

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Health and Social Sciences
Final award(s), title(s) and credits BSc (Hons) Physiotherapy – 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60) ECTS) Level 6 credits	
Intermediate award(s), title(s) and credits BSc in Rehabilitation Studies (80 Credits / 40 ECTS Level 6 + 120 Credits / 60 ECTS Level 5 + 120 Credits / 120 ECTS Level 4) Dip HE in Rehabilitation Studies (120 Credits / 60 ECTS Level 5 + 120 Credits / 120 ECTS Level 4) Cert HE in Rehabilitation Studies (120 Credits / 60 ECTS Level 4)	
UCAS Programme Code(s) (where applicable and if known) B160	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100252 Physiotherapy
External reference points <ul style="list-style-type: none"> - QAA UK - UK Quality Code for Higher Education: Setting and maintaining academic standards (2024) - Standards of Education and Training from the Health and Care Professions Council (2018). - Standards of Proficiency from the Health and Care Professions Council (2023). - Learning and Development Principles of the Chartered Society of Physiotherapy (2020). 	
Professional, Statutory and Regulatory Body (PSRB) links Health and Care Professions Council Chartered Society of Physiotherapy	
Places of delivery Bournemouth University, Lansdowne Campus	
Mode(s) of delivery Full-Time	Language of delivery English
Typical duration 36 months	
Date of first intake September 2025	Expected start dates September
Maximum student numbers 60	Practice Learning 1 x 4-week simulation practice learning in level 4 2 x 7.5-week (0.8 FTE) practice learning in level 5 2 x 7.5-week (0.8 FTE) practice learning in level 6
Partner(s) Not applicable	Partnership model Not applicable
Date of this Programme Specification February 2025	
Version number 2.1-0925	
Approval, review or modification reference numbers E232421 EC242510, approved 17/12/2024, no change to version number FHSS 2425 10, approved 28/11/2024, previously version 2.0-0925 EC 2425 15, approved 27/02/2025, version remains unchanged EC 2425 19, approved 13/03/2025, version remains unchanged	
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PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Physiotherapy								
Year 1/Level 4 Students are required to complete all 6 core units.								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Introduction to Anatomy and Physiology	Core	20	100%			36	1.0	100252
Applied Anatomy and Physiology	Core	20	100%			48	1.0	100252
Introduction to Research	Core	20	100%			36	1.0	100252
Communication Skills and Professionalism	Core	20	50%	50%		36	1.0	100252
Cardiovascular and Respiratory Physiotherapy	Core	20	100%			48	1.0	100252
Practice Learning 1	Core	20	65%	35%		36 + 150 practice learning hours	1.0	100252
Progression requirements: As per BU regulations.								
Exit qualification: Cert HE Rehabilitation Studies (requires 120 credits at Level 4)								

Year 2/Level 5								
Students are required to complete all 6 core units.								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit versio n no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Neurological Physiotherapy	Core	20	100%			48	1.0	100252
Musculoskeletal Physiotherapy	Core	20	100%			48	1.0	100252
Conducting Research	Core	20		100%		36	2.0	100252
Practice Learning 2	Core	20		100%		225 practice learning hours	1.0	100252
Practice Learning 3	Core	20		100%		225 practice learning hours	1.0	100252
Reasoning and Reflection	Core	20		100%		36	1.0	100252
Progression requirements: As per BU regulations.								
Exit qualification: Dip HE Rehabilitation Studies (requires 120 credits at Level 4 and 120 credits at Level 5)								

Year 3/Level 6 Students are required to complete all 6 credit bearing core units.								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Practice Learning 4	Core	20		100%		225 practice learning hours	1.0	100252
Practice Learning 5	Core	20		100%		225 practice learning hours	1.0	100252
Advanced Clinical Reasoning and Reflection	Core	20		100%		36	1.0	100252
Innovations for Practice	Core	20		100%		36	1.0	100252
Research for Practice	Core	20		100%		36	1.0	100252
Advanced Holistic Physiotherapy Practice	Core	20	100%			48	1.0	100252
Exit qualification: BSc (Hons) Physiotherapy or BSc in Rehabilitation Studies Full-time UG award: BSc (Hons) Physiotherapy requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6 plus a total of 1000 hours of Practice Learning BSc Rehabilitation Studies requires 120 credits at Level 4, 120 credits at Level 5 and 80 credits at Level 6								

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The overall aim of the programme is to graduate Physiotherapists who are effective in delivering well-reasoned, compassionate health and social care through the integration of evidence based and person-centred practice. They will be autonomous, team-oriented professionals who are flexible and can adapt to changing health and social care needs and the developing physiotherapy profession. They will be proficient at exploring and integrating multiple resources to inform their continued professional development. With excellent academic, physiotherapeutic, interpersonal and professional skills graduates will be eligible to meet the standards of proficiency required to become registered with the Health and Care Professions Council (HCPC) and gain professional membership of the Chartered Society of Physiotherapy (CSP).

