

# PROGRAMME SPECIFICATION

## Award titles

### Programme Title(s)

BSc (Anrh) Ffisiotherapi

BSc (Hons) Physiotherapy

## Delivery period

Sept 2022 – Sept 2024 (revalidation for Sep 25 entry)

## Programme to be included in Graduation Ceremonies

Yes

## Delivery period

Level 4 Sept 2022

Level 5 Sept 2023

Level 6 Sept 2024

## Intake points

September

## Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Glyndŵr University
<b>Programme delivered by</b>
Glyndwr University
<b>Location of delivery</b>
Plas Coch Campus
<b>Faculty/Department</b>
Social and Life Sciences
<b>Exit awards available</b>
BSc (Hons) Physiotherapy Certificate of Higher Education in Health Studies. Diploma of Higher Education in Health Studies BSc (Hons) Physiotherapy with eligibility to apply for registration with HCPC BSc (Ord) in Health Studies with no eligibility to apply for registration with HCPC
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
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).

The current Physiotherapy Programme has been approved by the HCPC and CSP in 2019. Current CSP request is to meet to discuss changes from the 2019 programme. HCPC request is to receive documentation after discussion with the CSP.

On successful completion of the full 360 credits 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 or exit with any aegrotat do not have eligibility to apply to the HCPC register and cannot practice as a physiotherapist.

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

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

N/A

**HECoS codes**

100252.

**UCAS code**

PT19

**Relevant QAA subject benchmark statement/s**

- 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 (2019)
- Raising concerns Information (2020)
- CSP Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2020)

CSP Accreditation of Qualifying Programmes in Physiotherapy: Quality Assurance Processes (2020)
CSP Physiotherapy Framework (2020)
HEOPS – Physiotherapy Students – Standards of medical fitness to train (2014)
Glyndŵr University Vision and Strategy document 2018 – 2025
Glyndŵr Supporting Student Learning and Achievement Strategy (2020)
Delivering the WGU learning blend through the Active Learning Framework (ALF) (2020)
Inter Professional Education Strategy (2022)
Research Strategy (2021-2026)
<b>Mode of study</b>
Full time
<b>Normal length of study for each mode of study</b>
3 years maximum of 5 years
<b>Language of study</b>
English
<b>Transitional arrangements for re-validated provision if applicable</b>
N/A
<b>The following University Award Regulations apply to this programme (<i>highlight the appropriate ones and delete the others</i> )</b>
General Regulations and Definitions
Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	23 May 2019
Date of approval by Academic Board:	27 August 2019
Approved Validation Period:	5 years
Transitional arrangements approved (if revalidation)	<i>Enter details from section 3 following validation event confirming what arrangements are</i>
Date and type of revision:	03 August 2022 <i>Major Programme modification approved for Sept 22, please refer to AM2 for detail.</i> 16 May 2023 <i>Extension to validation period approved for one year, new delivery due to commence Sept 25</i> <i>July 2023 admin correction to Derogation section</i> <i>August 2023 – With effect from Sep 2023, updated assessment strategy for module PHY410.</i>

Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

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 below 6.5.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details*).

#### Essential Requirements:

The essential requirement can be any of the following:

- 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
- 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**

#### 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 which must be either professional or academic in nature. All shortlisted applicants will be invited to attend a values based interview session this comprises of:

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

Interviews will take place in collaboration with other health programmes where possible, therefore delivering best values and practice across the therapy professions.

The interview and group discussion is 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 are asked the same questions. All answers are scored based on pre-set criteria.

Those with the highest scores are 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
- HCPC/CSP requirements

\* 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.

#### Record 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.

*Programme team to add any specific restrictions in here:*

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

#### DBS Requirements

All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Glyndŵr University. The type and level of DBS check required will be confirmed to you during the DBS application process. Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University. Students may be placed in settings in which a second DBS check will be required. This will be organised through the placement setting ahead of the placement period.

#### Suitability for Practice Procedure

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.

The basis for a description of professional suitability is encompassed in Code of Members Professional Values and Behaviours (CSP 2019). 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.

#### **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 psychological dimensions of the individual.

Use a wide range of communication skills with service users and inter-disciplinary colleagues, adapting to context, environment and 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.



