

OFFICE USE ONLY	
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## PART TWO PROGRAMME SPECIFICATION

### BSc (Hons) Physiotherapy

- 1 **Awarding body**  
Wrexham Glyndwr University
- 2 **Programme delivered by**  
Wrexham Glyndwr University
- 3 **Location of delivery**  
Plas Coch Campus
- 4 **Faculty/Department**  
Faculty of Social and Life Sciences
- 5 **Exit awards available**  
Certificate of Higher Education in Health Studies.  
Diploma of Higher Education in Health Studies.  
BSc (Ord) Health Studies with no eligibility to apply for registration with HCPC or CSP  
BSc (Hons) Physiotherapy with eligibility to apply for registration with HCPC
- 6 **Professional, Statutory or Regulatory Body (PSRB) accreditation**  
The Health and Care Professions Council (HCPC) is the professional regulator and approval leads to eligibility for graduates to apply for registration. Approval provides evidence of the programme meeting the Standards for Education and Training (2017).  
  
The Chartered Society of Physiotherapy (CSP) is the professional body whereby accreditation provides evidence that the programme adheres to the quality assurance processes of the CSP (2018).
- 7 **Accreditation available**  
  
On successful completion of the full 360 credits and practice elements to obtain the BSc (Hons) Physiotherapy, students will be eligible to apply for admission to the Health and Care Professions Council (HCPC) register. It is a legal requirement that

anyone who wishes to practice using a title protected by the Health and Social Work Professions Order 2001 is on the HCPC Register, for more information, please see the HCPC website at [www.hcpc-uk.org](http://www.hcpc-uk.org).

Students that do not complete the approved programme do not have eligibility to apply to the HCPC register and cannot practice as a physiotherapist.

On successful completion of the BSc (Hons) Physiotherapy programme you will be eligible to apply for full membership of the Chartered Society of Physiotherapy (CSP).

**8 Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**

N/A

**9 JACS3 / HECoS codes**

B160  
100252

**10 UCAS code**

PT19

**11 Relevant QAA subject benchmark statement/s**

The QAA Physiotherapy benchmarking statement from 2001 was under review at point of validation and has been removed from the QAA website. Other QAA guidance has been referred to.

**12 Other external and internal reference points used to inform the programme outcomes**

QAA Framework for Higher Education Qualifications (2014)  
HCPC Standards of Education and Training (2017)  
HCPC Standards of Conduct, Performance and Ethics (2019)  
HCPC Guidance on Conduct and Ethics for Students (2016)  
HCPC Standards of Proficiency – Physiotherapists (2013)  
HCPC Standards of Continuing Professional Development (2018)  
CSP Quality Assurance Standards for physiotherapy service delivery (2012)  
CSP Code of Members' Professional Values and Behaviour (2011)  
CSP Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2015)  
CSP Accreditation of Qualifying Programmes in Physiotherapy: Quality Assurance Processes (2018)  
CSP Physiotherapy Framework (2013)  
HEOPS – Physiotherapy Students – Standards of medical fitness to train (2014)  
Glyndŵr University Vision and Strategy document 2018 – 2020  
Glyndŵr Supporting Student Learning and Achievement Strategy (2018)

**13 Mode of study**

Full time

**14 Normal length of study for each mode of study**

*Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.*

3 years (maximum 5 years)

15

16 **Language of study**

English

## 17 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy [https://www.glyndwr.ac.uk/en/Howtoapply/Admissionspolicies/7\\_Admissions%20Policy%20-%20October%202018%20revision%20final.pdf](https://www.glyndwr.ac.uk/en/Howtoapply/Admissionspolicies/7_Admissions%20Policy%20-%20October%202018%20revision%20final.pdf)

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS. No element to be below 6.5

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

Essential Requirements:

The essential requirement can be any of the following:

1. 120 UCAS tariff points obtained via A-Level (one A-level must be a biological science or Physical Exercise at a minimum grade of B), Scottish Highers/Advanced Highers or Irish Leaving Certificates
2. 120 UCAS tariff points from alternative Level 3 qualifications, such as the Access to HE Diploma or BTEC Extended Diploma (Science or Health Studies)

We will expect applicants to normally have achieved a minimum of 5 GCSE passes (A\*-C, or 9-4) to include Maths, Biological Science and English/Welsh (if first language) or equivalent

Evidence of recent relevant academic study if above has been gained more than 5 years prior to applicant commencement.

Evidence of experience within health or social care fields through employment and/or voluntary experience.

For those whom English or Welsh is not their first language, evidence of good command of written and spoken English to IELTS 7.0 is required. (HCPC 2016) with no element being below 6.5

Demonstration of insight into the physiotherapy role in a variety of settings.

Demonstration of engagement with Glyndŵr University, demonstrated through attendance at a University Open Day and Physiotherapy taster session

### **Non Standard entry criteria and Programme specific requirements**

#### Occupational Health Clearance

All applicants successful in being offered a place on the programme will be subject to satisfactory occupational health clearance. This also includes a requirement for relevant immunisations prior to first placement. This is carried out by an occupational health provider through a service level agreement between the university and provider.

DBS – please see page 12

#### Desirable Requirements:

It is desirable that a full UK driving licence and use of car is in place, as this will maximise practice placement opportunities throughout the duration of the course as this fits with local need in terms of the rural and community settings across North Wales.

All applications are via UCAS system. Potential students can receive pre-application information from the Glyndŵr University website, open events and specific physiotherapy potential student events. The admissions tutor also visits various local further education colleges to promote the programme.

Recruitment will adhere to the University Admissions Policy.

Applicants are shortlisted using short listing criteria including consideration of UCAS reference. All shortlisted applicants are required to provide an additional reference (source of reference specified at short listing stage) and attend a values based interview session this comprises of:

- Group activity/discussion
- Individual interview with tutor, clinician and service user panel

Two references from different sources (original UCAS application reference, and an additional reference collected during the application process which may be academic, character or managerial dependant on type of original UCAS reference)

Interviews will take place in collaboration with the Occupational Therapy interviews where possible, therefore delivering best values and practice across the therapy professions.

The interview and group discussion will be based upon values-based recruitment rationale (Health Education England 2016). To assure alignment with health and local authority best practice for interviews, all those attending interview will be asked the same questions. All answers will be scored based on pre-set criteria.

Those with the highest scores will be offered a conditional place. Conditions depend upon applicant status with regards to pending academic qualifications but will include DBS and Occupational Health clearance. All conditions must be met prior to commencement on the programme.

Students will be informed at interview of the following requirements:

- 80% attendance
- Funding arrangements
- Rural and community settings of placements
- Acting as models for fellow students and level of de-robing needed

### **DBS Requirements**

All applicants successful in being offered a place on the programme will be subject to a satisfactory DBS clearance undertaken by Glyndŵr University. Failure to

declare a conviction when asked during the application process which is subsequently revealed by security screening may result in exclusion from the programme. The nature of declared convictions is taken into consideration following University procedure through a panel which includes programme tutor, clinician and chaired by Professional Lead. If as a result of the panel a candidate with item(s) on DBS is accepted onto the programme, consideration will have been made regarding their potential HCPC registration and employability. A self-declaration of DBS record is required each year of the programme.

