



SCHOOL OF HEALTH AND LIFE SCIENCES

BSc Hons Physiotherapy

Appendix 1

Programme Specific Pro-forma and Curriculum Map

October 2019

Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION

1. Programme Title:	BSc Honours Physiotherapy
2. Final Award:	BSc Honours Physiotherapy
3. Exit Awards:	Higher Education Certificate in Health & Social Care Higher Education Diploma in Health & Social Care BSc Health & Social Care
4. Awarding Body:	Glasgow Caledonian University
5. Period of Approval:	June 2014 – June 2020
6. School:	School of Health and Life Sciences
7. Host Department:	Department of Physiotherapy and Paramedicine
8. UCAS Code:	B160
9. PSB Involvement:	The Chartered Society of Physiotherapy (CSP) 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:	October 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.

Glasgow Caledonian University also aims for the achievement of 21st century graduate attributes which are as follows:

- Having the confidence to take charge of your learning and career development
- Being able to listen and present your ideas confidently and appropriately
- Having the initiative and self-motivation to continue learning throughout your career, seeking fulfilment from your role or business and your place in society
- Becoming a global citizen with the confidence and drive to make a difference.

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 teamworking 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).

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

SCQF Level 7

<u>Module Code</u>	<u>Module Title</u>	<u>Credit</u>
M1B125954	Anatomy and Examination 1	20
M1B125955	Anatomy and Examination 2	20
M1B125956	Health Perspectives in Physiotherapy Practice	20
M1B125953	Human Movement: Biomechanics and Physical Activity	20
M1B102521	Fundamentals of Human Physiology	20
M1B025798	Preparation for Professional Practice	20

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SCQF Level 8

<u>Module Code</u>	<u>Module Title</u>	<u>Credit</u>
M2B125958	Neurorehabilitation	20
M2B125957	Neuromusculoskeletal Management	20
M2B125959	Cardiac and Respiratory Practice	20
M2B125960	BSc Practice Based Learning 1	20
M2B025800	Methodology and Research for Effective Practice	20
M2B025796	Individuals, Teams and Communities	20

Exit Award – Diploma of Higher Education (Health and Social Care) 240

SCQF Level 9

<u>Module Code</u>	<u>Module Title</u>	<u>Credit</u>
M3B125961	BSc Practice Based Learning 2	40
M3B025797	Understanding Professional Teams and Leadership	20
M3B125962	BSc Practice Based Learning 3	40
M3B125963	Complex Care 1	20

Exit Award – BSc Health and Social Care 360

SCQF Level 10

<u>Module Code</u>	<u>Module Title</u>	<u>Credit</u>
MHB125965	BSc Practice Based Learning 4	20
MHB925801	Honours Project	40
MHB125967	Complex Care 2	20
MHB125966	BSc Practice Based Learning 5	40

Exit Award – BSc Hons Physiotherapy 480

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
- GCU Learn
- Students have a named Librarian to provide information skills tuition
- Web-based Information Skills Course

- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiner(s) Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- 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 Academic Practice
- 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 Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on the year of entry and with the following approved exceptions can be found at : [GCU Assessment Regulations](#)

Undergraduate Programme-Specific Assessment Regulations

1 University Assessment Regulations apply except where there is a documented exception approved by the University Exceptions Committee. Some health and social care Programme-Specific Regulations deviate from the University's standard regulations (Approved October 2013) in sections 1, 8, 12, 13, 21, 23, 26, 27, 34, 53, and 58.

2 The School Programme-Specific Assessment Regulations apply to modules irrespective of the number of credit points allocated.

3 Due to the time commitments and Practice Education elements of the professional programmes hosted by the SHLS, students may not be registered on a second full-time programme of study while enrolled on a health or social care programme.

4 The minimum length of study is 3 years for an ordinary degree and 4 years for an honours degree. The maximum period within which a student must complete the programme is normally 6 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 for health and social care programmes.

5 The offer of re-entering Level 4 as an attached student is normally only subject to exceptional medical or social circumstances, which are appropriately documented.

6 Students within health and social care programmes 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.

7 Students within Health and Social Care Programmes are normally required to successfully complete all modules identified in the Definitive Programme Document for their programme.

8 For modules assessed by coursework and examination the overall pass mark for the module will be 40% subject to the attainment of a mark of at least 35% 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 35% minimum attainment applies to every piece of coursework; in cases where the examination comprises two or more separate components, the 35% minimum attainment applies to every component of the examination. This regulation applies to professional modules hosted within health and social care programmes and is documented in module descriptors.

9 Compensation for failure in a single module, where a student has passed modules at any one level, will not normally apply to professional modules hosted by health and social care programmes. Compensation/condonement of a fail in Practice Education modules is not permitted. This is consistent with the guidelines set by Regulatory/Professional Bodies concerning professional standards.

