

BSc (Hons) Physiotherapy Programme Specification

Academic Year:	2021-2
Degree Awarding Body:	University of Bradford
Final and interim award(s):	BSc (Honours) Physiotherapy [Framework for Higher Education Qualifications (FHEQ) level 6] BSc Health Studies [Framework for Higher Education Qualifications (FHEQ) level 6] Diploma of Higher Education Health Studies [Framework for Higher Education Qualifications (FHEQ) level 5] Certificate of Higher Education Health Studies [Framework for Higher Education Qualifications (FHEQ) level 4] Health Studies (for students gaining an award but who do not meet the clinical or professional body requirements that permit application for professional registration)
Programme accredited by (if appropriate):	Health & Care Professions Council (HCPC) and accredited by Chartered Society of Physiotherapy (CSP)
Programme duration:	3 Years full time. Maximum 6 years full time in accordance with the Chartered Society of Physiotherapy Quality Assurance guidance
UCAS code:	B160
QAA Subject benchmark statement(s):	Health Studies (2019)
Date last confirmed and/or minor modification approved by Faculty Board	January 2021

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

There is over 65 years of history of physiotherapy education in Bradford. The original School of Physiotherapy was founded in 1950 by Margaret Hollis MBE. Today the programme holds a key position in the business of the University of Bradford. Overall student satisfaction in the National Student Survey, on the programme is very high with over 90% overall satisfaction score for the past three surveys in 2016/17, 2017/18 and 2018/19. Key elements of this success have been suggested as being the caring and supportive relationships fostered between staff and students, their response to requests for help and advice and genuine concern of the staff that students get the best results possible.

Students will be taught by a staff team who have a wealth of experience within the profession at a local, national and international level, many of who still maintain a clinical workload and who are actively engaged in many different research projects. This includes activities associated with the Digital Health Enterprise Zone, a key University initiative.

Physiotherapy plays an essential part in the overall health and well-being of a wide range of patients and client groups. Physiotherapists work in partnership with clients with an emphasis on person-centred care. They offer strong clinical leadership skills which will enable them to take a key role in health promotion, in the management of acute and long-term conditions and in vocational rehabilitation. There is now a focus on the prevention of ill health, the promotion of well-being and personal responsibility for staying healthy.

In recent years there has been a shift away from a focus on the “core” areas of practice – those being musculoskeletal, cardio-vascular and respiratory and neurology – to much more diverse practice settings. The move towards primary health care and community management means that physiotherapists must be equipped to manage a diverse caseload often within a multi-disciplinary team and working across professional boundaries. Physiotherapists also need to have the necessary skills to manage and lead such teams often working in emerging roles with new health and social care providers. We have a strong emphasis on the role of exercise and well-being especially in long-term conditions such as diabetes and other significant worldwide public health issues.

Here at the University of Bradford our approach emphasises the integration and application of theory and practice to produce an adaptable and innovative graduate with excellent professional skills, with the ability to work in both national and international settings, who can use a research based, evaluative, problem solving approach to physiotherapy practice. Students will be equipped with the skills to enable them to be a life-long learner and to embrace technology and technology-enhanced learning, vital in modern healthcare. These skills will evidence that students can meet the University of Bradford’s graduate attributes, identified in the Curriculum Framework (2018).

Provision is mapped against the Health & Care Professions Council (HCPC) Standards of Education and Training and Standards of Proficiency (HCPC, 2017 and 2014), the Quality Assurance Agency for Higher Education Subject Benchmark Statement for Health Studies (QAAHE, 2019) and the Framework for Higher Education Qualifications (QAAHE, 2008), the Chartered Society of Physiotherapy (CSP) Learning and Development Principles (2010) and

developed with reference to the Physiotherapy Framework and HCPC Standards of Conduct, Performance and Ethics (2016). On successful completion of the three-year, full time programme graduates are eligible to apply for Registration with the Health & Care Professions Council and can apply for Membership of the Chartered Society of Physiotherapy. The title of 'Physiotherapist' is protected by law and anyone using the title must be registered with the HCPC. It is a criminal offence for someone to claim that they are registered when they are not, or to use a protected title that they are not entitled to use.

