

Undergraduate Programme Specification

BSc Honours Physiotherapy

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's [Quality Assurance](#) processes.

1. GENERAL INFORMATION			
Programme Title	BSc Honours Physiotherapy		
Final Award	Bachelor of Science in Physiotherapy with Honours		
Awarding Body	Glasgow Caledonian University		
School	School of Health and Life Sciences		
Department	Department of Physiotherapy and Paramedicine		
Mode of Study	Full-time		
Location of Delivery	Glasgow Campus		
UCAS Code	B160		
Accreditations (PSRB)	Chartered Society of Physiotherapy (CSP) Health and Care Professions Council (HCPC)		
Period of Approval	From:	September 2026	To: August 2031

2. EDUCATIONAL AIMS OF 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 programme promotes GCU's core values of integrity, creativity, responsibility and confidence. It also aims for the achievement of the Common Good attributes which are as follows: active and global citizenship, entrepreneurial mind-set, responsible leadership and confidence. AT THE END OF LEVEL 1 THE BSC HONS PHYSIOTHERAPY STUDENT SHOULD BE ABLE TO: 1. Demonstrate and integrate knowledge and understanding of core sciences which underpin physiotherapy practice. 2. Demonstrate an appreciation of psycho-social influences on health and well-being. 3. Apply physiotherapy skills with basic competency. 4. Recognise and apply basic manual handling skills and adhere to health and safety principles. 5. Discuss the role of a range of health and social care professions within care delivery. 6. Develop and apply basic skills of critical enquiry. 7. Explain the importance of legal and ethical issues in practice. 8. Engage in Glasgow Caledonian University Personal Tutoring. 9. Discuss physiotherapy interventions in relation to the needs of different social, cultural, carer and client groups. 10. Engage in professional behaviour and adhere to the HCPC codes of conduct. 11. Demonstrate an awareness of the physiotherapists' role in health education and health promotion.

AT THE END OF LEVEL 2 THE BSC HONS PHYSIOTHERAPY STUDENT SHOULD BE ABLE TO:

1. Demonstrate and integrate knowledge and understanding of the theoretical principles and clinical sciences which underpin physiotherapy practice.
2. Integrate knowledge and understanding of psycho-social factors which influence client management to maximise participation.
3. Develop competency in the application of physiotherapy skills.
4. Demonstrate basic manual handling skills and adhere to health and safety principles.
5. Demonstrate effective inter-professional teamwork in understanding the impact of communities on health and well-being.
6. Understand the need for a critical approach to physiotherapy practice.
7. Develop knowledge and understanding of the principles of research.
8. Integrate knowledge and understanding of legal and ethical issues into physiotherapy practice.
9. Critically reflect on learning and engage in the process of personal and professional development.

AT THE END OF LEVEL 3 THE BSC HONS PHYSIOTHERAPY STUDENT SHOULD BE ABLE TO:

1. Demonstrate knowledge and understanding of changing and diverse health issues that impact on physiotherapy practice.
2. Competently manage a range of clients in the Practice Education Placement setting.
3. Evaluate and integrate bio-medical and psycho-social factors which influence client management to maximise participation.
4. Formulate appropriate shared physiotherapy short- and long-term objectives using a client-centred approach.
5. Select appropriate and effective management interventions and justify using available evidence.
6. Demonstrate effective team-working skills in inter-professional contexts (IPE).
7. Demonstrate and apply knowledge of human factors in the delivery of safe and effective teamwork.
8. Demonstrate an understanding of health & safety issues in relation to practice and operate in accordance with relevant legislation.
9. Demonstrate an understanding of equality & diversity and the impact of these issues on client outcomes.
10. Practice within a legal and ethical framework.
11. Adopt a critical approach to physiotherapy practice.
12. Critically reflect on learning and engage in the process of personal and professional development as an autonomous learner.