The programme aims to develop:

- Autonomous, reflective physiotherapists who will be independent learners committed to continuing professional development and life-long learning.
- Compassionate practitioners who demonstrate the core values encompassed within the philosophy of person-centred care which respects the dignity, equality, diversity, and inclusion of all individuals.
- Enquiring practitioners with excellent skills of clinical judgement, who can assess, implement, evaluate, and inform physiotherapy practice, particularly when managing musculoskeletal, cardiovascular, respiratory, and neurological pathologies in a range of client groups and in a diversity of settings.
- Ethical physiotherapists with excellent interpersonal and communication skills who are good educators and motivators focusing on person-centred care and mutually agreed goals.
- Physiotherapists who understand their own role and the role of the inter-professional team in a variety of traditional and evolving health and social care settings.
- Physiotherapists with a wide range of other transferable skills including the ability to investigate and apply research evidence, leadership, and management skills.
- Physiotherapists with integrated skills in health promotion/education.

Our curriculum is built around a person-centred care agenda. Person-centred care values underpin all learning from the classroom to practice learning. It features in group work, inter-professional education (IPE) group work and extends to practice learning and service users. This is important because it enhances students' ability to practice in a non-discriminatory way and aligns to the HCPC Standards of Proficiency of incorporating equality, diversity, and inclusion.

We employ a spiral curriculum. This means that students will see similar topics throughout the course of their study with each iteration increasing in complexity. As such, it is not a repetition of topics but an opportunity for students to deepen their understanding and application of learning with each encounter building on their previous one. In addition, a wide variety of assessments are spiraled throughout the programme to provide students with opportunities to develop multiple skill sets such as practical skills, writing, communication, group work, and presentation skills ultimately setting them up for employment.

We employ a teaching and learning strategy which is designed to develop and enhance resilience which is essential for the modern health care worker. This is initially achieved in Level 4 through the development of emotional intelligence (self-awareness, self-management, social awareness, relationship management). This is subsequently built on year by year such that by graduation students are well equipped to deal with the ever-changing and developing role of a physiotherapist.

Bournemouth University Course Philosophy



Connectedness

BU Physiotherapy demonstrates connectedness in many ways – within the student cohorts, the teaching team, and as a cohesive programme. BU Physiotherapy is connected to our PIER Partnership and values the lived experience in teaching. Finally, BU Physiotherapy is connected to our local community supporting and responding to the community's needs.

Critical Thinking

BU Physiotherapy develops critical thinking allowing our graduates will shape future practice and be ready to solve and innovate the healthcare problems of the future.

Lifelong Learning

BU Physiotherapy values, develops, and inspires lifelong learning in our graduates. Lifelong learning fosters self-development, critical thinking, growth mind-set, our graduate excel in developing themselves and others.

Evidence Based Practice

BU Physiotherapy teaching team is research active leading on national and international health and social care research. Teaching content is evidence-based teaching novel concepts and embedding a strong link between theory and practice.

Adaptable

BU Physiotherapy develops graduates that can adapt and work in a changing healthcare environment with transferable skills to work across a range of environments and settings.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

At the heart of the [BU2025 vision](#) is 'Fusion' which combines inspirational teaching, world-class research and the latest thinking in the professions to create a continuous and fruitful exchange of knowledge. We want to build a reputation for inspiring learning, advancing knowledge, and enriching society through Fusion. This inclusive implementation of Fusion, focused on impact, will become distinctive and help us to deliver our vision. The Physiotherapy programme aligns with the BU vision.

In Fusion, we bring together research, education, and practice to create something that is greater than the sum of its parts. Each element informs and improves the others. This means that:

- BU excels in programmes that are both linked to practice and industry and informed by the latest research
- BU academic staff are rounded academics, engaged in research, education and practice
- BU's graduates are highly employable; they are innovative, have research skills, a global outlook and a focus on societal impact
- BU's research is intrinsically linked to industry and practice and brought to life in our education
- Professional service and support staff are engaged in bringing together the latest research and knowledge with best practice and industry experience.

Our distinctive Fusion culture and communities is well established. Our students and staff thrive through Fusion and we have a worldwide reputation for our distinctive co-created Fusion approach. Our vibrant Fusion

communities are collaborative, inclusive, and resilient and connected world-wide. The BU learning experience is personalised, inter-disciplinary and consistently excellent.