Students will be encouraged to become a student member of the CSP and are given information about the benefits of membership by the Year Tutor and a CSP Representative.

Applicants will have a strong academic profile or recognisable potential to succeed on the programme. In addition to academic ability there is also the need to possess high level interpersonal and communication skills. Applicants should be able to demonstrate knowledge of the scope and demands of physiotherapy practice, if possible, through a period of work experience to familiarise themselves with work in a health or care environment. The Physiotherapy programme at the University of Bradford is designed to attract a diverse range of applicants from a wide range of backgrounds.

The health service and care sectors are changing rapidly. To increase the student's ability to work collaboratively in an inter-professional environment the programme includes inter-professional learning embedded in both university-based and practice education modules.

Programme Aims

The programme is intended to:

- A1: develop the subject skills and knowledge required for the safe and competent practice of physiotherapy, within legal and ethical frameworks in existing and emerging health and well-being environment.
- A2: develop and promote the students' knowledge, skills, personal attributes, values and behaviours to place the service user at the centre of their care.
- A3: meet the requirements and values of the Health & Care Professions Council and the Chartered Society of Physiotherapy.
- A4: provide a supportive active learning environment in which students are encouraged to problem-solve and develop autonomous skills for life-long learning.
- A5: promote an evidence-based and research-informed approach to the application of physiotherapy practice through a process of critical evaluation and reflection and the development of clinical reasoning skills.
- A6: maximise employability by equipping the student to demonstrate professional values and beliefs, work with and as part of multi-professional teams and to develop the skills of accountability, leadership, enterprise, entrepreneurship, and innovation.

- A7: develop personal and professional responsibility for the sustainable use of resources and transferable skills including digital literacy across units, stages and the differing learning and practice environments.
- A8: promote and develop understanding of intercultural and international awareness, social and civic responsibilities, global citizenship, ethics, and sustainability.

Programme Learning Outcomes

To be eligible for the award of Certificate of Higher Education at FHEQ level 4, students will be able to:

- LO1 Demonstrate knowledge of the underlying concepts and principles associated with the area of study and an ability to evaluate and interpret these within the context of health.
- LO2 Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data to develop lines of argument and make sound judgments in accordance with basic theories and concepts relevant to health.
- LO3 Evaluate the appropriateness of different approaches to solving problems related to health.
- LO5 Communicate the results of study/work accurately and reliably, and with structured and coherent arguments.
- LO6 Have the skills and understanding to undertake further training and develop new skills within a structured and managed environment.
- LO7 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.
- LO8 Additionally, to be eligible for the award of Diploma of Higher Education at FHEQ level 5, students will be able to:
- LO9 Demonstrate knowledge and critical understanding of the principles of health and the way in which these have developed.
- LO10 Demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied, including the application of those principles in an employment context.
- LO11 Demonstrate knowledge of the main methods of enquiry in health, and ability to evaluate critically the appropriateness of different approaches to solving problems in health.
- LO12 Demonstrate an understanding of the limits of individual knowledge and how this impact on student's analysis and interpretations of that knowledge.
- LO13 Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

- LO14 Effectively communicate information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.
- LO15 Additionally, to be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:
- LO16 Work as a member of the multi-disciplinary team within diverse settings providing an inter-agency and cross-boundary approach to person-centred health and social care.
- LO17 Work in partnership with service users to promote, maintain and improve personal and public health and wellbeing.
- LO18 Demonstrate a caring and compassionate approach to all individuals throughout, showing dignity and respect to all.
- LO19 Demonstrate personal transferable key skills in problem solving, critical thinking, written and verbal communication, team working, professional autonomy, innovation, entrepreneurship and leadership, time management, prioritisation of workload, reflection, and self-evaluation, and use of existing and emerging technologies.
- LO20 Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:
- LO21 Demonstrate knowledge and understanding of human function and dysfunction, the theory and practice of physiotherapy contextual to both the needs of individuals and health and social care provision related to contemporary local and national policies.
- LO22 Integrate theory and practice in both academic and a variety of practice settings. This will enable students to develop clinical reasoning and problem-solving skills to assess problems and plan interventions to meet service user and carer goals.
- LO23 Apply therapeutic skills in response to the physical, psychological, social and cultural needs of individuals or groups using critical evaluation of the available evidence. This will facilitate a reflective approach encompassing evidence-based practice and a commitment to lifelong learning.
- LO24 Work as an autonomous professional, who can evaluate and reflect on their own scope of practice and respond to the changing models of health and social care delivery, the implications of limited resources and have the ability to influence practice to provide person-centred care.

