

# Physiotherapy by Situated Learning

**This programme is no longer recruiting - please refer to the programme specification for BSc (Hons) Physiotherapy.**

<b>Final award</b>	BSc (Hons)
<b>Intermediate awards available</b>	Cert HE, Dip HE, BSc in Applied Health Sciences
<b>UCAS code</b>	
<b>Details of professional body accreditation</b>	Membership of the Chartered Society of Physiotherapy (MCSP) Registration as a Physiotherapist with the Health Professions Council
<b>Relevant QAA Benchmark statements</b>	Benchmark Statement :Health care programmes Benchmark Statement for Physiotherapy
<b>Date specification last up-dated</b>	June 2012

## Profile

### The summary - UCAS programme profile

#### BANNER BOX:

This full time programme predominantly situates learning in an authentic clinical setting. Offered in collaboration with local NHS Trusts, the programme provides student interns with opportunity to learn in the practice environment three days a week and in the university two days a week, throughout the three years of the programme. This programme equips new graduates with the skills and knowledge required to practice and learn as physiotherapists in the dynamic environment of health and social care.

#### ENTRY REQUIREMENTS

- **A Levels:** 300 UCAS tariff points must be BBB to include an A<sub>2</sub> grade B in Biology or Physics or Chemistry or Psychology or Sociology.  
(**Not acceptable:** Art, History of Art, Fashion & Design, Home Economics, General Studies, Dancing, Textiles, Drama, Communications).
- **Advanced GNVQ's - Science:** Distinction + 1A2 Level at Grade C, (**Not acceptable:** as above).  
**Scottish Highers:** 300 UCAS tariff points, BBC - Advanced Highers, BBBBC / AABB - Highers
- **International Baccalaureate:** 28 points - 2 Highers at level 6 including a science.
- **European Baccalaureate:** 75%
- **Irish Highers: Leaving Certificate:** 4 at B grade - including a Science, 2 ordinary level at Grade B
- **BTEC (National): Science:** 8 Distinctions, the rest Merits (No Passes)
- **HND: Science:** Distinction level (65%) - **NO** merits or passes

- **Graduates:** Science degree, Arts degree + 'A' level science.
- **Access to science:** Discuss Pass/Fail or Credit level + Science MCQ + Essay,
- **Extended Degree:** Students must achieve an average mark of at least 80% on the six modules and a minimum score of 80% in the Biology module to secure an interview.
- **Overseas:** International applicants must have permanent leave to remain in the UK as a condition of entry to this programme. Qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes.

In the case of applicants whose first language is not English, then IELTS 7.0 is required.

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

Applications are welcomed from mature students, including those who do not fulfil the standard requirements. Applicants are expected to demonstrate ability to learn in the workplace and evidence of recent academic achievement, such that they may be deemed capable of study at degree level.

**Applications to this programme must be made directly to UEL, and not to UCAS.**

**All offers for entry to the situated learning programme are made subject to interview. All offers are conditional upon a contract of employment being established with a participating Trust, prior to the commencement of the programme. Contracts of employment are established subject to Criminal Records Bureau and Occupational Health clearance and the provision of satisfactory references.**

## **ABOUT THE PROGRAMME**

### **What is Physiotherapy?**

Physiotherapy is a healthcare profession, which views human movement as central to the health and well being of individuals. Physiotherapists identify and maximise movement potential through health promotion, preventive healthcare, treatment and rehabilitation. The core skills used by chartered physiotherapists include manual therapy, therapeutic exercise and the application of electrophysical modalities. Fundamental to the physiotherapist's approach is an appreciation of the psychological, cultural and social factors which influence their patient's own active role in helping themselves. New methods of health care delivery have resulted in physiotherapists operating with greater autonomy in an increasingly wide range of settings. A key priority for the National Health Service is to improve both clinical effectiveness and cost effectiveness of services based on research evidence. Clinical practice is changing in response to this priority and graduates must be equipped to deal with these changes. Our physiotherapy degree programme is designed to enable students to meet the current and future demands that the health care system will place upon them.

