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| **Programme Specification**  **Undergraduate**  Applicable to all non-clinical undergraduate programmes\* | | | | | | | |
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| Please click [here](http://www.liv.ac.uk/tqsd/quality-and-enhancement-framework/programme-development/programme-approval/) for guidance on completing this specification template.  **\*Excluding Integrated Master’s degrees.** | | | | | | |  |
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| **Part A: Programme Summary Information** | | | | | | | |
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| **1.** | **Title of programme:** | | BSc (Hons) in Physiotherapy | | | |  |
|  | | | | | | |  |
| **2.** | **Programme Code:** | | B160 | | | |  |
|  | | | | | | |  |
| **3.** | **Entry Award:** | | **Credit:** | |  | **Level:** |  |
|  |  | BA (Hons) |  | |  |  |  |
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|  |  | BSc (Hons) | 360 | |  | 120 at level 4  120 at level 5  120 at level 6 |  |
|  | | | | | | |  |
|  |  | Other (please specify below): |  | |  |  |  |
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| **4.** | **Exit Awards:** | | **Credit:** | | | **Level:** |  |
|  |  | Diploma in Higher Education (Dip HE) | 240 credits | |  | With at least 120 at Level 5 |  |
|  | | | | | | |  |
|  |  | Certificate in Higher Education (Cert HE) | 120 credits | |  | Level 4 |  |
|  | | | | | | |  |
| **5.** | **Date of first intake:** | | September 2015 | | | |  |
|  | | | | | | |  |
| **6.** | **Frequency of intake:** | | Annually in September | | | |  |
|  | | | | | | |  |
| **7.** | **Duration and mode of study:** | | Full-time, 3 Years | | | |  |
|  | | | | | | |  |
| **8.** | **Applicable framework:** | | Not applicable | | | |  |
|  | | | | | | |  |
|  | **Framework exemption required:**  Please indicate the applicable boxes: | |  | No (please go to section 9) | | |  |
|  | Yes (please provide a brief summary below) | | |  |
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|  | **Date exemption approved by AQSC:** | |  | | | |  |
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| **9.** | **Applicable Ordinance:** | | The programme operates under the Ordinances:  Ordinance 37 Diploma in Higher Education  Ordinance 38 Certificate in Higher Education  Ordinance 49 Degree of Bachelor of Science with Honours  Ordinance 51 Degree of Bachelor of Science (Health Sciences) | | | |  |
|  | | | | | | |  |
|  | **New/revised Ordinance required:** | |  | No (please go to section 10) | | |  |
| Please indicate the applicable boxes: | |  | Yes (please provide a brief summary below) | | |  |
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|  | **Date new/revised Ordinance approved by Council:** | |  | | | |  |
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| **10.** | **Faculty:** | | Faculty of Health & Life Sciences | | | |  |
|  | | | | | | |  |
| **11:** | **Level 2 School/Institute:** | | Institute of Learning and Teaching | | | |  |
|  | | | | | | |  |
| **12.** | **Level 1 unit:** | | School of Health Sciences | | | |  |
|  | | | | | | |  |
| **13.** | **Campus:** | | Liverpool Campus | | | |  |
|  | | | | | | |  |
| **14.** | **Other contributors from UoL:** | | None | | | |  |
|  | | | | | | |  |
| **15:** | **Teaching other than at UoL:** | | Professional practice placements at NHS sites throughout Cheshire & Merseyside during year two and year three | | | |  |
|  | | | | | | |  |
| **16:** | **Director of Studies:** | | Alison Draper Co-Director of Studies  Pauline Keane Co-Director of Studies | | | |  |
|  | | | | | | |  |
| **17:** | **Board of Studies:** | | Health Sciences | | | |  |
|  | | | | | | |  |
| **18:** | **Board of Examiners:** | | Health Sciences and Physiotherapy | | | |  |
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| **19.** | **External Examiner(s):**  Name  Institution  Position | | 1. Lois Stevens University of the West of England (2014-2017) 2. A new External Examiner will need to be appointed for a three year period (2015-2018) | | | |  |
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| **20.** | **Professional, Statutory or Regulatory body:** | | Health and Care Professions Council (reviewed annually) | | | |  |
|  | | | | | | |  |
| **21:** | **QAA Subject benchmark Statements(s):** | | Health Care Programmes: Physiotherapy | | | |  |
|  | | | | | | |  |
| **22.** | **Other reference points:** | | * Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2010) * Standards of Proficiency (HCPC 2013) * Standards of Education & Training, Health Professions Council (HCPC, 2014) * Standards of Conduct, Ethics and Performance, Health and Care Professions Council (2008) | | | |  |