Curriculum

Stage 1/Level 4

There is a high practical content both in terms of the number of modules containing practical skills and in the number of hours devoted to skills-based teaching and learning.

The integration of theory and practice in all modules requires high levels of student participation and engagement. Strong links between theory and practice are facilitated through widespread use of a problem-solving case-scenario approach.

Professional skills are integral to personal development as a physiotherapist. Participation in interactive professional skills development involves experience, observation and feedback and is essential to physiotherapy education. Students are strongly encouraged to act as a model for the teaching and learning processes involved in the acquisition of physiotherapy skills both in the Faculty and in work-based placements. In order to maintain safe practice and meet legal requirements, Higher Education Institutions must ensure all students give consent prior to their participation in any activities that may impact on their health or safety status, or the health or safety status of others. Students will therefore be asked to complete a consent form on a yearly basis.

By the end of this stage, students will have an understanding of basic pathological processes such as healing and inflammation and the body systems in both health and disease. This includes the psycho-social aspects of ill health and promotion of wellbeing. Students will be able to select, justify and carry out basic physiotherapy management of common musculoskeletal and other conditions which will include selecting appropriate advice and exercise aimed both at the individual and groups of clients.

FHEQ Level	Module Title	Type (Core/option/elective)	Credits	Semester (s)	Module Code
4	Neuromusculoskeletal - peripheral	Core	60	ACYR	PAR4009-E
4	Developing and Promoting Health and Wellbeing	Core	20	ACYR	PAR4008-B
4	People, Populations and Contemporary Physiotherapy Practice	Core	40	ACYR	PAR4006-D

Semester 'ACYR' describes a module that is taught over semesters one and two.

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education Health Studies if they have successfully completed at least 120 credits and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC)

Stage 2/Level 5

The emphasis at this level is on the development of more advanced and specialised skills directed towards the common areas of physiotherapy practice. Students will explore principles of management of the patient with cardiovascular and respiratory, neurological and spinal conditions, highlighting the importance of evidence-based practice, patient

engagement and the management of long term conditions in these areas. These principles will be applied across the age spectrum with again an emphasis on the diversity of settings where these conditions may be encountered.

Students research knowledge and skills will be developed through a module which will enable them to produce an outline research proposal that will be developed in the research module of level 6.

Also, at this level, some sessions are identified as ‘practice preparation’ to ensure that students are as well prepared as possible with regard to the various expectations of work-based learning.

Work based learning experience at this level consists of three placements. The first is a ‘introductory’ placement experience which is not credit rated but is marked on a pass/fail basis. There are a further 2, 180-hour placements. On all placement’s students will be supplied with an assessment booklet with clear learning outcomes and guidance for them to use and to provide to their educator.

By the end of level 5, students will be able to engage in a wide variety of work-based placements using a variety of physiotherapy skills applied to a wide range of clients and patients. Students will also have the ability to reflect on interventions, to identify their own learning needs and to use this information in the portfolio used to evidence continuing personal and professional development. It is important to be able to find, interpret and apply research both to underpin theoretical knowledge and practical application.

FHEQ Level	Module Title	Core/ Option (Honours)	Credits	Semester (s)	Module Code
5	Neurological Practice	Core	20	1	PAR5008-B
5	Cardiovascular & Respiratory Practice	Core	20	1	PAR5012-B
5	Neuromusculoskeletal- Spinal	Core	20	1	PAR5010-B
5	Research Methods in Health and Sport	Core	20	ACYR	PAR5011-B
5	Work Based Learning 1(Level 5)	Core	40	ACYR	PAR5014-D

Semester ‘ACYR’ describes a module that is taught over semesters one and two.

