

Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION

1. Programme Title:	Doctor of Physiotherapy (Pre-registration)
2. Final Award:	Doctor of Physiotherapy
3. Exit Awards:	N/A
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	July 2017
6. School:	School of Health and Life Sciences
7. Host Department:	Department of Physiotherapy and Paramedicine
8. UCAS Code:	N/A
9. PSB Involvement:	The Chartered Society of Physiotherapists The Health and Care Professions Council (HCPC)
10. Place of Delivery:	Glasgow Caledonian University
11. Subject Benchmark Statement:	Physiotherapy
12. Dates of PSP Preparation/Revision:	September 2019

2. EDUCATIONAL AIMS OF THE PROGRAMME

On completion of the programme the new graduates should understand and adhere to the Health and Care Professions Council (HCPC) standards of conduct, performance and ethics. They should attain the standards of practice for Physiotherapy and be able to engage with the standards for continuing professional development.

The overall aim of this programme is to develop analytical, evaluative, creative and skilled Physiotherapists with an entrepreneurial mind-set, who are responsive to professional, social and cultural change. Our doctoral graduates will be confident, transformational, responsible and empathetic practitioners, leaders and global citizens able to implement evidenced based practices within public and private services, effectively evolving and influencing innovative local, national or global areas of practice and research.

The Doctor of Physiotherapy (Pre-registration) programme is designed to facilitate the progressive development of doctoral level attributes, knowledge, understanding and skills as the students' advance through their programme of study.

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: [cross refer to the appropriate benchmark statement]

3A Knowledge and understanding

- Knowledge that covers and integrates most, if not all, of the main areas of physiotherapy practice – including
- A1** their features, boundaries, terminology and conventions. (SCQF11)
 - A2** A critical understanding of the principal theories, principles and concepts of physiotherapy practice. (SCQF 11)
- Extensive, detailed and critical knowledge and understanding in one or more areas of physiotherapy practice,
- A3** much of which is at, or informed by, developments at the forefront. (SCQF 11)
- Knowledge and understanding that is generated through personal research or equivalent work that makes a
- A4** significant contribution to the development of physiotherapy practice. (SCQF 12)

3B Practice: Applied knowledge, skills and understanding

- Use a significant range of the principal skills, techniques, practices and materials associated within
- B1** physiotherapy practice. (SCQF 11)
- Use a range of specialised skills, techniques, practices and/or materials which are at the forefront of, or
- B2** informed by, forefront developments. (SCQF 11)
- Apply a range of standard and specialised research/equivalent instruments and techniques of enquiry. (SCQF
- B3** 11)
- Design and execute research, investigative or development projects to deal with new problems and issues
- B4** (SCQF 12)
- Demonstrate originality and creativity in the development and application of new knowledge, understanding
- B5** and practices. (SCQF 12)
- B6** Practise in a wide and often unpredictable variety of professional level contexts. (SCQF 12)

3C Generic cognitive skills

- Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas,
- C1** information and issues. (SCQF 12)
- Deal systematically with complex issues informed by best evidence with creative and original strategies.
- C2** (SCQF 12)
- Engage in critical dialogue in relation to the social and political context of service delivery. (SCQF 11)
- Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex
- C4** ideas, information and situations. (SCQF 12)
- C5** Critically review, consolidate and extend knowledge, skills practices and thinking in physiotherapy. (SCQF 11)

3D Communication, numeracy and ICT skills

- Communicate at an appropriate level using a range of information and communication technologies to a range
- D1** of audiences and adapt communication to the context and purpose. (SCQF 12)
- Communicate at the standard of published academic work and critical dialogue and review with peers and
- D2** experts in other specialisms/sectors. (SCQF 12)
- Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit
- D3** purpose. (SCQF 11)
- D4** Communicate with peers, more senior colleagues and specialists. (SCQF 11)
 - D5** Undertake critical evaluations of a wide range of numerical and graphical data. (SCQF 11)

3E Autonomy, accountability and working with others

- E1** Exercise a high level of autonomy and initiative in professional and equivalent activities. (SCQF 12)
 - E2** Demonstrate leadership and/or originality in tackling and solving problems and other issues. (SCQF 12)
- Deal with complex ethical and professional issues and make informed judgements on issues not addressed by
- E3** current professional and/or ethical codes or practices. (SCQF 12)
- E4** Work in ways which are reflective, self-critical and based on research/evidence. (SCQF 12)
 - E5** Take full responsibility for own work and/or significant responsibility for the work of others. (SCQF 12)