## 18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below:

Consideration will be provided for prior learning, due to the diverse nature of other individual physiotherapy programme structures, it is likely this this may only be supported at level 4.

### Programme specific restrictions

As above

## 19 Aims of the programme

To develop students into reflective physiotherapists who are able to:

Adapt and respond to contemporary health and well-being delivery in a local, national and global context

Work collaboratively within an inter-professional team across a wide range of health and social care settings in primary, community and secondary care.

Co-produce delivery of health with service users that take account of the biological, social and psychology dimensions of the individual.

Practice as safe, effective, caring, confident and autonomous physiotherapists that are fit to practice in line with the Health and Care Professions Council's Standards of Education and Training and Standards of Proficiency

Assess, clinically reason, problem solve, provide and critically evaluate intervention for a range of clinical problems in practice.

Use research and evidence base to guide, inform and develop practice.

Apply life-long learning principles and continuing professional development to their professional learning and maintain their resilience

Please refer to Programme handbook.

## 20 Distinctive features of the programme

This programme has been initiated and driven by health and social care providers and commissioners in Wales and therefore the four distinctive features recognise the need of the North Wales locality. A significant contribution from service users and students studying Occupational Therapy and Nursing at Glyndŵr has further shaped the design to ensure it meets the need of the local population now and into the future.

The four distinctive features are:

- Widening participation
- Rural, community and primary care service provision
- Wider determinants of health
- Developing resilient and autonomous health care practitioners

This new programme of Physiotherapy will focus on widening participation in the North Wales and surrounding regions working in partnership with the local providers of health, social care, third sector and private practice. It is anticipated that many of the students may reside locally.

The timetable will be designed to reflect the University's widening participation agenda. Teaching will be delivered in a flexible manner within the University timetable policy, across the week using a combination of times and days (with the exception of practice placements) to enable all students to be flexible in their completion of the self-directed study that fits in with any competing aspects of their life. Once the programme has recruited to a second cohort of students a peer mentoring system will be developed to provide an additional support structure for students.

A Healthier Wales: Our Plan for Health and Social Care (Welsh Government 2018) sets the direction for health and social care in Wales for the next five years and underpins the distinctive features of rural, community and primary care provision and the wider determinants of health.

*‘We will build on the philosophy of Prudent Healthcare, and on the close and effective relationships we have in Wales, to make an impact on health and wellbeing throughout life. We will have a greater emphasis on preventing illness, on supporting people to manage their own health and wellbeing, and on enabling people to live independently for as long as they can, supported by new technologies and by integrated health and social care services which are delivered closer to home’  
(Welsh Government 2018)*

The programme will comprise of all the essential elements of physiotherapy, but will prepare students for the integrated and rural, community and primary care service provision that is unique to North Wales and imperative in delivering A Healthier Wales. This will be achieved through a combination of approaches from the placements being planned to cover a broad range of settings and then being mapped to clinical specialties and case studies that underpin learning reflecting the breadth of settings where service users are located. These skills will also be transferable throughout the graduates professional life outside of Wales and the UK.

The programme will also focus on the importance of the physiotherapist’s role in the management of long terms conditions, fitness to work and health promotion in these settings. It will also have a focus on the wider determinants of health in respect of the biological, psychological, cultural and social factors that affect the health and wellbeing of individuals and the importance of having a person centred approach to care and take consideration of the importance of motivational interviewing. This is achieved in Foundations of Physiotherapy Practice One, in level four, by blending the social, cultural and psychological with communication skills and musculoskeletal physiotherapy assessment, practice and human science. This will be further developed in Foundations of Physiotherapy Practice Two, in level four, by blending health, wellness, public health and lifestyle with cardiorespiratory and neurological assessment, practice and human science. The case studies that underpin the programme in each year will maintain the focus in level five and six by ensuring they contain scenarios that take account long-term conditions, health promotion, and wider determinants of health.



The final distinctive feature is the importance of building resilient and autonomous health care professionals. This process will start immediately and will be reflected in the learning, teaching and assessment using strategies such as flipping the classroom, unseen case scenarios for examinations and a focus on problem solving to presentation and not individual clinical conditions. Resilience and autonomy is also a consistent theme throughout the placement practise at all levels, and is embedded within the practise placement handbook.

## 21 Programme structure narrative

### **Duration**

This is a full time route that operates under 2 semesters: September to January and February to June over three academic years.

The period of learning must not exceed 5 years.

### **Expectation of attendance and engagement**

Students, on enrolment within this programme, are bound to adhere to the CSP Code of Members' Professional Values and Behaviour (2011) and Guidance on Conduct and Ethics for Students (HCPC, 2016) and the Universities policies and procedures. Students are expected to attend the University for timetabled academic studies for a minimum of 80% of the designated time and a minimum of 1,000 hours of placement over the duration of the programme.(CSP, 2015).

### **Potential entry and exit points**

The programme recruits students who aspire to complete 360 credits: 120 at Level 4, 5 and 6 and hence achieve BSc (Hons) Physiotherapy with eligibility to apply for HCPC registration.

Students who achieve 120 credits at Level 4 can exit with Certificate of Higher Education in Health Studies. This does not confer eligibility to apply for HCPC registration and they cannot practice as a physiotherapist.

Students who achieve a further 120 credits at Level 5 can exit with Diploma of Higher Education in Health Studies. This does not confer eligibility to apply for HCPC registration and they cannot practices as a physiotherapist.

### **Progression and Award Requirements**

Students must achieve a level (pass all modules for that level) before they can progress to the next level. Students are able to trail a 20-credit module (subject to meeting all criteria as stated in the University's Academic Regulations). Students will be permitted a second attempt only at placement modules but it must be completed successfully prior to them being assessed in the next level. The team arranges for this to be done, in consultation with the student, and the arrangements of this should not affect a student being able to continue with their studies.

An Assessment board is held in June to accommodate progression between levels. The board also provides final classification awards and is scheduled at this date as a direct request from employers to have graduated Physiotherapists for employment commencement in the summer leave period. A resit board is scheduled for September as required.

### **Practice Education**

Students must pass all placement modules to progress through levels and for registration as a graduate practitioner with HCPC. Students must accrue a minimum of 1,000 successfully assessed hours for registration (CSP 2015); failed hours do not count towards the degree.

Each placement carries 20 credits, with the exception of the final placement that carries 30 credits. Students must pass all learning outcomes in each of the four placements and pass the initial short 3-week placement as part of professional studies. Learning outcomes for placements are contained within the practice placement document and students must pass all criteria on each placement. Only two attempts of placement can be undertaken. Students at each level of placement are awarded either a fail, pass or excellent pass. For students to achieve an excellent pass they must meet at least 7 out of 10 learning outcomes at Level 4 and 17 out of 24 at level 5 and 6. The Professional Placement 5 at Level 6 can uplift an award in a borderline of classification if the student achieves an excellent pass outcome at Assessment Board consideration of classification.