### **Physiotherapy at UEL**

This well established honours degree programme in Physiotherapy within the School of Health and Bioscience is unique in the UK.

- The programme has been designed to be responsive to the changing nature of practice in physiotherapy
- Being located on a science-based campus enables the programme to draw upon the expertise of a team of specialist lecturers in physiology, physical and behavioural sciences.
- The location of the programme in practice settings within local NHS Trusts allows students to access current, authentic, practice based learning opportunities at all stages of the programme

### **Programme structure**

The programme comprises a single set of modules of study, six at each of levels 1,2 & 3.

The programme is full time. Students benefit from lessons in the university for two days each week, where they share teaching and learning with students on the full time traditional physiotherapy programme. In addition student interns learning in the practice environment under the supervision of clinical educators for three days a week, commencing in week one of the programme.

**Level one** - is concerned with developing the core transferable skills of physiotherapy.

**Level two-** explores the development of core skills in specialist areas of practice.

**Level three.** Focuses on decision making and patient management in complex problem solving situations.

### **Learning environment**

Physiotherapy is a health care profession emphasising the use of physical approaches in the prevention and treatment of disease and disability. The ability to use physical approaches requires a scientific underpinning to facilitate appropriate selection and application of physiotherapy interventions.

- The relevant scientific content is incorporated within each module in a way that enables students to see the relevance and application of the scientific principles involved.
- Clinical reasoning skills also depend upon an understanding of the psychological and social processes, which influence the interaction between patient and therapist. Psychological and sociological theory is therefore, integrated with the relevant modules so as to illustrate their appropriateness in patient management.
- The practice based learning components of the programme provide excellent opportunities for situated learning to occur through the student's internship. Interns learn a large proportion of their physiotherapy practice skills in the workplace, rather than at the university. Development of associated theory is further supported by attending timetabled lectures, seminars and tutorials in the university setting throughout the three years. Interns have many opportunities to experience authentic situations arising with patients undergoing physiotherapy in a variety of health care settings.

The Physiotherapy programme aims to educate physiotherapists to have a reflective approach to practice, an ability to transfer skills and knowledge across specialities and a commitment to lifelong learning. Throughout the programme, students are encouraged and supported in taking responsibility for their own learning, given time to reflect upon their experiences and encouraged to develop the complex skills of clinical reasoning, and integration of theory and practice.

Some modules at each Level are shared with other undergraduate students in the Professional Health Sciences Field.

### **Assessment**

The various methods of assessment used throughout the programme fulfil several purposes within the programme:

- Assessment is integral to the learning process, enabling students to identify personal learning needs and to improve their own performance
- Assessment provides a focus for guided and independent study
- Students have the opportunity to share knowledge and experience gained through coursework assignments and presentations that involve working together in small groups
- Assessment involves a variety of approaches that allows each student to make the most of their individual strengths and to demonstrate their achievement of the learning outcome.

In years one and two approximately half of the assessment procedures are written or practical examinations and half is course work or continual assessment of practice.

In year three, a greater proportion of the assessment is based upon coursework and students have the opportunity to present an in-depth study of a topic.

In years two and three one third of the students assessment is through continual assessment of their practice in the clinical setting.

The final award classification is based upon the student's achievements in years two and three.

### **Work experience/placement opportunities**

Supervised practice based learning forms a substantial portion (60%) of the situated learning programme. This allows students to develop their practical, professional and reasoning skills in a health care environment. Interns are employed on a three year fixed term contract by an NHS Trust in the East London region. Interns will gain the majority of their experience within the same Trust and care is taken to ensure that experience is varied and balanced, covering all major areas of physiotherapy practice.

Interns will complete in excess of 1500 hours of practice based experience throughout the three year programme. Interns usually spend three 6.5 hour days in the practice setting in term time. Some periods of learning are also arranged over a five day week, to allow interns to experience greater continuity in their experience of the clinical environment. All periods of

practice experience support learning for university based modules, In addition interns will be assessed on their clinical performance over six key periods throughout the programme.