The Doctor of Physiotherapy (Pre-registration) programme embraces the Glasgow Caledonian University Strategy for Learning 2015-20 and promotes the achievement of the Common Good Attributes. The SfL is inspired by the University's mission for the Common Good and through its implementation supports key elements of the GCU Strategy 2020 goals, in particular that of Transforming Lives. This goal centres on delivering 'excellence in learning and an outstanding student experience which equips students with the employability and entrepreneurial skills to succeed as global citizens and enables them to make a positive impact within their communities, transforming their lives and the lives of others'. The SfL supports the GCU Values of Integrity, Creativity, Responsibility and Confidence.

As a vocational programme students are required to learn specific professional knowledge and skills. The various components of the learning system have been constructively aligned. As such, there is a clear articulation between the syllabus, teaching and learning strategy and learning activities assumed in the learning outcomes and assessment (Krathwohl, 2010). Blooms taxonomy and the subsequent revisions proposed by Krathwohl (2010) to the knowledge domains especially the conceptual and metacognitive are essential to doctoral learning. The use of this learning system facilitates integration of knowledge and skills from previous learning and promotes a deeper approach to learning.

As the doctoral programme is designed to facilitate deep learning, reasoning and critical reflection, a staged, supported learning strategy is embedded in the programme whereby emphasis is placed on the underlying processes of reflection, reasoning and critical enquiry in addition to the overall content of the programme. The learning process is made explicit to students as part of induction to the programme and the students are introduced to the concept of learning development in a variety of domains.

The programme is designed to provide students with a structured learning environment which promotes enquiry, stimulates discussion and actively encourages alternative ways of viewing physiotherapy practice/research. These activities along with working with others will also encourage self-analysis, self-regulation and provide the skills required to work well with others. Various activities are organised to reinforce these concepts and stimulate enquiry. Whilst ensuring that students are provided with the necessary professional knowledge, the programme is designed to help students develop a confidence in their skills to define and solve physiotherapy problems and an ability to synthesise multiple contextual cues in an integrated fashion as part of routine problem-solving.

At the same time as making sense of new learning, there is an expectation that students will draw heavily on their previous academic experiences in the science and research areas to support and substantiate physiotherapy interventions. A professional culture is established which identifies practice as proactive and not merely a reactive process to a given set of clinical/professional problems. Students are encouraged to feel that they have a creative contribution to make as part of a process of self-directed, life-long learning in shaping the future of the profession. In this programme without the students' baseline knowledge, skills and graduate attributes the provision of an accelerated programme would not be possible.

The responsibility for learning is placed directly with the doctoral students. The expectation is that they will identify their individual areas of deficit and take remedial action. Personal and professional accountability is intrinsic to the programme. It is recognised that the acquisition of practical skills will not differ from other pre-registration programmes, the reasoning processes employed to contextualise the implementation of these skills and the critical evaluative skills demanded throughout the duration of the programme. Emphasis is placed throughout the programme on process and it is this, combined with the challenges and versatility in delivery, which distinguishes this programme and produces physiotherapists motivated to undertake professional development to meet the challenges posed by health care practice and research in the future.

The learning experience is that of a developmental continuum. The baseline of the continuum starts at graduate level and builds on the students' previous knowledge relevant to physiotherapy. The learning experience draws heavily on the students' proven graduate attributes of critical enquiry, and an ability to take personal responsibility and direct their learning. The acquisition of professional knowledge and skills is developed by the provision of increasingly complex scenarios as part of university based studies and the staged practice education component of the programme. Programme cohesion is obtained by the adoption of a thematic approach comprising the main areas of physiotherapy practice, musculoskeletal, cardiorespiratory and neurorehabilitation. The use of key strands namely, theoretical knowledge, skills and evaluation, provide integration of the fundamental components of physiotherapy practice.

As the student progresses through the programme the professional and research development at doctoral level is based on theories of 'conceptual threshold crossing' by Wisker, Kiley, and Robinson (2008) which builds on 'threshold concepts' of Meyer and Land (2005, 2006). These concepts are integrated with the components of 'doctorateness' (Trafford and Lesham 2009).

