UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

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

BSc Physiotherapy DUAL AWARD (with CQMU)

*Diploma of Higher Education in Physical Rehabilitation

*Certificate 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 four years

The maximum period of registration six years

5. Typical entry requirements

These are governed by CQMU and agreed by UoL as follows. For entry onto the dual award:

- Chinese students apply to CQMU using the standard application procedures and application form
- Students have undertaken the National College Entrance Examination of China (Gaokao) relevant to the year of application
    - Students are ranked on the overall Gaokao result and the top *n* (where *n* is the recruitment target for that Academic Year) are considered further such that:
    - Successful students have achieved at least 80% of the available marks of the English component of the Gaokao OR an overall IELTS of 5.5* and Passed the required eye

sight examination performed by CQMU and required by the MoE (equivalent to an Occupational Health Screen in UK)

* Note: This level of English proficiency has been agreed, subsequent to the signed implementation Agreement, by UoL (including the Centre for International Training and Education comprising the English Language Teaching Unit) and CQMU, such that the two English Language Units delivered by CITE in Year A are standardised for assessed exit proficiency in English of overall IELTS 6.5, which is comparable to the required proficiency level required by UoL departments as well as other degree awarding institutions across the sector. Students must pass 60 credits of English Language as an entry requirement to the UoL awarded BSc Physiotherapy programme in years B to D.

6. Accreditation of Prior Learning

Not applicable/available for this Programme.

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 at an equal standard to UK provided training and will achieve Chinese registration.

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](#)
- **[World congress of Physical Therapy](#)**
- NHS Knowledge and Skills Framework

9. Programme Outcomes

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

c) 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. All placement modules (Ph3003,4,5,6,7,8) includes practical demonstration of this.
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, Clinical skills modules Years 2 and 3 and progression of this in placement modules in year 4 Ph 1007, Ph2001,2002,2003, 3003-8)
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 (Ph1004, 2005, 3002)
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 (Ph1001,1002, 1003, 1005, 1006, 1007, 2001, 2002, 2003, 3001 and all placement modules)
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 (PH1004, 1006, 1007, 2001, 2002, 2003, 3001 and all placement modules)
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 (Ph1006,1007,1008,2001, 2002,2003, 3001, and all placement modules)
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 (PH 1003, 1007, 2001,2002,2003,3001, all placement modules)

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (Ph1007, 2001,2003,2004, 3002, and all placement modules)
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 (Ph1008, Ph2001,2002,2003, All placement modules)
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 (Ph1008, Ph2001,2002,2003, All placement modules)
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, (Ph1008, Ph2001,2002,2003, All placement modules)

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 (Ph1008, Ph2001,2002,2003, All placement modules)

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 (All modules)
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 (Ph1008, 2004, 2006 and all placement modules)

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 (Ph1008, 2004, 2006 and all placement modules)

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 (All placement modules)
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, (Ph1004, 2005, 3002 and all placement modules)

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (Ph1004, 2005 and 3002)

d) 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 (Ph1004, 2005, 2006 and 3002)
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 (Ph1003, 1004, 2001, 2002,2003,2005, 2006, and all placements)

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 (PH1003, 1007, 2004, 2005, 2006 and all placement modules)

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 (PH 1004, 1008, 2004, 2006, 3001 and 3002 and all placement modules)

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 (PH1003, 1004, 2001, 2002,2003,2005, 2006, and all placements)

v)   Team working

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 PH1002, 1004, 2005, 3002)

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 PH1001, 1002, 1004, 1006, 2005, 3002)

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 (Ph1003, 1004, 2001, 2002,2003,2005, 2006, and all placements)

viii)   Skills for lifelong learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (PH1004, 2004, 2005, 2006, 3001 and 3002 and all placement modules)

10. Progression points

Except for the following, 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.

Repeat Years

This programme has a derogation from Senate Regulations to allow two repeat years to be awarded: one for Year A, and one further for the BSc years (i.e. Years B, C & D).

Year A Progression

Year A of the programme is classified under the UK Framework for Higher Education Qualifications (FHEQ) Level 3 and therefore has no bearing on a student's final UoL degree classification, which is calculated using students' credits and associated marks achieved during years B, C & D only. Year A follows the rules set out in Senate Regulation 5 concerning Foundation programmes.