## Distinctive features of the programme

This programme has been built upon the foundations of the recently validated Physiotherapy Programme at Glyndwr which began in 2019. The Programme was initiated and driven by health and social care providers and commissioners in Wales and therefore the five distinctive features continue to recognise the need of the North Wales locality. A significant contribution from service users, students studying Physiotherapy, Occupational Therapy and Nursing at Glyndŵr, the external examiner and the continual reflection by the Physiotherapy programme team has further shaped the design to ensure it meets the need of the local population now and into the future.

The five distinctive features are:

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

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.

This approach will be facilitated through the Universities Active Learning Framework (ALF) (2020) which promotes a blend of both synchronous and asynchronous activity. Asynchronous activity allows students access content more flexibly and allows synchronous activity to build on learning in a way that develops a community of enquiry (ALF, 2020).

The current Programme uses a peer mentoring system across year groups. Once this new 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 (MI). This is achieved in Building Physiotherapy Practice One, in year one, by blending the social, cultural and psychological with communication skills and musculoskeletal physiotherapy assessment, practice and human science. This will be further developed in Building 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 importance of building resilient and autonomous health care professionals process will immediately 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. The undertaking of a research proposal and dissertation at Levels 5 and 6 requires independent organisation, commitment and planning. Resilience and autonomy is also a consistent theme throughout the placement practise at all levels, and is embedded within the practise placement handbook. Empathic communication skills are inherent within previously mentioned MI and one of the five reflective pieces required each placement will be centred around the use of MI.

IPE features throughout the Programme, sharing Learning Outcomes across Allied Health Programmes in Foundations of Professional Practice and Transition to Practice One. Research modules are also taught collaboratively with OT in a way that requires IPE discussion and problem solving. Some placement time periods are aligned across a range of AHP and nursing placements with Physiotherapy, allowing for joint placements and IP communication and team working, allowing for further understanding of roles, fostering an MDT approach from the outset. Student-led IPE MI special interest groups are advocated throughout the three years.

Digital healthcare is a theme that is recognised throughout the programme. Opportunities are gained on placement such as telerehab, telephone or online consultations and electronic patient records. Within academic teaching, digital methods are utilised to reflect real-life scenarios. Simulation in forms such as motion capture technology, precision body scanning, virtual reality, augmented reality, 3D printing and environments that reflect clinical/community areas are used to enhance student learning and development.

## Credit Accumulation and exit awards

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 practice as a physiotherapist.

BSc (Ord) in Health Studies with no eligibility to apply for registration with HCPC

Programme Structure Diagram, including delivery schedule

### Full-time delivery

#### Level 4

Mod Code	PHY410	Mod title	Building Physiotherapy Practice One	Credit value	40	Core	Semester One/two
Mod Code	AHP402	Mod title	Foundations in Research	Credit value	20	Core	Semester One
Mod Code	PHY411	Mod title	Building Physiotherapy Practice two and Placement one	Credit value	40	Core	Semester Two
Mod Code	AHP403	Mod title	Foundations in Professional Practice	Credit value	20	Core	Semester One

#### Level 5

Mod Code	PHY507	Mod title	Developing Neurological Physiotherapy Practice	Credit value	20	Core	Semester One
Mod Code	PHY508	Mod title	Developing Cardiorespiratory Physiotherapy Practice	Credit value	20	Core	Semester One
Mod Code	PHY509	Mod title	Developing Musculoskeletal Physiotherapy Practice	Credit value	20	Core	Semester Two
Mod Code	AHP501	Mod title	Evidence in Practice	Credit value	20	Core	Semester One
Mod Code	PHY510	Mod title	Practice Placement Two	Credit value	20	Core	Semester Two
Mod Code	PHY511	Mod title	Care of People with Complex Conditions	Credit value	20	Core	Semester Two

**Level 6**

Mod Code	AHP601	Mod title	Research for Practice	Credit value	40	Core	Semester One/Two
Mod Code	AHP602	Mod title	Transition into Professional Practice	Credit value	20	Core	Semester One
Mod Code	PHY606	Mod title	Professional Placement Three	Credit value	20	Core	End of Semester One
Mod Code	PHY607	Mod title	Professional Placement Four	Credit value	40	Core	Beginning of Semester Two