Common Good Attributes

The common good attributes are embedded all through the programme and explicitly in the three Professional Development modules and two projects. The four common good attributes are embedded in the 'Professional Development Framework' that was developed exclusively for this programme. The Professional Development

Framework was adapted from the 'Researcher Development Framework' (Vitae 2010). There is a development continuum of the common good attributes from Professional Development 1 to 3 and the attributes are also assessed at doctoral level.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SHEH Level

Module Code	Module Title	Credit
MHB125972 C	Practice Education 1	20
MHB125022 B	Practice Education 2	20
MHB125023 C	Practice Education 3	20
MHB125025 A	Practice Education 4	20
MHB125028 B	Practice Education 5	20
MHB125032 A	Practice Education 6	20
MHB125033 B	Practice Education 7	20

SHEH Level Credit 140

SHEM Level

Module Code	Module Title	Credit
MMB125968 B	Neuromusculoskeletal 1	30
MMB125969 B	Practice Evaluation	15
MMB125970 BC	Cardiovascular & Respiratory Therapeutics	30
MMB125971 BC	Neuromusculoskeletal 2	15
MMB125952 A	Health Promotion	15
MMB525799 A	Inter-professional Working: Context, Organisations and Practice	15
MMB125973 A	Neurorehabilitation	30

SHEM Level Credit 150

SHED Level

Module Code	Module Title	Credit
MDB125034 BC	Advancing Research Enquiry	60
MDB124584 BC	Professional Development 1	40
MDB124541 ABC	Professional Development 2	40
MDB124542 ABC	Professional Development 3	40
MDB124543 ABC	Project 1	120
MDB124544 ABC	Project 2	120

SHED Level Credit 420

Full Total 710

Doctor in Physiotherapy (Pre-registration) with eligibility to apply for professional registration: completion of all modules above

There is no MSc (Pre-registration) Exit Award. Students who are to exit the DPT due to inability to meet the doctoral level requirements can RPL into MSc (pre-registration) Physiotherapy programme.

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

- Specific Induction programme and Enhanced Induction throughout Year 1
- Student Programme and Module Handbooks
- Learning and Development Centre
- GCULearn
- Students have a named Librarian to provide information skills tuition

- Web-based Information Skills Course
- Saltire Centre (Library) with access to other local and national library resources
- Each student has a named Personal Tutor (an academic member of staff) who provides both academic and pastoral support
- Appointment based access to module tutors and Programme Leader
- Access to technical support
- Practice Education/Experience supported by Practice Educators and Practice Placement Providers in both Acute and Primary Care
- Buddy system
- Peer Tutoring
- Level Co-ordinators
- Programme Specific Assessment Criteria
- School Citation Handbook
- Physiotherapy practical classes provide both teaching and opportunities for self- study
- Physiotherapy Equipment- treatment, assessment, research
- Movement Laboratory –movement analysis system,
- Student e-mail and conferencing facilities
- Open access to university computing services
- Access to Student Services (VISA Services; Disability Services etc.) which provides support and guidance for students
- Student representatives on Senate
- Student representatives from each class group are members of the Programme Board
- Student –Staff Consultative Committee
- A nominated class representative who liaises with academic staff regarding class issues
- Professional Body – Membership of the Chartered Society of Physiotherapy strongly encouraged, Elected student delegates to Chartered Society of Physiotherapy
- Graduate School resources - Researcher Development

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:

Applicants will normally have a first class or upper second class Honours degree in a science discipline related to physiotherapy. Areas such as physiology, human biology, anatomy, sports science/medicine are exemplars. The Honours degree must have contained a substantial element of human physiology within its programme of study. However, applicants who have limited Human physiology will be considered if they have successfully completed the pre entry Negotiated Learning module which is available at Glasgow Caledonian University. Experience of the process of research is essential.

All short listed applicants will be required to undertake an interview prior to admission to the programme. International applicants are offered a telephone interview.

Physiotherapy is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974 and criminal cautions and convictions acquired before entering the programme and/or during the programme must be disclosed to the Programme Leader. Students are required to agree to a police check for cautions/convictions.

International and EU Students

To be considered for admission to the programme international and EU students would require more than the basic university entry set in their own country. Proficiency in English is gauged by academic IELTS score of 7.0 (or equivalent) with no element below 6.5.

