

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 The UK Quality Code for Higher Education; Part A: Setting and maintaining academic standards; Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualification Frameworks), Foundation Degree qualification benchmark, Master's Degree Characteristics and Subject Benchmark Statements Standards of Education and Training from the Health and Care Professions Council. Standards of Proficiency from the Health and Care Professions Council. Learning and Development Principles of the Chartered Society of Physiotherapy.	
Professional, Statutory and Regulatory Body (PSRB) links Health and Care Professions Council Chartered Society of Physiotherapy	
Places of delivery Bournemouth University, Lansdowne Site	
Mode(s) of delivery Full-Time	Language of delivery English
Typical duration Programme duration: 3 years full-time Level 4: 1 year Level 5: 1 year Level 6: 1 year	
Date of first intake September 2019	Expected start dates September
Maximum student numbers 35	Placements 1 x 1 week orientation placement in level 4 1 x 6 week graded placement in level 4 2 x 6 week graded placements in level 5 2 x 6 week graded placements in level 6

Programme Specification – Section 1

	Placements are sourced and allocated through the placement support officers and academic lead. Placements are mainly across Somerset, Wiltshire, Dorset and Hampshire.
Partner(s) Not applicable	Partnership model Not applicable
Date of this Programme Specification August 2019. Applies to intake from September 2020	
Version number v1.1-0920	
Approval, review or modification reference numbers E20171896 FHSS 1920 02, approved 15/08/2019. Previously version 1.0-0919	
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PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Physiotherapy								
Year 1/Level 4								
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			
Science for Physiotherapy Practice	Core	20	100			30	1.0	100252
Foundations for Professional Practice and Research	Core	20		100		30	1.0	100252
Communication for Physiotherapy Practice	Core	20		100		30	1.0	100252
Exercise Movement and Rehabilitation	Core	20		100		40	1.0	100252
Physiotherapy Management of the Inpatient	Core	20		100		40	1.0	100252
Physiotherapy Portfolio 1	Core	20		70	30	8	1.0	100252
Progression requirements: Requires 120 credits at Level 4								
Exit qualification: Cert HE Rehabilitation Studies (requires 120 credits at Level 4)								

Year 2/Level 5								
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			
Acute Rehabilitation	Core	20		100		40	1.0	100252
Community Rehabilitation	Core	20		100		40	1.0	100252
Physiotherapy Portfolio 2	Core	20		70	30	8	1.0	100252
Research for Professional Practice	Core	20	100			30	1.0	100252
Outpatient Rehabilitation	Core	20		100		40	1.0	100252
Physiotherapy Portfolio 3	Core	20		70	30	8	1.0	100252
Progression requirements: Requires 120 credits at Level 5								
Exit qualification: Dip HE Rehabilitation Studies (requires 120 credits at Level 4 and 120 credits at Level 5)								
Year 3/Level P - Compulsory/Optional placement year in industry/business								
Due to over 1000 hours of compulsory placement no placement year is offered.								

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			
Research for Physiotherapy Practice	Core	20		100		30	1.0	100252
Progressing Physiotherapy Practice	Core	20		100		40	1.0	100252
Physiotherapy Portfolio 4	Core	20		70	30	8	1.0	100252
Team Working for Service Improvement	Core	20		100		30	1.0	100252
Innovations for Physiotherapy Practice	Core	20		100		30	1.0	100252
Physiotherapy Portfolio 5	Core	20		70	30	8	1.0	100252
Exit qualification: BSc (Hons) Physiotherapy								
Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 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 client-centred practice. They will be autonomous, team-oriented professionals who are flexible and can adapt to changing health and social care needs. 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 HCPC and gain professional membership of the CSP.

This iteration of the BSc (Hons) Physiotherapy programme builds on previously successful programme delivery since 2005. At its core the programme strives to develop autonomous profession practitioners, flexible enough to manage the lifelong changes necessary for a career in healthcare.

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 humanising care which respects the dignity and diversity of individuals.
- Enquiring practitioners with excellent skills of clinical judgement, who are able to 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 and information technology skills.
- Physiotherapists with integrated skills in health promotion/education.

