



Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2027/28

Date created: n/a

Last amended: 30/03/2026

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 learners 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 learners must be 18 years of age at the commencement of the programme.

Through an interview process which includes a group activity, an individual interview and situation judgement tests, demonstrate an understanding of the NHS values and the broad scope of the Physiotherapy profession.

Satisfactory Occupational Health Clearance to meet the professional activities.

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

Vaccinations

School of Healthcare students are expected to undertake all routine and selected 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 should be supported by evidence from a doctor who is licensed to practice in the UK and has appropriate expertise in immunisation/vaccinations. This will likely be the student's GP. This will be reviewed and advice will be sought from the Occupational Health team.

6. Accreditation of Prior Learning

Learners 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:

- Develop compassionate, autonomous and reflective Physiotherapists equipped to meet the evolving needs of individuals, and communities across diverse healthcare settings.
- Equip learners with the knowledge, skills and behaviours required to deliver excellent *clinical* care through a holistic approach.
- Aspires to cultivate *leadership* capabilities and professional values that empower graduates to become future leaders who can contribute to shaping equitable and sustainable healthcare systems.
- Facilitates learners to understand the importance of continuous professional development, *education* and create a culture of lifelong learning.
- Through Research Inspired Education the programme aims to develop critical thinking and *research* literacy that leads to professionals who are research briefed, research based, research oriented and research apprenticed.

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), and that aligns to their standards and vision.

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](#)
- [Chartered Society of Physiotherapy Framework \(2010\)](#)
- 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 learner should be able to work as a compassionate, autonomous and reflective Physiotherapists who can meet the evolving needs of individuals, and communities across diverse healthcare settings.	Practice-based learning, and through inter professional teaching and events.	Reflective essays, professional portfolios, success within Practice Education through CPAF.
Using their knowledge and skills, and through a holistic approach, be able to demonstrate the ability to deliver excellent clinical care which is patient centered to diverse populations.	Panopto lectures, practical's sessions, seminars, simulation experience (including work with members of our patient and carers group), practice-based learning patient scenarios.	OSCE's, OSPE's, MCQ's and SAQ's, success within Practice Education through CPAF.
Be committed to continued professional development, education, and self-reflection, that leads to a culture of lifelong learning.	Panopto lectures, supported SDP, seminars, practice-based learning, dissertation supervision, independent research.	Written assignments (service improvement), dissertation, individual, group and poster presentations.
Understand the importance of current and ongoing, local, national and international health issues in order to demonstrate problem solving and innovation skills to meet these changing healthcare needs.	Panopto lectures, supported SDP, seminars, practice-based learning, dissertation supervision, independent research.	Written assignments (service improvement), dissertation, individual, group and poster presentations.

ii) Understanding and application of key concepts and techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate an ability to use health informatics and population health data to educate and promote health and well-being of diverse populations.	Panopto lectures, seminars, supported SDP, evidence-based learning, independent research, practice- based learning digital skill and technology seminars.	Written assignments (proposal and dissertation, service improvement), success within Practice Education through CPAF.
Interpret and apply appropriate research and other evidence to underpin care decisions that can be justified.	Panopto lectures, seminars, supported SDP, evidence-based learning, independent research, practice- based learning digital skill and technology seminars.	Written assignments (dissertation), MCQ's and SAQ's exams.
Understand how to act in accordance to the current Standards of Proficiency and Standards of Conduct, Performance and Ethics from the HCPC; and the Quality Assurance standards and Code of members Professional Values and Behaviours from the CSP.	Panopto lectures, seminars, PSRB information on Blackboard, practice-based learning.	Success within Practice Education through CPAF, professional portfolio, reflective essay.
Demonstrate the ability to work in collaboration with interdisciplinary and multi-professional teams while continuing to maintain a patient advocacy role.	Panopto lectures, seminars, interprofessional learning, simulation, practice-based learning.	Success within Practice Education through CPAF, reflective essay.

