



SECTION 1: KEY PROGRAMME DETAILS

PROGRAMME INFORMATION	
Final Award Title	BSc (Hons) Physiotherapy
Default Award Title (Exit Award)	BSc (Hons) Health and Social Studies
Interim Award Titles (Exit Awards)	Certificate in Higher Education Health and Social Studies Diploma in Higher Education Health and Social Studies BSc Health and Social Studies
Awarding Institution	UWE Bristol
Teaching Institutions	UWE Bristol
Partner Institutions	None
Delivery Locations	Glenside Campus, UWE Bristol
Study Abroad / Exchange / Credit Recognition	None
Faculty Responsible For Programme	Faculty of Health and Applied Sciences
Department Responsible For Programme	Department of Allied Health Professions
Professional Statutory or Regulatory Body (PSRB) Links	Health and Care Professions Council Chartered Society of Physiotherapy
Apprenticeship	None
Mode of Delivery	Full time (attendance)
Entry Requirements	Up to date entry requirements are available through the courses database .
For Implementation From	September 2021
Programme Codes	

PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY	
First UVP Approval Date	<i>Date of first UVP approval</i>

PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY	
Date of Last Revalidation (through Programme Enhancement Review)	<i>Dates of subsequent PERs and revalidations</i>
Next Programme Enhancement Review Date	<i>Academic year in which next Programme Enhancement Review due (6 years from initial approval or last PER)</i>

SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

1. (Programme) Overview (c. 400 words)

The BSc (Hons) Physiotherapy programme enables students to start their development as a physiotherapist by gaining foundational knowledge in anatomy, physiology, psychology, sociology, health, exercise, pathology and function. From here, assessment and treatment skills are developed both in university and on clinical placements. You will build on your foundational knowledge to develop sound clinical reasoning skills, progressing towards being able to effectively manage complex clinical scenarios. Effective clinical reasoning enables you to adopt an evidence informed and problem-based approach to providing the highest quality of care. It also allows you to develop the skills required to individualise your approach and be able to work collaboratively with patients and professionals in a variety of settings and specialisms.

Reflective practice starts in year 1 and is guided throughout the programme to facilitate the transformation of knowledge and clinical practice required to become an autonomous physiotherapist equipped for lifelong development and learning. Professionalism is an ethos of the programme mirroring the requirements in clinical practice, thereby enabling you to start your professional development from the first day on the programme. Evidence based practice is embedded throughout the programme, and you will be guided in accessing high quality sources of information to critically appraise in order to ensure that you can guide patients effectively, through shared decision making, to make an informed choice regarding their treatment.

At UWE Bristol we offer this journey within a health care community guided by an experienced, passionate, and well-connected teaching team. We aim to create a safely vulnerable learning environment where knowledge, concepts and beliefs can be questioned and challenged in a supportive and constructive manner. We work in collaboration with our health care partners to ensure that you have high quality placements in a range of settings, to facilitate the formation of a professional network and identity. You will complete clinical placements in all three years, allowing skills and knowledge to be put into practice from year 1.

We recognise the importance of individuality and creativity and therefore allow choice, where possible and appropriate, enabling you to shape your own learning and development. This enables you to identify transferrable skills and be curious about the expanding scope of physiotherapy practice, in both primary prevention and rehabilitation, across a range of settings, specialities and sectors in preparation for your first post as a qualified physiotherapist.

2. Educational Aims (c. 4-6 aims)

On completion of the programme, you should be able to:

1. Fulfil the requirements to be eligible to apply for registration with the Health and Care Professions Council (HCPC) and membership of the Chartered Society of Physiotherapy (CSP).
2. Demonstrate the key skills and knowledge to enable safe and effective, clinically reasoned assessments and interventions.
3. Work collaboratively as part of an interprofessional team with a holistic, patient centred approach which respects and promotes equality and diversity.
4. Critically appraise literature to inform an evidence-based approach to practice and take responsibility for lifelong learning and continual professional development.
5. Be a reflective practitioner who is adaptable and takes responsibility for lifelong learning and continual professional development.

