

MSc Physiotherapy Programme Specification (PSP)

GLASGOW CALEDONIAN UNIVERSITY

Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION

1.	Programme Title:	MSc Physiotherapy
2.	Final Award:	Master of Science (MSc)
3.	Exit Awards:	PgC/PgD/MSc Physiotherapy
4.	Awarding Body:	Glasgow Caledonian University
5.	Approval Date:	8 th November 2017
6.	School:	Health and Life Sciences
7.	Host Department:	Psychology, Social Work, and Allied Health Sciences
8.	UCAS Code:	NA
9.	PSB Involvement:	NA
10.	Place of Delivery:	Glasgow Caledonian University
11.	Subject Benchmark Statement:	NA
12.	Dates of PSP Preparation/Revision:	September 2017

2. EDUCATIONAL AIMS OF THE PROGRAMME

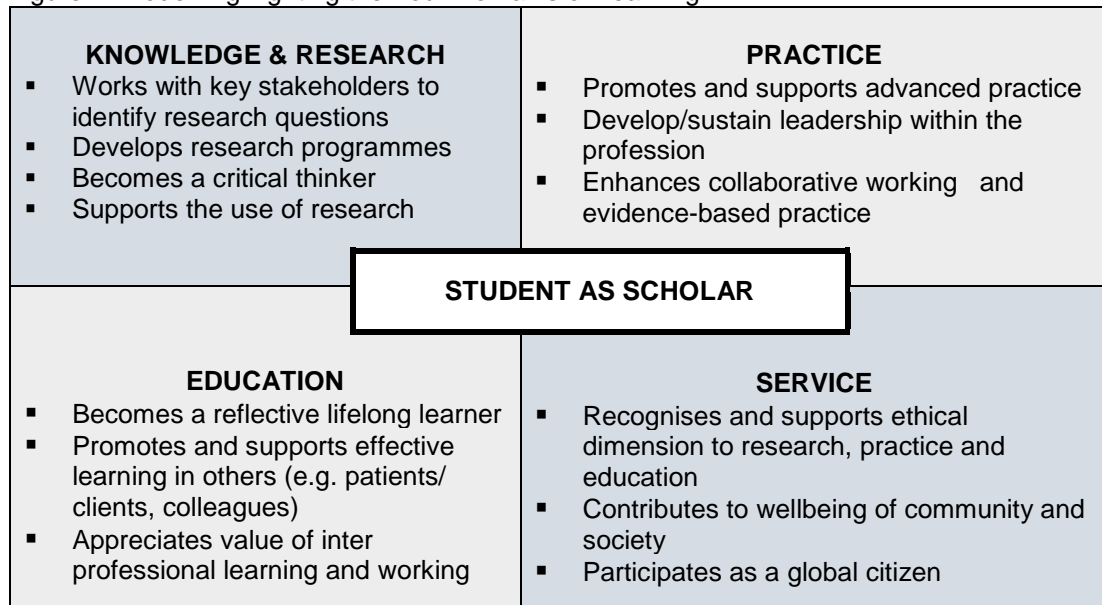
MSc Physiotherapy sits within the suite of programmes that constitute the Masters Suite of Postgraduate Programmes and therefore the philosophy and aims of the programme reflect that of the suite.

Across the globe, health and social care professionals working within public, private and voluntary sectors are increasingly required to work within challenging environments of constant change. We aim to provide educational experiences which promote reflective, analytical and critical thinking, enabling students to meet political, workplace and practice demands, where a flexible approach coupled with advanced knowledge and skills can facilitate positive change within workplaces and communities.

The underpinning philosophy of the Masters Suite of Postgraduate Programmes recognises the requirement for scholarship in four key domains: knowledge and applied research; professional practice; education; and service.

The model below (Figure 1) articulates this philosophy and identifies some key outcomes within each of the four domains which students participating in our Postgraduate Programmes will be supported to achieve.

Figure 1: Model Highlighting the Four Domains of Learning



Programme Aims:

The overall aim of this programme is to provide high quality educational experiences which support the development of registered Physiotherapists who are capable of meeting the contemporary political, organisational and clinical practice demands of advanced practice. This includes developing critical, evaluative, creative and skilled physiotherapy practitioners who respond positively to professional, political and social change and can work as effective members of the health and social care teams in the National Health Service (NHS), private practice, or within evolving and innovative areas of practice.