Intended learning outcomes of the programme

**Knowledge and Understanding**

**Physiotherapy Values**

**Knowledge and understanding of Physiotherapy A1, A2, A3 A4**

**Political Awareness A4**

**Self-Awareness A1**

	<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

**Intellectual Skills**

**Behaviours, Knowledge and Skills for interacting**

**Communicating B1****Helping others learn and develop B2****Managing self and others B3****Promoting integration and teamwork B2****Putting the person at the centre of practice B3****Respecting and Promoting diversity B4**

	<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 and 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

**Subject Skills****Behaviours, Knowledge and Skills for problem solving and decision making****Ensuring quality C1**

**Improving and developing services C2**

**Lifelong learning C3**

**Practice decision making C4**

**Researching and evaluating practice C4**

**Using evidence to lead practice C4**

	<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

**Practical, Professional and Employability Skills**

**Physiotherapy Practice Skills**

**Profession-specific skills D1**

**Generic skills D2**

	<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



## 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.

Enrolled students will be able to refer to the Programme handbook for further information.

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.

Where delivery of content can be made asynchronous, an asynchronous approach will be used. This will allow students to access learning at a time that is most flexible for them. Asynchronous content allows reflection and consolidation of theory and content, allowing synchronous sessions to apply theory to into practice (ALF, 2020).

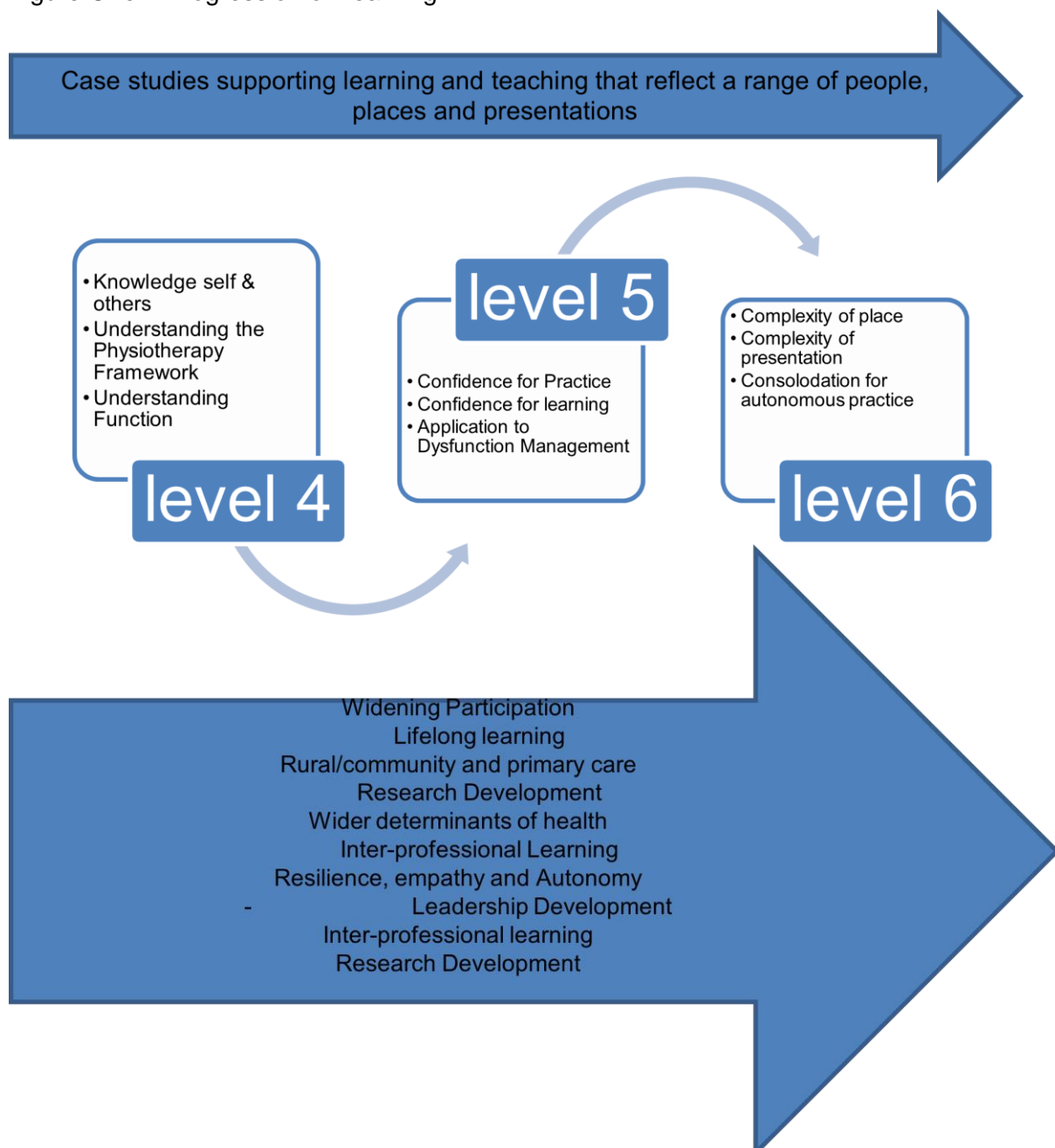
All learning and teaching is supported by the University's virtual learning environment Moodle and students will be able to access clear and timely information to support delivery of content such as videos, links to intranet information, open forums and pre-recorded lectures. Online learning with the use of 'bite-sized' pre-recorded Panopto content will be used where the content aligns to this approach. This will allow students to engage with digital technology, something needed in the contemporary physiotherapy practice. Key theory sessions will also be recorded using Panopto allowing accessibility of content for further consolidation of learning to suit individual learning needs (ALF, 2020).