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

6. Identify transferrable skills and leadership qualities to work in emerging areas and contribute to the expanding scope of practice of the profession.

3. Programme Learning Outcomes (c. 6-8 outcomes)

You should be able to:

Programme (Learning) Outcomes (POs)

No.	PO Text
PO1	Demonstrate knowledge and understanding consistent with the HCPC standards of proficiency, standards of conduct, performance and ethics, and entry level graduate of the CSP physiotherapy framework.
PO2	Conduct safe, effective, clinically reasoned assessments and interventions, which are evidence informed and tailored to the individual respecting equality and diversity, and service user autonomy.
PO3	Communicate effectively with service users, carers and the interprofessional team, in multiple settings and formats.
PO4	Engage in person-centered, collaborative working across multi-settings to promote the optimisation of health and wellbeing for individuals and communities across the lifespan.
PO5	Demonstrate skill in critical appraisal and evaluation of research to inform and evaluate individual practice and service development.
PO6	Assume responsibility as a professional autonomous practitioner; engage in reflective practice, commit to lifelong learning and continued professional development, effectively manage self, workload, and others when appropriate.
PO7	Demonstrate self-awareness and confidence to take appropriate risk, within scope of practice, to use own initiative to problem solve, and recognise transferrable skills in the context of integrated and collaborative working.
PO8	Develop skills needed to meet the changing role of today's physiotherapist; one who is resilient, flexible and adaptive to change, globally and culturally aware, and demonstrates leadership skills.

4. Programme (Learning) Outcomes (POs) Mapping																		
Programme Outcomes:	UZYAF-15-1: Fundamentals of Human Anatomy and Physiology	UZYKG4-30-1: Clinical Anatomy and Kinesiology for	UZYKH5-15-1: Essentials of Respiratory Physiotherapy	UZYKH3-15-1: Essentials of musculoskeletal physiotherapy	UZYKH4-15-1: Essentials of neuroscience for Physiotherapy	UZYKH6-30-1: Physiotherapy practice 1: essential skills	UZYKHB-15-2: Physiotherapy practice 2b	UZYKHA-30-2: Physiotherapy across the lifespan	UZYKH9-15-2: Clinical Reasoning for Neurological	UZYKH8-30-2: Clinical Reasoning in musculoskeletal	UZYKH7-15-2: Clinical Reasoning for Cardiorespiratory Physiotherapy	UZYA6-15-2: Informing Practice through Research and Inquiry	UZYKHE-15-3: Consolidation of Learning into Practice	UZYKHC-30-3: Complex Clinical Reasoning for Musculoskeletal and Neurological Physiotherapy Practice	UZYKHD-15-3: Complex Clinical Reasoning: Management of the critically ill patient	UZYKHF-15-3: Physiotherapy Practice 3	UZYAB-30-3: Research and Evidence in Practice	UZY9Q-15-3: Healthy Futures
PO1:	x	X	X	X	X	X	X	X	X	X	X	x	X	X	X	X	x	
PO2:		X	x	x	x	X	X	X	X	X	X	x	X	X	X	X	x	
PO3:		X				X	X	X						X		X		X
PO4:						X	X	X		X	X		X	X		X		
PO5:						X	X	X	x			x	X	X	x	X	x	
PO6:		x				X	X						X	X		X	x	
PO7:						X	X			X			X	X		X		
PO8:						x	X						x	x		x		X

PART B: PROGRAMME STRUCTURE**1. Structure (Full-time)**

This structure diagram demonstrates the student journey from entry through to Graduation for a typical **full-time student** including:

- level and credit requirements
- interim award titles
- compulsory and optional modules

Condonement and excused credit are not permitted for modules contributing to the award of BSc (Hons) Physiotherapy to ensure that all professional standards, competencies, skills and learning outcomes are achieved.

In order to be eligible for the award of BSc (Hons) Physiotherapy it is recommended that a student undertakes 1000 hours of professional practice (CSP). The five practice placement blocks cumulatively provide 1087.5 hours, which exceeds this stipulation allowing for possible absences.