To achieve these aims, the programme is designed to ensure that students achieve a level of Mastersness. The Quality Assurance Agency (QAA) have proposed a framework identifying constructs that contribute to masterly achievement (QAA, 2013). The QAA define these constructs as facets of 'mastersness'. These facets are: Complexity, abstraction, depth, research, autonomy, unpredictability, and professionalism.

This programme recognises that Advanced Physiotherapy Practitioners require to demonstrate high level decision-making and problem-solving skills in challenging complex clinical situations as part of caring for the population. Consequently, delivery of the MSc Physiotherapy programme requires advanced scholarship to underpin safe and effective practice.

The MSc Physiotherapy Programme aims to build on students' existing knowledge and skills and enable students to extend their capabilities using a range of dynamic and stimulating uni- and inter-professional learning opportunities.

The programme is informed by relevant statutory, political and professional standards, benchmarks and drivers, in addition to internal university documentation. Relevant documentation includes:

- GCU (2015) [Qualifications Framework](#). Glasgow. GCU.
- GCU (2016) [Assessment Regulations for Taught Postgraduate Programmes 2016-17](#). Glasgow. GCU
- GCU (2016) [Strategy for Learning \(2015-2020\)\(revised\)](#). Glasgow. GCU
- QAA (2015) *The UK Quality Code for Higher Education*. Gloucester. Quality Assurance Agency for Higher Education.
- SCQF (2012) [SCQF Level Descriptors](#). Glasgow. Scottish Credit and Qualifications Framework.
- SCQF (2010) *Credit Rating Criteria Explained: Learning Outcomes, Notional Learning Hours & Assessment*. Glasgow. Scottish Credit and Qualifications Framework.

- Department of Health (2004) The NHS Knowledge and Skills Framework (NHS KSF) and the development review process. London. Department of Health
- Skills for Health – The Career Framework for Health (2010)
- NES (2015) The 2nd Edition of the Next Chapter - [NHS Education for Scotland Allied Health Professions Education Strategy 2015-2020](#) . Edinburgh. NHS Education for Scotland.
- The Chartered Society of Physiotherapy. Vision for UK Physiotherapy. London: The Chartered Society of Physiotherapy 2015. www.csp.org.uk/about-csp/what-we-do/vision-uk-physiotherapy
- The Chartered Society of Physiotherapy. Inclusion of injection therapy including within the scope of physiotherapy practice. The Chartered Society of Physiotherapy, London; 1997.
- HEE (2017) Advanced Clinical Practice Definition. Available from: <https://hee.nhs.uk/our-work/developing-our-workforce/advanced-clinical-practice/advanced-clinical-practice-definition>
- The Chartered Society of Physiotherapy. Advanced practice in physiotherapy. London: The Chartered Society of Physiotherapy 2016. <http://www.csp.org.uk/publications/advanced-practice-physiotherapy>
- NHS Education for Scotland. Post Registration Career Development Framework. Edinburgh 2016. <http://www.careerframework.nes.scot.nhs.uk/>

To achieve the programme aim, a series of educational aims have been developed:

1. Develop advanced skills, such as critical thinking, evidence-based practice and research to enable students to effect change based on best and current practice.
2. Provide innovative and relevant learning and teaching opportunities based on applied research and scholarship.
3. Promote an understanding of service users' and carers' perspectives, and to enable students to integrate these within the development of policy, practice and educational initiatives.
4. Facilitate and engender independent lifelong learning, in line with University, Government and Professional Body objectives.
5. Expose students to worldwide perspectives on health and social care, thus enabling them to participate as global citizens influencing local, national and international health and social care agendas.
6. Equip students with the knowledge and skills to embrace and promote professional leadership, allowing them to contribute meaningfully to the development and modernisation of health and social care delivery.
7. Provide advanced theoretical knowledge, linked to defined areas of practice.

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

The School of Health & Life Sciences offers high quality, innovative programmes, which contribute significantly to the knowledge and skills base within health and social care. The School encourages cross and inter-professional collaboration, which allows for a range of contextual dimensions to be added to the core elements of profession-specific awards. The Masters Suite of Postgraduate Programmes provides a flexible academic structure as well as an efficient means of providing academic and administrative support for all Masters level awards within the School. The underpinning rationale for the chosen structure was to maximise access to the modules/routes for full time students from across the UK and internationally.

