

<b>Programme Title and Name of Award</b>	MSc Physiotherapy (pre-registration)		
<b>Academic Level</b>	L7	<b>Total Credits</b>	180
<b>Professional Body Accreditation / Qualification</b>	<p>The programme is approved by:</p> <p><b>The Health and Care Professions Council (HCPC)</b></p> <p><b>The Chartered Society of Physiotherapy (CSP)</b></p> <p>Completion of the MSc Physiotherapy (pre-registration) leads to eligibility to apply for registration with the Health and Care Professions Council (HCPC) and full membership of the CSP (Chartered Society of Physiotherapy).</p> <p>[The other exit awards <b>do not</b> provide eligibility to apply for registration with the HCPC (HCPC SET 6.8) or full membership of the CSP].</p>		
<b>Date of Professional Body Accreditation</b>	<p>HCPC – January 2019</p> <p>CSP – April 2019</p>	<b>Accreditation Period</b>	<p>HCPC – ongoing</p> <p>CSP - August 2019 – July 2024</p>
<b>UCAS Code</b>	Not Applicable		
<b>JACS Code</b>	B160		
<b>HECoS Code</b>	100252		
<b>Criteria for Admission to the Programme</b>	<p>The University’s standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: <a href="https://www.cumbria.ac.uk/study/courses/postgraduate/physiotherapy/">https://www.cumbria.ac.uk/study/courses/postgraduate/physiotherapy/</a></p> <p>The following additional requirement applies for entry to this programme:</p> <ul style="list-style-type: none"> <li>In addition to the University English language requirements, those for whom English is not a first language may be required</li> </ul>		

	to provide evidence of IELTS assessment with an overall mark of 7 with no unit scoring less than 6.5.
<b>Teaching Institution</b>	University of Cumbria
<b>Owning Department</b>	Health, Psychology and Social Studies
<b>Programme delivered in conjunction with</b>	Placement providers in N W England, Southern Scotland and Isle of Man. This will include hospitals, rehabilitation centres, health centres, schools, private and voluntary sector and emerging role contexts.
<b>Principal Mode of Delivery</b>	Blended Learning
<b>Pattern of Delivery</b>	Full Time
<b>Delivery Site(s)</b>	University of Cumbria Carlisle, Fusehill Street campus
<b>Programme Length</b>	Normally 2 years (24 months), maximum of 4 years in accordance with PSRB requirements.
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>MSc Allied Health Studies (180 credits, no professional qualification)</p> <p>PGDip Allied Health Studies (120 credits, no professional qualification)</p> <p>PGCert Allied Health Studies (60 credits, no professional qualification)</p> <p>In order to be eligible to apply for registration with the HCPC as a Physiotherapist, you must successfully pass all Qualificatory Units including all Practice Placements.</p>
<b>Period of Approval</b>	1 August 2019 – 31 July 2025

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. As a successful graduate of the University of Cumbria you will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others

- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

## Programme Features

The MSc Physiotherapy (pre-registration) is an exciting opportunity for graduates with a relevant science based BSc (Hons) degree to gain eligibility for registration with the Health and Care Professions Council (HCPC) and to work as a Physiotherapist. This intensive course of study will enable you to reach your career goal within 2 calendar years rather than the usual 3 years required at BSc level as well as to achieve a higher level degree. The programme is designed to ensure that you graduate with a strong clinical profile, professional and academic curiosity, a critical approach to clinical practice and a wide range of transferrable leadership skills, all of which are in high demand from employers. The aim of the MSc Physiotherapy programme is to produce graduates who will be at the forefront of future practice developments, leading the way for the establishment of new and exciting innovations in health care in the 21<sup>st</sup> Century.

Physiotherapy is a rewarding career which demands a love of people, an enthusiasm for assisting those people to get the best out of life, strong communication skills, an inquisitive nature and problem solving skills. Physiotherapists work in a wide range of health, social care, educational and recreational settings adopting a physical approach to health and wellbeing. Whilst traditionally, Physiotherapists have been involved in assisting people in recovery from illness, disability or disease, we also have a key role to play in ensuring the health of different groups within the population from children in schools to the older person in residential care.

The programme's philosophy is based on the Quality Assurance Agency (QAA) benchmark statement 2001:

*Physiotherapy is a science-based health care profession, which emphasises the use of physical approaches in the promotion, maintenance and restoration of an individual's physical, psychological and social well-being and takes into account an individual's variations in health status.*

*A distinctive feature of physiotherapy practice is the ability of individual practitioners to use manual therapy, therapeutic exercise and electro-physical therapy in an integrative manner to optimise an individual's functional ability and potential.*

*Physiotherapy is an autonomous profession and practice is characterised by reflective behavior and systematic clinical reasoning, both contributing to and underpinning a problem-solving approach to patient centered care.*

*Physiotherapy practice is supported and influenced by evidence of clinical effectiveness and practitioners may work independently or as members of the health care team. In the assessment, management and evaluation of an individual's needs, physiotherapists take account of the current physical, psychological, cultural and social factors and their influence on the individual's functional ability. Practice also takes into account the needs and perspectives of carers and other health care professionals in order to provide a coherent and holistic approach that maximises independence and function.*

The programme is also based on the NHS principles and values

<https://www.nhs.uk/NHSEngland/thenhs/about/Pages/nhscoreprinciples.aspx>

and the values that University of Cumbria prides itself on (Strategic Plan 2017).

The programme will equip you with all the skills you need to practice whether you choose to work in the NHS or the independent sector.

The academic members of the programme team are all physiotherapists who have worked across a wide range of specialist areas of practice. Our academic colleagues from Occupational Therapy, Nursing, Social Work and Psychology also input into the programme, along with expert clinicians, visiting lecturers and service users and their carers. There is a strong emphasis on ensuring that you reach your full potential; we achieve this by having relatively small cohorts of students – everyone is an individual and you will always be able to get the individual support that you need to achieve your goals.