The physiotherapy programme teaching team are keen to share this vision with their students in order to provide them with a unique and transformative experience.

The BU vision is to provide a personalised and well-supported student experience, where learners are actively engaged in all aspects of their university programmes:

- Physiotherapy students will receive an excellent education, through exposure to ideas and challenges from an academic team who are committed to their learning journey. They are also offered the opportunity to work collaboratively and share knowledge with their peers
- Physiotherapy students will be involved in locating and evaluating research which is relevant to their practice in modern services and fosters their critical thinking skills. They will be guided to an appreciation of the importance of knowledge generation and experience discovering how this new knowledge can impact positively on the patients' lives.

GLOBALISATION

We warmly welcome international students, offering a global perspective to enhance the learning experience. The flexibility of the programme is demonstrated through the opportunity for student learning abroad. For example a research and education practice learning experience at Elon University in North Carolina, USA, providing valuable international exposure and linking to the research and education pillars of practice. Moreover, the institution has established student exchange partnerships with ongoing efforts to develop additional programme exchanges. To further enrich their educational journey, students can also take advantage of the Turing scheme, ensuring access to a diverse range of opportunities and experiences beyond the borders of their home institution such as at Sri Ramachandra University in India.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

As a general rule, time devoted to assessment should normally represent approximately 25% of the student learning time for a unit (i.e. 50 hours for a 20-credit unit), leaving the rest for specific programme-related activities, including lectures, seminars, preparatory work, practical activities, reading, critical reflection and independent learning.

As a guideline, a 20-credit unit would normally require the equivalent of approximately 3000 words in total for the summative assessment.

Assessments focus on underpinning knowledge and comprehension in key areas relating to Physiotherapy. A broad range of assessment methods explore the wide range of skills required of a graduate physiotherapist and supports the diversity of individual learning needs. Formative assessment is used extensively to support students to develop the skills required for summative assessments and to use feedback effectively.

Level 4 assignments focus on knowledge and skills acquisition and establishing academic writing skills. Level 4 students are expected to demonstrate a basic level of competence in physiotherapy skills, assessment, treatment, and management. Level 5 students focus on application of knowledge and skills to clinical scenarios. Both practical assessments and academic writing demonstrate skills of critical analysis and evaluation. Emphasis is placed on application to the clinical environment through practice simulation. As students' progress to level 6 they will be offered an element of choice within assignments to allow them to focus on particular areas of professional interest. Students' abilities to successfully research and evidence theoretical topics will be developed to a high level by the end of the programme.

Over all three years, critical reflection as a method of lifelong learning is encouraged through reviewing professional practice development and independent learning both academically and during practice learning. Students' clinical performance and service improvement skills are assessed by practice educators and includes

the ability to critically apply knowledge and comprehension to clinical practice. These assessment marks contribute to the final degree classification.

Mandatory training is provided annually. This has been guided by UK Core Skills Training Framework and is delivered through e-Learning for Healthcare (e-LfH). E-LfH is a Health Education England Programme. It provides online, nationally quality assured mandatory training in areas such as conflict resolution; Equality, Diversity and Human Rights; Fire Safety; Health, Safety and Welfare; Information Governance; Infection Prevention and Control etc. This aligns training with colleagues in clinical practice as they access the on-line learning followed by an assessment. In addition to the e-learning modules students will have practical face-to-face taught sessions on Basic Life Support (BLS) and manual handling.

The student learning hours whilst completing practice learning at level 4 are 37.5 hours per week for four weeks (150 hours). At level 5 and level 6 practice learning hours are 30 hours per week for 7.5 weeks (4 x 225 hours), one day a week students have an academic unit linking to practice learning. The specifics of the hours or schedule are to be negotiated between the practice educator and the student however students are expected to mirror the working hours of the practice educator. In exceptional circumstances where this is not possible alternate arrangements between the practice educator, student and university can be agreed providing the target hours are completed as close as possible. This mode of working applies to all practice learning.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians, and research students.

Staff at the core of the delivery have both Physiotherapy specific qualifications and education specific qualifications (PGCert/FHEA/SFHEA). In addition, some of the delivery team remain clinically active.