Further detail is in the Practice Education Handbook (2019) (updated annually).

## 22 Programme structure diagram

### Level 4

Mod Code	PHY401	Mod title	Foundations of Physiotherapy Practice One	Credit value	40	Core	Semester 1
Mod Code	PHY404	Mod title	Research One – Learning to Learn	Credit value	20	Core	Semester 1
Mod Code	PHY402	Mod title	Foundations of Physiotherapy Practice Two	Credit value	40	Core	Semester 2
Mod Code	PHY403	Mod title	Professional studies and Placement 1	Credit value	20	Core	Semester 2

### Level 5

Mod Code	PHY503	Mod title	Neurological Physiotherapy and Rehabilitation	Credit value	20	Core	Semester 1
Mod Code	PHY501	Mod title	Cardiorespiratory Physiotherapy and Rehabilitation	Credit value	20	Core	Semester 1
Mod Code	PHY506	Mod title	Research 2	Credit value	20	Core	Semester 1
Mod Code	PHY502	Mod title	Musculoskeletal Physiotherapy and Rehabilitation	Credit value	20	Core	Semester 2
Mod Code	PHY504	Mod title	Professional Placement 2	Credit value	20	Core	Semester 2
Mod Code	PHY505	Mod title	Professional Placement 3	Credit value	20	Core	Semester 2

### Level 6

Mod Code	PHY601	Mod title	Leadership and Innovation in Practice	Credit value	20	Core	Semester 1
Mod Code	PHY602	Mod title	Management of the complex Patient	Credit value	20	Core	Semester 1
Mod Code	PHY603	Mod title	Professional Placement 4	Credit value	20	Core	Semester 1
Mod Code	PHY604	Mod title	Professional Placement 5	Credit value	30	Core	Semester 2
Mod Code	PHY605	Mod title	Research 3 – dissertation	Credit value	30	Core	Semester 2

	Semester One	Semester Two
Year one Level 4	Foundations of Physiotherapy Practice One  Research One	Foundations of Physiotherapy Practice Two  Professional Studies and Placement One
Year two Level 5	Cardiorespiratory Physiotherapy and Rehabilitation  Neurological Physiotherapy and Rehabilitation  Research Two	Research Two  Professional Placement Two  Professional Placement Three
Year three Level 6	Management of the Complex patient  Leadership and Innovation in Practice  Professional Placement 4  Research Three	Management of the Complex Patient  Leadership and Innovation in Practice  Professional Placement 5  Research Three

### 23 Intended learning outcomes of the programme

<b><u>KNOWLEDGE AND UNDERSTANDING</u></b> <b><u>Physiotherapy Values</u></b> <b>Knowledge and understanding of Physiotherapy A1, A2, A3 A4</b> <b>Political Awareness A4</b> <b>Self-Awareness A1</b>			
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 Honours Degree</b>
<b>A1</b>	Define physiotherapy and the values that underpin the Physiotherapy Framework.	Comprehend how the Physiotherapy Framework values motivate and informs their own and others behaviours and actions.	Appraise Physiotherapy Framework values on a local, national and global level.
<b>A2</b>	Illustrate an understanding of physiotherapy core knowledge including: Ethical principles Legal and policy frameworks Role of other health care professionals Applications of scientific enquiry.	Interpret translation of physiotherapy core knowledge to assessment and intervention.	Critically evaluate arguments and assumptions to reach sound judgements for significance to practice based of physiotherapy core knowledge.
<b>A3</b>	Describe the scientific bases of physiotherapy, including the components of structure, function and movement of the human body.	Apply the scientific basis of physiotherapy to contemporary practice and apply the knowledge of normal structure, function and movement to analyse dysfunction.	Critically appraise dysfunction in relation to the scientific basis of physiotherapy and contemporary practice in relation to normal structure, function and movement.
<b>A4</b>	Identify the political, social, economic and institutional factors shaping the health and wellbeing economy.	Apply the knowledge of the political, social, economic and institutional factors to physiotherapy practice.	Relate how the political, social, economic and institutional factors inform the design and delivery of physiotherapy locally and nationally.

<b>INTELLECTUAL SKILLS</b> <b><u>Behaviours, Knowledge and Skills for interacting</u></b> <b>Communicating B1</b> <b>Helping others learn and develop B2</b> <b>Managing self and others B3</b> <b>Promoting integration and teamwork B2</b> <b>Putting the person at the centre of practice B3</b> <b>Respecting and Promoting diversity B4</b>			
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 Honours Degree</b>
<b>B1</b>	Recognise and explain a range of communication skills used to share information with both specialist and non-specialist audiences.	Apply and use a range of communication skills to share information with both specialist and non-specialist audiences.	Modify and evaluate a range of communication skills to share information with both specialist and non-specialist audiences.
<b>B2</b>	Identify the process of planning, prioritising, organising, directing and evaluating; managing self and others and the behaviour and skills required to work as part of an effective team.	Demonstrate the process of planning, prioritising, organising, directing and evaluating managing self and others and the behaviours and skills required to work as part of an effective team.	Plan, modify and evaluate plans and priorities for self, others and team.
<b>B3</b>	Describe the importance of placing an individual and their lived experience at the centre of the physiotherapy practice.	Demonstrate respect and involve individuals by acknowledging their unique needs, preferences and values, autonomy and independence at the centre of the physiotherapy practice	Demonstrate respect and actively involve individuals by acknowledging their unique needs, preferences and values, autonomy and independence in shaping the physiotherapy practice.
<b>B4</b>	Recognise and explain diversity and discrimination in accordance with legislation and identify own values and principles.	Investigate how own values and beliefs can impact on physiotherapy practice.	Transmit a professional and high standard of practice, respecting and promoting diversity regardless of personal incompatibility.

<b>SUBJECT SKILLS</b> <b>Behaviours, Knowledge and Skills for problem solving and decision making</b> <b>Ensuring quality C1</b> <b>Improving and developing services C2</b> <b>Lifelong learning C3</b> <b>Practice decision making C4</b> <b>Researching and evaluating practice C4</b> <b>Using evidence to lead practice C4</b>			
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 Honours Degree</b>
<b>C1</b>	Describe how the effectiveness, efficiency and quality in the delivery of physiotherapy services is achieved and maintained.	Discriminate between situations where effectiveness, efficiency and quality is and is not achieved.	Assess and recognise situations where effectiveness, efficiency and quality is compromised and take appropriate action.
<b>C2</b>	Describe tools used to assess evaluate physiotherapy services.	Apply a standardised tool to evaluate an areas of physiotherapy practice.	Critically appraise and make recommendations to an area of physiotherapy practice.
<b>C3</b>	Employ and document personalised reflective practice.	Illustrate and document reflective skill in relation to themselves and the wider context of contemporary practice.	Illustrate and demonstrate reflective skills in relation to their own emerging professional practice.
<b>C4</b>	Demonstrate independence in utilising resource material using relevant academic and supplementary material from credible sources.	Judge a range of research modes of inquiry in pursuit of evidence based practice by discriminating between relevant academic materials to inform and justify clinical decisions.	Critically evaluate a range of research modes of inquiry in relation to evidence based practice, utilising sensitive levels of critical evaluation to inform new and complex situations.