The BSc (Hons) programme remains highly desirable with applications consistently over 600 (around 20 applicants per 1 place) every year demonstrating a sustainable desire for the programme. Graduates usually find employment whilst completing their final year and unless returning to study or not wishing to be employed as a Physiotherapist, we consistently have a 100% employment record year on year, demonstrating an ongoing workforce need and the highly desirable status a graduate from Bournemouth University Physiotherapy programmes possesses.

Internally, The Faculty of Health and Social Science in which this degree is situated houses three departments: The Department of Nursing and Clinical Sciences; the Department of Human Sciences and Public Health; and the Department of Social Sciences and Social Work. The BSc (Hons) Physiotherapy sits within the Department of Human Sciences & Public Health, a department that supports the development of Midwives, Sports Therapists, Occupational Therapists, Paramedics, Nutritionists, Clinical Exercise Scientists, Operating Department Practitioners and Public Health professionals. With further established links with BU's Centre for Excellence in Learning, the Physiotherapy programme at BU is well positioned to provide a unique and multidisciplinary student experience through inter-professional, inter-programme and inter-Faculty collaborations ensuring the student learning environment is active, dynamic, industry focussed and continually aligned with best practice in all areas.

Externally the BSc (Hons) Physiotherapy programme has been developed and is aligned to the Standards for Education and Training and mapped to the Standards of Proficiency of Physiotherapists from the Health and Care Professions Council. This enables students to be eligible to apply for membership to the HCPC upon successful completion. In addition the programme has been developed with the consideration of the learning and teaching principles outlined by the Chartered Society of Physiotherapy and students upon successful completion are eligible to apply for membership of the CSP.

As a programme our curriculum is built around a humanising agenda. This is concerned with upholding the view of what it means to be human and how to act upon this concern. For example, to maintain agency, embodiment, to have the understanding that as humans we are on a journey which needs to be understood in the context of the before and after, the importance of making sense of what is happening at various stages of our lives, togetherness and uniqueness.

The humanisation framework was initially developed in the context of care, to assist in accounting for the more human aspects of illness and healing. Humanising values feature and underpin all learning from the classroom to clinical placement. It features in group work, IPE group work and extends to placement and service users. This is important because it enhances students' ability to practice in a non-discriminatory way and embeds the principles of humanisation with a view to developing humanised practitioners.

The Physiotherapy programme strives to create a sense of belonging where each and every student is valued as an individual person and their development held at the core of all the programme offers. Our small cohort, approachable staff and unique collaborative approach is designed to ensure the students feel part of the programme and it is 'their' programme to be valued, contributed to and to feel proud of. This strong collaborative and co-creative value set is embedded across the student life cycle from offer to graduation.

The Physiotherapy programme draws on many pedagogic models but ultimately has two strong overarching approaches. The use of a constructivist model of pedagogy is strongly backed by all staff, where activities or tasks are selected to aid students in constructing knowledge and understanding of key aspects of their learning. This is achieved through multiple models of education delivery ranging from team based learning, problem based learning and flipped classrooms to name but a few. These approaches often include and are built around group working to ensure a breadth of views and ideas are heard. In addition the programme has a strong ethos of developing life-long learners. The healthcare environment is an ever changing landscape and the development of flexibility and adaptability is vital to excel in such fluid times. To this end a great emphasis is on developing critical skills necessary for life-long learning, such as reflective practice and consuming research.

The amalgamation of developing a sense of belonging in our students, delivering a constructivist based curriculum along with developing flexible and adaptable lifelong learners under a framework of humanisation is our overarching course philosophy.

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 ultimately setting them up for employment.

One example of spiraling is the development of research skills. At Level 4 students learn to access and retrieve relevant articles to introduce them to the concept of evidence-based practice. At Level 5 these skills are built upon through developing an understanding of the research methods of enquiry. At Level 6 students use these skills to critically appraise and synthesise literature on a relevant physiotherapeutic topic. Extra-curricular opportunities exist to disseminate these externally at undergraduate research conferences or through co-created publications.