10 Submission of the Honours Project is compulsory. The submitted Honours project must comply with project, the School and programme guidelines. Failure to submit an Honours Project will result in the student being ineligible for the Named award and consequently, registration with the Regulatory Body.

11 Failure in any Level 4 module at second attempt will result in the award of an unclassified degree (e.g. BSc in Health and Social Care) and will result in the student being ineligible for the named award and consequent eligibility to apply for registration with the Regulatory Body.

12 * Within health and social care programmes, the classification of the award of the Degree with Honours will be based upon the average marks obtained in Level 3 (contributing 30%) and Level 4 (contributing 70%). The classification will be based upon the year mean obtained by combining the weighted results of all modules studied in Levels 3 and 4 with the final classification being arrived at as stated i.e. 30% weighting of Year 3 and 70% weighting of Year 4. The Honours project must be included (40 Credits). Where a student requires to be profiled in order to determine their overall classification award, students must have a performance in their Honours Project of no more than one division below the final award classification. Details of the profiling system used by Assessment Boards can be found in paragraphs 40-47 of the GCU Assessment Regulations under the heading "Honours

Classification Profiling” for programmes considering performance in Level 4 modules only.

13 A student may be required to withdraw from the programme if he/she is deemed by the Fitness to Practise Board and ratified by the Assessment Board 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:

- has failed to abide by the SHLS Fitness to Practise Policy and Code of Conduct which includes the Rules of Professional Conduct and Standards of Regulatory/Professional Bodies & University.
- and/or has failed to meet the standards, policy, code of conduct laid down by partner organizations which provide Practice Education Placements for the programmes hosted by the SHLS and/or is unable to meet the programme requirements despite reasonable adjustments.

Students will be required to declare at the commencement of each session his/her Fitness to Practise and Good Character through Self-Disclosure.

14 Due to the requirements of the Regulatory/Professional Bodies there will be no aegrotat awards of BSc (Hons) Occupational Therapy, BSc (Hons) Podiatry, BSc Hons Physiotherapy, BSc (Hons) Radiotherapy and Oncology, BSc (Hons) Diagnostic Imaging, BSc Operating Department Practice or BA (Hons) Social Work.

15 Students who are awarded a BSc (Hons) Occupational Therapy, BSc (Hons) Podiatry, BSc Hons Physiotherapy, BSc (Hons) Radiotherapy and Oncology, BSc (Hons) Diagnostic Imaging, BSc Operating Department Practice or BA (Hons) Social Work degree are eligible to apply for Registration with the Health and Care Professions Council (HCPC) / Scottish Social Services Council (SSSC) and/or Membership of the named Professional Body.

16 In the case of Health and Care Professions Council (HCPC) regulated Programmes, all 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 Register.

Additional Assessment Regulations Specific to Practice Education

- 1 All Practice Education Modules must be passed including Elective Placements where offered.
- 2 For Practice Education Module assessments which consist of a practice component and a written component both components must be passed in order to successfully complete any Practice Education module.
- 3 For Practice Education Modules only two attempts are permitted.
- 4 Students are expected to attend Practice Education 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 Programme of study.
- 5 Students who miss more than 20% (continuous or accumulated time) or more of a placement within Health and Social Care programmes will be deemed to have failed the placement and will be required to re-enter the placement as second attempt, at a time to be arranged by the Department.
- 6 If a student is absent from more than 20% of a placement due to certified ill health then the placement will normally be considered void and the student permitted to re-enter at first attempt.
- 7 Completion of a Mitigating Circumstances form with supporting Medical and/or Personal documentation must be submitted as per the University Assessment Regulation before a placement may be considered void.

8 A student who fails / voids Practice Education Module(s) will be required to re-enter these modules either during the students' summer recess, or as an attached student as determined by the Programme Assessment Board. The specific dates will be determined by placement availability.

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

Additional subject-specific requirements

1. Students are required to complete a minimum of 1000 hours successful placement experience.
2. A student who fails / voids Practice Education Module(s) will normally be required to re-enter these modules either during the students' summer recess, or as an attached student as determined by the Programme Assessment Board. The specific dates will be determined by placement availability and opportunity for a period of learning.
3. Failed practice education hours will not count towards the minimum hours required by the professional body.

9. INDICATORS OF QUALITY AND STANDARDS

Enhancement Led Internal Subject Review
Annual Programme Analysis
External Assessors Reports
Quality statements in Module Reports
External members on the Programme Board
Employment Statistics
Chartered Society of Physiotherapy (CSP) annual review processes
National Student Survey

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
- 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.