<b><u>PRACTICAL, PROFESSIONAL AND EMPLOYABILITY SKILLS</u></b>			
<b><u>Physiotherapy Practice Skills</u></b>			
<b>Profession-specific skills D1</b>			
<b>Generic skills D2</b>			
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 Honours Degree</b>
<b>D1</b>	Define physiotherapy practice skills including: Manual therapy Exercise and movement Electro physical modalities Kindred physical approaches	Apply physiotherapy practice skills process to contemporary physiotherapy practice.	Critically apply and modify physiotherapy practice skills within contemporary physiotherapy practice.
<b>D2</b>	Identify and practice generic practical and technical skills used in physiotherapy practice such as manual handling skills and basic life support.	Apply the generic practical and technical skills to contemporary physiotherapy practice.	Critically apply the generic practical and technical skills within contemporary physiotherapy practice.



## 24 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>
Level 4	<i>Professional Studies and Placement 1</i>	Core	■	■	□	■	■	■	■	■	■	□	■	□	□	□
	<i>Research 1 – learning to learn</i>	Core	□	■	□	□	□	■	□	□	□	■	□	■	□	□
	<i>Foundations of Physiotherapy Practice One</i>	Core	□	□	■	□	■	■	■	■	□	■	■	■	■	■
	<i>Foundations of Physiotherapy Practice Two</i>	Core	□	■	■	■	■	■	■	■	□	■	■	■	■	■
Level 5	<i>Cardiorespiratory Physiotherapy and Rehabilitation</i>	Core	■	■	■	□	■	□	■	□	□	■	□	□	■	■
	<i>Neurological Physiotherapy and Rehabilitation</i>	Core	■	■	■	□	■	□	■	□	□	■	□	□	■	■
	<i>Professional Placement 2</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Professional Placement 3</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Research 2</i>	Core	□	■	□	□	■	□	□	■	□	■	□	■	□	□
<i>Musculoskeletal Physiotherapy and Rehabilitation</i>	Core	□	■	■	■	■	□	■	□	□	□	□	■	■	■	
Level 6	<i>Management of the Complex Patient</i>	Core	□	□	■	□	□	□	■	□	□	□	□	□	■	■
	<i>Professional Placement 4</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Professional Placement 5</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Research 3 – dissertation</i>	Core	■	■	□	■	■	□	□	□	□	■	□	■	□	□
	<i>Leadership &amp; Innovation in Practice</i>	Core	■	□	□	■	■	□	■	■	■	■	■	■	■	■

## 25 Learning and teaching strategy

The learning and teaching strategy reflects the distinctive features of the programme and aims to place the students at its centre, providing an environment that is enjoyable, varied and will stimulate and enrich the students to become independent learners and autonomous practitioners.

Please refer to the Programme handbook.

The strategy will take account of widening participation and that many of the learners may be classed as mature learners (21+) and recruited from the surrounding area and will have andragogical principles in its design to empower students to:

- To take an increased responsibility for their own learning and development to independent practitioner and novice researcher.
- Reflect these premises in gradual development and challenge of knowledge through supervised practice experience.
- Highlight relevance through case studies and linkage of theory to practice.
- Utilise fully the previous life and work experience of the student.

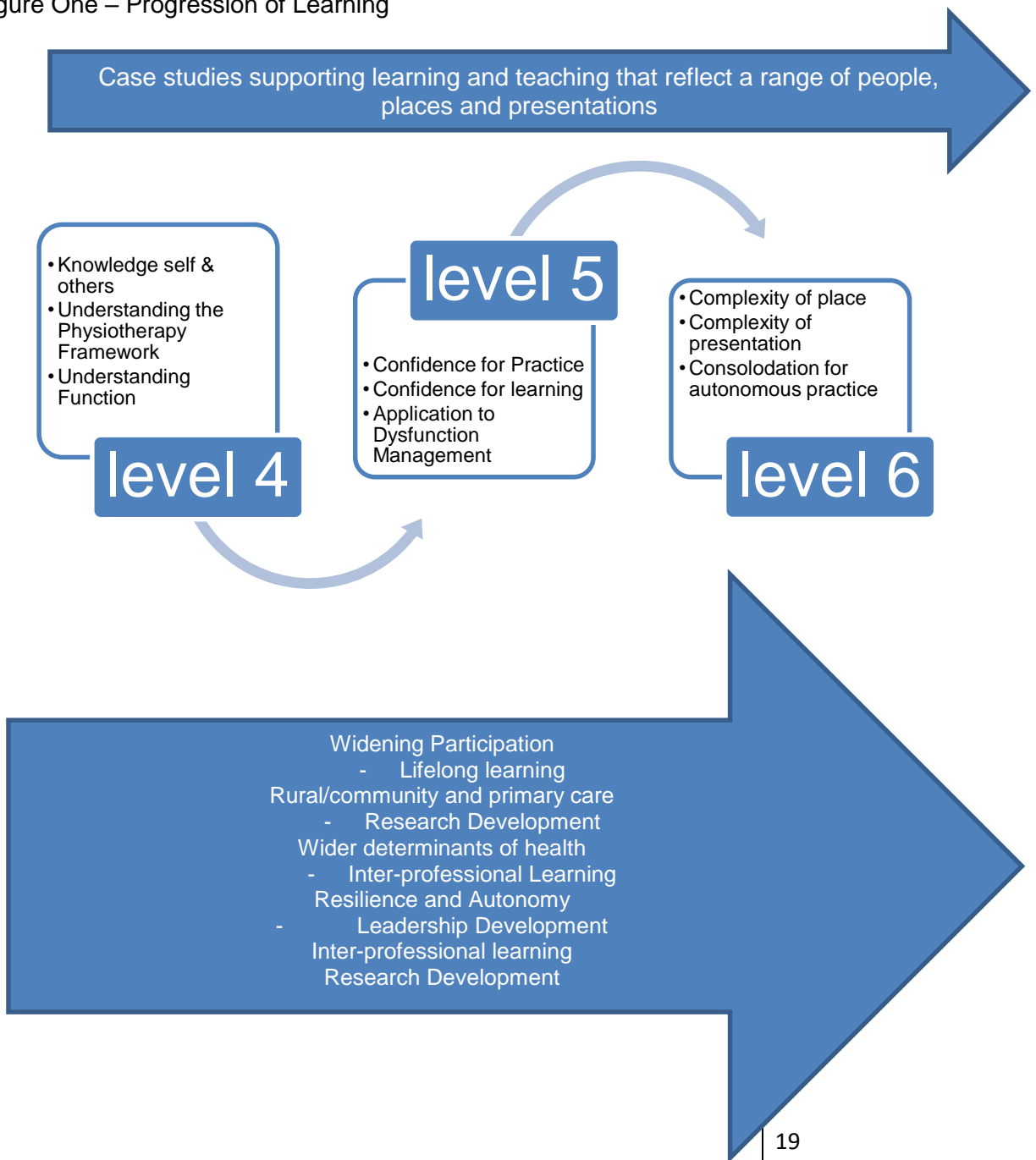
The delivery of content will adopt a student centred approach and provide a wide range of activities that will resonate with students' individual learning styles, develop and encourage reflection and critical thinking that will lead to lifelong learning through the developing of the existing skills and knowledge that learners have and deepen their knowledge further. Interactive lectures, group tutorials, practical group work, presentations, case studies and peer led sessions are some of the approaches that will be used to focus on and develop the communication, teamwork, study skills and learning to become successful and employable graduates.