iii) Critical analysis of key issues

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful learner should be able to: Demonstrate the development of analytical techniques and problem-solving skills expected of an autonomous physiotherapy practitioner.	Panopto lectures, practical's, seminars, simulation, patient scenarios, independent research, practice- based learning.	Written assignments, professional portfolios, presentations, poster presentations, contribution to discussions, OSCE's and OSPE's.
Demonstrate the skills of advocacy and leadership to encourage equity and inclusivity within healthcare through cultural competence and promote access to healthcare services.	Panopto lectures, seminars, patient scenarios, simulation, inter- professional learning, supported SDP of specific Blackboard content.	Written assignments, presentations, OSCE's, OSPE's, success within Practice Education through CPAF, contribution to discussions.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate an understanding of how to recognize, intervene, report and critically reflect on near misses, critical incidents and major incidents.	Panopto lectures, seminars, patient scenarios, practice-based learning, simulation, inter-professional learning.	Written assignments, presentations, OSCE's, OSPE's, success within Practice Education through CPAF, contribution to discussions.

iv) Clear and concise presentation of material

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful learner should be able to: Demonstrate the skills to educate, including the ability to explain topics, issues, ideas and arguments in a variety of forms.	Panopto lectures, seminars, practical sessions, facilitation of peer teaching, practice-based education.	Individual and group presentations, poster presentations, OSCE's, OSPE's, success within Practice Education through CPAF, contributions to discussion.
Present and share verbal, digital and written information with individuals and/or groups, respecting confidentiality.	Panopto lectures, seminars, practical sessions, facilitation of peer teaching, practice-based education.	Individual and group presentations, poster presentations, OSCE's, OSPE's, success within Practice Education through CPAF, contributions to discussion.

v) Critical appraisal of evidence with appropriate insight

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful learner should be able to: Understand epidemiological principles and critically appraise and interpret current evidence of practice and data on public health strategies, health promotion, population health data, and use this evidence to inform practice.	Panopto lectures, seminars, independent research, project supervision, practice-based learning, opportunities for internships.	Written assignments, OSCE's, OSPE's, individual and group presentations, poster presentation, success within Practice Education through CPAF.
Be able to identify, critically analyse and interpret research evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice.	Panopto lectures, seminars, independent research, project supervision, practice-based learning, opportunities for internships.	Written assignments, OSCE's, OSPE's, individual and group presentations, poster presentation, success within Practice Education through CPAF (specifically research practice-based hours), contribution to discussions and supervised project work.

vi) Other discipline specific competencies

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful learner should be able to: demonstrate awareness of the need to manage the personal and emotional challenges of work and workload, uncertainty and change; and incorporate compassionate self-care into their personal and professional life (in line with HCPC standards).	Personal tutoring, THRIVE, supported SDP and use of Blackboard materials, inter-professional learning.	Success within Practice Education through CPAF, reflective essays and THRIVE journal.
Demonstrate effective inter- professional relationships within the MDT.	Panopto lectures, seminars, practice-based learning Inter-professional education sessions and events, simulation.	Written assignments, professional portfolios, poster presentations, success within Practice Education through CPAF, reflective essays.
Demonstrate an understanding of the profession from the broader context and be able to contribute to discussions on topics such as EDI and environmental sustainability.	Panopto lectures, seminars, supported SDP and use of Blackboard materials, inter-professional learning.	Written assignments, reflective essays, professional portfolios, poster presentations.

e) Transferable skills

i) Oral communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful learners should be able to: Present information to a contemporary audience, through developed educational skills.	Group and individual discussion, group presentation and seminars, practice-based learning.	Assessed individual and group presentations, peer teaching, success within Practice Education through CPAF.
Demonstrate high level communication skills across the breadth of individuals that a professional Physiotherapist will come across in a multitude of settings including clinical practice, research and educational settings.	Group and individual discussion, group presentation and seminars, practice-based learning.	Assessed individual and group presentations, peer teaching, success within Practice Education through CPAF.

ii) Written communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful learner should be able to: Understand the importance of effective record keeping and maintain consistent, complete, clear, accurate, secure and timely records required for the professional standards of a Physiotherapist.	Panopto lectures, seminars, practice- based learning, supported SDP and use of Blackboard materials.	Success within Practice Education through CPAF.
Effectively construct written work in an accurate, timely, thoughtful, concise format, which meets the specified requirements of the modules and programme.	Panopto lectures, seminars, supported SDP and use of Blackboard materials, and personal tutoring.	Written assignments, presentations, professional portfolios, reflective essays.

iii) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate an ability to effectively and responsibly use a range of IT skills, such as SPSS, including the use of emerging technologies, such as AI.	Panopto lectures, seminars, independent research, project supervision, practice-based learning.	Written assignments, success within Practice Education through CPAF.