Practice learning is supported by a practice educator (PE) who has attended training pertaining to facilitating learning and grading of students in practice. During practice learning PEs are supported by the university where needed. The students and PEs are supported by a University Practice Learning Advisor (UPLA) who is the link between university and practice.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1 Biological sciences, demonstrating the diversity of healthy human structure and function A2 Physical sciences applying physics, biomechanics and ergonomics to the analysis of human movement A3 Clinical sciences, relating pathological changes and clinical features of conditions to relevant physiotherapy intervention A4 Apply a reasoned theoretical basis for physiotherapeutic assessment and intervention A5 Theory of systematic enquiry, investigation, analysis and evaluation A6 Theory of communication, reflection, learning and teaching A7 Psycho-social, environmental, cultural and economic factors that impact on health and the delivery of care A8 Ethical, moral, and legal issues in relation to physiotherapy practice A9 Professional code of practice and quality assurance mechanisms within physiotherapy practice A10 Roles and values of other professions in health care, the service user and carer and different models of teamwork A11 Complexities of health care systems within which physiotherapy is delivered		Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> • Fixed Resource Session (FRS) A1-A11 • Practical learning A1-A11 • Self-managed learning (SML) A1-A11 • Group work A1-A11 • Use of virtual learning environment (VLE) A1-A11 • Reflective practice A1-A11
		Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> • Coursework practical A1-A4, A6-A11 Advanced Holistic Physiotherapy Practice • Coursework essays A5, A6, A11 Research for Practice • Coursework presentation A3, A6-A11 Innovation for Practice; • Practice Learning (4 and 5) A1-A11 • Coursework reflective and clinical reasoning A1-A11 Advanced Clinical Reasoning and Reflection
B: Intellectual skills This programme provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level outcomes:
B1 The ability to memorise and assimilate new knowledge into existing conceptual frameworks B2 The ability to process and critically evaluate information in order to make appropriate decisions B3 The ability to synthesise theoretical perspectives and research evidence into the design and implementation of effective physiotherapy management for a wide range of patients/clients		Learning and teaching strategies and methods: <ul style="list-style-type: none"> • FRS B1-B5 • Practical learning B1-B5 • SML B1-B5 • Group work B1-B5 • Use of VLE B1-B5

B4	The ability to problem-solve and clinically reason to evaluate practice and construct specific interventions.	<ul style="list-style-type: none"> • Reflective practice and clinical reasoning B1-B5
B5	The ability to reflect on experience and self-direct learning in order to identify personal and professional goals for continuing professional development and lifelong learning.	<p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework practical B1-B4 Advanced Holistic Physiotherapy Practice • Coursework essays B1-B4 Research for Practice • Coursework presentation B1-B4 Innovation for Practice • Practice Learning (4 and 5) B1-B5 • Coursework reflective and clinical reasoning B1-B5 – Advanced Clinical Reasoning and Reflection
C: Practical skills This programme provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
C1	Competent and safe physiotherapy skills which take into account physical, psychological, social and cultural needs of a person and incorporates issues of risk	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • FRS C1, C6-C8 • Practical learning C1-C8 • SML C1-C8 • Group work C1-C8 • Use of VLE C1-C8 • Reflective practice and clinical reasoning C1-C8
C2	Safe manual handling skills when moving people in a range of environments	
C3	Safe and effective use of therapeutic exercise incorporating decision making, goal setting and design of exercise programmes	
C4	Safe and effective use of manual therapy	
C5	Safe and effective use of electrotherapeutic modalities	
C6	Goal setting skills in relation to an individual's needs and ability	<p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework practical C1-C8 Advanced Holistic Physiotherapy Practice • Coursework essays C8 Research for Practice • Coursework presentation C1, C3, C7-C8 Innovations in Physiotherapy • Practice Learning (4 and 5) C1-C8 • Coursework reflective and clinical reasoning C1-C8 - Advanced Clinical Reasoning and Reflection
C7	Motivational skills which encourage the prevention of illness or injury and health promotion	
C8	Ability to make sound professional judgements in both simple and complex clinical situations while exercising non-discriminatory judgement.	
D: Transferable skills This programme provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:

D1	Communication skills that support effective, humanised and professional interaction with people from diverse backgrounds	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • FRS D1 • Practical learning D1-D9 • SML D1-D9 • Group work D1-D9 • Use of VLE D1-D9 • Reflective practice and clinical reasoning D1-D9
D2	The use of information management systems in the organisation and maintenance of accurate records	
D3	The use of Information Technology needed to manage, analyse and present data	
D4	The ability to gather appropriate information from a wide range of sources to support or critique current working practice	
D5	Educative skills which facilitate the transfer of knowledge and skills	
D6	Time management skills which enable effective management of workload	<p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework practical D1, D4-D8 Advanced Holistic Physiotherapy Practice • Coursework essays D1-D9 Research for Practice • Coursework presentation D1-D9 Innovation for Practice • Practice Learning (4 and 5) D1-D9 • Coursework reflective and clinical reasoning D1-D9 – Advanced Clinical Reasoning and Reflection
D7	The ability to work flexibly and adapt to unforeseen circumstances	
D8	The ability to take initiative in order to develop work practice	
D9	The management and leadership skills that enhance quality across organisations in an inter-professional manner	