The spiral curriculum is designed to support the learner in building resilience and an ability to adapt their practice to rural, community and primary care service provision. As the student progresses throughout the course, there is an iterative revisiting of the themes with increasing complexity, understanding an application to physiotherapy practice, which is summarised in Figure One Below. The platform for the spiral curriculum contains the distinctive features of the programme, and in addition embeds further elements. The spiral curriculum applies widening participation and the importance of lifelong learning through continuing professional development. Rural/community and primary care embeds the

concepts of research in establishing evidence based practise throughout such autonomous settings. Finally, the spiral curriculum embeds effective leadership within resilience and autonomy. This concept is deemed essential by stakeholders within this geographical region.

This strategy will help to enable students to progress the level of cognitive complexity in their learning with regular analysis, synthesis and evaluation in an organic fashion and increase their resilience and ability to focus on presentation not condition and increase confidence for practice and learning. The learning and teaching will also be supported with case studies that reflect contemporary physiotherapy practice in a mixed matrix that spans the spiral curriculum.

Figure One – Progression of Learning



Essential at all levels of learning and teaching is the contribution that the students will make towards their self-guided and directed independent study in line with developing skills of resilience and lifelong learning. A flipped classroom approach will be used to move the learning of essential content such as normal function and then dysfunction so that application can be transparently consolidated.

The modules at level 4 provide the foundations for physiotherapy practice through two key modules that blend human science, knowledge and skills of physiotherapy practice with the communication skills and factors that influence the wellbeing of individuals and populations. The modules 'blend' theoretical and practical knowledge, for example communication, assessment, anatomy and biopsychosocial to provide students with immediate exposure to the multifaceted nature of the service users they will meet in contemporary practice. This supports students in developing assessment, evaluation and problem solving skills early on, that can be adapted and transferred throughout their learning and starting the process of building resilience and autonomy in practice.

There will be a strong emphasis at level 4 on the importance of the physiotherapists' role in the management of long-term conditions and behaviour change for health and well-being. Areas such as fitness to work and health promotion, the wider determinants embracing the biological, physiological, psychological, cultural and social factors that impact on the health and wellbeing will be early focus and built on throughout at later levels. This early focus is essential to start building students' skills and knowledge to support service users to modify and change behaviour to impact on health and well-being.

The modules at level 5 build on the foundations by facilitating the students' ability to apply this scientific knowledge, physiotherapy skills and understanding of health and illness to dysfunction of the principle areas of physiotherapy treatment and evaluation.

Level 6 develops the students' understanding and application of complexity, this is through critical evaluation and utilisation of unfamiliar scenarios and situations. Students will be facilitated to use peer review and observation, providing reflection and support to each other during their learning. This is the final step in building the skills of resilience and autonomy required for practice.

### **Inter professional Learning Strategy**

The programme design operates on the premise that greater understanding of a person's own context can be gained from understanding through the lens of another; therefore, inter-professional learning and teaching integration is throughout the programme delivery.

Students will benefit from the programme having close alignment with the highly successful Occupational Therapy programme and there will be a shared approach to recruitment to the programme, module delivery and placement planning where appropriate.

The inter professional learning and teaching strategy resonates with the contemporary delivery of care in practice with increasingly shared roles and responsibilities and will enhance the employability of the graduate. OT and PT students will work together over the three years to explore issues such as team functioning, communication, inter professional conflict and role clarification so that learning side by side enables them to foster collaborative working and an appreciation of each other's roles. Examples of the activities that will take place are; in level four participating in a exercise that challenges stereotypes, assumptions and bias that students may make about other professions, in level five clinical placement exchange shadowing and reflection, and at level six, participating in joint clinical scenarios and a student led conference. All years from OT and Physiotherapy will attend the student led conference. Some taught modules will also have shared delivery and some practice placements will be aligned with Occupational Therapy so that students can share and reflect on experiences together, for example advantage of role emerging placements.

In addition, joint session delivery is with social work, nursing, health, sports science and criminology. Students therefore gain a rich understanding of each other's perspective and this reflects the reality of contemporary application of NHS health and social care provision in terms of wider determinants of health. In addition, the students have opportunities to join interdisciplinary cross interest groups: Occupational Therapy regional group, Psychological Society and Social Work Community Lectureship Programme.

### **Research strategy**

Research runs throughout the programme at all levels with current research underpinning all teaching. In level four students are introduced to research, learning how to find and select evidence and the different types of quantitative and qualitative research. In level five and six their skills are developed further in appraising the evidenced base, understanding the research process and analysing contemporary physiotherapy literature cumulating in either a literature review or evaluation, analysis of physiotherapy practice or audit. Glyndŵr

University is the lead for the council of allied health professions research network (CAHPRN), which is supported by the CSP for the benefit of all of the health therapy practitioners. The programme will benefit from this network in all elements of development of teaching and learning.

In order to prepare students for practice in countries other than Wales and indeed outside of the UK, the programme must also consider physiotherapy practice, research, innovation and leadership globally. Content of modules will reflect globalisation, for example, within the research modules and clinical modules international research will be utilised and the leadership and innovation in practice module will facilitate students to compare and contrast healthcare systems in other countries.

The teaching and learning will have a strong emphasis on the development of practical skills which are pivotal to becoming a successful practitioner. The learning of practical skills will be arranged in small groups with the students alternatively taking roles as the practitioner, model and critique. This enables the students to practice their skills with feedback from peers and teachers. The CSP recommended staff to student ratio of 1:15 will be adhered to for practical sessions.

Throughout the programme students will develop leadership skills, from leading their own learning in the flipped classroom, developing a CPD portfolio, delivering group presentations, critiquing other student's performance and more formally in the Leadership and Innovation in Practice Module culminating in a student led conference with OTs.

Lifelong learning is a recurrent theme throughout the course with students developing a portfolio of personal and professional experience that will be taken forward after graduation. Activities that contribute to the portfolio are personal and academic tutorials, practice education experience learning objective plans and critical reflections. Students will be encouraged to use the CSP tools for reflective practice and the Continuing Professional Development online tool: TRAMmCPD. TRAMmCPD provides a framework and tools to help you engage in and record your Continuing Professional Development (CPD).