The MSc Physiotherapy (pre-registration) programme is designed to ensure that you will have all the attributes required for the demands of future practice. Your qualification will mean that you meet all the HCPC standards of practice and have the attributes of a Master's graduate. In addition, you will build resilience, an ability to adapt to change, understand how to evaluate services and propose developments for service delivery and improvements. The programme has evidence-based practice at its heart and the M level element of the programme will teach you how to further develop your analytical and evaluatory skills developed in your first degree. The combination of a sound understanding of the evidence which underpins practice, and the clinical reasoning skills you will develop through placement will allow you to make confident and wise decisions with service users and colleagues wherever you decide to work in future. We have designed a programme which will encourage you to develop a robust level of professional curiosity and a critical approach to health care. By the end of the programme, you will not only be able to practice safely and effectively, but will be able to offer creative solutions to complex issues in practice through engaging with current evidence and reflecting on your practice placement experience. The teaching staff are engaged in innovative and relevant research that will support the future development of Physiotherapy practice and this will inspire you and other students to fulfil your potential as future leaders of the Physiotherapy community.

Physiotherapy as a profession is continually evolving to meet the health care needs of our constantly changing and evolving society, and also in response to changes in health and social care provision. This makes it both a challenging and professionally rewarding career. A key element in our programme design has been to create an effective, dynamic learning environment in which you are an active participant in directing your learning and developing your emerging professional identity.

The University of Cumbria is ideally located in the North West to provide you with a range of practice placement opportunities in Scotland and North West England. The Fusehill Street campus offers an inspiring location with accessible study environments and we are proud of our friendly and welcoming atmosphere.

The programme runs for almost two calendar years and offers an integrated timetable with periods of academic work interspersed with practice placements. It is desirable to start the programme with a good understanding of human biological sciences including anatomy, pathophysiology and/or psychology, however the programme team can guide you towards revision work if you have not studied these subjects for a few years. In the first modules we build on these sciences, ensuring you can apply them to physiotherapy practice. We then start to develop the assessment and examination skills you will need for practice placement and gradually enable you to build a comprehensive knowledge base to start your career as a graduate Physiotherapist. You will build on your existing knowledge of research methods and this will culminate in a 40 credit dissertation in a Physiotherapy-related subject of your choice.

Physiotherapists do not work in isolation and so the programme reflects the inter-professional nature of clinical work. There are shared learning opportunities on practice placement and also in university and opportunities to be involved in inter-professional activities. Interprofessional learning with other

health and care professionals, such as MSc Occupational Therapy and Social work students, will be part of your programme. You will also get the opportunity to work with other professional groups, service users, carers and other stakeholders on the programme and practice placement. Our strategic plan at the University of Cumbria places an emphasis on people, places and partnership (UoC, 2017). Our mission is to *"raise aspirations and educational attainment and contribute to the social, cultural and economic well-being and prosperity of our communities"* (Strategic Plan, UoC, 2017).

In addition to the Physiotherapy-specific modules you will consider the social and political drivers influencing health care and learn how to present a business case for future practice. An annual student research conference gives you an opportunity to hear and interact with your peers and also to present your own dissertation research. We have a flexible and dynamic programme which is forward looking and aims to anticipate changes in health and social care practice as well as being responsive to PSRB requirements.

### **Attendance**

Attendance to taught sessions and Practice Placements is mandatory and the University expects 100% attendance. Attendance monitoring at the University is tutor led. All sickness and absence is recorded carefully to ensure students have undertaken the required number of practice placement hours to obtain registration with the appropriate PRSB's. If you are unable to attend a session for any reason you are expected to request a leave of absence or to report periods of ill-health. Full details of the University's sickness and absence policies can be found in the University's 'Fitness to Practice' and 'Student Code of Conduct' policies which are available on the University website. Unauthorised absences will be followed up through the University's formal 'Progress Review Framework'. Unauthorised absences and persistent absence will lead to a Student Progress Review with the student's Personal Tutor to decide on an appropriate plan of action. If continued absence occurs following this, further Progress Review meetings will be scheduled and may include the Programme Leader and Principal Lecturer. In cases of complex health and/or disability needs students may be referred to a Professional Practice Case Conference to facilitate reasonable adjustments according to need. More detailed information regarding Practice Placement can be found in the Placement Handbook.

### **Practice Placements**

Practice placements are an essential component of all Physiotherapy programmes enabling you to meet the HCPC requirements and required standards for competent practice. The placements are supervised by experienced physiotherapists and these will be arranged for you by the university. The practice placements are spread across the 2 year programme and provide you with the opportunity to work with a diverse range of people in a variety of settings. As you progress through the programme, you will be able to practice more and more independently until your final placement where you will be working to similar demands of a qualified Physiotherapist. The final practice placement has a negotiated element allowing you to steer your clinical profile towards an element of practice where you have a particular interest. This will be agreed in negotiation with either your personal tutor or the placement coordinator, to ensure that you have the profile you need for future employment.

You are required to successfully complete a minimum of 1000 hours of assessed practice placement in order to obtain MSc (pre-registration) Physiotherapy and be eligible for membership of the Chartered Society of Physiotherapy. In the first term, there is a week devoted to preparation for placement where you will have opportunities to consider key elements of practice, such as what we mean by professionalism and the importance of communication to successful outcomes in practice. You will also meet service users and carers and clinicians who will provide a sound introduction to elements of practice and you will gain some valuable observation experience in an area of practice.

This is followed by: two, six week, practice placements in year 1 and three, six week, practice placements in year 2. These placements do not contribute academic credit to your M level

qualification, but are mandatory for the eligibility to apply for registration with the HCPC. If you do not complete all the placement hours, you may receive an academic award but you will not be able to practice as a physiotherapist.

During your practice placements, you will be guided, supervised and assessed in your learning and development by a Practice Educator (PE). In traditional settings, PEs are experienced Physiotherapists who are registered with the HCPC. As role-emerging placements develop, such as in areas of health promotion, a Physiotherapist registered with the HCPC will be appointed by the University to undertake your professional guidance, supervision and assessment in close liaison with the academic staff.

Practice placements are normally located within Cumbria and Lancashire, South West Scotland and the Isle of Man. Your placement locations will be varied and this is to ensure that you will graduate with a strong clinical profile and experience of working with different NHS Trusts and service providers. Placements will cover a range of specialist areas and are timetabled into the programme in a way that will enable you to integrate theory and clinical practice and to build on previous experience. The learning outcomes of the placements reflect the different levels of pre-registration study offering a clear development path towards qualification. Some placements will be local and within commuting distance but there will also be a requirement for you to attend some practice placements at a distance from your main campus and you will incur some additional costs for accommodation.