Flexible Entry - Credit Transfer and RPL:

Students should enter the Doctor of Physiotherapy (Pre-registration) programme at a level appropriate to their prior learning and qualifications. Glasgow Caledonian University encourages the Recognition of Prior Certificated Learning, or Credit Transfer, and the Recognition of Prior Informal Learning as a means of providing entry to, or credit within, all of its programmes at both undergraduate and postgraduate levels. Such recognition will take place within the context of the Scottish Credit and Qualifications Framework (SCQF). The Doctor of Physiotherapy (Pre-registration) programme adheres to the Glasgow Caledonian University Recognition of Prior Learning Policy (RPL) Policy which can be found at:

<https://www.gcu.ac.uk/study/postgraduate/rpl/>

Applicants who have prior relevant study should contact the Programme Leader to discuss potential Recognition of their Prior Learning. The RPL process is highlighted to students during induction in year 1.

Equal Opportunities

The School of Health and Life Sciences, in conformity with Glasgow Caledonian University's Dignity at Work and Studies Policy: available at:

<http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/supportservices/Dignity-at-Work-and-Study-Policy-for-Court-28-November-2013.PDF> is committed to promoting equality, diversity and an inclusive and supportive environment free from discrimination and discriminatory practices for its students and staff. It strives to ensure that people are treated equally regardless of their sex, marital status, gender reassignment, race, colour, ethnic or national origin, economic background, nationality, disability, religion, sexual orientation, age or other inappropriate distinction. The School endeavours to ensure that no applicant for study or student is disadvantaged or discriminated against unlawfully and that all are treated on the basis of their relevant merits and abilities.

The University's Code of Practice in respect of students with disabilities follows a Social Model of Disability. Applications from candidates with disabilities or specific learning difficulties are assessed using the same criteria that applies to all prospective students (see admissions policy available at:

<http://www.gcu.ac.uk/guidelinesandpolicies/>

Prospective students with disabilities are encouraged to declare their disability on their application form in order that discussion regarding requirements can be initiated and information concerning arrangements available at the University can be provided. The School considers fully whether reasonable adjustments can be made for fitness to practice criteria and is committed to making reasonable adjustments to the provision of services and curricula which facilitate equal opportunities for disabled students as appropriate. The Department adheres to the CSP Guidance on welcoming and supporting disabled students (CSP, 2010) and the principles within this guidance are utilised in the process of assessing individual cases. All students will need to be able to discharge their duties without compromising their own safety or others' safety, under Health and Safety Legislation.

The University Disability Support Team offers students an individually tailored package of support that varies according to the particular learning and teaching needs that are associated with specific student needs. Assessment and identification of a student's learning needs will be the responsibility of the central Disability Support Team in liaison with the Programme Admissions Coordinator, Departmental Disability Coordinator and Programme Leader.

Selection Procedure

Prospective students complete the University's postgraduate application form which goes to central admissions. Central admissions screen applications on the basis of the admission criteria. Applications are then forwarded to the admissions team for the Doctor of Physiotherapy (Pre-registration) programme for scrutiny. Short listing is based on the graduates' educational qualifications, academic references and personal statements.

Personal Statement

- Evidence of understanding of what Physiotherapy entails (related or key terms: relationship to health and well-being, individuality, rehabilitation, optimising potential, quality of life, holistic, client centered considered areas of physiotherapy type practice.) (Essential)
- Interest in pursuing Physiotherapy as a career (enthusiasm, commitment). (Essential)
- Motivations for pursuing doctoral level pre-registration programme (Essential)
- Knowledge and understanding of research process. (Essential)
- Evidence of contact/shadowing carried out with Physiotherapists. (Desirable, although if applicant has evidence of working with groups that have disability or health needs consider application)
- Ability to communicate with people, work in teams. (Desirable)

- Insight into personal qualities (e.g. trustworthiness / honesty, hard-working, committed, caring, friendly). (Desirable)
- Relevant work experience (working with people / public, work related to health and social care context, school extra-curricular activities e.g. mentoring, buddy scheme, paired reading). (Highly desirable)

References

- Ability to undertake doctoral level study.
- Interpersonal skills (e.g. communication, motivation, ability to work in teams, positive attitude, dependable, trustworthy).
- Minimal absences from work /HEI.
- Interest in Physiotherapy or health and social care related career.