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 role of a physiotherapist.

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.

We have already begun to establish our distinctive Fusion culture and communities. 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.

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.

A variety of graded assessments are completed, both within BU and on clinical placement. Level 5 accounts for 30% and level 6 70% of the student's overall degree classification.

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. 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 assessed portfolio documents reviewing professional practice development and independent learning both academically and on practice placement. Students' clinical performance and service improvement skills are assessed by practice placement educators and includes 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 Level 4 students will have practical face-to-face taught sessions on CPR, manual handling and infection control (see Appendix 15).

The student learning hours whilst completing the placement aspects of Portfolio units are 37.5 hours per week for 6 weeks. The specifics of the hours are to be negotiated between the placement educator and the student however students are expected to mirror the working hours of the placement educator. In exceptional circumstances where this is not possible alternate arrangements between the placement educator, student and university can be agreed providing the target hours are completed to as close as possible. This mode of working applies to all placement learning, including 1x6 week placement in level 4, and 2x6 week placements in level 5 and 6 respectively. In addition students complete 1x1 week orientation placement learning where the hours mirror that above with the exception of only one week being completed.

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. Currently 85% of academic staff WTE hold a PhD and 86% are fellows/senior fellows of the HEA.

Placement learning is supported by a practice placement educator (PPE) who has attended specific training pertaining to facilitating learning and grading of students in practice. Update training is required on a 2-yearly cycle. During placements PPEs and students have a designated link tutor at the university should further support be necessary.

In addition the programme is supported by a programme support officer, placement support officer and skills lab technicians.

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

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This programme 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 programme learning outcomes:</p>
A1	Biological sciences, demonstrating the diversity of healthy human structure and function	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <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
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 team work	
A11	Complexities of health care systems within which physiotherapy is delivered	
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>		<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework practical A1-A8 Progressing Physiotherapy Practice • Coursework essays A5, A6, A11 Research for Physiotherapy Practice • Coursework presentation A3-A11 Innovations in Physiotherapy; Team Working for Service Improvement • Placement A1-A11 Portfolio units • Coursework reflective A1-A11 Portfolio units
<p>This programme 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 programme/level outcomes:</p>
B1	The ability to memorise and assimilate new knowledge into existing conceptual frameworks	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • FRS B1-B5
B2	The ability to process and critically evaluate information in order to make appropriate decisions	
B3	The ability to synthesise theoretical perspectives	

<p>B4 and research evidence into the design and implementation of effective physiotherapy management for a wide range of patients/clients The ability to problem-solve and clinically reason to evaluate practice and construct specific interventions.</p> <p>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>	<ul style="list-style-type: none"> • Practical learning B1-B5 • SML B1-B5 • Group work B1-B5 • Use of VLE B1-B5 • Reflective practice B1-B5 <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework practical B1-B5 Progressing Physiotherapy Practice • Coursework essays B1-B4 Research for Physiotherapy Practice • Coursework presentation B1-B5 Innovations in Physiotherapy; Team Working for Service Improvement • Placement B1-B5 Portfolio units • Coursework reflective B1-B5 Portfolio units
<p>C: Practical skills</p> <p>This programme 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 programme/level learning outcomes:</p>
<p>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> <p>C2 Safe manual handling skills when moving people in a range of environments</p> <p>C3 Safe and effective use of therapeutic exercise incorporating decision making, goal setting and design of exercise programmes</p> <p>C4 Safe and effective use of manual therapy</p> <p>C5 Safe and effective use of electrotherapeutic modalities</p> <p>C6 Goal setting skills in relation to an individual's needs and ability</p> <p>C7 Motivational skills which encourage the prevention of illness or injury and health promotion</p> <p>C8 Ability to make sound professional judgements in both simple and complex clinical situations while exercising non-discriminatory judgement.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</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 C1-C8 <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework practical C1-C8 Progressing Physiotherapy Practice • Coursework essays C8 Research for Physiotherapy Practice • Coursework presentation C1, C3, C7-C8 Innovations in Physiotherapy; Team Working for Service Improvement