You may be eligible for financial support for placement from the NHS Learning Support fund. More information be found at: <https://www.nhsbsa.nhs.uk/learning-support-fund>

### **Professional Conduct**

As a student on the MSc Physiotherapy programme you are starting out on your journey to becoming a health care professional and are therefore required to adhere to a number of different policies and standard which govern professional behaviour. You will be asked to sign a statement of consent and confidentiality each year and also a declaration of good health and character. These are requirements of the Professional, Statutory and Regulatory Body requirements. You should also make yourself familiar with the policies below, which relate to professional behaviour and conduct:

- University of Cumbria [Student Code of Conduct](#)
- University of Cumbria Fitness to Practice Policy
- [HCPC Standards of Conduct Performance and Ethics](#)
- [HCPC Standards of Proficiency - Physiotherapists](#)

The university has clear processes for dealing with any issue which relates to Fitness to Practice (FTP) and this is outlined in the FTP policy.

### **Raising a Concern / Student Complaints**

The university takes student feedback very seriously and there are many ways in which you can comment on your experiences, both internally through Forum meetings for your cohort, Staff Student Liaison meetings, and programme and module evaluations. The student union (UCSU) can also support you if you don't feel able to talk to your personal tutor or other academic staff. If you have concerns about the quality of delivery of your programme or a university service there is a clear complaints procedure on the University website - [Student Complaints Procedure](#).

### **Additional Expenses**

Please be aware that you will incur additional costs whilst on programme. Further details about these costs can be found in both the Programme Handbook and Practice Placement Handbook.

### **Aims of the Programme**

The overall aims of the Programme are to produce Physiotherapists who:

1. Are eligible for registration with the Health and Care Professions Council (HCPC)
2. Fulfil the academic requirements of M level study
3. Are confident, competent and capable practitioners, able to work collaboratively with other health and social care professionals
4. Have a critical understanding of physiotherapy practice with specific relevance to health and social care provision in the 21<sup>st</sup> Century.
5. Will lead the way in developing and improving services in the future; improving the health of populations with whom they work.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

At the end of year 1 students will have completed 1, level 6 module of study

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

## Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

**After 60 credits of study (PGCert) you will be able to demonstrate:**

- K1.** An in-depth knowledge and understanding of the sciences underpinning physiotherapy practice and its method of application
- K2.** A critical understanding clinical conditions, core skills and concepts of health and social care which influences physiotherapy practice and the evidence which underpins it.

**After 120 credits of study (PGDip) you will be able to demonstrate:**

- K3.** A broad knowledge and understanding of physiotherapy practice with an understanding and application of safe practice across a range of clinical applications.
- K4.** An in-depth, critical evidence based knowledge and understanding of the key sciences, clinical conditions, core skills and concepts of health and social care which influence physiotherapy practice

**After 180 credits of study (MSc) (and successful completion of all qualificatory components) you will be able to demonstrate:**

- K5.** A critical application of this broad knowledge and understanding of practice allowing the physiotherapist to practice safely and effectively and assist people: in the maintenance of a healthy lifestyle; in the prevention and management of injury and impairment; and to participate in their chosen activities
- K6.** Utilise the principles and applications of scientific enquiry to investigate and evaluate practice and allow them to contribute to the professional knowledge base and development of the physiotherapy profession.

**Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

**After 60 credits of study (PGCert) you will be able to demonstrate:**

- S1.** Have a sound understanding and demonstration of safe practice and have well developed communication skills applicable to different professional and lay audiences
- S2.** A holistic and critical understanding of how physical, environmental, psychological, sociological, environmental, political and economic factors influence the health and wellbeing of individuals and how this impacts upon practice.

**After 120 credits of study (PGDip) you will be able to demonstrate:**

- S3.** An ability to deliver, evaluate and progress, safe, effective and inclusive services which meet the evolving needs of diverse populations and evolving health care provision.
- S4.** A critical awareness of relevant health and social care legislation; professional policies and guidance; management theory and quality issues.
- S5.** An ability to work safely and effectively, both autonomously and with other health and social care professionals; users and carers; and other agencies.

**After 180 credits of study (MSc) (and successful completion of all qualificatory components) you will be able to demonstrate:**

- S6.** Advanced skills of data collection, analysis and evaluation which can be utilised creatively towards problem solving in a range of different situations.



**S7.** A critical understanding of all elements of professional practice.

## External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The MSc Physiotherapy programme has been informed by the following:

[QAA Subject Benchmark Statement: Physiotherapy \(2001\)](#)

HCPC Standards of Proficiency: Physiotherapists (2013) [http://www.hpc-uk.org/assets/documents/10000DBCStandards\\_of\\_Proficiency\\_Physiotherapists.pdf](http://www.hpc-uk.org/assets/documents/10000DBCStandards_of_Proficiency_Physiotherapists.pdf)

HCPC Guidance on conduct and ethics for students (2016) <http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>

HCPC Standards of Education and Training (2017) [http://www.hpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5\\_v2.pdf](http://www.hpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5_v2.pdf)

CSP Code of Members' Professional Values and Behaviour (2012) <http://www.csp.org.uk/publications/code-members-professional-values-behaviour>

CSP Physiotherapy Framework: Putting physiotherapy behaviours, values, knowledge and skills into practice (2011, updated 2013). <http://www.csp.org.uk/documents/physiotherapy-framework-condensed>

CSP (2015) Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy <http://www.csp.org.uk/publications/learning-development-principles-csp-accreditation-qualifying-programmes-physiotherapy>

Internal reference points include:

- UoC Vision, Mission and Values
- [Strategic Plan | University of Cumbria](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- UoC Departmental Business Plans
- [UoC Academic Regulations and Academic Procedures and Processes](#)

## Graduate Prospects

Physiotherapists work in a range of health and care settings that include hospital, community, private practice, industry and sports settings. While the majority are employed by the National Health Service (NHS), significant numbers work in private practice (QAA, 2001). On successful completion of the MSc Physiotherapy programme you will be eligible for registration with the Health and Care Professions Council (HCPC). If accepted onto the register you will be able to use the protected title "Physiotherapist" and apply for jobs as a physiotherapist and practice in the UK.