Interviews

Normally, applicants who are short-listed will only be admitted to the programme following interview. Interviews are undertaken by members of academic staff who have involvement with the doctoral programme and the admissions team. UK based students are normally offered an interview on site at GCU. EU and international students are offered interviews via telephone or Skype. Interviews are offered throughout the academic year.

Selection will be based on the graduate's educational qualifications, knowledge of research process, academic references, personal statements, medical fitness, [adhering to the Disability Discrimination Act] and interview performance.

At the end of the interview students are informed of Protecting Vulnerable Groups (PVG) requirements, cost including personal expenses, tuition fees and placement travel, local police check requirements (International and EU students), occupational health requirements and Tier 4 requirements (International Students). This information will also be available on the Doctor of Physiotherapy (Pre-registration) programme information website.

Within the Doctor of Physiotherapy (Pre-registration) programme students undertake seven Practice Education placements within the practice setting over the course of the programme. Students are on placement 5 days per week (normally 9.00-4.30) and each placement is of 4 weeks' duration.

Physiotherapy is a physically demanding profession. Applicants are advised that it is in their best interest to ensure that they have the physical attributes to cope with a physically active career. If in doubt, applicants are advised to consult their General Practitioner for advice. Where indicated reasonable adjustments will be made to facilitate an individual students' ability to demonstrate competency in relation to achieving programme requirements (CSP, 2010)

Applicants should be fully aware of the additional travel and or accommodation costs that may be incurred in relation to their practice education placements.

Applicants are informed that if accepted to the programme they are expected to act as models for each other when practising techniques. If unwilling to comply with this, students are required to discuss the issue with the Programme Leader. Students sign a consent form in induction week to consent take part in clinical skills.

Applicants are strongly recommended to make themselves fully aware of the diverse nature of physiotherapy practice. Applicants are advised to visit a local hospital/community centre to observe the work of a physiotherapist, or undertake work experience or voluntary work in a related area where the impact of disability will be experienced.

Health Status

Once applicants have accepted a place on the programme they are sent a link to an online Occupational Health questionnaire provided by the University's Occupational Health Provider. Students have to complete this pre-joining form prior to attending induction. During induction students attend Occupational Health screening appointments. Any considerations that may lead to restrictions or identify a need for reasonable adjustments to be

implemented practice are feedback to the programme leader via the practice education team.

Students are advised to obtain Hepatitis B and BCG vaccinations. All vaccinations offered will be driven by advice from Health Protection Scotland. Students who refuse vaccinations may be deemed fit for practice with restrictions i.e. they may not be able to undertake a placement in infectious diseases. Ramifications of vaccination refusal will be clearly explained to the student so the student can make informed decisions on vaccination. Restrictions in practice are documented in the student's placement passport.

Criminal Convictions

Physiotherapy is exempt from Section 4(2) of the Rehabilitation of Offenders Act, 1974 and criminal cautions and convictions acquired before entering the programme and/or during the programme must be disclosed to the Programme Leader. Students are required to agree to a police check for cautions/convictions via The Disclosure Scotland: PVG Scheme.

Students on the programme continue to be asked to self-disclose criminal convictions and cautions. Consequently, all intakes from 2002 have been police checked. From 28 February 2011, a new membership scheme called the Protecting Vulnerable Groups (PVG) Scheme replaced the current Enhanced Disclosure check arrangements for those working with children or protected adults. The PVG Scheme differs from the previous Disclosure Scheme as it is the individual who becomes a member of the scheme. All students entering year 1 of study are required to be a member of the scheme. The student may need to meet the cost of applying to the scheme (informed at the interview stage). International and EU students have to complete a local police check prior to commencing the programme. Students then undertake a self-disclosure on a yearly basis whilst on the programme (See SHLS Generic Practice Education Document section 5.2).

At interview prospective applicants are informed that any criminal records are not deemed as spent under the Rehabilitation of Offenders Act (1974) (Exceptions) Order 1975. Prior to interview the management of the applicant's requirement to make a declaration of criminal conviction is as follows.