All learning and teaching is supported by the University's virtual learning environment Moodle and students will be able to access clear and timely information to support delivery of content such as videos, links to intranet information, open forums and pre-recorded

lectures. Panopto will be used to record some key lectures and on line learning will be an integral teaching resource.

## 26 Work based/placement learning statement

The practice based education is informed by the HCPC Standards of Education and the CSP Quality Assurance Processes. Students must complete a minimum of 1000 hours of practice based education over the three years of study (CSP 2015).

### Level 4

During level four, as part of the Professional Studies module students will complete a period of professional practice of three weeks early in Semester two. This will provide an essential platform that will validate their passion for physiotherapy and provide an opportunity to translate level 4 learning, making the theory meaningful and purposeful.

### Level 5 and 6

During level five and six, students will complete 4 further professional practice placements of 6 weeks duration each with the exception of the final placement that will be of 7 weeks duration. The total number of clinical hours will be 1050, table 1 summarises the hours. Where professional studies practice hours are not the standard Monday to Friday 9 – 5 pattern students will be expected to complete the patterns of work commensurate with the placement.

Table One – Summary of Clinical Hours

Professional Studies	Duration in hours
Professional Studies and Placement 1	112.5
Professional Placement 2	225
Professional Placement 3	225
Professional Placement 4	225
Professional Placement 5	262.5

In order to reflect contemporary and local geographic physiotherapy practice, placement allocation will relate to key settings rather than a more traditional focus on key specialities. Students will be supported to complete placements in primary, community and rural settings. The three key themes that will be covered in practice placement are respiratory, neurology and musculoskeletal.

The geography and social mobility of students, many of whom will be mature with family commitments will be taken into consideration during placement allocation.

Language preference of students will also be taken into consideration so that first language Welsh students have the opportunity to complete their placements in primarily Welsh speaking settings.

The aims of practice education are to:

- Provide an opportunity to learn and apply new techniques, further knowledge, and experience working with a variety of people and develop professional working relationships.
- Enable students to transfer learning of core knowledge and skills in new and contrasting situations.
- Integrate theory and practice placement education to ensure the transfer of individually identified learning needs supported by academic staff via tutorials before, during and after placement.
- Develop reflective skills within the workplace.

As students' progress through the 5 practice placements they increasingly take on more responsibility in practice to become resilient autonomous practitioners on qualification.

A learning contract will be used to inform the assessment process and should identify key learning outcomes and evidence how these are achieved. This transferability of assessment and clinical reasoning skills is important in professional practice working and will support the student to apply these across new settings, clinical presentations and specialities.

More information is available in the Placement Handbook.

### **Strategy for Students at Risk of Failure within Placement**

Where a student is experiencing difficulties in demonstrating competency on placement and is not meeting the expected learning outcomes, the student is deemed to be at Risk of Failure. An educator who has concerns should notify the University at the earliest indication of difficulties. The student, practice educator and visiting tutor should meet to



discuss the issues and agree an action plan for the student. A Risk of Failure report form is completed and agreed. Further visits and support mechanisms are in place according to the circumstances and requirements on an individual basis. At this point, postponement of a placement is not possible unless it is accompanied by accepted extenuating circumstances.

Please refer to Programme Handbook.

### **Training and Support of Practice Based Educators**

All practice based educators will receive appropriate induction, information and training from the University prior to accepting students. Practice educators who have completed training at other institutions will receive a half-day update on Glyndŵr University documentation and procedures.

All new practice educators will be encouraged to complete a Mentorship module which is a 20 credit Masters level module and will be free to access and complete. All practice educators are eligible to apply to study the Mentorship module.

## **27 Welsh medium provision**

The programme is delivered predominantly through the medium of English. Proficient Welsh speakers can be provided with placement opportunities in communities that are predominantly Welsh speaking.

There will be opportunity for Welsh students to have oral examinations and tutorials in Welsh through partnership with the local health and social care providers.

Non-speaking Welsh students receive compulsory conversational Welsh language sessions in addition to the programme which are tailored to health and social care contexts. Appreciation and understanding of the Welsh Language is pivotal to practising physiotherapy in Wales. The sessions are to enable students to have an appreciation of conversational Welsh during placement experience in Wales, to maximise student employability and to meet the needs of the service users that access physiotherapy. Attendance will be monitored and 80% attendance at Welsh language sessions is required to complete each level of study.

Students will have the opportunity to submit assessment in Welsh as per University regulations.

## **28 Assessment strategy**

The assessment strategy is designed to reflect the distinctive features of the programme.

The assessment methods are complimentary to a widening participation theme. The methods provide variety and enable students to build on their strengths and address areas of development. Assessments therefore range from individual to group and written to practical, some assessments enable students to select their own case study and others allocate case study.

Whilst assessments demonstrate an important measure of student competency as the spiral curriculum development, the range of assessments also build on developing lifelong learning. Continuing professional development is an expectation throughout the levels and as their development progresses so does the challenge of the assessment.

In order to develop practitioners who can apply practice to work in rural and community settings there are numerous practical and viva assessments that will have case studies reflecting the wide range of settings where physiotherapists will encounter services users.

The wider determinants of health are such a pivotal part of contemporary practice that viva and Objective Structured Practical Examination (OSPE) assessment clinical scenario service users will have these important elements included, so that students will have to take account of in order to achieve the assessment criteria.

The resilience and leadership of students will be developed through formative assessments by getting them to peer review and constructively critique each other's performance. Resilience will also be achieved through having short preparation times for viva examinations and unseen clinical scenarios for OSPE. This will be balanced where possible by careful timing and planning of individual assessments so students can focus on the particular assessment task. Students' resilience and leadership will also be developed through attendance at the group presentation assessment, providing feedback of performance that will contribute to the outcomes.

An All Wales approach has been adopted for assessment of practise placements with support from Cardiff University's Physiotherapy Degree Programme Team. This will

reduce the burden on practise educators and provide improved objectively and equity of student assessment.

The assessment submission dates have been carefully planned within the timetable of the programme to ensure a balance of workload throughout the programme and the ability for the student to focus on practice placement periods; there are therefore no submission dates directly following placement experience periods. At level six, four of the five assessments are focused around semester two, and this reflects the need to develop resilience in preparation for practice and is part of a strategy. It should be noted, however, that assessments for professional placements are completed and marked at the end of the placement.

Through all modules there will be formative assessment opportunities to support the students to prepare for the summative assessments.