Demand is currently high for physiotherapists in all areas of the NHS. The CSP survey of Graduate Physiotherapists suggest that the majority of graduates begin their careers in a rotational role as a Band 5 Physiotherapist in the NHS. This allows you to gain experience of different areas of clinical practice under supervision. As you gain more experience, promotion can take you to the role of Extended Scope Practitioner or Consultant or to move into a management role.

Additionally, there are opportunities outside the NHS, with jobs available in schools, industry, sport and private hospitals and clinics. As an autonomous practitioner you will also be in a strong position

as either an individual or with a group of physiotherapists to tender to NHS commissioners for the provision of services in certain specialist areas of practice. Additionally, should you opt for a change of career, you will graduate with a large number of leadership skills which are in high demand by employers in many different sectors of society.

## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

### **Learning and Teaching**

The Physiotherapy programme is based on sound educational theories including a 'Social Constructivist' approach (Biggs, 2002; Murphy, 1997) and 'Transformative Learning' (Cranton, 2006; Meizrow, 1997). This approach adopts active and integrated approaches to learning which will allow you to construct meaning from your study in a way that relates to the complexity of clinical practice. You will construct your own knowledge of physiotherapy practice from university based learning opportunities as well as your practice placements. By the end of the programme you will have a sound knowledge and understanding of physiotherapy practice which will enable you to be an active member of the physiotherapy community.

A key element of Constructivism is that you are actively engaged in learning and this will involve factual learning; application of knowledge to hypothetical and real life situations; reflection on and in action; all of which will provide you with an authentic and realistic approach to practice. You will be able to apply your knowledge and understanding of people, environments, health and ill-health in a variety of clinical settings. In practice placements you will be supported to do this, with the cases you see becoming more complex as the programme progresses. The problem solving approach we adopt will ensure that you build the transferrable skills required for the challenges of working life.

'Transformative learning' involves new ways of looking at situations and may involve a dramatic shift in an individual's perspective (Meyer and Land, 2003). This is a key element of higher education practice (Mezirow and Taylor, 2004) and also of practice education (Costa, 2009). The programme's approach to teaching and learning aims to build on your existing experience and knowledge at undergraduate level, transforming this to M level through individual experience, critical discussion and reflection, and interaction with academic staff, other students, clinicians, service users and carers in a range of different environments. The aim of M level study is for you to be confident in your own judgements about the strength of evidence and how this should be applied wisely in clinical practice.

The programme also uses a model of education known as 'Threshold Concepts' (Walker 2015) which links closely with 'Transformative learning' and is the idea that acquisition of new theoretical perspectives enables students to construct a new and better understanding of the world. Important threshold concepts in Physiotherapy include professionalism, critical reflection and strengths based perspectives. By actively engaging with these paradigms, you will learn new concepts and language through which to describe and understand Physiotherapy practice. Barradell and Kennedy-Jones (2013) described the value of threshold concepts in professional education as a way of helping students to explore 'who they were' and developing 'ways of thinking and practising' (WTP) specific to their profession.

The UoC [Learning, Teaching and Assessment Strategy \(2017 –2022\)](#) (LTA) outlines a set of principles which underpin learning and teaching on the programme. We recognise that your learning style may differ from your peers and have ensure that the programme has a range of different learning, teaching and assessment methods which will allow you to develop to your full potential and graduate as a physiotherapist. We adopt a blended learning approach, which uses a combination of taught sessions, seminars, online activities and peer group discussions which offers flexibility and enhances your student experience. The programme is based on three contexts of learning outlined in the LTA strategy (2017): Campus based learning, intensive programme attendance and placement and professional learning.

Studying at M level requires a critical approach and you will be encouraged to develop your skills of analysis and evaluation even though you are at a novice stage in your development as a physiotherapist. Your journey begins with an applied approach to the base sciences which underpin all physiotherapy practice, encouraging a problem solving approach to learning which is essential for clinical practice. Assessments are also varied so that you will learn to express your learning in writing, through presentations, posters and also in discussion with peers, academic staff and practice educators. Assessments have been designed to promote learning and also to be authentic to clinical practice, ensuring employability in the future.

Our learning and teaching methods promote the development of inclusive practice and address a range of learner types. For example:

- You will be part of a small cohort of students which ensures that staff can assist you to achieve your best.
- The programme encourages peer learning and small group work ensuring inclusive practice for all students.
- The programme has been written to ensure a range of learning opportunities which include seminars, tutorials and practical skills sessions. These are integrated with practice placements which offer authentic experience of clinical practice.

We use learning technology to promote student learning and achievement:

- All modules are supported by our virtual learning environment, Blackboard, which provides you with online access to all learning resources, teaching materials and assessment guidance.
- The university library catalogue has a wide range of e-resources, e-books and journals to support individual private study.
- Patient simulators are available to enhance practical skills development.
- You will develop an e-portfolio over the 2 year programme, using Pebblepad technology, which will provide you with an overview of your achievements and developments and can be used to demonstrate your employability in the future. It is also compatible with the HCPC requirements for Continuing Professional Development after graduation.

We provide active learning and social learning opportunities, enabling you to become part of the Physiotherapy community of practice

- Physiotherapy is a practical, hands-on profession and so many of the learning opportunities involve working together with other students to explore, discuss and practice theoretical approaches and practical applications. As on all M level programmes, you will be expected to engage with a large amount of self-study you will be directed towards the most appropriate literature and resources but this should not limit you. Self-directed study is also a key feature of the programme, but again this can be carried out with other students.
- The programme includes 5 practice placements, totalling 30 weeks, which provide social learning opportunities for all students.

### **Interprofessional Learning (IPL)**

Interprofessional Learning (IPL) is a core element for inclusion across all pre-registration health and care education in line with government and Professional, Statutory and Regulatory Body directives. IPL is embedded in both academic and practice placement modules in the Occupational Therapy and Physiotherapy programmes.