If an applicant is deemed to meet the selection criteria and that applicant has declared a conviction on their application form, the admissions team office will contact the applicant to discuss the impact on suitability for eligibility to apply for registration with the regulatory body, and employability. Information discussed and issues identified at this stage in the process may be used in reaching the final decision to accept the applicant or otherwise onto the programme. However, if doubt exists HCPC will be contacted for guidance. In respect of suitability for the profession, it should be noted that on entry to the programme, all students are required to make an application to the Protection of Vulnerable Groups (PVG) Scheme. The Protection of Vulnerable Groups (PVG) Scheme was introduced by the Scottish Government in February 2011 to replace the Disclosure Scotland Scheme. Furthermore, in relation to this issue, the following requirements will be adhered to throughout the student's registration on the programme:

- Existing students are required to complete and sign a criminal record disclaimer at the beginning of each academic year confirming that their previous status in this regard has not changed.
- Existing students may be required to complete an Enhanced Disclosure (or equivalent) if a practice education placement site deems this to be necessary, and in this instance the student will normally bear the cost.
- Existing students are required to notify the programme leader immediately should their status alter.
- Existing students are required to sign that they have read and understood the School of Health and Life Sciences Fitness to Practice Policy documents at the start of each new academic year in relation to criminal convictions.

All of the above information will be discussed with student at interview. Existing students are required to sign a declaration that they have read and understood the School of Health and Life Sciences Fitness to Practice documents at the start of each new academic year in relation to their own health status.

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiner(s) Reports
- Annual monitoring (required by Professional [CSP] and/or Statutory Bodies [HCPC])
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy Committee (APC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCULearn
- Open access to members of Programme Team E.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies
-

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The following Programme Specific Regulations supersede the University's Taught Postgraduate Assessment Regulations (2016-17).

1. University Assessment Regulations apply except where Programme-specific Assessment Regulations are prescribed. The Doctor of Physiotherapy (pre-reg) Programme Specific Regulations deviates from the University's standard Taught Postgraduate Assessment Regulations.
2. The Doctor of Physiotherapy (pre-reg) Programme Specific Assessment Regulations apply to all modules irrespective of the number of credit points allocated.
3. Due to the time commitments and Practice Education elements of the Doctor of Physiotherapy (pre-reg) programme students may not be registered on a second programme of study.
4. The minimum length of study is 42 months. The maximum period within which a student must complete the Doctor of Physiotherapy (pre-reg) Programme is 7 years. This period includes the successful completion of all assessments. In the situation where a student is not in attendance at the University, the maximum break from the programme is 1 academic year.
5. Students within the Doctor of Physiotherapy (pre-reg) programme are expected to attend all classes, clinical visits, laboratory sessions and Practice Education placements. Where a student has unauthorised absence of, or in excess of, 20% of a University based module he/she may be required to retake the module with attendance prior to undertaking Practice Education Modules or proceeding to the next level of the programme. Unauthorised absence in more than one module may result in the student being required to withdraw from the Programme.
6. Students within the Doctor of Physiotherapy (pre-reg) programme are required to successfully complete all modules identified in the Definitive Programme Document.
7. Exit awards that include eligibility to apply for registration with the Health and Care Professional Council (HCPC) are as follows:
 - a. Doctor of Physiotherapy (pre-registration)
8. No other exit awards will allow eligibility to apply for registration with the HCPC.
9. All SCQF Level 12 assessment components will be marked by two independent examiners. In cases where the two markers are unable to produce an agreed mark, it shall be the responsibility of the module leader to organise further assessment of the assessment component by a third appropriately experienced marker. In such cases, the third marker will determine the final outcome of the assessment.
 - a. All assessment components for Project modules will be marked by a member of the supervisory team, ideally not the Director of Studies, and an independent member of staff with knowledge of the subject area.
10. For all SCQF level 11 modules assessed by coursework and examination the overall pass mark for the module will be 50% subject to the attainment of a mark of at least 45% in each of the coursework and examination elements of the assessment. In cases where the coursework comprises two or more separate pieces of work, the 45% minimum attainment applies to every piece of coursework; in cases where the examination comprises two or more separate components, the 45% minimum attainment applies to every component of the examination.
11. For all SCQF level 12 modules assessed by coursework and examination the overall pass mark for the module will be pass/fail. In cases where the coursework comprises two or more separate pieces of work, the pass/fail applies to every piece of coursework; in cases where the examination comprises two or more separate components, the pass/fail minimum attainment applies to every component of the examination.
12. Compensation for a failure in a single module will not apply to any modules on the Programme.

