biology or Physical Education at Grade B or above. If the Diploma is sports related, A2 Level Physical Education will not be accepted.
- BTEC Subsidiary Diploma: D plus two A2 Levels in Biology, Human Biology or Physical Education at Grade B or above. If the Diploma is sports related, A2 Level Physical Education will not be accepted.
- OCRCT Introductory Diploma plus two A2 Levels at Grade B or above. If the Diploma is sports related, A2 Level Physical Education will not be accepted.
- International Baccalaureate: 34 IB points to include 6 IB points at higher level Biology.
- Cambridge Pre-U (Principal Subject): M1, M1, M2 to include Biology, Human Biology or Sports Science.
- Access to Higher Education Diploma: Access to Higher Education Diploma with 45 credits overall at Level 3 including:
 - 15 credits in topics relating to Human Biology or Anatomy and Physiology
 - 30 credits passed at Distinction
 - 15 credits passed at Merit
- Foundation Year for Health Care Profession: 120 credits with all modules passed at 70% or above. At least 30 credits must relate to the topics of Human Biology or Anatomy or Physiology.
- English Language : IELTS 7.0 with a minimum score of 7.0 in Listening, Reading and Speaking and a minimum score of 6.5 in Writing.
- Normal GCSE Requirements: At least six GCSEs (or equivalent) A*-C or 9-4, to include Mathematics: A*-C or 9-4 and English Language: A*-C or 9-4

b) Notes on Entry Qualifications

- A Pass in Science Practical will be required if applicant is taking the reformed A2 Level Biology (England). Applicants not given the opportunity to study science practical by their institute will be considered on an individual basis.
- Equivalent qualifications for GCSE Mathematics and English Language and Level 2 Key Skills/Functional Skills are not accepted.
- A2 Level in General Studies, Extended Project Qualification and Critical Thinking, will not be accepted.

c) Additional Requirements

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

Evidence of recent study (within the last five years).

Successful competency and values based multiple mini interview. (Including literacy / numeracy / digital and technological literacy capability)

Demonstrate potential to lead and a commitment to provide safe and compassionate nursing care.

Satisfactory Occupational Health Clearance to meet the professional activities of the nurse.

Disclosure and Barring Service (DBS) screening: caring for vulnerable adults and children.

Vaccinations

School of Healthcare students are expected to undertake all relevant vaccinations as recommended by Occupational Health and in line with the Greenbook recommendations ([Immunisation of healthcare and laboratory staff: the green book, chapter 12 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/immunisation-of-healthcare-and-laboratory-staff-the-green-book-chapter-12)), in order to be

able to attend clinical placements. These vaccinations are a requisite for students to successfully complete their course.

Students that do not engage with the relevant immunisation programmes and do not have the required vaccinations will not be able to participate in their clinical placements. **Consequently, they will not be able to complete their course requirements and will therefore not be able to successfully complete their degree.**

There may be exceptions for students who have a medical reason as to why they cannot be vaccinated. This will be reviewed and advice will be sought from the Occupational Health team.

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 students with the knowledge, skills, attitudes and values to underpin contemporary physiotherapy practice and develop their 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 Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy](#) [log-in required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals

- Student Destinations Data
- [Health and Care Professions Council Standards of Proficiency](#)
- [Health and Care Professions Council Standards of Education and Training](#)
- [Chartered Society of Physiotherapy Learning and Development Principles](#)
- NHS Knowledge and Skills Framework

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

d) Discipline specific knowledge and competencies

i) Mastery of an appropriate body of knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

iv) Clear and concise presentation of material

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

e) Transferable skills

i) Oral communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Work collaboratively and independently in the student group. Become a 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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

vii) Information handling

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>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.</p> <p>To assess their own lifelong learning skills and relate them to career awareness and their choice of future educational development.</p>	Lectures, tutorials, self-directed learning, on-line resources	Student assignment, written and practical examination and completion of personal development plans

10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

The following dispensations from Senate Regulation 5 have been approved by the University:

None of the modules on this programme are eligible for compensation and must be passed at the relevant pass mark (40.00% at Levels 4-6) for progression or for the degree to be awarded.

'Proceed and resit' is not permitted on this programme. All modules must be passed in order to allow progression to the following year.

a) Course transfers

n/a

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

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 online resources.