Learning on practice placement provides practical and real-life opportunities for Interprofessional learning. The compulsory learning outcomes below were agreed across six health and care professions at the University of Cumbria. Each programme team has flexibility to decide where each learning outcome is met on their programme. For occupational therapy and physiotherapy pre-registration programmes these have been embedded in practice placement modules at each level of study.

IPL is also embedded in taught academic modules through the use of case studies from practice and there are 2 compulsory IPL events with other health and care students. These events are designed to enhance understanding of other health and care professional's roles (see IPL Framework diagram in Appendix 1).

As part of the programme of study and professional development each student completes a portfolio which includes a section on Interprofessional learning.

Additional Interprofessional Learning is scheduled throughout the year as part of the Department of Health, Psychology and Social Care Enrichment programme.

### **Public and patient involvement (PPI)**

PPI is fully embedded within the placement elements of the programmes, including PPI feedback on student performance within placement assessments. Service users are involved in specific learning opportunities and events within current programmes. They have also been involved in the development of the programmes through consultation events. Within the HPSS department, Social Work has shared best practice examples across our HCPC accredited programmes. The Physiotherapy team alongside their Occupational Therapy colleagues hold regular service user and carer events with local health and voluntary sector groups, in order to engage with potential participants in our programme recruitment and in student learning activities. All academic modules will include service user and carer perspectives in person and/or via other means such as audio-visual communications and personal stories captured on Blackboard VLE. Events within the Enrichment Programme include service users, carers and volunteers who engage with students and tutors in exploring their perspectives and share their expertise. As a student you have a responsibility to demonstrate your involvement with service users and carers and you will be able to do this via module assessments and also a section of your e-portfolio where you can collate experiences and reflections to show that you understand health and social care issues from their perspective.

<https://www.nhsbsa.nhs.uk/learning-support-fund>

### **Mandatory Training and Core Skills Passport**

The Core Skills Passport is an initiative which aims to decrease duplication and to standardise the delivery of statutory and mandatory skills required by students for practice placement and employment. Students are required to successfully complete all the core skills modules prior to their first assessed placement and to update these annually at the appropriate level.

There are a number of Core Skills modules which include:

- Safeguarding Adults
- Safeguarding Children
- Infection Prevention and Control
- Health, Safety & Welfare
- Fire Safety

- Moving & handling
- Equality, Diversity & Human Rights
- Conflict Resolution
- Information Governance
- Preventing Radicalisation
- Resuscitation of Adults
- Resuscitation of Paediatrics

Note: the above may be added to as practice requirements change.

Achievement of the learning associated with these topics is entered onto a central Core Skills Register and ultimately the Student Passport which is recognised by all our practice placements.

### **Programme Delivery**

The programme provides appropriate engagement and facilitation models for distance, online and flexible learning students:

- Although the programme is full time and attendance is compulsory, there are differences in delivery between the first and second years of the programme. All modules are supported by the university's virtual learning environment, Blackboard, but in year 1 there will be regular taught sessions throughout the semester. In year 2 the attendance pattern will be different, with guided online study periods and short blocks of attendance.
- Where modules require online learning, clear guidance regarding expectations will be provided through Blackboard.

We embed principles of **internationalisation** and draw on global perspectives:

- Physiotherapy is practised around the globe. Whilst we are focussing mainly on practice within the UK, you are encouraged to consider literature from different countries and societies in support of your academic work, ensuring that you take a holistic and critical overview of practice.
- Your e-portfolio will provide a show case of all your achievements within the programme as well as any independent CPD you have engaged with, and this can be used to assist you with international applications should you wish to work abroad in future.

Principles of **employability and entrepreneurial skills** development and embedded in the programme:

- Employability is a feature of the programme. The integrated nature of academic modules and practice placement ensures that you graduate with the required 1,000 hours of successful supervised clinical practice required for qualification, but also with the transferrable skills you will need to meet unfamiliar situations.
- You will develop resilience throughout the programme, which is essential for working in health and social care today.
- A dedicated business and enterprise module, which you will study in year 2, prepares you for job interviews but also allow you to develop ideas for service improvement and new approaches to health care provision.

We have optimised the modes and patterns of programme delivery to meet the programme aims and to enable you to reach your full potential:

- All aspects of the programme have been developed in line with the HCPC Standards of Professional Practice, to ensure that all learning, teaching and assessment approaches are relevant to your career as a physiotherapist.

- Academic modules at the start of the programme build the basic science framework for the knowledge you need to practice. These are followed by more specialist modules which develop and apply that knowledge to different areas of practice, considering the needs of people across the lifespan.
- Practice placements are integrated throughout the programme, fostering a sound mix of theory and practice and allowing periods of structured reflection which feeds back in to practice, completing the reflective cycle.
- As you approach graduation, you will be consolidating your learning by applying your knowledge of practice to a research topic of your choice to produce a research article which demonstrates M level academic achievement and a clear understanding of clinical practice.

The programme fosters aspiration and career readiness through work-based, experiential and inter-professional learning

- Practice placements are integrated into the programme. These are organised for you and over the 2 years you will experience supervised working in a range of different clinical environments, inspiring you to follow a path you may or may not have previously considered. These placements will allow you to work with different people, in different places and to build links with health and social care professionals from other disciplines.
- Within the programme you will also have the opportunity to learn with students from the MSc OT programme, and with others including nurses, radiographers, social workers and paramedics.
- The principles of employability which run through the programme will make you career-ready. In year 2 you have the chance to demonstrate this through a defence of your e-portfolio as part of an interview assessment. The interview is structured in the same way as a job interview and allows you to address typical questions which you might face in the search for employment, but also to practice self-promotion and again some valuable feedback on your performance.

All modules are structured in a way that is relevant to the needs of the workplace, emphasising problem-solving and the interaction of theory and practice:

- The introductory modules introduce you to a way of managing a large volume of information, by adopting a problem solving approach and ensuring that there is strong emphasis on the application of knowledge to practice.
- Decision-making skills are embedded in the programme, firstly adopting a structured approach as a way of starting to practice and then quickly building clinical reasoning skills, where a broad, holistic and person-centred view of practice is encouraged. You will start this in a university setting aided by service-users and carers, but also using structured case studies. This gives you the ideal platform to launch yourself into practice placements where you will quickly realise the complexity of practice.
- The integrated nature of academic modules and practice placements offers you an ideal way of ensuring theory and practice are closely linked.
- You will be encouraged to consider different management options, firstly through the use of case studies and also in practice. The use of reflection and the critical application of practice in group discussion will build the skills of clinical reasoning you require for autonomous practice on graduation.