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>A1 The relationship of the anatomy and physiology of the cardiovascular, respiratory and nervous systems to movement and function</p> <p>A2 The ability to apply knowledge of physical and pathological changes to cardio-vascular, respiratory, neurological and other long-term conditions clinical presentations and altered bio-psycho-social function</p> <p>A3 The ability to analyse non-standardised and standardised therapeutic assessment and apply clinical reasoning to formulate management plans for people with cardio-vascular, respiratory and nervous conditions</p> <p>A4 The impact of research, clinical evidence and national guidelines and management frameworks on therapy practice particularly in relation to people with cardio-vascular, respiratory and nervous conditions</p> <p>A5 The ability to compare and contrast a range of evidence that can guide practice.</p> <p>A6 The ability to compare knowledge of different therapeutic assessment and treatment approaches to formulate evidence based management plans for people with complex conditions</p> <p>A7 The ability to analyse the role of therapy in the context of changing health and social care services.</p> <p>A8 The ability to evaluate the role of all members of multi-disciplinary team and their continued involvement in the education and promotion of health in different environments.</p> <p>A9 Understanding the risk from an ethical viewpoint set against current policies and procedures that are designed to underpin the reduction or management of risk.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • FRS A1-A9 • Practical learning A1-A9 • SML A1-A9 • Group work A1-A9 • Service user A1-A6 • Use of VLE A1-A9 • Reflective practice A1-A9 <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework practical A1-A6 Neurological Physiotherapy; Musculoskeletal Physiotherapy • Coursework essay A4-A5, Conducting Research • Practice Learning (2 and 3) A1-A9 • Coursework reflective and clinical reasoning A1-A9, Reasoning and Reflection
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>B1 Plan problem-solving activities and think logically and systematically using ethical principles and practices.</p> <p>B2 Discuss concepts such as risk management, ethics and consent, in the light of differing opinions.</p> <p>B3 Reflect upon philosophical and theoretical perspectives that can underpin practice and that are informed by human experience.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • FRS B1-B6 • Practical learning B1-B6 • SML B1-B6 • Group work B1-B6 • Service user B4-B5 • Use of VLE B1-B6

<p>B4</p> <p>B5</p> <p>B6</p>	<p>Respond effectively to individuals by synthesising assessments, methods of intervention and relevant theoretical frameworks.</p> <p>Critically review a range of literature to provide evidence on an aspect of physiotherapy.</p> <p>Reflect on personal ability in order to determine transferable skills and critically assess future learning needs.</p>	<ul style="list-style-type: none"> • Reflective practice B1-B6 <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework Essay B5 Conducting Research • Coursework practical B1, B2, B3, B4 Neurological Physiotherapy; Musculoskeletal Physiotherapy • Practice learning (2 and 3) B1-B6 • Coursework reflective and clinical reasoning B1-B6 Reasoning and Reflection
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>		<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>C1</p> <p>C2</p> <p>C3</p> <p>C4</p> <p>C5</p> <p>C6</p>	<p>Effectively communicate information gathered from service-users, differentiating between appropriate language used with service-users, carers and professional colleagues of all backgrounds.</p> <p>Analyse a range of assessments and standard procedures in order to devise client-centred management plans taking into account risk involved.</p> <p>Demonstrate therapy skills appropriate to the management of people with cardio-vascular, respiratory, neurological and other long-term conditions clinical presentations in the light of varying environmental and psychosocial factors.</p> <p>Prioritise standard treatments based on research evidence and make adjustments according to varying physical, psycho-social and environmental factors.</p> <p>Liaise with colleagues and other professionals regarding continuity of care based on theoretical frames of reference.</p> <p>Motivate individuals to continue exercise programmes in the community to prevent further illness and promote healthy lifestyles.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • FRS C1-C6 • Practical learning C1-C6 • SML C1-C6 • Group work C1-C6 • Service user C1-C6 • Use of VLE C1-C6 • Reflective practice and reasoning C1-C6 <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework essay C4 Conducting Research • Coursework practical C1-C4, C6 Neurological Physiotherapy; Musculoskeletal Physiotherapy • Practice learning (2 and 3) C1-C6 • Coursework reflective and clinical reasoning C1-C6 Reasoning and Reflection
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>		<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>D1</p>	<p>Analyse professional's own role and function as a member of a group.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • FRS D1-D8