Progression and Award Boards are typically held in July, August and September each year.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
<p>Research-briefed</p> <p>Bringing staff research content into the curriculum.</p>	<p>Physiotherapy is an evidence-based profession and our programme is accredited by the Chartered Society of Physiotherapy (CSP) and the Health and Care Professions Council (HCPC). The CSP encourages all Universities to incorporate the 4 Pillars of practice within their curriculum. These are clinical, education, leadership and research. Programmes should develop students research skills through critical appraisal, evaluation of practice and monitoring of impact. Research is embedded throughout the whole curriculum through staff using current evidence when preparing, constructing and delivering all course material. Current evidence and research is used to inform all elements of Physiotherapy, whether that is within an academic or clinical setting. Students will develop critical thinking and problem-solving skills through exposure to authentic situations both in the classroom and during placement education. The programme draws on international research ensuring that the knowledge and skills our graduates acquire will have applications across the world.</p>
<p>Research-based</p> <p>Framed enquiry for exploring existing knowledge.</p>	<p>Research – based – All teaching and assessment both within academia and clinical practice are based on real world Physiotherapy considerations and challenges, putting the underpinning theoretical concepts into context.</p>
<p>Research-oriented</p> <p>Students critique published research content and process.</p>	<p>Research-oriented - Students are required to critically appraise their own clinical practices and patient care, in classrooms, placement education and assessment. They are given guidance and training in how to critically appraise published research.</p>
<p>Research-apprenticed</p> <p>Experiencing the research process and methods;</p>	<p>Research – apprenticed – Training and practice is provided on all aspects of research throughout all three years of the programme. Students are introduced to the importance of research (year one), research methods (year two) and they carry out a dissertation, including the ethical approval process (year three). Students also have the opportunity to experience clinical placements within a research area, both inhouse, with the University, and externally. The student's</p>

building new knowledge.	clinical hours are made up of being fully immersed within a research working environment.
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As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Our Physiotherapy society runs a journal club that all members are invited to attend.

Our students are regularly invited to participate in research projects in a variety of different capacities ranging from participants to research assistant roles.

Students are automatically given membership to the CSP (Chartered Society of Physiotherapy), which gives them access to publications, webinars on emerging research and potential attendance at conferences.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

As well as this, there is regular peer observation of teaching and assessment both intradisciplinary and interdisciplinary whereby innovation and best practice are shared

The departments academic staff are registered Physiotherapists who are HCPC registered and have a professional obligation to be able to demonstrate continual professional development in order to maintain their registration.

All staff have access to pedagogical support at school, college and university level.

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 Health and Care Professions Council (HCPC) and the Chartered Society of Physiotherapists (CSP), plus 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 [log-in required]

Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: n/a

Last amended: 10/04/2025

Version no. 1

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

BSc Physiotherapy

Level 4/Year 1 **2025/26**

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	PH1001	Clinical Skills 1: Appendicular Anatomy	15 credits
Sem 1	PH1002	Clinical Skills 1: Pathophysiology 1	15 credits
Sem 1	PH1003	Clinical Skills 1: Introducing Practice 1	15 credits
Sem 1	PH1004	Professional Development 1	15 credits
Sem 2	PH1005	Clinical Skills 1: Axial Anatomy	15 credits
Sem 2	PH1006	Clinical Skills 1: Pathophysiology 2	15 credits
Sem 2	PH1007	Clinical Skills 1: Introducing Practice 2	15 credits

Delivery period	Code	Title	Credits
Sem 2	PH1008	Evidence Based Practice 1	15 credits

Notes

n/a

Level 5/Year 2 2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	PH2001	Clinical Skills 2: Developing MSK Professional Practice	15 credits
Sem 1	PH2002	Clinical Skills 2: Developing Cardio-Respiratory Practice	15 credits
Sem 1	PH2003	Clinical Skills 2: Developing Neurological Practice	15 credits
Sem 2	PH2004	Evidence Based Practice 2	30 credits
Sem 2	PH2005	Professional Development 2	15 credits
Sem 1	PH2006	Practice Education 1	15 credits
Sem 2	PH2007	Practice Education 2	15 credits

Notes

n/a

Level 6/Year 3 2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	75 credits	15 credits	30 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	PH3001	Clinical Skills 3: Enhancing Practice	15 credits
Year long	PH3002	Professional Development 3	30 credits
Year long	PH3003	Evidence Based Practice 3	30 credits
Sem 1	PH3004	Practice Education 3	15 credits
Sem 2	PH3005	Practice Education 4	15 credits
Sem 2	PH3006	Practice Education 5	15 credits

Notes

n/a

Appendix 2: Module specifications

See undergraduate [module specification database](#) [log-in required] (Note - modules are organized by year of delivery).