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education Health Studies if they have successfully completed at least 240 credits and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC)

Stage 3/Level 6

The emphasis at this level is on independent learning. Students will complete a research module which will offer four options for delivery and assessment – a literature review, a piece of primary research, a fully-worked up research proposal or an audit of an aspect of practice.

The module named Evidence Based Practice will also develop the understanding of research skills. This module is a distinctive feature of the programme which emphasises group work in both delivery and assessment. It has been deemed by both students and external examiners to be extremely relevant to practice. There will be optionality in both the choice of topic to be explored by the groups and in the mode of assessment.

The School, with input from the University Careers Office and the CSP offers support for students on preparation for interview and employment. This will be integrated into the Employability and Professional Development module that addresses issues of employability, enterprise and entrepreneurship, helping students to prepare for the workplace. There will be elements of optionality within the module content and the assessment.

Work Based Learning placements at this level are worth a total of 60 credits and reflect the importance of the practice element of the programme.

By the end of this level, students will be able to demonstrate that they meet all the programme learning outcomes through successful completion of academic work and practice modules. Students will utilise the full range of physiotherapeutic, interpersonal, team-working and reflection skills ultimately to a standard expected of a newly qualified physiotherapist. Students will be eligible for the award of BSc (Hons) Physiotherapy.

FHEQ Level	Module Title	Core/ Option (Honours)	Credits	Semester (s)	Module Code
6	Evidence Based Practice	Core	20	ACYR	HEA6002-B
6	Employability and Professional Development	Core	20	ACYR	PAR6007-B
6	Aspirational Research Proposal	Option	20	ACYR	RES6003-B
6	Evaluating Service Delivery	Option	20	ACYR	PAR6008-B
6	Literature Review	Option	20	ACYR	RES6004-B
6	Primary Research Project	Option	20	ACYR	PAR6011-B
6	Work Based Learning 2 (Level 6)	Core	60	ACYR	PAR6010-E

Semester 'ACYR' describes a module that is taught over semesters one and two.

Students will be eligible to exit with the award of Ordinary Degree of Bachelor Health Studies if they have successfully completed at least 300 credits and achieved the award

learning outcomes. Students who are eligible for an academic award but who do not meet the clinical and professional requirements that permit application for professional registration with the HCPC will receive a degree with the title “Health Studies”.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC) OR MEMBERSHIP OF THE CHARTERED SOCIETY OF PHYSIOTHERAPY.

A student prevented by illness or other good cause from taking either the whole or part of the assessments required for the final Stage of a course of study may thereupon be treated by the Senate, on the recommendation of the Faculty Board and subject to such conditions as are prescribed in the Regulations, as a successful student in those assessments and be granted an Aegrotat award.

An Aegrotat degree shall not be granted as a Degree with Honours or with a Pass at Honours, an Ordinary Degree or an Advanced Degree of Master. The title of the award will not be ‘Physiotherapy’.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC) OR MEMBERSHIP OF THE CHARTERED SOCIETY OF PHYSIOTHERAPY.

Students will be eligible for the award of Honours Degree of Bachelor, BSc (Honours) Physiotherapy, if they have successfully completed at least 360 credits and achieved the award learning outcomes.

THIS AWARD CONFERS ELIGIBILITY TO APPLY FOR a) REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC) AND b) MEMBERSHIP OF THE CHARTERED SOCIETY OF PHYSIOTHERAPY.

Learning and Teaching Strategy

The University of Bradford follows a research-informed curriculum (University of Bradford Curriculum Framework 2018) which engages learners with current research relevant to their subject and involves students learning through research and enquiry.

A major focus of the course is on problem-solving and clinical reasoning. Students will build on profession-specific background knowledge and skills during years one and two moving towards the problem-solving and reasoning skills required for successful professional practice. This programme utilises a blended learning approach with technology-enhanced learning playing a significant role within this. Reflection is embedded at all levels and the maintenance of a reflective portfolio based around each student’s learning experiences is particularly useful in the practice environment. Students are encouraged to use the e-portfolio to record learning experiences, as a basis for personal and professional development planning. This is an ideal way to continue to evidence reflection and CPD, now a statutory part of continued professional registration.