Interns have the opportunity to organise their own elective placement during the vacation period between years two and three. Many students use this opportunity to experience physiotherapy in another country. Others may choose to spend time in a particular speciality or Healthcare organisation.

### **Project work**

Being an effective member of a team is an important skill for any member of the healthcare professions. The programme helps interns to develop these skills through group activities and projects which interns submit for assessment.

### **Added value**

Graduates are eligible to apply for membership of the Health Professions Council Membership and the Chartered Society of Physiotherapy.

Honours Graduate Physiotherapists have opportunities for careers in various branches of the profession. Within the National Health Service there are clinical posts in hospitals and in the community, management, teaching and research. Outside the National Health Service graduates may become involved in industry, private practice or sports medicine.

## **IS THIS THE PROGRAMME FOR ME?**

### **If you are interested in...**

Science and want to work with people rather than in a laboratory, then physiotherapy may be the profession for you

### **If you enjoy...**

Working closely with others and learning in a work environment

### **If you want...**

To develop the knowledge and skills that will enable you to begin a career in the modern health service

### **Your future career**

Honours graduate physiotherapists have opportunities for careers in various branches of the profession. Within the National Health Service there are clinical posts in hospitals and in the community, management, teaching and research. Outside the National Health Service, graduates may become involved in industry, private practice or sports medicine.

### **How we support you**

The situated learning programme is a small programme and you will work closely with your peer group of interns. We endeavour to place interns in pairs within the Trust to assist with peer learning. You will also have opportunity to develop other support networks with students on the traditional physiotherapy programme, as well as health care practitioner colleagues in the NHS.

When you first join the programme you will be allocated a personal development tutor at the university who is there to help you through the three years of study by offering pastoral and academic support. Your personal tutor can advise you about additional learning and support services available in the University.

Clinicians who are known as ‘clinical educators’ will be your main support in the practice setting. Clinical educators are responsible for you and the work you do with patients. They will help support your learning, but responsibility for learning and progress rests with you. Clinical educators also assess your performance at various stages of your progress.

.Trust based coordinators oversee interns experience and employment within the Trust.

The programme leader oversees the organisation of the programme and is responsible for ensuring that your experience of the programme in the university and clinical settings is satisfactory.

You will be visited by an academic tutor who will help you make the most of your clinical experience.

### **Bonus factors**

Interns have the option of undertaking an elective placement , between years 2 and 3. Many students choose to travel overseas to experience health care within other cultures, others choose to gain experience within a particular speciality or hospital of their choice. Interns organise this placement themselves with guidance from university tutors.

## **Outcomes**

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- develop the ability to practice effectively and independently within the clinical setting
- take up the role of an independent and autonomous practitioner

#### **What will you learn?**

##### **Knowledge**

- Practise in accordance with the HCP Standards and CSP Rules of Professional Conduct , working with patients with a broad range of conditions affecting human

function, in a manner that reflects different approaches to practice; co-operative decision making and that respects the rights, dignity, autonomy and beliefs of the patient;

- Apply and adapt assessment procedures in order to identify and prioritise the needs of the patient and negotiate with the patient to develop a management programme that is appropriate for their physical, psychological and social context;
- Practise in a manner that respects and upholds the rights dignity and autonomy of every patient including their role in the diagnostic and therapeutic process;
- Safely and effectively implement a management programme designed to maximise the patient's functional ability and potential; based on key concepts of biological, physical, social, psychological and clinical sciences; taking account of the potential risks and hazards of intervention and adapting procedures appropriately; applying the principles of informed consent; and exercising a professional duty of care;

### **Thinking Skills**

- Evaluate the potential and/or actual outcomes of intervention and the evidence base supporting these and through effective clinical reasoning, institute changes or adaptations in response to perceived effects;
- Be accountable for their actions, basing their clinical reasoning on the evaluation of best available evidence; taking responsibility for their decisions and actions; and effectively managing their own case load;