Please refer to Programme handbook.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
Level 4			
PHY404 Research 1	Literature review	2,000 words	Year 1 End of semester 1
PHY401 Foundations of Physiotherapy Practice One	Justified OSPE	60 minutes	Year 1 End of semester 1
PHY403 Professional Studies and Placement 1	Group presentation  Placement document	15 minutes	Year 1 Part way through semester 2
PHY402 Foundations of Physiotherapy Practice Two	Viva based on a case study	30 minutes	Year 1 End of Semester 2

Level 5			
PHY501 Cardiorespiratory Physiotherapy and Rehabilitation	Justified OSPE	30 minutes	Year 2 After Christmas of Semester 1
PHY503 Neurological Physiotherapy and Rehabilitation	Evidenced based report	2,500 words	Year 2 Before Christmas of Semester 1
PHY504 Professional Placement 2	Practical 100%	225 hours	Year 2 Middle of Semester 2
PHY502 MSK Physiotherapy and Rehabilitation	Viva	30 minutes	Year 2 Middle of Semester 2
PHY506 Research 2	Research Proposal 100%	3,000 words	Year 2 End of Semester 2
PHY505 Professional Placement 3	Practical 100%	225 hours	Year 2 End of Semester 2
Level 6			
PHY603 Professional Placement 4	Practical 100%	225 hours	Year 3 Start of Semester 2
PHY602 Management of the Complex Patient	Viva	30 minutes	Year 3 End of semester 1
PHY601 Leadership and Innovation in Practice	Business case	3,000 words	Year 3 Middle of Semester 2
PHY605 Research 3	Dissertation 100%	5,000 words	Year 3 End of Semester 2
PHY604 Professional Placement 5	Practical 100%	262 hours	Year 3 Middle of Semester 2 (before Easter)

## 29 Assessment regulations

Glyndŵr University Regulations for Initial Undergraduate Modular Degrees, Diplomas, Certificates and Foundation Degrees

### Derogations

Students are permitted two attempts in any modules (CSP 2010).

A minimum pass mark of 40% must be achieved in all modules, therefore condonement is not permitted (CSP 2010).

Placements are assessed to a pass, fail and excellence. The pass and excellence grade achieve the credits awarded for the module. Failed placement hours do not count towards the 1000 hours required for successful completion of the programme. All placement outcomes must be passed with each placement.

The degree classification will be based on non-placement credits only, ie. only 80 credits at Level 5 and 70 credits at Level 6.

Deferral is not permitted during a placement module when there is a likelihood of a refer predicted by both placement educator and university tutor and there is an absence of extenuating circumstances permitted.

Please refer to Programme Handbook.

### Borderline classifications (for undergraduate programmes only)

The borderline classification module selected is the placement outcome at Level 6. An excellence in performance will need to be achieved in the final module: Professional Placement 5. Excellent performance is defined within the Practice education Handbook (2019). For the student to be recommended for excellence in their placement performance 70% or more of the placement outcomes as identified in Practice Education Handbook must be ticked at the 'excellent pass' grade across all

skill sets. An excellent pass in the final placement will be considered at assessment board consideration of classification.

### 30 Programme Management

#### Programme leader

Julie Wilkins – Professional Lead in Physiotherapy (cardiorespiratory)

#### Module Leaders

Name	Designation	Team Responsibility
Maddy Nicholson	Lecturer - MSK	Deputy Programme Lead and Practice Education lead
Karen Cartwright	Lecturer – Rehabilitation	Admissions lead
Nikki Savage	Lecturer – Neurology/rehabilitation	Assessment Lead

In addition, many clinicians will provide significant intervention to our teaching and learning delivery. This is important to provide wide specialist input within a small team. These clinicians are not module leads but provide significant input to the programme and may also be involved as second markers within a viva panel for example.

### 31 Quality Management

Each programme team is required to follow University processes, QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes and methods. Further details can be found within the programme handbook and on the University's internal webpages for students.

<ul style="list-style-type: none"> <li>Student Evaluation of Module forms</li> <li>Student Voice Forum</li> <li>Individual student feedback</li> <li>Student representatives</li> <li>Annual Monitoring reports</li> <li>Periodic review and re-validation process</li> <li>External Examiner communication</li> <li>Programme team meetings</li> <li>University committee structure</li> </ul>
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University peer review process University Continuing professional development External stakeholders PSRB requirements and accreditation activities National Student Survey (NSS) Assessment Board processes
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### **Personal Tutor and Peer Support**

Each student is assigned a personal tutor. Where ever possible the personal tutor will remain the same for the duration of the programme. The role of the personal tutor is to help guide the student's educational, personal and professional development. This will be linked to the professional/personal development process.

### **Student Support Services**

A student support network is available to all students and provides assistance on a wide range of issues covering three basic areas: Counselling, Welfare and Disability (Programme Handbook 2018).

### **The Professional/Personal Development Process**

The introduction of a framework for the personal and professional development of physiotherapy students at the onset of their pre-registration education is essential. This process has therefore been designed to enable students to develop a unique professional identity together with a record of their continuing professional development.

The process will emphasise a different focus for each level:

- Level 4: At this point students will be novice to the profession and therefore it is important to acknowledge the need for students to identify and develop their learning styles as a student physiotherapist
- Level 5: At this mid-point of the programme, students should have a sound understanding of physiotherapy. Therefore, the focus is on the development of the student as a practitioner together with the unique and generic roles of the physiotherapist within an inter-professional context.

- Level 6: In this final level, students will be motivated by the career prospect focus and the need to demonstrate both core and transferable skills to employers. The emphasis therefore is on ensuring that they are independent learners and reflective professionals with the potential for leadership and management.

Five components contribute to this process; Personal/Academic Tutorials, Learning Contracts, Practice Education and the Professional Development Tutorial. These all feed into the Professional Development Portfolio.

### **Learning Contracts**

Learning contracts must be devised near the beginning of each level of study and each placement. They will be negotiated and agreed with the personal tutor or practice educator as appropriate and are the responsibility of the student to review and record.

### **Practice Education**

This element involves evidencing the student's professional and practical development in the clinical field.

Please refer to Practice Education Handbook.

### **The Professional Development Tutorial**

This is designed to mirror the appraisal process which occurs in the workplace. There will be one professional development tutorial per level. A Development Plan is formulated at commencement of the programme and reviewed at the end of level 4. Further goals are identified and again reviewed at the end of level 5. The student should come to the tutorial, which is undertaken with their personal tutor, having prepared and actively reflected on their performance during that period. It provides a framework for examining and developing the student's professional suitability as an Physiotherapist. The evidence to support these decisions and judgements should then be transferred to the student's portfolio.

This two-way negotiation should review the student's academic, personal and professional strengths and needs. It is also a forum for reflecting on and evaluating the strategies for learning employed. Students discuss their progress and together with their tutor, set an agreed and signed action plan for the forthcoming level.

### **The Professional Development Portfolio**



Each student will hold a Professional Development Portfolio, developed from Level 4, and all other components will link into this. The portfolio is a tool for demonstrating continuing professional development (CPD) and is a useful means of helping future employers discriminate between prospective novice therapists.

Students will be encouraged to utilise the CSP ePortfolio and learning hub which they build on throughout their pre-registration and post registration journey. They will be expected to integrate evidence of learning from both practice and academic studies and link these to the standards of proficiency expected by the HCPC. The portfolio should contain reflections and summaries of the learning alongside evidence of skills achieved. Development of the portfolios will be discussed at end of each level at their development meeting with their personal tutor. The design of the CPD process within this programme, evidenced by the portfolio, aims to embed life-long learning throughout their career.

Although this remains the student's individual document, elements will need to be shared with peers, academic staff, managers, practice educators and external examiners.