AT THE END OF LEVEL 4 THE BSC HONS PHYSIOTHERAPY STUDENT SHOULD BE ABLE TO:

1. Appraise the social and political context of health and social care delivery.
2. Competently manage with consistency a range of clients in a range of practice settings.
3. Formulate shared physiotherapy short- and long-term objectives using a client centred approach in a variety of contexts.
4. Critically analyse a range of strategies in the adoption of a client centred approach and justify chosen management options.
5. Competently apply a range of appropriate physiotherapy skills in a variety of settings with consistency.

6. Respond effectively to political, legislative, ethical and policy issues which influence physiotherapy practice.
7. Practice effectively as a member of the multi-disciplinary team.
8. Engage in a critical dialogue in relation to current physiotherapy practice.
9. Set SMART personal and professional learning objectives to facilitate Continuing Professional Development (CPD) and Lifelong Learning (LLL).

3. LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

A: Knowledge and understanding;

- A1 Demonstrate and integrate knowledge and understanding of the theoretical principles and clinical sciences which underpin physiotherapy practice
- A2 Evaluate and integrate bio-medical and psycho-social factors which influence client management to maximise participation
- A3 Respond effectively to political, legislative, ethical and policy issues which influence physiotherapy practice.
- A4 Discuss physiotherapy interventions in relation to the needs of different social, cultural, carer and client groups
- A5 Demonstrate an awareness of the physiotherapist's role in health education and health promotion
- A6 Demonstrate an understanding of equality & diversity and the impact of these issues on client outcomes.

B: Practice: Applied knowledge, skills and understanding;

- B1 Adopt systematic approaches to gathering, interpreting and analysing and evaluating information from a variety of sources
- B2 Critically analyse a range of strategies in the adoption of a client centred approach and justify chosen management options
- B3 Engage in a critical dialogue in relation to current physiotherapy practice
- B4 Set SMART personal and professional learning objectives to facilitate Continuing Professional Development (CPD) and Lifelong Learning (LLL).
- B5 Adopt a critical approach to physiotherapy practice
- B6 Appraise the social and political context of health and social care delivery

C: Generic cognitive skills;

- C1 Competently manage with consistency a range of clients in a range of practice settings.
- C2 Formulate shared physiotherapy short- and long-term objectives using a client centred approach in a variety of contexts
- C3 Practice effectively as a member of the multi-disciplinary team.
- C4 Competently apply a range of appropriate physiotherapy skills in a variety of settings with consistency
- C5 Demonstrate an understanding of health & safety issues in relation to practice and operate in accordance with relevant legislation
- C6 Engage in professional behaviour and adhere to the HCPC codes of conduct

D: Communication, numeracy and ICT skills

- D1 Critical thinking, problem solving, decision making and clinical reasoning skills
- D2 Information retrieval skills

- D3 Independent working
- D4 Time management (organising and planning work)
- D5 Planning, monitoring, reviewing and evaluating own learning & development
- D6 Self-marketing /presentation skills

E: Autonomy, accountability and working with others.

- E1 Exercise autonomy and initiative in professional/equivalent activities.
- E2 Practise in ways that show awareness of own and others' roles and responsibilities
- E3 Work, under guidance, in a peer relationship with specialist practitioners
- E4 Work with others to bring about change, development and/or new thinking
- E5 Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices
- E6 Recognise the limits of their professional practice and seek guidance where appropriate

4. LEARNING AND TEACHING METHODS

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches may include the following:

- Lectures
- Seminars
- Practical classes
- Placements
- Simulation experiences
- Groupwork
- Flipped classroom approaches
- Online learning

The above approaches may be delivered either in person or online as appropriate and determined at module level by the Module Leader.

5. ASSESSMENT METHODS

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods may include the following:

- Written coursework (essays, dissertation, literature review)
- Oral coursework (presentations)
- Practical Assessment (Placement, VIVA)
- Group work
- Blogs and Wikis
- Formal Examinations and Class Tests

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

6. ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

The Course webpage specific to this Programme is:

<https://www.gcu.ac.uk/study/courses/undergraduate-physiotherapy-glasgow>

All students entering the programme are required to adhere to the [GCU Code of Student Conduct](#).

7. PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS¹

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
Level 1							
M1B130909	Human Movement 1	Core	7	20			100
M1B130910	Human Movement 2	Core	7	20			100
M1B130911	Foundations of Physiotherapy Practice	Core	7	20	100		
M1B102521	Fundamentals of Human Physiology	Core	7	20		100	
M1B130634	Preparation for Professional Practice	Core	7	20	100		
M1B930923	Therapeutic Exercise and Health Promotion	Core	7	20	100		
Level 2							
M2B130912	Neurological Physiotherapy Practice	Core	8	20			100
M2B130913	Musculoskeletal Physiotherapy Practice	Core	8	20			100
M2B130914	Cardiac and Respiratory Physiotherapy Practice	Core	8	20			100
M2B125960	BSc Practice Based Learning 1	Core	8	20			Pass/Fail
M2B130636	Methodology and Research for Effective Practice	Core	8	20	80	20	
M2B130635	Community Centred Interprofessional Education and Collaborative Practice	Core	8	20	100		
Level 3							
M3B930916	BSc Practice Based Learning 2	Core	9	40	100		Pass/Fail
M3B130638	Leadership and Collaboration in Interprofessional Teams	Core	9	20	60		40
M3B930917	BSc Practice Based Learning 3	Core	9	40	100		Pass/Fail
M3B130918	Psychologically Informed Physiotherapy Practice	Core	9	20	100		
Level 4							
MHB930919	BSc Practice Based Learning 4 - Elective	Core	10	20			Pass/Fail
MHB925801	Honours Project	Core	10	40	100		
MHB930920	Applied Clinical Reasoning	Core	10	20			100
MHB930921	BSc Practice Based Learning 5	Core	10	40	100		Pass/Fail

¹ Periodically, programmes and modules may be subject to change or cancellation. Further information on this can be found on the GCU website here:

<https://www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures>

Students undertaking the programme on a full-time basis commencing in September of each year will undertake the modules in the order presented above. This may be subject to variation for students commencing the programme at other times of year (e.g. January) and/or undertaking the programme on a part-time or distance learning mode of delivery.

The following final and early Exit Awards are available from this programme²:

Certificate of Higher Education in Health and Social Care- *achieved upon successful completion of 120 credits*

Diploma of Higher Education in Health and Social Care - *achieved upon successful completion of 240 credits*

Bachelor of Science in Health and Social Care - *achieved upon successful completion of 360 credits*

Bachelor of Science with Honours in Physiotherapy, with eligibility to register for HCPC - *achieved upon successful completion of 480 credits*

8. ASSESSMENT REGULATIONS

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

<https://www.gcu.ac.uk/aboutgcu/services-and-facilities/qualityassuranceandenhancement/regulations-and-policies>

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

Case No: 254,

Details: **PROGRAMME-SPECIFIC ASSESSMENT REGULATIONS FOR THE FOLLOWING HCPC/GDC/SSSC REGULATED AWARDS:**

- **BA (Hons) Social Work**
- **BSc (Hons) Diagnostic Imaging**
- **BSc (Hons) Radiotherapy and Oncology**
- **BSc (Hons) Podiatry**

² Please refer to the [GCU Qualifications Framework](#) for the minimum credits required for each level of award and the Programme Handbook for requirements on any specified or prohibited module combinations for each award.

- **BSc (Hons) Physiotherapy**
- **BSc (Hons) Occupational Therapy**
- **BSc (Hons) Human Nutrition and Dietetics**
- **BSc Oral Health Sciences**
- **BSc Paramedic Science**
- **MSc Physiotherapy (Pre-registration)**
- **MSc Occupational Therapy (Pre-registration)**
- **MSc Social Work (Pre-qualification)**
- **MSc Diagnostic Radiography (Pre-registration)**

1 University Assessment Regulations apply except where there is a documented exception approved by the University Exceptions Sub-Committee. These Health and Life Sciences programme-specific regulations deviate from the University's standard regulations as outlined below.

2 Due to the time commitments and practice-based learning elements of the professional programmes hosted by the SHLS, students may not be registered on a second full-time degree programme while enrolled on any of the programmes listed above.

3 Compensation (University Assessment Regulations, Section 13.2)

In line with Assessment Regulation 13.2.6, compensation cannot be exercised in any module leading to the awards listed above.