Normally, a student is expected to achieve a pass in the professional practice placement of a specific level in order to be allowed to commence any of the professional practice placements of the next level.

In order to be eligible to apply for HCPC Registration, and/ or CSP membership a student must graduate with a BSc (Hons) Physiotherapy award. The HCPC requires that registrants meet their educational standards and are able to practice lawfully, safely and effectively.

No aegrotat award with registration is available.

Year: 1

Interim award: Certificate in Higher Education Health and Social Studies requires 120 credits at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules

Module Code	Module Title	Level	Credit
UZYKH6-30-1	Physiotherapy Practice 1: Essential Skills	4	30
UZYKG4-30-1	Clinical Anatomy and Kinesiology for Physiotherapy and Sport Rehabilitation	4	30
UZYAF-15-1	Fundamentals of Human Anatomy and Physiology	4	15
UZYKH3-15-1	Essentials of Musculoskeletal Physiotherapy	4	15
UZYKH4-15-1	Essentials of Neuroscience for Physiotherapy	4	15
UZYKH5-15-1	Essentials of Respiratory Physiotherapy	4	15

Year: 2

Interim award: Diploma in Higher Education Health and Social Studies requires 240 credits at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules

Module Code	Module Title	Level	Credit
UZYKHB-15-2	Physiotherapy Practice 2b	5	15
UZYA6-15-2	Informing Practice through Research and Inquiry	5	15

UZYKHA-30-2	Physiotherapy Across the Lifespan	5	30
UZYKH8-30-2	Clinical Reasoning for Musculoskeletal Physiotherapy and Practice 2a	5	30
UZYKH9-15-2	Clinical Reasoning for Neurological Physiotherapy	5	15
UZYKH7-15-2	Clinical Reasoning for Cardiorespiratory Physiotherapy	5	15
Year: 3			
Interim award: BSc Health and Social Studies requires 300 credits at the appropriate level. Please refer to UWE Academic Regulations for details.			
Final award: BSc (Hons) Physiotherapy requires 360 credits at the appropriate level. Please refer to UWE Academic Regulations for details.			
Compulsory modules			
Module Code	Module Title	Level	Credit
UZYKHF-15-3	Physiotherapy Practice 3	6	15
UZYAB-30-3	Research and Evidence in Practice	6	30
UZY9Q-15-3	Healthy futures	6	15
UZYKHE-15-3	Consolidation of learning into practice	6	15
UZYKHC-30-3	Complex Clinical Reasoning for Musculoskeletal and Neurological Physiotherapy	6	30
UZYKHD-15-3	Complex Clinical Reasoning: Management of the critically ill patient	6	15

PART C: HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR) SYNOPSIS

The programme facilitates a learning environment for the development of safe, effective, analytical practitioners who embrace life-long learning and adapt to meet the changing needs within physiotherapy practice. Accredited by the Chartered Society of Physiotherapy (CSP) and validated by the Health and Care Professions Council (HCPC), successful completion of the course leads to eligibility to apply for membership of the CSP and HCPC. Graduates will be able to adhere to the professional codes of conduct of their profession, demonstrate personal leadership, and the ability to work within a team. They will have demonstrated that they are fit to practice as entry-level physiotherapists.

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

The BSc (Hons) Physiotherapy programme is based on the reference points and benchmarks set by the Health and Care Professions Council (HCPC) (2013, 2016, 2017) and the Chartered Society of Physiotherapy (CSP) (CSP, 2015). The curriculum has been mapped (see appendix X) to the HCPC Standards of Proficiency for Physiotherapists (HCPC, 2013); Standards of Conduct, Performance and Ethics (HCPC, 2016), and the CSP Code of Members Professional Values and Behaviour (CSP, 2011) to ensure that students graduating from this programme are fully equipped to apply for registration with the HCPC and join the profession as qualified physiotherapists.

The QAA Benchmark Statement for Health Care Programmes: Physiotherapy (2001) provides both generic and specific standards that graduate should meet – which are comprehensive but can be recognised within the HCPC standards (2017), so mapping to those do show that QAA benchmarks are also being reached.