13. All modules must be passed to allow progression to succeeding stages of the Doctor of Physiotherapy (pre-reg) programme, as defined in the Programme Handbook.
 - a. A student who is permitted to be re-assessed in any form of assessment shall, at the discretion of the Assessment Board, be permitted either to re-submit modified versions of his/her original work, or to submit for assessment a new work on different topics from those which originally failed.
 - b. Students who are permitted to carry a module(s) will be required to pursue a programme of study for the module as deemed necessary by the Assessment Board and will be required to re-enter the assessment in that module at the next available assessment diet, or as agreed by the Assessment Board.
 - c. Any carried SCQF level 10 and 11 module(s) must be passed to allow further progression. Where a student has failed a SCQF 10 or 11 module(s) at first attempt in Year 1 or 2, the Assessment Board may recommend that the student must pass such module(s) before proceeding into the next state of the programme.
 - d. All SCQF level 12 modules have at least 2 assessment components. Students are allowed to carry a maximum of 2 SCQF level 12 assessments components into successive stages of the Programme.
14. Students who, at second attempt, fail to pass one or more modules at SCQF levels 10 or 11 will be required to withdraw from the Programme and will result in the student being ineligible for the Doctor of Physiotherapy (pre-reg) award and consequently eligibility to apply for registration with the HCPC. In exceptional circumstances the Assessment Board may allow an extraordinary third attempt in a single module.

THE FOLLOWING POINTS (15 -20) ARE PROGRAMME-SPECIFIC REGS RATHER THAN EXCEPTIONS TO THE ASSESSMENT REGS

15. A student may be required to withdraw from the programme if he/she is deemed by the School of Health and Life Sciences Fitness to Practice Panel and/or GCU's Senate Disciplinary Committee to be professionally unsuitable or guilty of professional misconduct. A student who fails to demonstrate appropriate standards of professionalism, either at University or in the practice environment, may be considered to be professionally unsuitable. A student who is considered to have demonstrated professional misconduct will be one who:
 - a. has failed to abide by the SHLS Fitness to Practice Policy and Procedures, which incorporates the HCPC and the Chartered Society of Physiotherapy Standards and Rules of Professional Conduct, and GCU's Code of Student Conduct;and/or
 - b. has failed to meet the Standards, Policies, Code of Conduct laid down by partner organisations which provide Practice Education Placements;and/or
 - c. is unable to meet the programme requirements despite having been accommodated with reasonable adjustments.
16. Students will be required to declare at the commencement of each academic session his/her Fitness to Practice and Good Character through Self-Disclosure.
17. Due to Regulatory and Professional Body requirements there will be no aegrotat awards of Doctor of Physiotherapy.
18. Doctor of Physiotherapy award will only be conferred on students who have successfully completed their programme of study. This programme does not grant awards for special

performance i.e.: 'with Merit' or 'with Distinction'.

19. Students who are awarded a Doctor of Physiotherapy (pre-reg) are eligible to apply for Registration with the HCPC and Membership of the Chartered Society of Physiotherapy.
20. In line with HCPC requirements, the Doctor of Physiotherapy (pre-reg) programme will have at least one external examiner who is appropriately experienced and qualified and HCPC registered.

Additional Assessment Regulations Specific to Practice Education Placements

1. All Practice Education Placements must be passed. The pass mark for Practice Education placements 1 and 7 will be pass/fail. In all other Practice Education placements students require to attain a minimum score of 2 in all 20 Standards in the Assessment of Physiotherapy Practice (APP) tool.
2. Students are expected to attend Practice Education Placements 100% of the time allocated. If a student misses up to 20% (continuous or accumulated time) of a Practice Education Placement, he/she is required to make up the time missed. How and when this time will be made up is at the discretion of the Physiotherapy Programme team.
3. Students who miss more than 20% (continuous or accumulated time) of a placement will be deemed to have failed the placement and will be required to re-enter the placement as a second attempt, at a time to be arranged by the Physiotherapy Programme team.
4. If a student is absent from placement due to certified ill-health then the placement will be considered void and the student permitted to re-enter as first attempt, at a time to be arranged by the Physiotherapy Programme team.
5. Completion of a Consideration of Mitigating Factors form with supporting Medical and/or Personal documentation must be submitted before a placement may be considered void.
6. A student who fails/voids Practice Education Placement(s) will be required to re-enter them either during the student's recess period(s), or as an attached student as determined by the Programme Assessment Board. The specific dates will be determined by placement availability.
7. A student must satisfactorily complete all requirements laid down by the HCPC and CSP in relation to Practice Education, e.g. 1000 placement hours. Failure to do so will require additional placements to be undertaken.
8. Failed Practice Education placement hours will not count towards the minimum hours required by the Chartered Society of Physiotherapy.