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| **23.** | **Fees:** | | NHS Contract Fee | | | |  |
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| **24.** | **Additional costs to the student:** | | N/A | | | |  |
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| **25:** | **AQSC approval:** | |  | | | |  |
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| **Part B: Programme Aims & Objectives** | | | | | | | |
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| **26.** | **Aims of the Programme** | | | | | |  |
|  | Curriculum design has been informed by the external reference points such as the Quality Assurance Agency for Higher Education’s Code of Practice for the Assurance of Academic Quality and Standards in Higher Education; The Framework for Higher Education Qualifications in England, Wales and Northern Ireland and Subject Benchmark statements; the Standards of Proficiency of the Regulatory Body (Health Care Professions Council (HCPC)); the National Health Service’s Knowledge and Skills Framework; and the Curriculum Guidance of the Chartered Society of Physiotherapy (CSP). In addition, the curriculum has been influenced by current national and international health and social care policies.  The curriculum has been designed to achieve the following aims: | | | | | |  |
| **No.** | **Aim:** | | | | | |  |
| 1 | To produce a dynamic practitioner with the competence and ability required of the physiotherapist to practise on initial qualification and with transferable skills for future practice development | | | | | | |
| 2 | To produce a physiotherapist with the skills, core knowledge and understanding which underpin the competence and ability required of the physiotherapist to practise on initial qualification and with transferable skills for future practice development | | | | | | |
| 3 | To promote the development of a caring physiotherapist with a capacity for clinical reasoning, practice evaluation and critical analysis of research applied to the selection and management of persons most likely to benefit from physiotherapy while, at the same time, recognising the limits and scope of practice. | | | | | | |
| 4 | To produce a physiotherapist with the competence and ability to promote good health and self-care to enable individuals and groups to optimise their health and social wellbeing. | | | | | | |
| 5 | To promote the acquisition of the professional skills, standards and attitudes needed for ethical practice, professional development and continuing professional development across qualifying and post-qualifying education. | | | | | | |
| 6 | To promote the development of a physiotherapist capable of initiating, responding and adapting positively to changes in professional practice and health care. | | | | | | |
| 7 | To promote the development of a physiotherapist with an awareness of how their professional practice contributes to the wider context of health care provision. | | | | | | |
| 8 | To promote the development of a physiotherapist with effective communication and team-working skills capable of working collaboratively with other health care professionals, patients and their carers | | | | | | |

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| **27.** | **Learning Outcomes** |
| **No.** | **Learning outcomes – Bachelor’s Honour’s degree** |
| **A** | **Knowledge and Understanding**  In relation to the scientific basis of physiotherapy and the contexts of service delivery; on completion of the programme the **newly qualified physiotherapist will be able to demonstrate and apply knowledge and understanding of the:** |
| 1  2  3  4  5  6  7  8  9 | biological, physical, behavioural and clinical sciences that underpin physiotherapy practice;  ethical issues and professional framework of physiotherapy practice;  health and social policies relevant to physiotherapy practice;  legislation relevant to physiotherapy practice;  evolving nature of physiotherapy practice and the scope and limitations of current practice;  changing context and range of environments in which physiotherapy is practised;  quality frameworks operating in the working environments;  planning and management of service delivery;  importance of providing cost-effective physiotherapy programmes informed by the best available evidence. |
| **B** | **Generic and Enabling**  The graduate physiotherapist possesses a broad range of core skills encompassing generic and enabling skills. On completion of the programme **the newly qualified physiotherapist will be able to:** |