The programme's quality and the educational standards to which it adheres have also been mapped to the HCPC (2014) and CSP Learning & Development Principles (CSP, 2015). The University fully supports these standards, and the physiotherapy team always responds to consultation exercises when changes are proposed to help ensure they retain their currency within the ever-evolving Health and Social Care landscape.

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

References:

Chartered Society of Physiotherapy (2015) *Learning & Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy*. London: CSP

Chartered Society of Physiotherapy (2011) *Code of Members Professional Values and Behaviour*. London: CSP

Health and Care Professions Council (2017) *Standards of Education and Training*. London: HCPC

Health and Care Professions Council (2016) *Standards of Conduct, Performance, and Ethics*. London: HCPC

Health and Care Professions Council (2013) *Standards of Proficiency for Physiotherapists* London: HCPC

The Quality Assurance Agency for Higher Education (2008) *The framework for higher education qualifications in England, Wales and Northern Ireland*. Mansfield: Linney Direct

The Quality Assurance Agency for Higher Education (2001) *Benchmark Statement: Health care programmes – Physiotherapy*. Gloucester: QAA

PART E: REGULATIONS

A: Approved to [University Regulations and Procedures](#)



SECTION 3: PROGRAMME DESIGN and PHILOSOPHY

How Will My Knowledge, Understanding & Skills Develop?

This Section provides information about the nature of the learning students can expect to engage with on this programme and the pedagogic considerations underpinning these.

Please write this section in the first person, addressing your (prospective) students.

Part A: Enhancement Framework

1. Learning and Teaching Methods

i. Learning and Teaching Approach (c. 300 words)

The programme adopts an andragogic, student-centred approach to teaching and learning, where you will be encouraged and enabled to take responsibility for your own learning and development. This approach aims to foster a commitment to continued professional development (CPD), mirroring the expectation in clinical practice.

Part A: Enhancement Framework

The learning environment encourages you to become safely vulnerable; teaching sessions, placement, and assessment approaches aim to challenge students in respect to their knowledge, beliefs, skills, clinical reasoning, in a supportive setting allowing them to identify strengths and areas for development. This is consolidated by the use of a CPD portfolio, started in year 1, enabling you to review and reflect on your progress, and create personal development plans in conjunction with their academic personal tutor (APT).

Modes of teaching and learning include scheduled learning (lectures, seminars, practicals, workshops, group work, project supervision, external visits), independent learning (reading, case study preparation, workbook completion, assignment preparation and completion), and placement learning.

Practical sessions create a simulated clinical environment allowing you to learn in a way that reflects the real world. From simple tasks, such as taking responsibility for infection control in practical sessions, through to using the simulated ward suite for an on-call scenario involving an acutely unwell patient, teaching approaches aim to engage students in the profession from the start of the programme. Service users and clinicians are involved in the delivery of teaching sessions, allowing you to place your learning into context. Technology enhanced learning is used to support inductive learning, where you will engage in facilitated activities such as debates, problem-based learning, group working and e-portfolios.

Practice placement is a fundamental learning approach for the programme, allowing for the synthesis and integration of knowledge and skills in the real world. Student-centred learning in professional practice settings is facilitated by using a portfolio including pre-determined learning outcomes, setting of personal goals and learning needs, and reflective practice in collaboration with practice educators.

ii. Content, Progression and Coherence (c.300 words)

The curriculum is programmatic by design, and holds the professional identity of physiotherapy as the key focus point. The programme and module learning outcomes, and aims for each teaching session, are linked overtly to the profession, helping to shape your emerging professional identity as a physiotherapist.

The curriculum uses constructive alignment with modules connecting to each other both within and between levels. The nomenclature of module titles, the running order of the modules, and timing of content allow you to make connections in your learning; a modular system supports this alignment and helps to make it overt. In addition, the alignment of themes (e.g. working in acute, community, or outpatient settings) will be embedded in session aims to allow you to identify how your learning from one area of the curriculum may be transferred to multiple clinical settings and scenarios.