In order to be eligible to progress to Year B, students must pass the 60 UoL credits of English Language modules, listed below with a minimum mark of 40% in both modules (compensated credit is not permitted in Year A):

English Language Module 1 - EL1905 (30)

English Language Module 2 - EL1906 (30)

A student who fails to meet the English Language Module requirements, following any permissible re-sit opportunities, will be considered either for course termination* or <u>one</u> repeat of Year A (at the discretion of the Board). Students in this position will only be eligible for transfer to another UoL programme if they meet the relevant entry criteria (including an acceptable English Language Qualification). Any transfer onto alternative programmes offered by CQMU will be at the discretion of that institution.

In the event that a student passes all CQMU modules but fails to meet the 60cr UoL English Language criteria, under exceptional circumstances, UoL will accept an alternative English Language Qualification at the required entry level, e.g. IELTS 6.5, providing that it is presented for consideration by the Co-Directors and Progression Board Chair/s prior to the start of the next academic year at CQMU and also allows enough time for student registration.

Failure to meet CQMU or UoL progression requirements

There may be circumstances under which students will meet the requirements of one institution but fail to meet the requirements of another.

Students who fail, after relevant re-sit opportunities, to meet the UoL progression requirements at any stage will not be able to continue on the dual award programme. Students in this position will not be eligible for transfer to another UoL programme.

In the unlikely event that a student fails to meet UoL requirements but meets CQMU requirements, that student may be allowed to move from the dual award programme and continue on another CQMU programme. Any transfer onto alternative programmes offered by CQMU will be at the discretion of CQMU.

In the unlikely event that a student meets UoL requirements but fails to meet CQMU requirements they will be offered the opportunity to transfer to UoL main campus to complete their studies. Where students are not able, for any reason, to transfer to UoL to complete their studies they will be eligible to be considered for a UoL exit award.

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
Research-briefed Bringing staff research content into the curriculum.	Physiotherapy is an evidence-based profession and our programme meets International and UK standards set by the World congress of Physical therapy and UK registering bodies: the Chartered Society of Physiotherapy (CSP) and the Health and Care Professions Council (HCPC). The programme incorporates 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 are 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. **Research-briefed** Students are exposed to challenging learning, inspired and informed by current research, drawing on the internationally recognised research within Physiotherapy and wider healthcare disciplines and experts at the University of Leicester. Specific teaching on research is embedded throughout the curriculum in the Evidence-based Practice 1,2 and 3modules. Staff teaching on the programme are engaged in research and bring their experiences into their teaching.

Research-based Framed enquiry for exploring existing knowledge.	**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. Specific teaching on research is embedded throughout the curriculum in the Evidence-based Practice 1,2 and 3 modules
Research-oriented Students critique published research content and process.	**Research-oriented** Students are required to critically appraise their own clinical practices and patient care, in classrooms, placement education and assessment (Practice Education 1-5). They are given guidance and training in how to critically appraise published research (Evidence-Based Practice 2).
Research-apprenticed Experiencing the research process and methods; building new knowledge.	**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 (Evidence-Base Practice 1), research methods (Evidence-Base Practice 2) and they carry out a dissertation, including the ethical approval process (Evidence-Base Practice 3). Students also have the opportunity to experience clinical placements within a research area (Clinical Skills 3: Enhancing practice and Professional Development 2), both inhouse, with the University, and externally. The student's clinical hours are made up of being fully emersed within research working environment.

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.

The opportunity to work with existing School of Healthcare and allied departments on research projects during term time and vacation periods.

Our students have the opportunity to attend the Institute for excellence in Healthcare yearly conference. The IEH is a joint institute with UHL NHS trust and the School of Healthcare that centres on developing non-medical clinical academic careers – research in clinical practice.

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 department's academic staff are registered Physiotherapists who are registered Physiotherapists 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 an External Examination as specified in the Senate Regulations. The programme will directly correspond to changes made to our UK-only provision to ensure that we stay abreast of changes in 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]

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 DUAL AWARD with CQMU

Level 3 (equivalence) -Year 1/A (Foundation in English Language Modules) 2025/26

It is a requirement for entry into the UoL BSc Physiotherapy element of the Dual Award Programme that a student passes the two English Language Modules.

Semester 1

EL1905 English for Specific Academic Purposes (30)

Semester 2

EL1906 English for Medical Purposes (30)

Level 4/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

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
Sem 2	PH1008	Evidence Based Practice 1	15 credits

Notes
n/a

Level 5/Year 3   2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	75 credits	45 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

Delivery period	Code	Title	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 1	PH2004	Evidence Based Practice 2	30 credits
Sem 2	PH2005	Professional Development 2	15 credits
Sem 2	PH2006	Evidenced Based Practice 3	30 credits

Notes
n/a

Level 6/Year 4   2028/29

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	75 credits	45 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

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

Delivery period	Code	Title	Credits
Sem 2	PH3007	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).