iv) Numeracy

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Application of numeracy skills in practice education. Analysis of data from patient related outcome measures and research.	Panopto lectures, seminars, independent research, project supervision, practice-based learning.	Written assignments, poster presentations, contribution to discussions and supervised project work, success within Practice Education through CPAF.
Critically analyse the strengths and limitations of quantitative and qualitative studies including data analysis.	Panopto lectures, seminars, independent research, project supervision, practice-based learning, opportunities for internships.	Written assignments, poster presentations, contribution to discussions and supervised project work.

v) Team working

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Work collaboratively and independently with other learners and become a proactive member of a multidisciplinary team to promote improvements in practice and the profession.	Panopto lectures, seminars, inter-professional learning and events, simulation, practice- based learning.	Written assignments, reflective essay, success within Practice Education through CPAF.
Demonstrate an understanding of why interdisciplinary and multiagency team working matters and the importance of participating in a range of interdisciplinary learning Opportunities.	Panopto lectures, seminars, inter-professional learning and events, simulation, practice- based learning.	Written assignments, reflective essay, success within Practice Education through CPAF.
Demonstrate leadership skills that foster the professional values of respect within multi-professional learning and working.	Panopto lectures, seminars, inter-professional learning and events, simulation, practice- based learning.	Written assignments, reflective essay, professional portfolios, success within Practice Education through CPAF.

vi) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate effective problem-solving skills by integrating clinical reasoning, leadership behaviours, evidence-based research and reflection to assess, plan and evaluate physiotherapy interventions across a diverse healthcare setting.	Panopto lectures, seminar's, learning and events, simulation, practice-based learning, independent research, project supervision.	Written assignments, OSCE's, OSPE's, success within Practice Education through CPAF.

vii) Information handling

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
To be capable of gathering, synthesising and analysing information from multiple sources in an ethical manner.	Panopto lectures, seminar's, learning and events, simulation, practice-based learning, independent research, project supervision.	Written assignments, success within Practice Education through CPAF.

viii) Skills for lifelong learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate the ability and commitment to develop as a Physiotherapist and to understand the diversity of the profession which can include, practice, leadership, education, research.	Panopto lectures, seminars, supported SDP of specific Blackboard content, practice-based learning.	Written assignments, reflection essays, professional portfolios, success within Practice Education through CPAF.
Be able to apply and develop a range of lifelong learning skills including reflection, listening, discussion, self-study, 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.	Panopto lectures, seminars, supported SDP of specific Blackboard content, practice-based learning, library support.	Written assignments, reflection essays, professional portfolios, success within Practice Education through CPAF.

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 learners are supported by a named visiting tutor throughout the practice placement element of the course.

Pre-clinical modules that prepare learners for practice placements are supported by learning activities including simulation

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

12a. Research-inspired Education

Learners 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 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 learners 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 practice setting. Learners 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 - Learners 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. 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 practice are based on real world Physiotherapy considerations and challenges, putting the underpinning theoretical concepts into context.
Research-oriented Learner's critique published research content and process.	Research-oriented - Learners 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.
Research-apprenticed Experiencing the research process	Research – apprenticed – Training and practice is provided an all aspects of research throughout all three years of the programme. Learners 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).

and methods; building new knowledge.	Learners also have the opportunity to experience practice-based education within a research area, both inhouse, with the University, and externally. The student's practice education hours are made up of being fully emersed within a research working environment.
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As part of studying at a research-intensive university, learners 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 learners are regularly invited to participate in research projects in a variety of different capacities ranging from participants to research assistant roles.

Learners 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: 2027/28

Date created: n/a

Last amended: 30/03/2026

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 learners. On occasion, it may be necessary to alter particular aspects of a course or module.

BSc Physiotherapy

Level 4/Year 1 2027/28

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	Practice Skills 1: Appendicular Anatomy	15 credits
Sem 1	PH1002	Practice Skills 1: Pathophysiology 1	15 credits
Sem 1	PH1003	Practice Skills 1: Introducing Practice 1	15 credits
Sem 1	PH1004	Professional Development 1	15 credits
Sem 2	PH1005	Practice Skills 1: Axial Anatomy	15 credits
Sem 2	PH1006	Practice Skills 1: Pathophysiology 2	15 credits
Sem 2	PH1007	Practice 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 2028/29

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	Practice Skills 2: Developing MSK Professional Practice	15 credits
Sem 1	PH2002	Practice Skills 2: Developing Cardio-Respiratory Practice	15 credits
Sem 1	PH2003	Practice 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 2029/30

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	Practice 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).