The university adopts a comprehensive approach to ensuring **quality** in all learning experiences:

- Programme and module evaluations are integrated into the programme and we take your feedback very seriously to ensure that we are providing an excellent student experience for everyone.
- There are regular staff student meetings where your group representatives can discuss any concerns with the programme team.

- We seek feedback from students, practice educators, managers, service users and carers, external examiners and all of these inform our annual monitoring report which provides a rolling programme of quality assessment and improvement.
- To ensure assessment is equitable for everyone, we have a departmental policy 'Ensuring Assessment is Fair', which ensures that you can clearly see how your marks are awarded and how marks from the cohort are moderated both internally and by the external examiner.
- Within each module Blackboard site, you will be given clear guidance on your assessment tasks but also provided with information on how marks are awarded through the use of marking rubrics.
- You will also have the opportunity to feedback to our partners providing practice placements to ensure your placements are of the highest quality.

All modules utilise research-informed teaching, drawing on practice-based knowledge and expertise:

- All teaching is informed by the latest evidence and you will be encouraged to adopt an evidence based and patient centred approach to your study from the outset. You will be working closely with other students to ensure that you benefit from each other's ideas and also learn how to collaborate over academic work.
- Experts from clinical practice support the teaching of academic staff so that you will receive up-to-date, practice related input which you will then discuss in relation to the evidence.
- We accept that knowledge is not finite and is constantly developing and this is where your academic and professional curiosity is important. You will be encouraged to view Physiotherapy practice from a critical stand point from the outset, rather than adopting an unquestioning acceptance of published material and traditional practice. This is challenging as a novice but you will build confidence in your ability to ask questions which will allow you to evaluate everything that you do.

Students are required to engage with the University **mandatory training** requirements for practice. Each year students complete Core Skills online training through a National e-learning platform. In addition, they complete practical sessions as part of their preparation for placement (e.g. manual handling, hoisting, basic life support) and part of specific placement induction packages. This is regularly reviewed to ensure it reflects professional and practice requirements

The university offers **Specialist Facilities** for students on health care programmes:

- As a physiotherapy student you will have access to the physiotherapy practical rooms which are equipped with hydraulic plinths, rehabilitation equipment and anatomical models. Practical sessions are taught in these rooms and you will also access these in small groups to ensure you complete all the required practice hours and to enable you to prepare for practical assessments.
- Other specialist facilities include: Simulator manikins; Specialist exercise and measurement equipment; Moving and handling equipment; walking aids and wheelchairs.

### **Summative and Formative Assessment**

Assessments are designed to provide a creative and balanced strategy across the programme and to provide a range of engaging and challenging opportunities.

**Summative assessment** is authentic and aligned to both the module learning outcomes and programme aims. Summative assessment encourages progressive development through feedback and reflection, which is of relevance to either further academic progression or your future employment needs. Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. You will be encouraged to critically reflect on your skills development throughout your learning, and where relevant, within the employment context so that you can progress your ability to make sound professional judgments.

Individual assessments are designed to test the programme learning outcomes and are optimised to align with the individual module requirements. We aim to provide a varied approach to assessment and include practical skills assessments, presentations, posters, academic writing, critical reflection, portfolio and practice placement assessments. The academic modules are assessed at master's level and will therefore all require critical analysis, synthesis and evaluation. Practice placements are assessed using continuous assessment via the Common Assessment Tool (CAT). This is an assessment document, based on the HCPC standards of practice, and is shared between all the higher education Physiotherapy education providers in the North West of England. This ensures a high level of standardisation across the region.

Summative assessments will generally occur at the end of each semester, however the timetable has been created to ensure that there is a spread of assessments across the year, providing a realistic and manageable timetable.

A key feature of your academic journey will include **formative assessment**. That is work which helps to inform or become part of your final 'summative' assessment, and the nature of it varies across the modules. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress. Peer and self-assessment are also used to give students speedy feedback on formative tasks. Everything that you undertake, and the products of that learning, are embedded through active participation and formative opportunities for dialogue and feedback. A number of modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning.' Nichol & McFarlane-Dick (2006). The formative work is developmental in nature and so prepares you for the summative assessment work.

**Feedback** is an essential part of assessment and in addition to the feedback you will receive through formative assessments, we will ensure that the summative feedback you receive is useful to you. You will receive comments in relation to the assessment brief and marking rubric so that you can see how your mark was awarded. You will also receive suggestions for future pieces of work so that you can develop your academic and professional work in future assignments.

## Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

We know that every learner is unique and that studying for a Masters degree does not come without its own set of challenges. The programme team want you to succeed, and you can expect a high level of encouragement from staff as a student at the University of Cumbria.

### Induction

We recognise that post-graduate study requires a different focus to study at level 6 and your induction period takes this into account. In the first week of study we will introduce you to the requirements of the programme, the programme structure and how to navigate through the learning resources. We will also ensure you are aware of the range of academic and pastoral support available to you during your studies.

To ensure a smooth transition into M level study, there is an induction week at the start of the programme which ensures that you understand the requirements of M level study as well as the



structure and content of the programme. Blackboard, our virtual learning environment, is used to support the programme and you will have all the information regarding timetabled sessions, learning resources and module assessment schedules available to you at the start of the programme. The programme team will work with you to ensure you understand the demands a full-time Masters programme, however you do need to be well organised to ensure that you manage these demands effectively.

Additionally we will be considering what is meant by M level study, also known as '[Masterness](#)' (Scottish Higher Education Enhancement Committee) which comprises: complexity, abstraction, depth, research, autonomy, unpredictability and professionalism.