The MSc Physiotherapy programme complies with the GCU exit requirements for a Master's programme. The modular structure of these programmes reflects the Scottish Credit and Qualifications Framework (SCQF 2010) and follows the standard Glasgow Caledonian University structure for taught postgraduate programmes (GCU Qualifications Framework 2017). This normally comprises of 180 credits, of which a minimum of 150 credits require to be at SCQF level 11. Programmes are offered on a full-time (normally one year), part-time (normally three years) or distance learning bases (normally two to three years).

Programme Structure

The structure of the MSc Physiotherapy programme complies with the University policy on modularisation within a trimester system. Students accrue the equivalent of 1 credit for every 10 hours of notional effort and the programme includes modules which range in credit rating from 15-60 SCQF points, with variation in weight signifying the level of student effort required. Full-time students accrue 180 credits in one year and part time students accruing between 30-60 credits per year.

Students on the MSc Physiotherapy Programme are required to take 120 SCQF level 11 core credits: Advanced Physiotherapy Practice; Advanced Research Methods; and the Masters Dissertation (Table 1). In addition to these 60 SCQF Level 11 credits of profession specific (including worked based learning) modules must be included.

Table1: Compulsory modules within the programme

Module title	SCQF credits
Advancing Physiotherapy Practice	30
Advanced Research Methods	30
Masters Dissertation	60
Total	120

Table 2 provides an overview of optional modules that students might normally undertake. The modules included will only be offered if there is sufficient interest. Please note that not all modules will be suitable for all students e.g. full time international students must only chose either taught or blended delivered modules. Other modules, not included on this list but deemed relevant to the exit award will also be available.

Possible structures for students are outlined in Table 3. The options have been arranged under the four pillars of the Post Registration Career Development Framework (<http://www.careerframework.nes.scot.nhs.uk/>) to illustrate how students may tailor the programme to address their interests and career development needs. All themes are open to home and international students, who meet the entrance criteria.

To exit with a post-graduate award, students will undertake a series of modules, which satisfy their personal, professional and academic aspirations and needs. Study pathways will normally be agreed with the Programme Lead before commencement of the programme of study alterations will be allowed providing they are consistent with the programme philosophy and with university regulations.

In line with University guidance, Recognition of Prior Learning (RPL) may contribute to this programme and will be assessed on an individual basis. In accordance with University Policy, students may be eligible to claim up to 50% of credit points associated with the exit award <https://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/regulationsandpolicies/>

Students who are unable to meet the theoretical and practice requirements of the MSc Physiotherapy programme (180 Credits) will, where appropriate, have the opportunity to transfer and pursue Postgraduate Studies in other health and social care related programmes under the provision made within the School's Suite of Postgraduate Programmes. This includes the exit awards Master of Science (180 credits- generic/non-regulatory), Postgraduate Diploma (120 credits - generic/non-regulatory) and Postgraduate Certificate (60 credits - generic/non-regulatory) in Advanced Practice.

Table 2: Optional modules that could be studied within the programme.

Module title	SCQF credits
Advanced Leadership for Health and Social Care Practitioners	30

Principles of Practice in Medical Ultrasound	30
Work-Based Advanced Skills & Innovative Practices	30
Supporting Anticipatory Care for Long Term Conditions Management	15
Work-Based Advanced Skills & Innovative Practices	15
Advanced Assessment and Management of Illness and Injury	30
Non-Medical prescribing	30
General Medical Ultrasound	30
Public Health Theory to Social Action	30
Applied Pathophysiology for Advancing Professional Practice	15

Table 3: Possible programme structure options aligned to the Post Registration Career Development Framework

Pillar/ Theme	Module title	SCQF credits	Trimester		
			A	B	C
Clinical Practice	Advancing Physiotherapy Practice	30	x		
	Advanced Research Methods	30	x		
	Advanced Leadership for Health and Social Care Practitioners	30		x	
	Work-Based Advanced Skills & Innovative Practices (clinical practice focus)	30		x	
	Masters Dissertation	60			x
Facilitation of Learning	Advancing Physiotherapy Practice	30	x		
	Advanced Research Methods	30	x		
	Advanced Leadership for Health and Social Care Practitioners	30		x	
	Work-Based Advanced Skills & Innovative Practices (learning and teaching focus)	30		x	
	Masters Dissertation	60			x
Leadership	Advancing Physiotherapy Practice	30	x		
	Advanced Research Methods	30	x		
	Advanced Leadership for Health and Social Care Practitioners	30		x	
	Supporting Anticipatory Care for Long Term Conditions Management	15		x	
	Work-Based Advanced Skills & Innovative Practices (leadership focus)	15		x	
	Masters Dissertation	60			x
Evidence, research and development	Advancing Physiotherapy Practice	30	x		
	Advanced Research Methods	30	x		
	Work-Based Advanced Skills & Innovative Practices (service development/research focus)	30		x	
	Applied Pathophysiology for Advancing Professional Practice	15		x	
	Supporting Anticipatory Care for Long Term Conditions Management	15		x	
	Masters Dissertation	60			x