Students will be taught alongside the students on the MPhysiotherapy Sport and Exercise Medicine programme, sharing most year one modules at all levels. Some large group teaching utilises the concept of team-based learning (TBL) whereby some knowledge-based content is studied out of class and is then assessed by answering multiple choice questions individually then as a small group or 'team'. This is followed up by undertaking academic exercises which stress the application of this learning.

Lectures are supplemented with small group seminars and practical sessions to facilitate an active and collaborative approach to learning. Case based scenarios are used to facilitate the development of clinical reasoning skills alongside a skills-rich curriculum. These skills are ultimately evidenced in the practice setting measured by success in meeting the learning outcomes detailed in the work-based learning assessment booklet. Practical skills are taught in groups of not more than 22 to one member of teaching staff. There is a high practical content in the course especially in years one and two and the integration of theory and practice requires students to have a high level of engagement in order to fully understand the concepts being taught.

Student feedback indicates a high level of satisfaction with the learning and teaching experience provided in the Faculty, as evidenced in module evaluations and the National Student Survey. In particular they place high value on the participation of service users and carers giving a person-centred perspective. The School has a vibrant Service User and Carer group who are collaboratively involved in the recruitment of students, delivery of teaching sessions, production of learning materials, assessment of learning and involvement in the development and management of courses. As such students should expect Service Users and Carers to have an impact on their learning whether that is through face-to-face contact, in teaching sessions or assessments or in the production of re-useable learning materials such as digital stories, audio or video.

One example of where students might encounter service user and carer stories is in the virtual community of Bradton. The Faculty of Health Studies at the University of Bradford with colleagues at the Comensus project at the University of Central Lancashire and Advocacy in Action in Nottingham, developed on-line learning materials in collaboration with service users and carers. This has involved people sharing their experiences of health and social care, to build the virtual community 'Bradton'. The 'Bradton' project has created a learning and teaching resource that promotes insight into real personal histories.

The introduction of a clinic has enabled students to develop the competencies necessary for future employment and is a good example of Knowledge Transfer in the Faculty. This provides students of the University, the opportunity to self-refer for treatment for acute musculo-skeletal conditions, for assessment and treatment by physiotherapy students under supervision of a HCPC registered physiotherapist. The clinic has a wide patient base including Patients with a range of neurological conditions, giving students the opportunity to observe and participate in the assessment and treatment of these patients.

There is a strong emphasis on work-based learning in the practice setting to promote the application of theory to practice and the development of clinical reasoning skills. Professional Practice or work-based learning commences during the second year of the programme and meets the Professional Body's required minimum of 1000 hours. This

forms an integral part of the learning process and is vital to the academic, personal and professional development. These practice modules take place within units in hospitals, clinics, GP practices and community services as well as digital health and simulation environments, mainly in the Bradford and Airedale regions. There is a trend for increasing numbers of placements in community and primary care settings and contact with a diverse client group in those settings. The programme is structured in a format that allows students to build the profession specific background knowledge and skills during years one and two with the emphasis moving towards problem solving and reasoning skills ready for professional practice by the end of the programme. By the time students undertake the first work-based placement they will have the basic skills and knowledge which will allow them to apply physiotherapy principles in any area or speciality.

De-brief sessions are held at the end of a placement or at the next available opportunity within an academic 'block'. These enable students to discuss their experiences with a member of staff and with each other to give a varied and worthwhile learning experience. Expectations of practice educators and the transition from level 5 to 6 can also be discussed on these days.

Practice Educators Programmes and regular updates are run jointly by us, Leeds Beckett University and the University of Huddersfield. Students are required to give placement feedback via an on-line questionnaire, which then is circulated to the respective university and placement sites to inform the process of placement audits.

Teaching strategies vary across clinical sites, students can expect close supervision from senior members of the profession with frequent and timely feedback. Students who engage with and act on that feedback can achieve excellent standards.