Level 4 considers the essentials of key concepts of the knowledge base and practical skills, and fosters the identity of being a student physiotherapist. Level 5 uses the baseline knowledge and skills to develop skill in clinical reasoning and the application of evidence to physiotherapy practice. Level 6 expands on this to consider evaluation and critical appraisal of both individual clinical practice and the wider role of physiotherapy within the changing context of contemporary health and social care. The levels of study build on one another, but progress through each module is perceived to be dynamic; the components being inter-related and inter-dependent.

The assessment strategy links with the programmatic design and model of constructive alignment, allowing you to recognise how each module relates to the overall programme and the wider profession.

iii. Scholarly and Enquiry-based (c.300 words)

You will be engaged in scholarly and enquiry-based learning throughout the programme. At level 4, the concepts of literature searching, academic writing, referencing, critical thinking and evaluation of resources is introduced and explored. You are required to access relevant sources of information, with guidance from the teaching team and library staff, to inform your knowledge base for tasks within teaching sessions and for written coursework. You are encouraged to consider reliability, relevance and credibility or sources used as taught sessions introduce the concept of the limits and limitations of the professional knowledge/evidence base.

Part A: Enhancement Framework

At level 5, this is developed across all modules but particularly in research methods, to introduce you to a systematic approach to the critical appraisal of literature, and how this informs practice. This concept underpins clinical reasoning and the ability to conduct and inform clinical assessments and treatment or management plans.

At level 6, you will be critically engaging with the evidence base to inform and evaluate both individual practice and service development. In the research and evidence in practice module, you will be guided through the process of writing research proposals prior to conducting your own research projects in small groups, supervised by academic staff. The titles of projects are expected to be directly applicable to physiotherapy practice, ensuring that it is embedded within the real world.

You are supported and guided through this process by research active staff, the professoriate, and the academic librarians.

iv. Inclusive and International (c. 300 words)

The programme recognises the importance of inclusivity and fairness to all students. Teaching and learning approaches are designed to embrace diversity and value student individuality. This is encouraged by using approaches to suit different learning styles and foster a learning environment where you are able to study in a way to maximise their potential. Teaching materials are designed to be inclusive, with staff aiming to make materials available in advance of sessions in electronic formats which you can adapt in to an accessible format, and lectures are recorded when possible.

At level 4, you are required to write a personal development plan which requires you to be proactive in anticipating any support needs, and to discuss this with their APT who will signpost to disability services and student support services as required. You are encouraged to access your APT at regular intervals throughout the programme and review your progress in relation to your development plan, in order to enhance the student experience and enable progression. The programme team liaise with disability services as necessary to ensure that agreed reasonable adjustments can be supported for teaching, learning and assessment. In addition, the clinical co-ordinators work collaboratively with disability services and individual students to construct access plans as required to support students on clinical placement.

The assessment strategy is designed to ensure that a range of different assessment methods are used throughout the programme so that you are able learn and develop different ways of demonstrating the knowledge and skills you have gained. Support is embedded within the programme on academic skills, from academic staff and the subject librarian.

International and intercultural dimensions are embedded into the curriculum, with the 'Consolidating Learning in to Practice' module introducing global aspects of physiotherapy. Assessments recognise that you may draw upon international data to help support discussions, and teaching strategies encourage the exploration of global literature and its relevance to UK practice. You are encouraged to reflect critically on what you are learning in relation to your own and others' cultural identity, to enable a better understanding of respect, values and beliefs, and an ethos of a biopsychosocial approach to healthcare.

v. Graduate Attribute Enabling (c. 300 words)

As a practice-based programme, a 'real world' focus is embedded throughout teaching, learning, and assessment at all levels enabling you to become a ready and able graduate physiotherapist. Teaching, learning, and assessment approaches mirror the expectations of the practice environment enabling you to begin your development from the start of level 4.

Practice placements allow you opportunities to develop a professional network within the physiotherapy community and is further supported by extra-curricular opportunities to attend events with the CSP regional network as available. In addition, the teaching team and visiting lecturers help to grow this network allowing you to become connected with the wider profession.

