

Physiotherapy Practice

Recruitment to this programme is currently suspended. Recruitment is expected to recommence in time for a September 2016.

Final award	BSc (Hons)
Intermediate awards available	N/A
UCAS code	N/A
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	QAA Benchmark Statement : Health care programmes Benchmark Statement for Physiotherapy
UEL Academic School	Health, Sport and Bioscience
Date specification last up-dated	May 2014

The summary - UCAS programme profile

BANNER BOX:

This top up degree programme equips international Physiotherapy diploma graduates with the skills and knowledge needed for BSc (hons) degree level qualification. The programme reflects the priorities and needs of Physiotherapy practitioners for international professional registration.

ENTRY REQUIREMENTS

Diploma in Physiotherapy from a recognised Malaysian college: GPA of 2.5 out of 4 and at least 6 months fulltime relevant clinical experience completed after graduation.

Students from other countries may also be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for levels 1 and 2 of the BSc (hons) Physiotherapy programme.

<http://www.uel.ac.uk/study/courses/physiotherapybsc.htm>

These will usually be gained from a Physiotherapy undergraduate diploma or degree, with a classification of 2:1 or above from a recognised school, which includes a minimum of 800 hours of supervised clinical practice completed as part of the diploma or degree requirements.

Eligibility for professional registration with the relevant Regulatory Body from your home country and/ or current membership of the relevant Professional Body where these bodies exist may be taken into consideration as well as experience in postgraduate clinical practice.

In the case of applicants whose first language is not English, then IELTS 6.0 (or equivalent) is required with a minimum of 6.0 in reading, writing and speaking. International

qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010

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 physiotherapists worldwide include manual therapy, therapeutic exercise and the application of electro-physical modalities. Fundamental to the physiotherapist's approach, however, is an appreciation of the psychological, cultural and social factors which influence their patient's own active role in helping themselves.

BSc (Hons) Physiotherapy Practice at UEL

There is a worldwide demand for degree level trained Physiotherapists. This one year top up degree offers graduates with a diploma or ordinary degree in Physiotherapy the opportunity to upgrade their qualification to a BSc honours degree.

Physiotherapy is well established at UEL in the school of Health, Sport and Bioscience, with a specialist team of Health and Care Professions Council registered clinicians, academics and researchers delivering undergraduate and postgraduate programmes to meet the needs of local and international health care professionals. At UEL there is also a full time three year undergraduate programme in Physiotherapy which is recognised by the HCPC <http://www.uel.ac.uk/undergraduate/specs/physiotherapybsc/> and a number of related Professional Postgraduate programmes.

BSc (hons) Physiotherapy Practice does not lead to HCPC registration. All graduates wishing to practice in the UK will need to apply directly to the HCPC through the usual routes.

Programme structure

The programme comprises a single set of five modules of study at level 6 which will be completed via a full-time route over 1 year. These module will give you 120 credits which when added together with 240 credits from your completed Diploma in Physiotherapy will entitle you to a BSc (Hons) degree.

You will take classes in 4 modules (90 credits) with students on the BSc (Hons) Physiotherapy programme. The remaining module (30 credits) is designed specifically to

support international students studying physiotherapy in the UK.
There are no clinical placements included in this programme.

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.

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.

Interprofessional learning is incorporated in the Professional Health Sciences Field with students from the BSc (Hons) Physiotherapy and Podiatric Medicine programmes enrolled on common modules.

Assessment

The various methods of assessment used in 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.

Approximately half of the assessment procedures are practical examinations and half is course work or presentations.

Work experience/placement opportunities

Not available on this programme.

Project work

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

Added value

We will help you prepare for applying for employment and registration via the international route with the Health Professions Council, which is required for professional registration for Physiotherapists wishing to practice in the UK.

IS THIS THE PROGRAMME FOR ME?

If you are interested in

developing your professional knowledge, clinical reasoning and research skills.

If you enjoy....

Working closely with others in an international setting

If you want....

To advance your career in Physiotherapy

Your future career

Honours Graduate Physiotherapists have opportunities for international careers in various branches of the profession. Within public health care there are clinical posts in hospitals and in the community, management, teaching and research. Graduates may also become involved in industry, private practice or sports medicine.