Optionality

The introduction of a proportion of optionality of assessment is a key feature of the University of Bradford's Curriculum Framework and has been interpreted and applied to all Levels in the new curriculum. This means that students have a certain amount of choice regarding topic area and mode of assessment to achieve learning outcomes and when to undertake key competencies. This reflects the School's commitment to an inclusive curriculum and our continued support for all learners.

Inter-professional education:

"Inter-Professional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care" (Centre for the Advancement of Interprofessional Education 2002). The Faculty works closely with practice partners and recognises the implications of recent national policies which require future health and social care workforces to work across professional boundaries, within a framework of core knowledge and core values (Francis 2013, Higher Education England 2015). The Faculty Vision for Inter-Professional Education across all levels of study is to provide the best possible opportunities for students to become professional, safe practitioners in a changing and challenging world and to equip them for communicating and collaborating across professional boundaries in order to contribute to safer systems of care and provide person centred care in all practice settings. We aim to create an

environment that enables students not just to learn with each other or even about each other, but to explore common knowledge base and values. Undergraduate Learning Outcomes have been developed and are integrated into programme specific modules across all programmes in the Faculty. Inter-professional learning opportunities include shared module delivery to develop skills such as basic life support, moving and handling, staff/patient safety and research and evidence-based skills. Year 1 profession specific modules develop students understanding of themselves as a health practitioner with emphasis on professional identity, knowledge and attributes. The module 'People, Populations and Contemporary Physiotherapy Practice' will help students to gain a basic understanding of physiotherapy as part of an integrated health and social care system. Learning opportunities in year 2 of the programme embed understanding of multi professional roles in the patient/client journey. These learning experiences, working with students of other disciplines, include real world case scenarios (using shared resources such as 'Bradton'). They allow students to collaborate with, learn with, learn from and learn about each other. Further understanding of the roles of differing professions will be gained from placement experiences, when students will be actively encouraged to spend time with other professionals to gain an understanding of roles within the multi-disciplinary team. 3rd Year modules such as 'Employability and Professional Development' will develop students understanding of how health and care organisations work to provide integrated care for people across a range of settings. Students will gain advanced knowledge of human factors theories that will enable them to identify areas where current practice may be improved.

Assessment Strategy

The physiotherapy programme uses a diverse range of assessment strategies that reflect the diversity of the student population, accommodating different learning styles. This varied approach seeks to facilitate the success of all students and the all-round development of a competent physiotherapy practitioner able to meet the learning outcomes for the programme. The assessment load is spread evenly across the entire programme and offers a degree of optionality in both method and timing.

Continuous assessment

The school has introduced some elements of continuous assessment with a particular focus on competencies related to an undergraduate student. One of the aims of introducing continuous assessment is to reduce final assessment load for the modules, this will help students to plan better and engage with taught elements of the programme. Competence based clinical skills are essential components of professional practice and will help the students prepare for Work Based Learning modules. They are assessed on a pass/ fail basis and contribute a small percentage to the overall module mark and as suggested above, students can decide when they are ready to undertake the assessment.

Assessment in the University aims to promote and develop reasoned professional knowledge and skills and will reflect the requirements and expectations of the practice setting. Assessment strategies are designed to mirror the clinical environment. There will be identified opportunities for formative feedback in all modules to assess their progress prior to final achievement of modular outcomes.

The assessment strategy for work-based placements has been developed collaboratively with three universities in the region. There is a common assessment tool, commented on favourably by our colleagues in practice, which undergoes annual review from the collective placement co-ordinators. This offers as robust an assessment as is possible with many clinical sites involved; with standardised learning outcomes across the domains being tested. In addition to the paperwork for the Bradford programme, there will be a pass/fail element for professional conduct. It is a programme requirement that this element must be passed. This will mean that a student who has exhibited behaviour not in keeping with Standards of Proficiency (Health & Care Professions Council, 2013) or Code of Members' Professional Values and Behaviour (Chartered Society of Physiotherapy, 2011) will fail the placement overall, with a mark capped at 35% even if they have achieved an average pass mark across the domains being tested.