Self-reliance is encouraged throughout the programme through a focus on reflective practice and proactive learning approaches, empowering you to take personal responsibility for your ongoing CPD over the entirety of your physiotherapy career. Resilience is a key feature of the programme and enables

Part A: Enhancement Framework

you to embrace challenges and explore innovative solutions to support your own personal and professional development. The use of the CPD portfolio started in level 4, and practice placement portfolio allows you to identify and articulate your self-reliance.

Students are supported to become enterprising and future facing, by identifying transferrable and problem-solving skills. Individually, you are encouraged to identify how your clinical skills and knowledge transfer across settings and in innovative ways, such as role emerging placements. On a wider professional level, you become enterprising and future facing through conducting original research in level 6, identifying service-improvement initiatives linked to practice placements, and the healthy futures module. These skills are drawn together with a global focus, in the 'consolidation of learning in to practice' module which culminates in an interview style oral assessment enabling you to articulate your graduate attributes in preparation for your first post. In possessing these key skills, knowledge and dispositions, you will be enabled to go beyond the confines of familiar knowledge bases, ready for the dynamic and uncertain world beyond education.

2. Assessment Strategy (c. 400 words)

The assessment strategy has a programmatic design. Module assessments are integrated horizontally and vertically to maximise the transfer of learning between modules and levels leading to a programmatic approach. This applies to the knowledge, skills and abilities developed and assessed in each module, but also to the format of assessment. This is supported by a continuous feedback log (as part of the CPD portfolio), which you will complete to encourage self-regulation and reflective practice. The intention of this is to maximise learning from assessment and develop the autonomy required for lifelong learning in preparation for clinical practice.

Assessment for learning is encouraged by using real world focus and an explicit link to physiotherapy practice within each assessment type. For example, in 'physiotherapy across the lifespan' you will use a case study from practice for your presentation. In addition, you will have an element of choice, when feasible and appropriate, to allow personalisation of learning. For example, you will have the opportunity to put forward research questions for your final year research project.

Practice placement is integral in the assessment strategy, with grading in practice at levels 5 and 6. You will be encouraged to draw upon your learning from practice placements to university-based assessments to provide disciplinary context.

Student support and wellbeing is considered in the strategy, with a holistic timeline used to minimise excessive bunching of assessments whilst also recognising that you do need to develop prioritisation and time management skills to prepare for the demands in clinical practice. Familiarity of assessment methods are developed across each level to minimise anxiety associated with unknown approaches. Collaborative tasks have been included as formative and summative assessments to facilitate peer support and learning, with the intention of reducing isolation of assessment but also to develop skills in working with others as required in clinical practice.

3. Student Support and Special Features of the Programme

Student support begins with a comprehensive induction programme where they are introduced to their course and academic life in general; IT systems; the library; clinical work; support systems available, including student advisers, year leads, module leaders, a student led buddy system, Peer Assisted Learning (PAL); and their APT.

Each student will have an APT, who will facilitate you to manage the transition into the first year at UWE and as you progress from one stage/level to the next;

- develop university level learning skills and styles
- develop the capacity for effective group work and learning with and from peers
- see the importance of your student role in UWE life and as a member of your subject degree group

Part A: Enhancement Framework

- develop a rounded appreciation of your academic programme and the connections between modules and the wider world
- plan your 'preferred future' and develop the graduate skills, attributes and abilities that will help you achieve your goals, and
- recognise, describe and demonstrate their academic achievements and graduate skills.

You will meet their APT during induction week and are informed of your tutor's contact details and how tutorials can be arranged. Whenever possible, you will remain with the same APT for the whole programme; this allows for continuity and the APT monitors your academic and personal progress year on year.

Access to support from academic staff and the student advisors is via email or by personal access, with most staff offering an office-hours policy facilitating the booking of appointments. The central University support and wellbeing services also provide assistance and guidance for students. Support needs relating to disability are facilitated by the programme leadership team in consultation with disability services, and reasonable adjustments for assessments, based on individual circumstances, are made where necessary. For disabled students and /or those with additional or specific requirements, access plans are used for arranging placements to accommodate individual needs and to provide an experience that is as inclusive as possible.