D2	Effectively communicate both personally and professionally within the context of a group.	<ul style="list-style-type: none"> • Practical learning D1-D3, D5, D6 • SML D1-D8 • Group work D1-D8 • Service user D1-D8 • Use of VLE D1-D8 • Reflective practice and clinical reasoning D1-D8
D3	Apply contemporary, humanised communication and information technology to service delivery.	<p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework D4, D7-D8 Conducting research • Coursework practical D1-D4, D6, D8 Neurological Physiotherapy; Musculoskeletal Physiotherapy • Practice Learning (2-3) D1-D8 • Coursework reflective and clinical reasoning D1-D8, Reasoning and Reflection
D4	Demonstrate good numeracy, including an understanding and ability to evaluate statistical evidence.	
D5	Teach knowledge and skills to clients or junior members of staff	
D6	Work flexibly and respond positively to changes in work load.	
D7	Gather information from a wide range of sources and by a variety of methods and assess its reliability.	
D8	Critique research information and working practice.	

LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>A1 The bio-psycho-social, environmental and cultural influences upon life development.</p> <p>A2 The expected patterns of development and function of the major functional systems of the body, (e.g. musculoskeletal, neurological and cardiovascular) which enable movement, cognition, communication and social interaction.</p> <p>A3 The anatomy, physiology, biomechanics and ergonomics related to movement and function of the lower and upper quadrant.</p> <p>A4 The pathological changes in the musculoskeletal, cardiorespiratory and neurological system give rise to clinical presentations.</p> <p>A5 The basic rationale for the selection of therapeutic interventions used for the specific therapy needs of service users in relation to identified problems.</p> <p>A6 Implications of psycho-social issues on well-being and the relationship to health promotion and client-centred education.</p> <p>A7 The bases of humanising health care. Inequality and discrimination, the influence of culture, stereotyping and prejudice as barriers to effective communication and an understanding of group processes and how these can impact upon effective communications.</p> <p>A8 Legislation, ethical frameworks and professional statutory codes of conduct that guide health and social care practice.</p> <p>A9 Professional identity and integrity relating to personal values, professional values and service user autonomy.</p> <p>A10 Commonalities and differences between physiotherapy and other professional bodies' quality assurance standards and their application to practice.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • FRS (A1-A10); • Practical learning (A1-A10); • SML (A1-A10); • Use of the VLE (A1-A10); • Group working (A1-A10); • Service users (A1-A7, A9); • Reflective practice (A1-A10). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Exam A1-A3 Introduction to Anatomy and Physiology • Exam A5 Introduction to Research • Coursework A1, A6-A10, Communication and Professionalism • Course work practical exam A1- A6 Applied Anatomy and Physiology • Coursework practical exam A1-A10, Cardiovascular and Respiratory Physiotherapy • Practice Learning (2 and 3) A1-A10
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable</p>

	students to achieve and to demonstrate the level/stage learning outcomes:
<p>B1 Identify and discuss personal learning needs and plan learning strategies to meet these needs.</p> <p>B2 Memorise and assimilate new knowledge into existing conceptual frameworks.</p> <p>B3 Demonstrate appreciation and use of multiple sources of evidence that underpin learning in the workplace.</p> <p>B4 Demonstrate the process of critical thinking.</p> <p>B5 Relate theoretical models and frameworks to practice.</p> <p>B6 Review and reflect on own learning and progress in order to plan objectives.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • FRS (B1-B6); • Practical learning (B1-B6); • SML (B1-B6); • Use of the VLE (B2-B5); • Group working (B1-B6); • Service users (B3-B5); • Reflective practice (B1-B6). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Exam (B2, B5); Anatomy and Physiology • Exam B2-B5; Introduction to Research • Coursework B1-B6 Communication and Professionalism • Course work practical exam B2-B5; Applied Anatomy and Physiology; Cardiovascular and Respiratory Physiotherapy • Practice Learning (2 and 3) B1-B6
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>C1 Apply knowledge of normal human development to patient movement and functioning.</p> <p>C2 Gather and record appropriate information from people whilst understanding the need to respect their rights, dignity and autonomy.</p> <p>C3 Complete with guidance basic musculoskeletal, cardiorespiratory and neurological examinations using standardised and non-standardised approaches with their practice educator.</p> <p>C4 Discuss clinical reasons for choosing interventions appropriate for individual patients.</p> <p>C5 Safely deliver specific treatment programmes using a range of therapeutic modalities.</p> <p>C6 Communicate effectively with service-users and physiotherapy colleagues and any other professionals involved in an individual's healthcare management.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • FRS (C1, C3, C4); • Practical learning (C1, C3-C6); • SML (C1-C6); • Use of the VLE (C1, C3, C4); • Group working (C1-C6); • Service users (C1-C6); • Reflective practice (C1-C4,C6). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Exam C1; Introduction to Anatomy and Physiology • Coursework C2 C6; Communication and Professionalism • Course work practical exam (C1-C6); Applied Anatomy and Physiology; Cardiovascular and Respiratory Physiotherapy