### **Professional Suitability and Competence to Practice**

The basis for a description of professional suitability is encompassed in Code of Members Professional Values and Behaviours (CSP 2011). The Code has four principles:

- CSP members take responsibility for their actions
- CSP members behave ethically
- CSP members deliver an effective service
- CSP members strive to achieve excellence

A significant element of this appraisal occurs within practice education, but grounds for concern may also arise during university-based studies.

### **Professional Unsuitability**

The HCPC provides Guidance on Conduct and Ethics for Students (2016) which is based on the Standards of Conduct, Performance and Ethics (HCPC 2019) Circumstances may develop when a student who has been accepted onto the

programme is considered professionally unsuitable to continue his/her studies towards a qualification to practise physiotherapy.

### **Disciplinary Procedures Resulting from Alleged Professional Unsuitability**

Glyndŵr University has the following procedures: Disciplinary Procedure for Students, Suitability to Practice Procedure, and Academic Misconduct Procedure which detail the procedures for managing any instance of alleged professional unsuitability. This is included in the Glyndŵr University Academic Regulations Handbook. The Glyndŵr procedures complement and align with the PSRB requirements of the programme.

### **Attendance**

There is an expectation that all students will attend all of the sessions unless there are evidenced extenuating circumstances such as illness. Students are expected to attend the University for timetabled academic studies for a minimum of 80% of the designated time. There are also aspects of the curriculum which students will be expected to engage with; these will be made explicit at the beginning of each Level. Students who fail to adhere to this will initially be considered through the professional unsuitability process.

### **Student Voice**

The Student Voice is a mechanism that ensures the student is at the heart of developing quality mechanisms to continually improve the student experience. At least two student Voice forums take place per academic year. It includes activities such as:

- Induction group work sessions encourage students to be open in their dialogues with personal tutors and tutor team.
- Informal feedback is initially directed to the student's personal or academic tutor followed by the Professional Lead if appropriate. Any subsequent feedback is pursued through the official procedures ( Programme Handbook 2017).
- Student representatives are elected by their peers to act as a formal vehicle in communications between staff and students.
- Students complete evaluation sheets on the modules and levels of the programme prior to each Student Voice Forum.
- Students are also required to provide formal feedback regarding their practice placement experience.

- Student representatives attend the Student Voice Forum to identify and discuss issues identified by their peers. Reports from these meetings are submitted through the Annual Monitoring Process and College of Occupational Therapists and Health Care Profession Council Audit procedures.
- The National Student Survey also provides essential information and this takes place at level 6

### **Stakeholders**

Throughout its development, the team has recognised the importance of partnership with physiotherapy leaders and clinicians, service users and carers and students. Consultation has taken place with these groups to inform the development of the curriculum content.

Feedback from students included:

More formative testing with detailed feedback

Placements should be longer than 4 weeks

Rest period after placement to reflect and prepare for next one if back to back

Balance due in dates with other demands

Education around other disciplines

Feedback from physiotherapy leaders and clinicians included:

Entry requirements to balance widening participation and academic rigor

Teaching student how to lead groups

Resilience in students

Motivational interviewing

Feedback from service users included:

Value of practical handling skills and treatment

Being treated as a person and not a condition

Understanding the service users goals

Service users expressed their wish to be involved in the recruitment of students, assessment of the group poster presentations and the teaching by way of providing a narrative to the patient experience.

One of the service users is a physiotherapist who has retired from practice due to ill health and will contribute to teaching on a sessional basis providing a unique perspective.

This involvement will continue through though a number of mechanisms including:

- Student interviews are conducted using clinicians and service users.
- Regular discussion forums with third sector organisations and service user groups and individuals.
- Service User Advisory Forum is a group of people who have all experienced physiotherapy treatment.

### **32 Research and scholarship activity**

The programme team all have extensive experience within physiotherapy and maintain a clinical role. This is essential to provide a contemporary curriculum.

The team have MSc qualification and PGCE.

The programme lead is an experienced health care leader who has chaired Welsh Government Advisory Committees and Therapy Conferences.

Students benefit from the diverse professional experience of the tutor team across specialities, senior leadership experience, elite sport, NHS and private practice.

### **33 Learning support**

#### **Institutional level support for students**

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- Inclusion Services
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Please refer to Programme Handbook.

## **Faculty support for students**

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

## **Programme specific support for students**

Each student is assigned a personal tutor normally for the duration of the programme. The role of the personal tutor is to help guide the student's educational, personal and professional development. This will be linked to the professional/personal development process.

*Personal Tutorial:* This is a pastoral support mechanism and should normally take place at least twice during the first level and at the student or tutor's request subsequently. A record of each tutorial needs to be made, usually by the student, and signed by both parties.

*Academic Tutorial:* The focus of this is on the student's academic progress through each of the modules. Academic tutors will change in line with each module studied and will also be assigned for each assessment. During these tutorials the student's preferred learning styles, strategies and results may be discussed and utilised to enhance academic understanding and/or its application in practice.

When students commence their studies as part of the induction they are introduced to the purpose-built library within Glyndŵr University and informed of the services and support available to them.

Library and computing facilities provide the books, journals, electronic resources and up-to-date computing facilities that will support students' study and research.

The library use a web-based library catalogue which integrates the printed and digital library collections into a single resource. It can be accessed from any computer connected to the University network and over the web. Students are able to search for books and journals and link to a wide variety of electronic resources including

databases and full text journals. Students can check their library borrowings, renew the periods of loan and reserve items which are not immediately available.

The library provides multiple copies of recommended text books which are on reading lists and include electronic copies. Books are usually for a 3-week loan period. However, titles that are likely to have a high demand can be made available for one week, 24 hour and 4-hour loan periods. Students also have the benefit of using special collections developed to support research, for example, the internationally important evidence-based healthcare collections.

Students will be provided with opportunity to give consent throughout the programme when taking part in specific activities such as role play, practice in clinical techniques and acting as models to practice assessment.

### **Moodle Interactive site**

This web-based application enables lecturers to provide on-line support for teaching and learning. The 'Moodle' site has provided an additional efficient communication method and a valuable learning resource for students in all cohorts. Providing a variety of learning resources facilitates maximum student potential by catering for individual learning styles. The Physiotherapy programme will use Moodle to support the learning and teaching strategy particularly the flipped classroom, providing resources for students to prepare in their guided independent study in preparation for the scheduled learning and teaching. Resources such as videos, service user case studies, links to the regulatory bodies, pre reading of essential chapters and anatomy workbooks and quizzes will be provided through Moodle.

Moodle also provides the following:

- Announcement facilities to ensure information such as revised calendars or adaptation to sessions are communicated throughout the programme or to specific cohorts.
- All module handout materials are available prior to each session. This enables students who learn more effectively by prior reading to access relevant materials.
- Students' group work is placed onto the site to enable shared learning.

- Discussion sites are used to explore particular topics which benefit from shared discussion and, due to timetable restrictions the students have not been able to adequately debate with each other to promote learning.
- Submission and feedback of summative assessments.

### **34 Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.