- *Complexity: recognising and dealing with complexity of knowledge – including provisionality, the integration of knowledge and skills, application of knowledge in practice - conceptual complexity, and complexity of learning process.* This dimension reflects perfectly the rapidly changing nature of health and social care practice and also Physiotherapy. You will be asked to obtain, analyse and utilise complex information from your own observation, from research evidence, and from different professional opinions to exercise judgement in making professional decisions. You will be given problem based learning activities to help you to develop your clinical reasoning skills.
- *Abstraction: extracting knowledge or meanings from sources and then using these to construct new knowledge or meanings.* The MSc Physiotherapy curriculum draws on knowledge from a wide range of disciplines and epistemologies to develop your ability to synthesise information and solve novel and complex problems.
- *Depth of learning: acquiring more knowledge and using knowledge differently. For example, engaging in a narrow topic in depth, engaging in up-to-date research, or taking a multidisciplinary approach and examining something familiar and presenting it in a new, innovative way.* You will be challenged to develop your critical thinking skills, to question, explore and critically evaluate the validity and appropriateness of knowledge in relation to research findings, and to develop confidence as action researchers, developing academic expertise and advancing knowledge in your chosen specialist area.
- *Research and enquiry: developing critical research and enquiry skills and attributes.* The use of experiential learning, case studies, simulations and problem based learning will help you to learn how to utilise research evidence as a means of making sense of practice and to develop a commitment to life-long learning and development.
- *Autonomy: taking responsibility for own learning in terms of self-organisation, motivation, location and acquisition of knowledge.* We encourage our graduates to project confidence and professionalism while being conscious of the limitations of their own knowledge and having a desire to expand their expertise.
- *Unpredictability: dealing with unpredictability in operational contexts – recognising that 'real world' problems are by their nature 'messy' and complex, and being creative with the use of knowledge and experience to solve these problems.* Physiotherapy involves dealing with problems which are often hidden, within unpredictable and changing contexts, and with service users and carers who may be reluctant to accept intervention. The curriculum is designed to prepare you for dealing with the unexpected through our use of experiential learning and authentic assessments.
- *Professionalism: displaying appropriate professional attitudes, behaviour and values in whatever discipline/occupational area is chosen (from academic to occupational subjects), including learning ethical behaviours, developing academic integrity, dealing with challenges to professionalism, recognising the need to reflect on practice, and becoming part of a discipline/occupational community.* Your emerging professional identity is an area you will have the opportunity to reflect on and develop as you progress through the Programme. Ethics and values are integral to all aspects of the teaching and you will be encouraged to reflect on how you present yourself verbally and in written communication, in a way, which conveys integrity, empathy and professional authority.

## **Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Your personal tutor will be involved in discussions regarding contributions to your e-portfolio following practice placements, where you will be collating all the information about your placement experiences, academic progress and any CPD activity you have engaged in.

### **Personal Development Planning**

Your personal development is an integral part of the programme and you will use your Pebblepad e-portfolio to provide evidence of this. By definition, development is ongoing and as you progress on your academic journey you will have a unique experience on route to graduation. Specifically, built into the programme are:

- The qualificatory unit requires you to develop an e-portfolio. This will be compiled over 2 years and will act as a showcase of your achievements over the MSc programme integrated with other personal achievements. The portfolio contents can be 'exported' on graduation and taken with you into the next stage of your career or you can create an alumni account and continue to access the portfolio and add to it once you have graduated. The content reflects the HCPC requirements for CPD portfolios which as a professional registrant, you are required to keep up to date.
- Clinical placements providing authentic experience of practice. You will be using an individual learning contract tailored to your individual development needs.
- Clinical placement debriefing sessions and portfolio contributions.
- Formative and summative assessments in the Business and Enterprise module focus on personal development planning.
- Practice placements, presentations and other assessments as part of the programme enable you to build transferrable skills for employability e.g. communication and presentation skills.
- Academic and pastoral support.

### **Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

## **Staff and Student Services**

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

### **Preparing for Postgraduate Study**

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **Peer Mentoring @ Cumbria**

Student Mentors offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries. Any student can request a peer mentor via the [student hub](#).

### **Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

### **Career Ahead**

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).

<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
6	HRBP6206	Applied Science for Physiotherapy	20	Core	K1, S1
7	HRBP7200	Introduction to Physiotherapy Practice	20	Core	K2, K3, S1, S2
7	HRBP7201	Neuro-Musculoskeletal Care Pathways	20	Core	K1, K2, K3, S1, S2, S3
7	HRBP7202	Project Design	20	Core	K1, K2, K4, K5, S2, S3, S4, S5, S6
7	HRBP7203	Acute Care Pathways	20	Core	K1, K2, K3, S1, S2, S3
7	HRBP7205	Complex and Enduring Conditions	20	Core	K4, K5, K6, S2, S4, S5
7	HRBP7206	Physiotherapy Practice, Business and Enterprise	20	Core	K4, S4, S6, S7
7	HRBP7207	Researcher Development	40	Core	K4, K5, K6, S2, S3, S4, S5, S6, S7
7	HRBP9200	Applied Physiotherapy Skills	Qualificatory	Core	K4, K5, K6, S1, S2, S3, S4, S5, S6
7	HRBP9201	Physiotherapy Placement 1	Qualificatory	Core	K3, S1, S2
7	HRBP9202	Physiotherapy Placement 2	Qualificatory	Core	K3, S1, S2, S3
7	HRBP9203	Physiotherapy Placement 3	Qualificatory	Core	K3, S1, S2, S3
7	HRBP9204	Physiotherapy Placement 4	Qualificatory	Core	K3, S1, S2, S3

7	HRBP9205	Physiotherapy Placement 5: Negotiated Placement	Qualificatory	Core	K3, S4, S5, S7
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### Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Health Care and Professions Council and Chartered Society of Physiotherapy requirements for accredited programmes.

- The MSc (Pre-Registration) programme should normally be completed within a maximum period of four years
- You must successfully complete all modules and other components before being allowed to enter the next year of study CSP (2017).
- Modules containing practice placement assessment must be completed in sequence due to their developmental nature (HCPC SET 5.2; CSP 2017)

Aegrotat awards will not confer eligibility to apply to the HCPC professional register (HCPC SET 6.9).

A student who fails will not be permitted to re-register on the same programme.