9. INDICATORS OF QUALITY AND STANDARDS

- Annual Programme Analysis
- External Examiners Reports
- Quality statements in Module Reports
- Clinical Standards Document,
- Annual report of the results of Clinical Audit
- External members on the Programme Board
- Service User/Carers on the Programme Board

- Research Group reports - Student output – publications – community/research impact etc
- Employment Statistics

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Module Handbook
- University Website <http://www.gcu.ac.uk>
- School Website <http://www.gcu.ac.uk/hls/>
- Physiotherapy Website <http://www.gcu.ac.uk/hls/physiotherapy/>
- GCULearn
- My Caledonian
- University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: **Sept 2019**

Curriculum Map for Doctor of Physiotherapy (Pre-registration)

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules		Programme outcomes																										
	Code	Title	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3	E4	E5	
SCQF10			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	MHB125972	Practice Education 1 (PE1)	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
	MHB125022	Practice Education 2 (PE2)	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
	MHB125023	Practice Education 3 (PE3)	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
	MHB125025	Practice Education 4 (PE4)	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
	MHB125028	Practice Education 5 (PE5)	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
	MHB125032	Practice Education 6 (PE6)	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
	MHB125033	Practice Education 7 (PE7)	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
SCQF11	MMB125952	Health Promotion (HP)	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
	MMB125968	Neuromusculoskeletal 1 (NMSK1)	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
	MMB125969	Practice Evaluation (PE)	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
	MMB125970	Cardiorespiratory Therapeutics (CRT)	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
	MMB525799	Inter-professional Working: Context, Organisations and Practice	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
	MMB125971	Neuromusculoskeletal 2 (NMSK2)	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
	MMB125973	Neurorehabilitation (NR)	x	x	x		x	x	x			x				x		x	x		x	x		x		x	x	x
SCQF12	MDB125034	Advanced Research Enquiry (ARE)	x	x	x		x	x	x			x				x		x	x	x	x	x	x	x	x	x	x	x
	MDB124584	Professional Development 1	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
	MDB124541	Professional Development 2	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
	MDB124542	Professional Development 3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
	MDB124543	Project 1	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	MDB124544	Project 2	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

ASSESSMENT LOADING MATRIX

SHE Level H									
Module Code	Module Title	Trimester	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Class Test)	Ex2 (Class Test)	Ex3 (Exams Office)
MHB125972	Practice Based Learning 1	C	20				100		
MHB125022	Practice Education 2	B	20				100		
MHB125023	Practice Education 3	C	20				100		
MHB125025	Practice Education 4	A	20				100		
MHB125028	Practice Education 5	B	20				100		
MHB125032	Practice Education 6	A	20				100		
MHB125033	Practice Education 7	B	20				100		
EXIT AWARD: N/A									
SHE Level M									
Module Code	Module Title	Trimester	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Class Test)	Ex2 (Class Test)	Ex3 (Exams Test)
MMB125969	Practice Evaluation	B	15	100					
MMB125968	Neuromusculoskeletal 1	B	30				100		
MMB125970	Cardiovascular and Respiratory Therapeutics	B/C	30	30			70		
MMB125971	Neuromusculoskeletal 2	B/C	15				100		
MMB125952	Health Promotion	A	15				100		
MMB525799	Inter-professional Working: Context, Organisations and Practice	A	15	70			30		
MMB125973	Neurorehabilitation	A	30	100					
EXIT AWARD: N/A									
SHE Level D									
Module Code	Module Title	Trimester	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Class Test)	Ex2 (Class Test)	Ex3 (Exams Test)
MDB125034	Advanced Research Enquiry	B/C	60	30	60	10			
MDB124584	Professional Development 1	A/B/C	40	100					

MDB124541	Professional Development 2	A/B/C	40	70			30		
MDB124542	Professional Development 3	A/B/C	40	50			50		
MDB124543	Project 1	A/B/C	120	30	70				
MDB124544	Project 2	A/B/C	120	25	25	50			
EXIT AWARD: Doctor of Physiotherapy									