Table 4: Awards - Exit Credits for Post-Graduate Awards

Award Title	Credit points and minimum level
Post-graduate Certificate	60 credits with a minimum of 40 at SCQF 11
Post-graduate Diploma	120 credits with a minimum of 90 at SCQF 11
Master of Science	180 credits with a minimum of 150 at SCQF 11

Table 5: Selection of Modules for Exit awards

PgC Physiotherapy – 60 credits SCQF 11
Any two 30 credit modules from agreed modules within the masters suite of postgraduate programmes (Table 2), to include: Advancing Physiotherapy Practice (30 credits)
PgD Physiotherapy – 120 credits SCQF 11
Any 120 credits gained from agreed modules within the masters suite of postgraduate programmes (Table 2), to include: Advancing Physiotherapy Practice (30 credits) and Advanced Research Methods (30 credits)
MSc Physiotherapy – 180 credits SCQF 11
Any 180 credits gained from agreed modules within the masters suite of postgraduate programmes (Table 2), to include: Advancing Physiotherapy Practice (30 credits) and Advanced Research Methods (30 credits) and Masters Dissertation (60 credits)

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 Taught Postgraduate Assessment Regulations (GCU, 2017) which can be accessed at <http://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/regulationsandpolicies/> apply to the MSc Physiotherapy programme subject to the following exceptions:

- (i) Exceptions Case 167: MMB724475: Principles of Practice in Medical Ultrasound
- (ii) Exceptions Case 74: MMB721798: Non-Medical Prescribing
- (iii) Exceptions Case 51: MSc Physiotherapy

9 INDICATORS OF QUALITY AND STANDARDS

The range and type of performance indicators used to consider quality and standards within the programme and modules within it are outlined in the University's Quality Enhancement and Assurance Handbook which can be accessed at: <http://www.gcu.ac.uk/gaq/qualityenhancementandassurance/qualityenhancementandassurancehandbook/>

Section 7 of this document lists the wide variety of methods used for evaluating and improving the quality and standards of teaching and learning within the programme.

The University and School ensure that individual modules which students undertake within programmes are of a high quality and maintain high standards. Within this context, a module improvement plan is formulated following each module delivery and demonstrated within the module monitoring reports.

At a programme level continual programme analysis is undertaken (APA) with a programme enhancement plan completed. Programme board deliberations, student staff consultative group

minutes and external examiners reports are all taken into consideration.

In addition the programme team engage in biennial module review to ensure quality enhancement and currency of all modules.

1.1 Appendix 1: Curriculum Map for MSc Physiotherapy

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	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5	E6	
Core Modules	MMB724486	Advancing Physiotherapy Practice	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		
	MMB724491	Advanced Research Methods							x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x		x				x		
	MMB722342	Masters Dissertation	x						x	x	x		x	x	x	x	x	x	x	x	x			x	x	x	x		x			x	
Optional Modules	MMB722746	Advanced Leadership for Health and Social Care Practitioners	x	x	x	x			x		x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x		
	MMB824475	Principles of Practice in Medical Ultrasound							x		x	x	x								x		x					x			x	x	x
	MMB722058	Public Health Theory to Social Action						x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x			x	x	
	MMB722903	Supporting Anticipatory Care for Long Term Conditions Management	x	x	x	x	x	x	x		x	x	x	x				x								x	x		x			x	
	MMB124969	Advanced Assessment and Management of Illness and Injury	x				x	x	x		x	x	x	x	x	x	x	x				x	x	x	x	x	x	x	x	x	x	x	x
	MMB723192	Work-Based Advanced Skills & Innovative	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	x	x	x	x	x