	<ul style="list-style-type: none"> • Placement C1-C8 Portfolio units • Coursework reflective C1-C8 Portfolio units
<p>D: Transferable skills</p> <p>This programme 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 programme/level learning outcomes:</p>
<p>D1 Communication skills that support effective, humanised and professional interaction with people from diverse backgrounds</p> <p>D2 The use of information management systems in the organisation and maintenance of accurate records</p> <p>D3 The use of Information Technology needed to manage, analyse and present data</p> <p>D4 The ability to gather appropriate information from a wide range of sources to support or critique current working practice</p> <p>D5 Educative skills which facilitate the transfer of knowledge and skills</p> <p>D6 Time management skills which enable effective management of workload</p> <p>D7 The ability to work flexibly and adapt to unforeseen circumstances</p> <p>D8 The ability to take initiative in order to develop work practice</p> <p>D9 The management and leadership skills that enhance quality across organisations in an inter-professional manner</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</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 D1-D9 <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework practical D1, D4-D8 Progressing Physiotherapy Practice • Coursework essays D1-D9 Research for Physiotherapy Practice • Coursework presentation D1-D9 Innovations in Physiotherapy; Team Working for Service Improvement • Placement D1-D9 Portfolio units • Coursework reflective D1-D9 Portfolio units

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 (referring to numbered Intended Learning Outcomes):</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 (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Exam A4 – A5 Research for Professional Practice • Coursework practical A1-A6 Outpatient Rehabilitation • Coursework essay A1-A9 • Placement A1-A9 Portfolio units • Coursework reflective A1-A9 Portfolio units
<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</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • FRS B1-B6

<p>B3 and consent, in the light of differing opinions. Reflect upon philosophical and theoretical perspectives that can underpin practice and that are informed by human experience.</p> <p>B4 Respond effectively to individuals by synthesising assessments, methods of intervention and relevant theoretical frameworks.</p> <p>B5 Critically review a range of literature to provide evidence on an aspect of physiotherapy.</p> <p>B6 Reflect on personal ability in order to determine transferable skills and critically assess future learning needs.</p>	<ul style="list-style-type: none"> • Practical learning B1-B6 • SML B1-B6 • Group work B1-B6 • Service user B4-B5 • Use of VLE B1-B6 • Reflective practice B1-B6 <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Exam B5 Research for Professional Practice • Coursework practical B1-B6 Outpatient Rehabilitation • Coursework essay B1-B6 • Placement B1-B6 Portfolio units • Coursework reflective B1-B6 Portfolio units
<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 Effectively communicate information gathered from service-users, differentiating between appropriate language used with service-users, carers and professional colleagues of all backgrounds.</p> <p>C2 Analyse a range of assessments and standard procedures in order to devise client-centred management plans taking into account risk involved.</p> <p>C3 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>C4 Prioritise standard treatments based on research evidence and make adjustments according to varying physical, psycho-social and environmental factors.</p> <p>C5 Liaise with colleagues and other professionals regarding continuity of care based on theoretical frames of reference.</p> <p>C6 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 (referring to numbered Intended Learning Outcomes):</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 C1-C6 <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Exam C4 Research for Professional Practice • Coursework practical C1-C4 Outpatient Rehabilitation • Coursework essay C1-C6 • Placement C1-C6 Portfolio units • Coursework reflective C1-C6 Portfolio units

<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 Analyse professional's own role and function as a member of a group.</p> <p>D2 Effectively communicate both personally and professionally within the context of a group.</p> <p>D3 Apply contemporary, humanised communication and information technology to service delivery.</p> <p>D4 Demonstrate good numeracy, including an understanding and ability to evaluate statistical evidence.</p> <p>D5 Teach knowledge and skills to clients or junior members of staff</p> <p>D6 Work flexibly and respond positively to changes in work load.</p> <p>D7 Gather information from a wide range of sources and by a variety of methods, and assess its reliability.</p> <p>D8 Critique research information and working practice.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • FRS D1-D8 • Practical learning D1-D3, D5, D6 • SML D1-D8 • Group work D1-D8 • Service user D1-D8 • Use of VLE D1-D8 • Reflective practice D1-D8 <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Exam D4, D7-D8 Research for Professional Practice • Coursework practical D1-D8 Outpatient Rehabilitation • Coursework essay D1-D8 • Placement D1-D8 Portfolio units • Coursework reflective D1-D8 Portfolio units