How we support you

When you first join the programme you will be allocated a personal tutor who is there to help you by offering pastoral and academic support. Your personal tutor can advise you about additional learning and support services available in the University. As well as having a personal tutor, there is the programme leader whose role is to monitor the students' experience of education. They provide a resource for students to express their concerns relating to study or expectations of the programme. There is also excellent service available from our International Office and English Language Centre for supporting our International students especially those with English as a second language.

Bonus factors

The international nature of the programme gives students the opportunity to work and learn with others from many different cultural and professional backgrounds, creating a valuable international professional network.

Programme aims and learning outcomes

What is this programme designed to achieve?

- This programme is designed to give you the opportunity to:
Advance your understanding of Physiotherapy practice in an international context
- Develop the essential skills for lifelong continuing professional development which are required for professional practice

What will you learn?

By the end of the programme, you will demonstrate professional competence through your ability to:

Knowledge

- Practice with knowledge of Regulatory Body Professional Standards and Rules of Professional Conduct, understanding the impact of a broad range of conditions affecting human function, in a manner that reflects different approaches to practice.
- 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;
- Respect and uphold the rights, dignity, autonomy and beliefs of every patient including their role in the diagnostic and therapeutic process;
- 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;
- Understand the duties of a responsible member of the healthcare team, in 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.

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:

3 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme

4 equivalent in standard to the first year of a full-time undergraduate degree programme

5 equivalent in standard to the second year of a full-time undergraduate degree programme

6 equivalent in standard to the third year of a full-time undergraduate degree programme

7 equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 120 credits.

Typical duration

The expected duration of this programme is 1 year when attended in full-time mode or 2 years in part-time mode. Overseas students would attend full time mode, home and EU students would have the choice of full time or part time. It is possible to move from a full-time mode of study to a part-time mode of study and vice-versa, to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period. However the conditions of your visa may impact upon the availability of the part time route for you.

How the teaching year is divided

The teaching year begins in September and ends in June. This Programme accepts students starting in September (Semester A start)

A typical student, in full-time attendance mode of study, will register for 120 credits in an 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 four 20 credit modules and one 40 credit module at level 3.

Level	Module Code	Module Title	Credits
6	PT6001	<i>Process and Conduct of Research</i>	15
6	PT6004	<i>Social Enterprise and Professional practice</i>	15
6	PT6103	Complex Practice and Ongoing Care	30
6	PT6102	Neuromusculoskeletal Physiotherapy	30
6	PT6108	Skills for Academic Learning and International Health Care Delivery.	30

**Please Note – A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.*

Requirements for gaining an award

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

- A minimum of 120 credits at level four or higher
The award will be given to those students who have attained 120 UEL credits at level 3, in addition to 240 credits awarded for previously completed studies.

Physiotherapy is a protected title. To be able to register as a Physiotherapist with the Health Professions Council, use the title Physiotherapist or apply for membership of the Chartered Society of Physiotherapy students must gain a honours degree in Physiotherapy

Degree Classification

Honours degree – classification (A(E)L)

Where a student is eligible for an honours degree, and has non- UEL credit (accredited learning, experiential learning or recognised credit), the following calculation is used to determine their award.

If the student has achieved only UEL credits at Level 6, the classification is determined by working out the average mean percentage module results for all credit at Level 6 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

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, in developing skills of clinical practice, a proportion of the programme is studied through practical classes.

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 treatment 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
- 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

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

- Presentations to other students

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 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, 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 notice board

Listening to the views of others

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

- Regular meetings with physiotherapy staff in the area
- Questionnaires to clinical departments taking students on placement
- Meetings with service users
- Participation in online Professional Forums.

Where you can find further information

Further information about physiotherapy is available from:

- The Health Professions Council web site www.hpc-uk.org/
- The Chartered Society of Physiotherapy web site 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 (<http://www.uel.ac.uk/qa/policies/manual/>)
- UEL Quality Manual (<http://www.uel.ac.uk/qa/policies/qualitymanual/>)

- School of Health sport and Bioscience <http://www.uel.ac.uk/hsb/>
- QAA Benchmark Statements for Physiotherapy <http://www.qaa.ac.uk/>

Current External examiners

- External examiner reports (available from UEL virtual learning environment (moodle))