### \* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

<b>Programme Delivery Structure</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended / Year-Long</b>		
HRBP6206	Applied Science for Physiotherapy	Autumn (Year 1)	Oral assessment / presentation (100%)	End Semester 1
HRBP7200	Introduction to Physiotherapy Practice	Autumn (Year 1)	Written assignment (100%)	End Semester 1
HRBP7201	Neuro-Musculoskeletal Care Pathways	Spring (Year 1)	Practical skills assessment (100%)	End Semester 2
HRBP7202	Project Design	Year Long (Year 1)	Written assignment (100%)	End Semester 2E
HRBP7203	Acute Care Pathways	Spring (Year 1)	Practical skills assessment (100%)	End Semester 2
HRBP9201	Physiotherapy Placement 1	Spring (Year 1)	Set Exercise (Pass/Fail)	Semester 2
HRBP9202	Physiotherapy Placement 2	Spring (Year 1)	Set Exercise (Pass/Fail)	Semester 2
HRBP7207	Researcher Development	Year-Long (Year 2)	Written assignment (70%) Portfolio (30%)	End Semester 2E
HRBP9203	Physiotherapy Placement 3	Autumn (Year 2)	Set Exercise (Pass/Fail)	Semester 1
HRBP9204	Physiotherapy Placement 4	Autumn (Year 2)	Set Exercise (Pass/Fail)	Semester 1
HRBP7205	Complex and Enduring Conditions	Spring (Year 2)	Oral assessment / presentation (100%)	End Semester 2

HRBP7206	Physiotherapy Practice, Business and Enterprise	Spring (Year 2)	Oral assessment / presentation (60%) Written assignment (40%)	End Semester 2
HRBP9205	Physiotherapy Placement 5: Negotiated Placement	Spring Extended (Year 2)	Set Exercise (Pass/Fail)	End Semester 2E
HRBP9200	Applied Physiotherapy Skills	Duration of programme	Portfolio (Pass/Fail)	End Semester 2E

**Students exiting with 60 academic credits would receive a PG Cert (Allied Health Studies)**

**Students exiting with 120 academic credits would receive a PG Dip (Allied Health Studies)**

**Students exiting with 180 credits but a failure in any qualificatory unit would receive an MSc (Allied Health Studies)**

**In order to be eligible to register with the HCPC, students must pass ALL qualificatory units in addition to 180 academic credits**

## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Regular meetings between students and year tutor
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee
- Practice Placement Evaluation
- Practice Placement Audit
- PPI Meetings

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum and Cohort meetings
- Module Evaluation Forms
- Programme Evaluation: DLHE, PTES
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Practice Placement Evaluation
- Practice Placement Educator meetings and forums
- Patient and Public Involvement meetings

### Date of Programme Specification Production:

11/07/18

### Date Programme Specification was last updated:

May 2021

**For further information about this programme, refer to the programme page on the University website**



## Appendix 1

### University of Cumbria - MSc Physiotherapy (pre-registration) Programme

#### Proposed Health & Social Care Interprofessional Learning (IPL) Framework

Themes	Level 4 Awareness	Indicative Module	Level 5 Application	Indicative Module	Level 6 Capability/Proficiency	Indicative Module
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Understanding own role</li> <li>• Understanding others' roles</li> <li>• Introduction to teams/services</li> <li>• Scope of Practice</li> <li>• Role Boundaries and blurring</li> </ul>	HRBP7200 HRBP7201 HRBP7202 HRBP7203	<ul style="list-style-type: none"> <li>• Models of team-working</li> <li>• Application of model theories to practice</li> <li>• Barriers to team-working</li> <li>• Team-working in practice settings</li> </ul>	HRBP7200 HRBP7201 HRBP7203 HRBP7205 HRBP7206	<ul style="list-style-type: none"> <li>• Work collaboratively</li> <li>• Leading teams</li> <li>• Team approach to complex interprofessional problem-solving</li> <li>• Developing and maintaining effective relationships in complex environments</li> </ul>	HRBP7200 HRBP7205 HRBP7206
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Effective communication with service users and other professionals</li> <li>• Recognising poor communication</li> <li>• Factors impacting on communication e.g stress/burnout</li> <li>• Professional/service user relationships</li> </ul>	HRBP7200 HRBP7201 HRBP7202 HRBP7203	<ul style="list-style-type: none"> <li>• Power and hierarchy in relation to teams and service users</li> <li>• Contributing to effective team communication</li> <li>• Tribalism and conflict</li> <li>• Recognising and reflecting on personal ability and coping mechanisms</li> </ul>	HRBP7200 HRBP7201 HRBP7203 HRBP7205 HRBP7206	<ul style="list-style-type: none"> <li>• Communicate effectively within and across teams</li> <li>• Communicate effectively with service users and carers</li> <li>• Contribute effectively to maintaining and improving team dynamics and group processes</li> </ul>	HRBP7200 HRBP7205 HRBP7206

<b>Values and Ethics</b>	<ul style="list-style-type: none"> <li>• Introduction to values and ethics and professional codes</li> <li>• Professional behaviour</li> <li>• Respecting other team values</li> <li>• Respecting diversity and individuality</li> </ul>	HRBP7200 HRBP7201 HRBP7202 HRBP7203	<ul style="list-style-type: none"> <li>• Recognition of compromised values/ethics in self and others</li> <li>• Awareness of own professional values and attitudes during conflict situations</li> </ul>	HRBP7200 HRBP7201 HRBP7202 HRBP7203 HRBP7205 HRBP7206 HRBP7207	<ul style="list-style-type: none"> <li>• Managing professional behaviour during conflict situations</li> </ul>	HRBP7205 HRBP7206
<b>Activities – 2 per year</b>	Self-awareness and resilience e.g dealing with difficult situations and raising concerns (stress/burnout)  Dementia awareness  Managing self within professional context	HRBP7200 HRBP7201 HRBP7203	Safeguarding event   Preventing/Managing conflict	HRBP7205   HRBP7206	Failing service or complaints (QA)   Managing & Leading Change	HRBP7205 HRBP7206
				<b>Threads: Resilience; quality; team-working; professionalism; communication; management of self and others; NHS constitution and Values</b>		