4 Aegrotat Awards (University Assessment Regulations, Section 23)

Due to the requirements of the regulatory/professional bodies, any aegrotat award will be in alignment with the School's generic award structure (e.g. BSc Health & Social Care).

5 External Examiner (Section 10, AQPP)

HCPC regulated programmes will have at least one external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, will be from the relevant part of the HCPC Register.

Additional Assessment Regulations Specific to Practice Based Learning

1 All practice-based learning modules must be passed including elective placements.

2 Maximum Number of Attempts at a Module (University Assessment Regulations, Section 14)

Only two attempts are permitted for practice-based learning modules at all levels of the programme (including undergraduate modules).

3 Module Pass Criteria (University Assessment Regulations, Section 13.1)

In the case of practice-based learning modules (i.e any module that includes hours accrued for practice-based learning including simulation) with multiple assessment components, all components must be passed at a minimum of 40% (UG) or 50% (TPG).

4 Unsuccessful at First Diet (University Assessment Regulations, Section 15)

Where a student has been unsuccessful at first diet on a practice-based learning module it may be necessary to interrupt progression to the following level of study until the module is successfully completed (i.e., it may not be possible to carry practice-based learning module into the following year irrespective of the number of credits).

5 Attendance Requirements on Practice-Based Learning/Placements (Student Attendance and Engagement Policy)

Students must satisfactorily complete all requirements laid down by Regulatory/Professional bodies in relation to practice-based learning, e.g. number of placement days/ hours (as specified in the Programme Handbook). Failure to do so will require additional placements to be undertaken.

- For **MSc Diagnostic Radiography (pre-registration), BSc (Hons) Diagnostic Imaging; BSc (Hons) Radiotherapy and Oncology; BSc (Hons) Podiatry; BSc Oral Health Sciences:** Students must complete 100% of the required days / hours of practice-based learning for each placement, including simulation-based placements, as specified in the programme handbook. All absences must be made up to satisfactorily meet the requirements of each placement.
- For **MSc Physiotherapy (pre-registration), MSc Occupational Therapy (pre-registration), BSc (Hons) Physiotherapy; BSc (Hons) Occupational Therapy; BSc (Hons) Human Nutrition and Dietetics; BSc Paramedic Science:** Students are expected to complete 100% of the required days / hours of practice-based learning for each placement, including simulation-based placements, as specified in the programme handbook. Where a student has absence of 20% or more in any practice-based learning placement, they may be required to retake the module with attendance.

Case No: 214:

Details: Exception to the University's Recognition of Prior Learning', Section 2.1.2, Definitions and nature of RPL: that practice-based learning which has been undertaken informally by students after having entered their current programme of study be considered for recognition of prior informal learning.

Case No 222:

Details: Request for exception to Undergraduate Assessment Regulations Section 19.2.3

Modules to be used in the calculation of merit and distinction are as follows:

Award	Level	Credit points	Calculation
Certificate of HE	SCQF 7	120	All 120 credits
Diploma of HE	SCQF 8	240	90 credit points at SCQF 8, and 30 from the remainder

Professional portfolios in practice are marked against set standards and marked as either pass or fail. To ensure consistency across the diverse student cohort and to align more consistently with the requirements of professional practice we request that this module be excluded from the calculations identified above.

Case No 232:

Details: Honours classification calculation - New GCU classification of Honours Awards (Undergraduate programmes), Section 19, for students entering year one (SQF level 7) from September 2023 - Accepted exception is to use all 100 credits from SCQF 10 (Level 4) and best 80 credits from SCQF 09 (Level3) and to exclude Practice Based Learning 4 (MHB125965) from the classification calculation

VERSION CONTROL (to be completed in line with AQPP processes)

Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.

<i>Version Number</i>	<i>Changes/Updates</i>	<i>Date Changes/Updates made</i>	<i>Date Effective From</i>
1.0	PSP moved to new template and new module codes added following Programme Review	October 2025	February 2026
1.1	Update to exceptions following approval at Exceptions Subcommittee	August 2026	September 2026