| 1  2  3  4  5  6  7  8  9  10 | communicate safely and effectively with patients, carers and colleagues;  assess patients’ needs and evaluate the potential of physiotherapy, taking account of psychological, cultural, social and environmental factors and their influence, to optimise functional capacity, independence and well-being;  show an understanding of the importance of assessment, clinical reasoning, problem-solving, goal-setting, evaluation and review to safe, effective and efficient professional practice;  apply problem-solving and clinical reasoning skills to the information gained through the assessment process to construct an appropriate physiotherapy programme;  critically appraise research evidence and apply to practice where appropriate;  evaluate the outcomes of physiotherapy interventions, using the best available evidence and appropriate clinical audit tools, and applying learning gained to subsequent practice;  take responsibility for personal and professional learning and development through the practice of reflection linked to continuing professional development and lifelong learning;  apply numerical and information technology (IT) skills to present, manage and analyse data appropriately;  use IT and information management systems to maintain full and accurate patient records;  work in a range of health care settings both as an individual practitioner or with other members of a health care team within the profession’s changing scope of practice and evolving evidence base |
| **C** | **Profession Specific Skills**  The graduate physiotherapist possesses a broad range of core skills encompassing profession-specific skills. On completion of the programme **the newly qualified physiotherapist will be able to:** |
| 1  2  3  4  5  6  7  8  9  10 | practise within the core areas of physiotherapy by:   * working in partnership, and through negotiation, with patients and carers to establish an appropriate physiotherapy programme to mutually agreed goals to manage a broad range of conditions, particularly those related to neuromuscular, musculo-skeletal, cardio-vascular and the respiratory systems; * recognising the range of possible physiotherapy interventions relevant to identified patient needs and use the core skills of manual therapy, therapeutic exercise and the application of electro-physical modalities to promote, maintain and restore patients’ physical, psychological and social well-being by seeking to optimise their functional ability; * demonstrating the ability to transfer knowledge, skills and attributes to a variety of settings and environments;   deliver physiotherapy in response to individual patient need by:   * applying appropriate physiotherapy assessment procedures; * implementing an appropriate physiotherapy programme safely, effectively and efficiently; * evaluating the effectiveness of a chosen physiotherapy programme and revise goals, as necessary, working in partnership with patients and their carers;   promote good health and self-care through teaching and advice to individual patients and groups on matters relating to optimising their health and social wellbeing, using interventions that lie within the scope of physiotherapy practice and based on best available evidence;  record all aspects of the physiotherapy programme fully and accurately in accordance with the medico-legal and patient management requirements;  determine and agree in partnership with patients and carers the most appropriate time to terminate the physiotherapy programmes and manage discharge and/or transfer arrangements effectively, efficiently and with sensitivity;  recognise when to refer patients to other members of the health care team or other care agencies, if appropriate;  manage time effectively through appropriate caseload management and priority setting;  promote a safe and healthy working environment, taking account of, and responding appropriately to, personal health and safety risks;  conduct themselves in a professional manner by:   * demonstrating sensitivity to the needs of others, including patients, carers and colleagues; * implementing non-discriminatory practice, informed by relevant legislation and nationally and locally developed policies and statements of good practice; * respecting the personal beliefs, dignity and identity of patients and support the patients’ rights and choice in their receipt of physiotherapy treatment * recognising and managing personal emotions and stress in ways that befits the professional status of a physiotherapist   recognise and respect the goals and priorities of other members of the health care team and co-operate with them to serve the interests of patients through effective team work and inter-professional collaboration. |

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|  | **Learning Outcomes** |
| **No.** | **Learning outcomes – Bachelor’s Non-Honour’s degree** |