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 (referring to numbered Intended Learning Outcomes):</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 (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Exam (A1-A6); (Science for Physiotherapy Practice) • Coursework (reflective video piece) (A1, A6-A9); (Communication for Physiotherapy Practice) • Education package (A1, A5-A10); (Foundations for Professional Practice and Research) • Course work (practical exam) (A1, A5-A10); (Exercise Movement and Rehabilitation) • Coursework (essay) (A1-A7); (Management of the Inpatient) • Coursework (NLA) (A1-A10); (Portfolio units) • Placement (A1-A10).(Portfolio units)
<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 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 (referring to numbered Intended Learning Outcomes):</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). <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Exam (B2, B5); Science for Physiotherapy Practice • Coursework (reflective video piece) (B1-B6); Communication for Physiotherapy Practice • Education package (B1-B5); Foundations for Professional Practice and Research • Course work (practical exam) (B2-B5); Exercise Movement and Rehabilitation • Coursework (essay) (B2-B5); Management of the Inpatient • Coursework (NLA) (B1-B6); Portfolio units • Placement (B1-B6). Portfolio units
<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 PPE.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</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);

<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>		<ul style="list-style-type: none"> • Reflective practice (C1-C4,C6).
		<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Exam (C1, C2-C4); Science for Physiotherapy Practice • Coursework (reflective video piece) (C1, C4); Communication for Physiotherapy Practice • Education package (C1-C6); Foundations for Professional Practice and Research • Course work (practical exam) (C1-C6); Exercise Movement and Rehabilitation • Coursework (essay) (C1-C4, C6); Management of the Inpatient • Coursework (NLA) (C1-C6); Portfolio units • Placement (C1-C6). Portfolio units
<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 Access and retrieve relevant data from a variety of sources to accomplish different tasks.</p> <p>D2 Develop clear and unambiguous oral and written communication skills and interpret professional dialogue and language.</p> <p>D3 Use computer systems and information technology for a variety of purposes including communication, data storage and retrieval, and information searching.</p> <p>D4 Analyse intra- and inter-personal aspects of self.</p> <p>D5 Demonstrate anti-discriminatory and anti-oppressive behaviour to people from a diverse range of backgrounds.</p> <p>D6 Organise work and manage personal study in order to meet deadlines.</p>		<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <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). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Exam (D1-D2); Science for Physiotherapy Practice

	<ul style="list-style-type: none"> • Coursework (reflective video piece) (D2-D5); Communication for Physiotherapy Practice • Education package (D1-D6); Foundations for Professional Practice and Research • Course work (practical exam) (D2); Exercise Movement and Rehabilitation • Coursework (essay) (D1-D6); Management of the Inpatient • Coursework (NLA) (D1-D6); Portfolio units • Placement (D1-D6). Portfolio units
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ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations with the following exceptions: Applicants whose mother tongue is not English must offer evidence of qualifications in written and spoken English. Acceptable qualifications are:

IELTS (academic) 7.0 (with a minimum of 6.5 in each of the four categories) or direct equivalent. This is a HCPC requirement. The University's standard Admission Regulations are available from the following:

<https://intranetsp.bournemouth.ac.uk/Documents/arpp32.aspx>

<https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf>

Additions to the university regulations for the BSc (Hons) Physiotherapy programme are that applicants must also:

Satisfy criminal conviction checks with the Disclosure and Barring Service covered in policy <https://intranetsp.bournemouth.ac.uk/pandptest/3e-criminal-convictions-procedure.pdf>

Satisfy health checks by student self-declaration, GP statements or Occupational Health as appropriate: <https://intranetsp.bournemouth.ac.uk/pandptest/3b-admissions-taught-programmes-policy-and-procedure.pdf> (Section 8.8).