### **Subject-Based Practical Skills**

- Work collaboratively both within and across professional boundaries to effect non-discriminatory practice, informed by an understanding of relevant policy and legislation, demonstrating effective communication, cultural sensitivity and ensuring that the rights of the patient are upheld;
- Practise across a range of health care settings; ensuring a safe practice environment; demonstrating an awareness of the availability and limitations of resources inherent within the setting; an understanding of the health and social policies relevant to the sector; and practise within a structure of evidence based rehabilitation recognising its contextual nature;

### **Skills for life and work (general skills)**

- Maintain full, accurate, legible records of their interaction with patients, in a format that complies with legal and professional guidelines and/or requirements; ensures confidentiality of personal information; and communicates clearly and effectively to professional and non professional audiences;
- Be a responsible member of the healthcare team, managing time and resources through effective communication, co-ordinated planning and priority setting and in response to changing and unpredictable circumstances;
- Identify their own level of competence and limitations in their personal scope of practice, be prepared to openly acknowledge these, and be proactive in seeking advice and alternative sources of information and in moving their own skills and knowledge forward in order to maintain their fitness to practise;
- Acknowledge and value the significance of continuing professional development and their responsibility to maintain fitness to practise; and be proactive in their own

progress, utilising strategies of reflective practice and participating in peer and other learning activities;

- Recognise and accept their responsibility for contributing to the development of the healthcare team; and be prepared to participate in the education of assistant practitioners, students and junior members of staff.

## **Structure**

### **The programme structure**

#### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

#### **Credit rating**

The overall credit-rating of this programme is 360 credits.

#### **Typical duration**

The expected duration of this programme is 3 years. It is not possible to move from a full-time mode of study to a part-time mode of study and remain on the programme. However, interns may transfer onto the traditional programme, with the agreement of programme leaders where this is deemed necessary.

#### **How the teaching year is divided**

The teaching year begins in September and ends in June. A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 80 credits in any academic year.

#### **What you will study when**



This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take six 20 credit modules (or fewer, if any are 40 credit modules) per year. An honours degree student will complete modules totalling 120 credits at level one, modules totalling 120 credits at level 2 and modules totalling 120 credits at level 3.

It is possible to bring together modules from one field with modules from another to produce a combined programme. The University offers subjects in a variety of combinations:

- Single - 120 credits at levels one, two and three
- Major - 80 credits at levels one, two and three
- Joint - 60 credits at levels one, two and three
- Minor - 40 credits at levels one, two and three

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified modules within the field
- University wide option - Select from a wide range of university wide option across the University

The following are the core and optional requirements for the single and major routes for this programme

<b>LEVEL</b>	<b>UEL Module Code</b>	<b>TITLE</b>	<b>SKILLS MODULES</b>	<b>CREDITS</b>	<b>STATUS SINGLE</b>
1	PT1011	Skills for Academic Learning and Patient Centred Practice	Y	20	Core
1	PT1012	Introduction to Movement Science		20	Core
1	PT1013	Patient Centred Care & Professionalism		20	Core
1	PT1022	Clinical Physiotherapy Skills 1 by situated learning		20	Core
1	PT1024	Clinical Physiotherapy Skills 2 by situated learning		20	Core
1	PT1025	Skilled Movement and Exercise Science		20	Core
1	PT1027	Practice Based Learning 1 (Assessed period of workplace learning)		0	Core
2	PT2011	Health Professions in Health & Social Care Sectors		20	Core
2	PT2021	Cardiopulmonary Health		20	Core
2	PT2022	Control of Movement and Neurological Rehabilitation		20	Core

2	PT2023	Management of Neuromusculoskeletal Dysfunction		20	Core
2	PT2025	Practice Based Learning 2(Assessed period of workplace learning)	Y	40	Core
3	PT3021	Integrated Physiotherapy Practice		20	Core
3	PT3023	Management of Long Term Conditions and Employability		20	Core
3	PT3024	Practice Based Learning 3(Assessed period of workplace learning)		40	Core
3	PT3011	Research	Y	40	Core

### Requirements for gaining an award

In order to gain a BSc (Hon) Physiotherapy a student must pass **all** modules.