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 approaches 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 communication skills, 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 empathy, 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 the new Speech and Language, Dietetics, ODP, Para medicine and nursing programmes through shared learning outcomes. There will be a shared approach to recruitment to the programme, research, leadership and professional studies module delivery and placement planning with the occupational therapy programme.

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 levels four, five and six 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. Taught modules that will also have shared delivery will be leadership, professional studies and research 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 provided jointly with OT 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 ePortfolio and the Continuing Professional Development (CPD) online tool: TRAMmCPD. TRAMmCPD is designed to reflect the five standards for CPD laid down by the HCPC providing a framework and tools to help students engage in and record CPD.

### The Wrexham Glyndwr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

Further information on each of the Glyndŵr Graduate attributes are available here:

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

### 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 Building Physiotherapy Practice Two module, students will complete a period of professional practice of four weeks in semester one. 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**

During level five, students will complete a period of professional practice of seven weeks in semester two. This will allow students to have undertaken all main modules relating to building and developing core practice before placement. Management of People with Complex Conditions sits either side of this placement allowing students to draw upon their experiences on placement for their assessment that follows.

### **Level 6**

During level six, students will complete a 2 further professional practice placements of 6 weeks duration and 10 weeks duration. The final lengthy placement allows students time to consolidate all knowledge to date, having completed all taught modules by this time. The total number of clinical hours will be 1012.5, 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
Placement 1	150
Professional Placement 2	262.5
Professional Placement 3	225
Professional Placement 4	375

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 4 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 CPAF Placement Handbook. The CSP CPAF handbook has been adopted by the Glyndwr Programme as a way of standardising placement assessment across North Wales.

### **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 the CSP 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 practice educators will be encouraged to attend and complete the Level 6 20 credit module 'Practice Educator Accreditation'. This is currently free to access and complete and is facilitated and attended by both physiotherapy and OT.

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

### **Welsh medium provision**

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. In order to support and promote this, the Physiotherapy Programme and Occupational Therapy Programme currently employ staff members who speak fluent Welsh and continue to champion Welsh language provision. Students will attend Welsh language sessions, reflecting the needs of some of the service users that they serve in the local area.