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

The regulations for the Physiotherapy programme are the University's Standard Undergraduate Assessment Regulations

<https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>

with the following approved exceptions which align the programme with the requirements of the Chartered Society of Physiotherapy:

Pass Mark

For placement related components, a failure in any one placement competency results in a failure of the placement.

In the event that a placement element of a unit has received a mark of 40% or more but the student has failed the accompanying coursework, this will not necessitate a placement resit. The coursework would need to be retaken and passed.

Should a student fail a placement they will be required to retake and pass the placement in order to progress to the next level of the programme. Students are only permitted to retake placement once.

Compensation

Compensation is not permitted for placements.

Carrying Credit

The Carrying Credit rule cannot be applied to placement units.

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.

The award of BSc (Hons) Physiotherapy leads to eligibility to apply for registration with the Health and Care Professions Council (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 PLACEMENT 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 clinical environments. Throughout the programme, a 1 week orientation placement and 5 placements of 6 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 placement students are allocated a named Practice Placement Educator (PPE) who has attended PPE training to ensure familiarity with the learning and assessment required of them during the placement, understanding of their role and the marking processes to ensure consistency and parity.

At Level 4 students undertake a one week orientation placement in the middle of the first semester. This is not graded but experiences will be used to contextualise learning. At the end of the academic year the students undertake a six-week assessed placement, as part of Portfolio Unit 1. By the end of

placement 1 and with support, students are expected to demonstrate basic knowledge and comprehension in order to begin to achieve the core and specific skills.

At Level 5 there are two assessed physiotherapy placements presented as two units of study that contribute 20 credits each to this year: Portfolio Units 2 & 3. These placements encourage the development of autonomy in case management and experience in various speciality areas. Both six week placements will allow students to gain experience in a variety of health care settings and speciality practice areas including community, acute and outpatient settings. By the end of these placements and with guidance, students are expected to demonstrate analysis and application in order to develop skills to achieve the core and specific skills.

At Level 6 there are two assessed physiotherapy placements presented as two units of study that contribute 20 credits each to this year: Portfolio Units 4 & 5. Students may provide choices of areas of clinical interest with guidance and approval from the placement co-ordinator to ensure that core placements 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. During the final six week placement, students are expected to work with minimal supervision. This placement may be in one of a range of settings. Students are encouraged to take full responsibility for their case-load showing sound judgement, organisation and initiative in preparation for their first employment following qualification.

Students are assessed on placement by their Practice Placement Educator (PPE) through 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. PPEs will be invited by students to have access to their portfolio, so they can review progress and have access to the skills and competencies relevant to the placement or stage of training to aid and enhance practice based learning without the need to negotiate paper based records. OPAL was launched two years ago for the Nursing and Midwifery programmes and is now being rolled out for allied health courses. Students are assessed on eight areas of competency:

- Assessment and treatment planning
- Interventions and treatments
- Communication
- Personal and people development
- Health, safety, and security
- Service improvement
- Quality
- Equality and diversity

Physiotherapists are now working in a broader range of areas. Therefore in addition to the more 'standard' placements within NHS settings, we are currently exploring opportunities for students to experience placements within charitable organisations and privately run services. Role emerging placements 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

Units		Programme Intended Learning Outcomes																																		
		Subject knowledge & understanding											Intellectual skills					Practical Skills								Transferable Skills										
		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	D 9		
Level 4	Science for Physiotherapy Practice	X		X								X																			X					
	Communication for Physiotherapy Practice						X	X	X	X	X						X							X	X					X						
	Exercise, Movement and Rehabilitation	X	X	X	X	X						X	X	X	X		X	X	X				X	X	X	X			X	X						
	Physiotherapy Management of the Inpatient	X		X		X	X		X	X	X	X	X	X	X		X	X	X	X			X	X	X	X	X		X	X						
	Foundations for Professional Practice and Research	X	X	X	X	X	X	X	X		X	X	X					X	X					X	X	X						X	X			
	Physiotherapy Portfolio 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	X	X	