There will be a thread of assessment that requires students to demonstrate academic writing skills running through all levels of the programme, which is designed to meet the requirements of an honours degree and equip them with skills which can be extended beyond this level of study.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link: <https://www.bradford.ac.uk/regulations/>

However, there are four exceptions to these regulations as listed below:

Students are not permitted to carry any credits at 35% - 39% where the assessment for those credits is of a practical nature. Where a module has a dual assessment and part of that assessment is practically based, students are not permitted to pass that module if they fail that practical component, even if the overall weighted average is over 40%. (Principle 2, CSP Accreditation of Qualifying Programmes in Physiotherapy: Quality Assurance processes, 2010)

Each work-based learning module must be passed in sequence. Where a work-based learning module has more than one element, these must also be passed sequentially. Where a work-based learning module is failed, the supplementary assessment will normally be undertaken at the next available placement opportunity.

In accordance with Professional Body requirements, students are not permitted more than two attempts at a work-based learning placement. Students who fail two work-based placements in an academic year will normally be required to withdraw from the programme. (Principle 2, CSP Accreditation of Qualifying Programmes in Physiotherapy: Quality Assurance processes, 2010).

External Examiner

As part of the assessment regulations for the programme an external examiner is appointed. This must be a HCPC registered Physiotherapists with appropriate qualifications and experience as required by the University of Bradford.

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The minimum entry requirements for the programme are as follows:

Application to the programme is through UCAS. All candidates must satisfy the minimum entry requirements of the School which are GCSE passes at grade 4 (old grade C) or above to include English Language, Mathematics and Biology, Combined Science or Physical Education and 136 points or equivalent on the UCAS tariff system. Students with a non-traditional education background are considered with a range of qualifications, even if they do not fulfil the above criteria provided that there is evidence of appropriate level 3 study. In addition to academic entry requirements candidates must also demonstrate an understanding of the diverse nature of physiotherapy. This may be demonstrated through research into the profession via the internet, publications or appropriate work experience. Offers are only made after detailed consideration of each individual application and subsequent interview. Interview will give the applicants the opportunity to discuss and demonstrate values related to the NHS Constitution.

We also welcome international students onto this programme. As well as meeting the entrance requirements above, students also need to achieve the following English Language qualification:

IELTS – an overall band score of 6.5 with no sub-set less than 6

To apply to be admitted to the HCPC register, students must be able to communicate to the standard of Level 7 of the IELTS (or equivalent) with no element less than 6.5. One of the programme aims (A2) states that the programme will ensure that they meet the requirements and values of the Health & Care Professions Council (HCPC) and as such the named award is linked to eligibility to apply for registration with the HCPC; we cannot therefore grant the named award unless students meet all programme requirements. Students may be asked therefore, to provide evidence of English language proficiency (this may include undertaking further testing via IELTS). Failure to meet this programme aim will result in the fall-back award being conferred.

In addition to meeting the academic entry requirements, all places are offered subject to satisfactory occupational health screening. This will involve completing an on-line occupational health questionnaire and attendance if required at a medical appointment.

Students on health care programmes must be able to meet the Health and Care Professions Council Standards of Proficiency (2013). Occupational health screening and assessment will consider the students' health and wellbeing and their fitness to study and practice. Progress on the course is dependent on students continued fitness.

This screening process complies with Public Health England requirements for protection of the public and students and staff working in health and social care.

All offers of places are made subject to satisfactory health clearance and an agreement to undergo appropriate blood tests and immunisations.

The University is obliged to make reasonable adjustments for students with disabilities to enable them to fulfil the required competencies of the programme. Candidates who are concerned about health issues are strongly advised to contact us prior to applying.

The offer of a place is also subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check.

These conditions are to ensure students can meet the physical and emotional demands of the programme and the requirements of the Faculty's Learning and Development Agreement with Health Education England, North for protection of the public.

Where issues are identified during application in the DBS or occupational health assessment the results will be notified to the applicant with the case being referred to a multi-professional panel for consideration.

The UCAS tariff applicable may vary for more information contact University Admissions admissions-health@bradford.ac.uk

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Annual changes for 2021 academic year.	May 2021

References:

Centre for the Advancement of Inter-Professional Education (2002) Defining Inter-Professional Education <http://caipe.org.uk/about-us/defining-ipe/>

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