2 Appendices

2.1 Appendix 1: Embedding GCU's Strategy for Learning (SfL) Design Principles

Curriculum Design Principle	Specific examples of where this principle is embedded currently	Specific areas for enhancement and timeline for achieving them	Specific examples of current and future application of digital learning/ technology
Engaged learning	<p>MSc Physiotherapy Programme is part of the Suite of Postgraduate Programmes within the School of Health & Life Sciences, the structure allows the students to take part in interdisciplinary learning. The structure of the programme allows students with a particular interest in different areas of advanced practice to undertake modules in these areas. All students have individual academic advising meetings incorporated into their timetables to enable them to access advice on their studies. In addition, the learning development centre provides programme specific support at time tabled sessions.</p> <p>A variety of teaching methods are used as part of the programme. These involve group work, student led tutorials, online teaching material and specialist talks. .</p> <p>The students are offered the opportunity and encouraged to engage in peer teaching of pre-registration students</p> <p>This year the students are involved in the programme re-development.</p>	<p>Further engagement with clinical sites and practice learning. Provide opportunities for all students to shadow staff in the GCU physiotherapy clinic before 1st May 2018.</p>	<p>Use of social media to enhance sense of community within profession and across GCU advanced practice programmes.</p>
Divergent thinking	<p>The expectation at masters' level is that students think divergently. In trimester A the students are given time to develop critical thinking skills both in a uni & interprofessional setting.</p> <p>The MSc Physiotherapy Programme is a full-time programme that attracts international students and as such the students look at their own international situation alongside what the processes are in the UK.</p>	<p>Further integration with other disciplines and ways of thinking via the new optional modules. Develop community of advanced practice within GCU by May 2018</p>	<p>Direction and engagement with social media throughout modules and the programme to expose students to other modes of thinking and the wider professional debate.</p>
Flexible, Inclusive, accessible learning	<p>The Programme team suggest continuing professional development opportunities for the student's out with the programme and university; these include conferences and workshops that may be of interest. Where necessary changes</p>	<p>Engage students in wider GCU Physiotherapy community and thus community and volunteering projects and opportunities- May 2018</p>	<p>All the modules within the programme make use of the virtual learning environment GCU Learn allowing the students access to</p>

	in timetable are considered to accommodate these. Where possible the programme team try to accommodate special religious observation, health or family needs of all students.		teaching material before and after class times.
Broader and deeper learning	Interprofessional learning is incorporated in every trimester of the full-time programme. Student led tutorials form part of the content of the programme. Effective use of feedback forms part of deeper learning. All students are taught about how to access and make most use of informal and formal feedback. Reflection is a key skill for deep learning. The full-time masters students are introduced to reflective practice in trimester A and this is continued throughout. Critical reflection is a core learning and assessment strategy in several modules across the programme.	Development of further formative feedback and skills in self and peer feedback- August 2018.	The students are helped to investigate areas of learning in greater detail with extra information, web links, videos etc. made available on GCULearn for them to access.
Global learning	The programme is attended by international students, who learn alongside home students and other students learning within the Masters Suite of Postgraduate Programmes. The students learn from each other's experiences in practice and from the teaching team and specialist lecturers from the UK.	Further opportunities to contextualise learning within own practice setting through assessment questions and new optional modules- Sep 2018	Engagement with the international physiotherapy and advanced practice community via integration of online learning and use of social media to support learning.
Real world problem solving	The use of evidence based practice is explored throughout the programme. The nature of the programme is that within every module the students are asked to relate the theory to their own practice and specialist practitioners are used both for talks and tutorials. The Advanced Leadership module is useful to many of our students who are going on to management roles.	Plan further integration with the GCU Physiotherapy Personal Development Series where external speakers are invited to gives talks related to employment and issues in practice- circulate information to all students by November 2017	Online resources and real-life case studies integrated into learning and teaching strategies.
Entrepreneurship	Students consider the evidence around advances in physiotherapy practice against current practice and protocols and are encouraged to think about how to make changes to practice in the future. The advanced leadership module provides students with some of the skills required to implement change.	Further integration with the GCU Physiotherapy Personal Development Series where external speakers are invited to gives talks related to employment and issues in practice- circulate information to all students by November 2017	Linking and integrating use of online resources from NHS Quality Improvement online to support development of knowledge and skills in change management and leadership.