The minimum pass mark for each module shall be 40%. Where a student satisfies the Assessment Board in a module, he/she shall be awarded the appropriate credits at the specified level.

A student who has obtained at least 120 credits at Level One or higher shall be eligible for the award of a Certificate of Higher Education in Applied Health Sciences, which is an unclassified award.

A student who has obtained at least 240 credits including a minimum of 120 credits at Level One or higher; and a minimum of 120 credits at Level Two or higher, shall be eligible for the award of a Diploma of Higher Education in Applied Health Sciences, which is an unclassified award.

In order to gain an **honours** degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an **ordinary degree** you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a **Diploma of Higher Education** you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a **Certificate of Higher Education** you will need to obtain 120 credits at level one or higher.

In order to gain an Associate Certificate you will need to obtain a minimum of 20 credits at level one or higher

### **Degree Classification**

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

The arithmetic mean of the best 100 credits at level 3  $\times 2/3$  + The arithmetic mean of the next best 100 credits at levels 2 and/or 3  $\times 1/3$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours
- 0% - 39% Not passed

## **Assessment**

### **Teaching, learning and assessment**

#### **Teaching and learning**

#### **Knowledge is developed through**

- Lectures are used to both introduce new topics and explore the integration between theory and practice. However, interns will develop the skills of clinical practice, through learning in the clinical environment supported by clinicians in their roles as clinical educators.

#### **Thinking skills are developed through**

- Seminars and tutorials are used to develop student's thinking skills and to provide an opportunity to explore alternative views and ideas.

#### **Practical skills are developed through**

- A proportion of class time will involve practical sessions in which students analyse movement and practise skills using each other as models. This enables students to develop the ability to apply theoretical knowledge to enhance their development of physiotherapy handling and treatment skills.

## **Skills for life and work (general skills) are developed through**

- Private study may be facilitated by guidance or work sheets and follow up tutorials and discussions in which the student will be given the opportunity to examine and extend their understanding of the concepts covered. Initially students are likely to require greater direction and structure within the learning strategies which, as students become more adept in taking responsibility for and directing their own learning, will decrease

## **Assessment**

### **Knowledge is assessed by**

- Coursework assignments
- Unseen written examinations
- Oral examinations

### **Thinking skills are assessed by**

- Analytical assignments related to practice based learning
- Presentations to other students and tutors
- Problem solving activities

### **Practical skills are assessed by**

- Practical examinations in the University setting
- Practice within the clinical setting

### **Skills for life and work (general skills) are assessed by**

- Practice within the clinical setting
- Presentations to peers in classroom and clinical settings

## **Quality**

### **How we assure the quality of this programme**

#### **Before this programme started**

Before this programme started the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student and clinical educator feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, Trust based coordinators, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Student representation on programme committees (meeting 2 times year)

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the programme noticeboard

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- regular meetings with health care staff and clinical educators in the area
- Questionnaires to clinical departments taking students on placement
- Trust based coordinators and clinical service managers

## **Further Information**

### **Alternative locations for studying this programme**

<b>Location</b>	<b>Which elements?</b>	<b>Taught by UEL staff</b>	<b>Taught by local staff</b>	<b>Method of Delivery</b>
-	-	-	-	-

### **Where you can find further information**

Students on the BSc (Hons) Physiotherapy by Situated Learning are able to register as Student members of the Chartered Society of Physiotherapy. This provides access to additional learning resources, allows students to contribute to the development and management of the Society, provides a forum for students in different parts of the country to share experiences.

### **Further information about physiotherapy is available from:**

The Health Professions Council web site <http://www.hpc-uk.org/>  
 The Chartered Society of Physiotherapy web site <http://www.csp.org.uk/>

### **Further information about this programme is available from:**

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- Module study guides
- UEL Manual of General Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- UEL Guide to Undergraduate Programmes <http://www.uel.ac.uk/courses/index>
- School web pages <http://www.uel.ac.uk/health-sciences/index>
- QAA Benchmark Statements for Physiotherapy <http://www.qaa.ac.uk>