The UWE programme team will provide support for both you and your educators whilst on placement, by assigning a visiting tutor who will support by phone calls, emails, and visits to review progress on placement.

Each tutor group will elect a student representative, who will attend student representative and staff forum, meeting regularly throughout the academic year. These meetings, along with informal feedback from students and the module evaluation surveys, are a key mechanism to identify any areas for development within the programme to continue supporting students to have the optimal learning experience.

Distinct features of the programme include extra-curricular and voluntary opportunities which are shared with you throughout each year. These will vary depending on availability, but typically include opportunities to assist in delivering an exercise class for people who have had a stroke, trips to visit specialist units (e.g. spinal cord rehabilitation), assisting at charity events for patient groups, events with the CSP regional network, post graduate research internships, and the opportunity to apply for student representative, ambassador, or PAL leader roles.

There are opportunities at all levels for collaborative learning with students from other health and social care professions within a number of core modules including anatomy and physiology, research principles and an innovative level 6 health informatics-based module.

Part B: Assessment Map			
Module number: Short name	Brief outline of assessment type(s) to create a map of assessments across the programme and where relevant indicate using (T) if they require timetabling and invigilation by CETTS.	Assessment weighting %	UWE Week
Certificate Stage/Level 4			
UZYKH6-30-1: Physiotherapy practice 1: essential skills	Continuous Practice Assessment Portfolio (to include written coursework)	Pass/Fail 100	49 3
UZYKG4-30-1: Clinical Anatomy and Kinesiology for Physiotherapy and Sports Rehabilitation	SOPE SOPE	50 50	25-26 40-44
Fundamentals of Human Anatomy and Physiology	Written Examination (T)	100	25-26
UZYKH3-15-1: Essentials of Musculoskeletal Physiotherapy	SOPE	100	40-44
UZYKH4-15-1: Essentials of Neuroscience for Physiotherapy	Written exam (T) Practical examination	100 Pass/Fail	25-26
UZYKH5-15-1: Essentials of Respiratory Physiotherapy	Written exam (T) Practical examination	100 Pass/Fail	40-44
Diploma Stage/Level 5			
UZYKHB-15-2: Physiotherapy practice 2b	Continuous Practice Assessment Grading of practice 2a (must achieve a mark of 40% or above in this element)	Pass/Fail 100	51 51
UZYA6-15-2: Informing practice through research and enquiry	Written Coursework	100	30
UZYKHA-30-2: Physiotherapy across the lifespan	Case study presentation Written coursework (supported by group blog)	50 50	41 36
UZYKH8-30-2: Clinical Reasoning for Musculoskeletal Physiotherapy and Practice 2a	SOPE Continuous Practice Assessment	100 Pass/Fail	39 28
UZYKH9-15-2: Clinical Reasoning for Neurological Physiotherapy	OSCE	100	40-44
UZYKH7-15-2: Clinical Reasoning for Cardiorespiratory Physiotherapy	Written examination (T)	100	25-26
Honours Stage/Level 6			
UZYKHF-15-3: Physiotherapy practice 3	Continuous Practice Assessment (3a)	Pass/Fail	36

		Continuous Practice Assessment (3b)	Pass/Fail	36
		Grading of practice 3a (must achieve a mark of 40% or above in this element)	50	36
		Grading of practice 3b (must achieve a mark of 40% or above in this element)	50	36
	UZYAB-30-3: Research and Evidence in Practice	Dissertation	100	41
	UZY9Q-15-3: Healthy Futures	Individual written contributions to wiki Written reflection on learning	50 50	25-26
	UZYKHE-15-3: Consolidation of learning into practice	Oral assessment (interview style)	100	21
	UZYKHC-30-3: Complex clinical reasoning for neurological and musculoskeletal physiotherapy	Defence of poster presentation Essay	50 50	44 40
	UZYKHD-15-3: Complex clinical reasoning: management of the critically ill patient	Case study presentation	100	42