	<ul style="list-style-type: none"> Practice Learning 1 C1-C6
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
D1 Access and retrieve relevant data from a variety of sources to accomplish different tasks. D2 Develop clear and unambiguous oral and written communication skills and interpret professional dialogue and language. D3 Use computer systems and information technology for a variety of purposes including communication, data storage and retrieval, and information searching. D4 Analyse intra- and inter-personal aspects of self. D5 Demonstrate anti-discriminatory and anti-oppressive behaviour to people from a diverse range of backgrounds. D6 Organise work and manage personal study in order to meet deadlines.	Learning and teaching strategies and methods: <ul style="list-style-type: none"> FRS (D1-D6); Practical learning (D2,D3); SML (D1-D6); Use of the VLE (D1-D5); Group working (D1-D6); Service users (D2,D4,D5); Reflective practice (D1-D6). Assessment strategies and methods: <ul style="list-style-type: none"> Exam D1, D3, D6; Introduction to Anatomy and Physiology Coursework D2-D6; Communication and Professionalism Exam D1, D3, D6; Introduction to Research Course work practical exam D1, D5; Applied Anatomy and Physiology Coursework practical exam D1-D6; Cardiovascular and Respiratory Physiotherapy Practice Learning 1 D1-D6

ADMISSION REGULATIONS

Entry requirements are viewed on the BU Website - [Courses | Bournemouth University](#)

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply.

ASSESSMENT REGULATIONS EXCEPTIONS

The regulations for the programme are the University's Standard Undergraduate Assessment Regulations with the following approved exceptions and additions which align the programme with the requirements of the CSP

Section 6 - Pass Mark

Practice Learning Components are assessed and marked using the Common Placement Assessment Form (CPAF) developed by the CSP. To pass practice learning the learner (student) must pass all Professional Behaviours and Responsibilities and pass all 10 learning domains by the end of practice learning (during the final week) achieving a mark of greater than or equal to 40%.

Section 12 - Provision for failed Candidates

Practice Placements

The Assessment Board will permit a student who fails a practice placement unit at the first attempt, to be reassessed on one occasion only. Further repeat attempts for placement units are not permitted. This is an exemption to 6A regulations regarding Carry Credit, Repetition of units and In-year retrieval.

Section 7 – Compensation

Compensation is not permitted for all five practice learning units.

Section 10 – Awards

There are additional requirements for awards:

- To be eligible for the award of BSc (Hons) Physiotherapy, students must have achieved 360 credits and have successfully completed a minimum of 1,000 hours of assessed practice placement/learning
- The award of BSc (Hons) Physiotherapy leads to eligibility to apply for registration with HCPC (Subject to Criminal Conviction and Health checks) and be eligible to gain professional membership of the Chartered Society of Physiotherapy (CSP).
- CertHE, DipHE, BSc and Aegrotat awards including BSc, will not confer eligibility to register and will be titled 'Rehabilitation Studies'.

WORK BASED LEARNING (WBL) AND PRACTICE LEARNING ELEMENTS

Students are expected to meet the HCPC standards of proficiency required to practice physiotherapy. This includes the identification and assessment of health and social care needs. Students must demonstrate formulation and delivery of plans and strategies to meet individuals identified needs and critically evaluate the impact of interventions. Students complete a minimum of one thousand hours of practice learning experience in a variety of practice environments. Throughout the programme, a 4-week simulated practice learning and four practice learning experiences of 7.5-weeks are interwoven with a flexible learning approach which focuses on application of theory to practice and consolidation of skills learnt in the academic environment. On practice learning students are allocated a named Practice Educator who has attended practice educator training to ensure familiarity with the learning and assessment required of them during the practice learning, understanding of their role and the marking processes to ensure consistency and parity.

At the end of the academic work in Level 4 students will undertake their first practice learning experience comprising 4 weeks of stimulation and simulated practice learning.