## Assessment strategy

Module code & title	Assessment type and weighting	Indicative submission date
PHY410 Building Physiotherapy Practice One	Pass/fail OSCE	Year 1 Beginning of semester 2
AHP402 Foundations in Research	100% Written Assignment	Year 1 End of Semester 1, before Christmas
AHP 403 Foundations of Professional Practice	100% Presentation	Year 1 End of Semester 1, after Christmas
PHY411 Building Physiotherapy Practice Two and Professional Placement one	100% VIVA Pass/fail Placement portfolio	Year 1 end of semester 2 Mid to late semester 2
PHY509 Developing Musculoskeletal Physiotherapy Practice	100% VIVA	Year 2 mid to late semester 2
PHY507 Developing Neurological Physiotherapy Practice	100% VIVA	Year 2 end of semester 1 before Christmas
PHY508 Developing Cardiorespiratory Physiotherapy Practice	100% OSCE	Year 2 end of semester 1 after Christmas
AHP501 Evidence in Practice	100% Written Assignment	Year 2 beginning of semester 2
PHY510 Professional Placement 2	100% Pass/fail Placement portfolio	Year 2 mid to late semester 2
PHY511 Care of People with Complex Conditions	100% Oral Assessment/VIVA	Year 2 end of semester 2
AHP602 Transition into Professional Practice	100% Written Assignment	Year 3 end of semester 1 before Christmas
PHY606 Professional Placement 3	100% Pass/fail Placement portfolio	Year 3 end of semester 1 before Christmas
PHY607 Professional Placement 4	100% Pass/fail Placement portfolio	Year 3 middle to end of Semester 2
AHP602 Research for Practice	100% Written Assignment dissertation and reflective piece	Year 3 end of semester 2



## **Assessment and award regulations**

### **Derogations**

Students are only permitted two attempts for each module (CSP 2010).

Placement credits will not contribute to the degree classification.

The period of learning must not exceed five years.

Placements are assessed to a pass, fail and excellence. The pass and excellence grade achieve the credits awarded for the module. Failed placements hours do not count towards the 1000 hours required for successful completion of the programme.

### **New additional requirements (not derogations against our Regulations, but requirements that students need to achieve)**

If a student is required to resit an academic year at Level 4 or 5 and has passed their placement modules, due to the time spent away from clinical hours, the student will be required to engage in a three week placement arranged by the University. The CPAF placement document will still be used for reference and all Professional and HCPC standards and conduct still apply. If there were issues relating to HCPC and professional standards students may be taken through the suitability to practice process.

Students must attend 80% of non-placement modules to pass the module. Students who do not meet this requirement without evidenced extenuating circumstances may commence the suitability to practice process.

All learning outcomes must be passed at a satisfactory descriptor level (40%) for Building Physiotherapy Practice One and Two at Level 4 and Developing Musculoskeletal Physiotherapy Practice, Developing Cardiorespiratory Physiotherapy Practice, Care of People with Complex Conditions and Developing Neurological Physiotherapy Practice at Level 5 to pass the modules overall.

### **Non Credit Bearing assessment**

Not applicable

### **Borderline Classifications (Undergraduate programmes)**

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.

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the AHP602 Research for Practice module is within the higher classification.

### **Ordinary Degrees**

Non applicable

### **Restrictions for trailing modules (Taught Masters)**

Non applicable

### **Prerequisites for processing to MRes research component**

Non applicable

### **Accreditation**

On successful completion of the full 360 credits 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 or exit with any aegrotat do not have eligibility to apply to the HCPC register and cannot practice as a physiotherapist.

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

### **Quality Management**

All provision is expected to comply with the University processes for quality assurance, the 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 delivery;

Student Evaluation of Module forms

Student Voice Forum

Individual student feedback

Student representatives

Annual Monitoring reports

Periodic review and re-validation process

External Examiner reports

PSRB requirements and accreditation activities

National Student Survey (NSS)

### **Support for Students**

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

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy

- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at [www.glyndwr.ac.uk](http://www.glyndwr.ac.uk) to find out more about the Departments

Glyndŵr Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

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.

### **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.

### **Grandparenting**

During induction week students are introduced to other students across all levels of the Programme to form peer-led support groups. The aim of these groups are to provide peer support and cross level revision and practice.

### **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. Module leads will monitor attendance of students in each individual module and bring attendance issues for discussion at the Programme Team Meeting. Students who do not attend 80% of the designated time without evidenced extenuating circumstances they will commence the suitability to practice 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.

### **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, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information

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