Responsible leadership and professionalism	<p>The programme includes a module on Advanced Leadership and knowledge and skills associated with leadership are embedded through all modules within the programme. All students read and sign that they will comply with the code of conduct for students and the professional requirements for a physiotherapist are incorporated into the programme throughout the three trimesters.</p>	<p>Further formalisation of the CPD process and documentation to support students produce a clear learning logbook on completion of the programme- May 2018</p>	<p>Use of online e-portfolio tools to support recording of CPD.</p>
Professional development needs:			
<p>How does research underpin learning and teaching on your programme? Please give examples. Researchers from the School of Health and Life Sciences deliver sessions and support teaching and supervision of dissertation within the programme. Researchers from clinical practice are invited to present their findings in seminars and students are exposed to wider field of research throughout programme via the need to demonstrate evidence-based practice.</p>			

2.2 Appendix 2: Mapping of Common Good Attributes to MSc Physiotherapy Programme

Common Good Attributes	Curriculum Content and design	Learning & Teaching Activities	Assessment Practices
<p><u>Active and Global Citizenship:</u> Acting honestly, fairly and ethically in:</p> <ul style="list-style-type: none"> • Recognising and actively seeking to address global social trends and challenges • Viewing the world from the perspective of different cultures • Participating in the community at a local, national and global level • Taking account of and valuing diversity • Exploring social problems and taking action to build a more just and sustainable society • Addressing inequality and disadvantage 	<p>All students within the MSc Physiotherapy Programme are qualified practitioners with working experience in their own countries. The student body on the MSc Physiotherapy Programme consists of international students, the design of the programme allows for sharing of knowledge and experiences between international students & home students within the part time routes and within the framework. The need for differing practices to accommodate cultural diversity and global inequalities in diagnostic services is discussed & considered.</p>	<p>The learning on the programme encourages students to look at issues from an international viewpoint. Evidence from global sources is reviewed in order to identify best practice, which the student are encouraged to use within their own practice settings on returning to employment, thus improving patient care in all areas of the world.</p>	<p>Evidence based practice forms the basis of most assessments within the programme.</p>
<p><u>Entrepreneurial mindset</u></p> <ul style="list-style-type: none"> • Being curious and prepared to take calculated risks • Identifying opportunities for change • Creating solutions, and putting these into practice, in response to identified real-world problems • Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections • Dealing with complexity and uncertainty • Actively seeking a diversity of experiences and concepts from different cultural contexts 	<p>The main aim of the MSc Physiotherapy Programme is to develop advanced skills, such as critical thinking, evidence based practice and research. These are embedded within the modules. These skills will enable students to effect change based on best and current practice.</p>	<p>Students are asked to identify areas of imaging or service delivery within their own practice that they feel may benefit from change. Lectures, specialist talks and exposure to practice help identify differences in practice that exist worldwide and changes that can be investigated.</p>	<p>Assessment coursework is set where students are asked to reflect on changes that should / could be put into place in their own environments, considering global evidence.</p>
<p><u>Responsible leadership:</u></p> <ul style="list-style-type: none"> • Exercising: Empathy, Resilience & Professionalism • Inspiring and influencing the thinking, attitudes and behaviour of others • Working collaboratively towards a common vision and common goal • Building communities through the development of trust • Developing solutions that are ethical, visionary, 	<p>A module on advanced leadership forms part of the programme structure.</p>	<p>Group work forms an integral part of many modules within the programme. Through working towards a common goal with group members from differing backgrounds students learn the importance of trust, empathy & commitment to diversity & equality amongst others. Collaboration and leadership are key</p>	<p>The Advanced Physiotherapy Practice module assessment includes group work and requires demonstration of leadership skills.</p>

<p>realistic and sustainable</p> <ul style="list-style-type: none"> Actively demonstrating a personal commitment to equality and diversity 		<p>learning and teaching strategies employed throughout the modules included in the programme.</p>	
<p>Confidence:</p> <ul style="list-style-type: none"> Acting assertively and reasonably Challenging yourself and continually learning from experience Respecting your own and others' rights and needs Making a positive difference Being able to understand, respect and engage with a diverse range of audiences and stakeholders 	<p>In masters level study students are expected to work independently, taking responsibility for their own learning, they are expected to develop their own personal development plan including thinking about relevant extracurricular activities.</p>	<p>The interprofessional nature of the programme allows the students to engage with a diverse range of audiences. Students will be engaging with clinicians and patients through learning and teaching activities in the Advancing Physiotherapy Practice module.</p>	<p>Student led tutorials are used as formative assessments within the programme. Students are assessed on a scientific poster presentation suitable to share with their clinical colleagues.</p>