Units		Programme Intended Learning Outcomes																																		
		Subject knowledge & understanding										Intellectual skills					Practical Skills								Transferable Skills											
		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	D 9		
Level 5	Acute Rehabilitation	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		
	Community Rehabilitation	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	X	
	Outpatient Rehabilitation	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	X	
	Research for Professional Practice					X	X	X		X	X	X	X	X		X								X	X	X		X	X						X	
	Physiotherapy Portfolio 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	X	X	X	X	X	X
	Physiotherapy Portfolio 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	X	X	X	X	X	X

Units		Programme Intended Learning Outcomes																															
		Subject knowledge & understanding										Intellectual skills					Practical Skills								Transferable Skills								
		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
Level 6	Team Working for Service Improvement						X			X	X	X		X	X								X		X	X	X	X				X	X
	Progressing Physiotherapy Practice	X	X	X	X					X		X	X	X	X		X		X	X	X				X				X				
	Research for Physiotherapy Practice					X						X	X	X													X	X				X	
	Innovations in Physiotherapy	X		X		X	X	X			X	X	X	X									X		X	X	X	X				X	X
	Physiotherapy Portfolio 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
	Physiotherapy Portfolio 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

<p>A - Subject knowledge and understanding</p> <p>A1 Biological sciences, demonstrating the diversity of healthy human structure and function</p> <p>A2 Physical sciences applying physics, biomechanics and ergonomics to the analysis of human movement</p> <p>A3 Clinical sciences, relating pathological changes and clinical features of conditions to relevant physiotherapy intervention</p> <p>A4 The theoretical basis for physiotherapeutic assessment and intervention</p> <p>A5 Theory of systematic enquiry, investigation, analysis and evaluation</p> <p>A6 The theory of communication, reflection, learning and teaching</p>	<p>B - Intellectual skills</p> <p>B1 Ability to memorise and assimilate new knowledge into existing conceptual frameworks</p> <p>B2 Ability to process and critically evaluate information in order to make appropriate decisions</p> <p>B3 The ability to synthesise of theoretical perspectives and research evidence into the design and implementation of effective physiotherapy management programmes for a wide range of patients/clients</p> <p>B4 The ability to problem-solve and clinical reason to evaluate practice and construct specific interventions.</p>
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<p>A7 The psycho-social, environmental, cultural and economic factors that impact on health and the delivery of care</p> <p>A8 Ethical, moral, and legal issues in relation to physiotherapy practice</p> <p>A9 The professional code of practice and quality assurance mechanisms within physiotherapy practice</p> <p>A10 Roles and values of other professions in health care, the service user and carer and different and models of team work</p> <p>A11 Complexities of health care systems within which physiotherapy is delivered</p>	<p>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>
<p>C - Practical skills</p> <p>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> <p>C2 Safe manual handling skills when moving patients in a range of environments</p> <p>C3 Safe and effective use of therapeutic exercise incorporating decision making, goal setting and design of exercise programmes</p> <p>C4 Safe and effective use of manual therapy</p> <p>C5 Safe and effective use of electrotherapeutic modalities</p> <p>C6 Goal setting skills in relation to an individual's needs and ability</p> <p>C7 Motivational skills which encourage the prevention of illness or injury and health promotion</p> <p>C8 Ability to make sound professional judgements in both simple and complex clinical situations while exercising non-discriminatory judgement</p>	<p>D - Transferable skills</p> <p>D1 Communication skills that support effective, humanised and professional interaction with people from a diverse backgrounds</p> <p>D2 The use of information management systems in the organisation and maintenance of accurate records</p> <p>D3 The use of Information Technology needed to manage, analyse and present data</p> <p>D4 The ability to gather appropriate information from a wide range of sources to support or critique current working practice</p> <p>D5 Educative skills which facilitate the transfer of knowledge and skills</p> <p>D6 Time management skills which enable effective management of workload</p> <p>D7 The ability to work flexibly and adapt to unforeseen circumstances</p> <p>D8 The ability to take initiative in order to develop work practice</p> <p>D9 The management and leadership skills that enhance quality across organisation in an inter-professional manner</p>