At Level 5 there are two assessed physiotherapy practice learning experiences presented as two units of study that contribute 20 credits each to this year: Practice Learning 2 and Practice Learning 3. Practice learning experiences are two consecutive 7.5 weeks at 0.8 FTE practice learning in semester 2 which will allow students to gain experience in a variety of health care settings and speciality practice areas including community, acute and outpatient settings. Alongside practice learning the students have one academic unit Reasoning and Reflection which is an IPE unit with the BSc Occupational Therapy students. This unit will provide an opportunity for the students to develop their reflection and clinical reasoning skills using scenarios from practice, considering not only the physiotherapy perspective but the occupational therapy perspective. This unit will further embed interprofessional working and link theory to practice.

At Level 6 there are two assessed physiotherapy practice learning experiences presented as two units of study that contribute 20 credits each to this year: Practice Learning 4 and Practice Learning 5. Students may provide choices of areas of clinical interest with guidance and approval from the placement co-ordinator to ensure that core practice learning areas have been covered and the proposed speciality is suitable for the individual student's profile. This allows students to explore areas of practice that they are particularly interested in or visit an area of practice where the student wishes to develop practice skills. Practice Learning 4 and Practice Learning 5 like practice learning in level 5 are 2 consecutive 7.5 weeks at 0.8 FTE in semester 1. One day a week the students have an academic unit: Advanced Clinical Reasoning and Reflection. This unit will further develop the students clinical reasoning and reflection bringing scenarios from practice linking theory to practice. Students are assessed on practice learning by their Practice Educator using the Common Assessment Placement Form (CPAF – described below) through BU's online OPAL (Online Practice Assessment for Learning). This is a custom-built system that can be accessed on any computer, tablet device or smart phone linked to the internet. Practice Educators will be invited by students to have access to their portfolio, so they can review progress and have access to CPAF and other educational materials. Students are assessed using the CPAF developed by the CSP on three themes 1) Personal Development, 2) Interpersonal Skills, 3) Decision Making and Implementation encompassing 10 learning domains.

Learning Theme	Learning Domains
Personal Development	Independent learning
	Seeking, reflecting on, and responding to feedback
	Organisation and prioritisation
Interpersonal Skills	Communication
	Working with others
	Individuals, communities, and populations
Decision Making and Implementation	Gathering and analysing information
	Evidence-based practice
	Reasoning and intervention
	Recording information.

Physiotherapists are now working in a broader range of areas. Therefore, in addition to the more 'standard' practice learning within NHS settings, our students have practice learning opportunities within charitable organisations, privately run services, care homes, research, leadership, academic, public health and team-based settings. Role emerging practice learning would be facilitated for students in their third year of study and would provide students with a breadth of experience working in settings where there is no current Physiotherapy provision.

Programme Skills Matrix

Learning Outcomes		Subject Knowledge and Understanding										Cognitive Skills						Practical Skills						Transferable Skills					
Units		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
L4	Introduction to Anatomy and Physiology	X	X	X								X				X		X						X					X
L4	Applied Anatomy and Physiology	X	X	X	X	X	X						X	X	X	X		X	X	X	X	X	X		X	X		X	X
L4	Introduction to Research					X							X	X	X	X								X		X			X
L4	Communication Skills and Professionalism	X					X	X	X	X	X	X	X	X	X	X	X		X				X	X	X		X	X	
L4	Cardiovascular and Respiratory Physiotherapy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X
L4	Practice Learning 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

		Subject Knowledge and Understanding									Cognitive Skills						Practical Skills						Transferable Skills							
Units		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
L5	Conducting Research				X	X									X					X					X				X	X
L5	Musculoskeletal Physiotherapy	X	X	X	X	X	X				X	X	X	X			X	X	X	X		X	X	X	X	X		X		X
L5	Neurological Physiotherapy	X	X	X	X	X	X				X	X	X	X			X	X	X	X		X	X	X	X	X		X		X
L5	Reasoning and Reflection		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L5	Practice Learning 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L5	Practice Learning 3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

		Subject knowledge & understanding											Intellectual skills					Practical Skills								Transferable Skills								
Units		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	A 11	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D9
L6	Advanced Clinical Reasoning and Reflection	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L6	Advanced Holistic Physiotherapy Practice	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X			X	X	X	X	X	
L6	Research for Practice				X	X					X	X	X	X	X									X			X	X	X	X	X	X	X	X
L6	Innovations for Practice			X		X	X	X	X	X	X	X	X	X	X			X		X				X	X	X	X	X	X	X	X	X	X	X
L6	Practice Learning 4	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
L6	Practice Learning 5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X