| 1 | A systematic understanding of the key principles of physiotherapy practice and the acquisition of detailed knowledge relevant to physiotherapy. |
| 2 | An ability to deploy accurately established techniques of analysis and enquiry |
| 3 | Conceptual understanding that enables the student to   * devise and sustain arguments and/or to solve problems * describe and comment upon particular aspects of current research |
| 4 | An appreciation of the uncertainty, ambiguity and limits of knowledge |
| 5 | An ability to manage their own learning and to make use of scholarly reviews and primary sources, such as research articles |
| 6 | An awareness of the transferrable skills and qualities necessary for employment |

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|  | **Learning Outcomes** |
| **No.** | **Learning outcomes – Diploma in Higher Education award** |
| 1 | Knowledge and critical understanding of the principles of physiotherapy practice |
| 2 | An ability to apply the underlying concepts and principles of physiotherapy to other areas of employment |
| 3 | Knowledge of the main methods of enquiry in subjects relevant to physiotherapy, and an ability to evaluate critically the appropriateness of different approaches to solving problems |
| 4 | An understanding of the limits of their knowledge and how this influences analyses and interpretations based on that knowledge |

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|  | **Learning Outcomes** |
| **No.** | **Learning outcomes – Certificate in Higher Education award** |
| 1 | Knowledge of the underlying concepts and principles associated with physiotherapy and an ability to evaluate and interpret these within the context of physiotherapy practice. |
| 2 | An ability to present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of physiotherapy. |

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| **27a.** | **Mapping of learning outcomes:** | | | |
| **Learning outcome No.** | | **Module(s) in which this will be delivered** | **Mode of assessing achievement of learning outcome** | **PSRB/Subject benchmark statement (if applicable)** |
| **A**  **1**  **2**  **3,4,5,6,7**  **8 & 9** | | Knowledge and Understanding  PHTY120  PHTY121  PHTY122  PHTY124  PHTY125  PHTY126  PHTY115  PHTY220  PHTY221  PHTY222  PHTY224  PHTY115  PHTY215  PHTY317  PHTY315  PHTY316  PHTY316  PHTY215  PHTY317  PHTY315  PHTY316 | OSPE  Practical exam  MCQ exam  OSPE  Practical exam  MCQ exam  Assignment  Written exam & OSPE  Assignment & OSPE  Written exam  Assignment  Assignment  Assignment & Placement Report  Presentation & Placement Report  Assignment & Poster  Assignment & Poster  Assignment & Placement Report  Presentation & Placement Report  Assignment | For mapping to all external reference points please see appendix 1 |
| **B**  **1**  **2,3 & 4**  **5**  **6**  **7, 8, 9 &10**  **8** | | Generic and Enabling  PHTY115  PHTY215  PHTY317  PHTY315  PHTY115  PHTY220  PHTY221  PHTY222  PHTY224  PHTY215  PHTY317  PHTY315  HEAL116  PHTY225  PHTY315  PHTY320  PHTY220  PHTY221  PHTY222  PHTY215  PHTY317  PHTY315  PHTY115  PHTY215  PHTY317  PHTY315  HEAL116  PHTY225  PHTY320 | Assignment  Assignment & Placement Report  Presentation & Placement Report  Assignment  Written exam & OSPE  Assignment & OSPE  Written exam  Assignment  Assignment & Placement Report  Presentation & Placement Report  Assignment  Assignment  Presentation  Assignment  Written exam & OSPE  Assignment & OSPE  Written exam  Assignment & Placement Report  Presentation & Placement Report  Assignment  Assignment & Placement Report  Presentation & Placement Report  Assignment  Assignment  Assignment | For mapping to all external reference points please see appendix 1 |
| **C**  **1 & 2**  **3,4,5 & 6**  **7,8,9 &10** | | Profession Specific Skills  PHTY120  PHTY121  PHTY122  PHTY124  PHTY125  PHTY126  PHTY115  PHTY220  PHTY221  PHTY222  PHTY224  PHTY215  PHTY317  PHTY315  PHTY220  PHTY221  PHTY222  PHTY224  PHTY215  PHTY317  PHTY315  PHTY215  PHTY317  PHTY315 | OSPE  Practical exam  MCQ exam  OSPE  Practical exam  MCQ exam  Assignment  Written exam & OSPE  Assignment & OSPE  Written exam  Assignment  Assignment & Placement Report  Presentation & Placement Report  Written exam & OSPE  Assignment & OSPE  Written exam  Assignment  Assignment & Placement Report  Presentation & Placement Report  Assignment & Placement Report  Presentation & Placement Report | For mapping to all external reference points please see appendix 1 |

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| **28.** | **Skills and Other Attributes** |
| **No.** | **Skills and attributes:** |
| 1 | Information gathering   * ability to gather and evaluate evidence and information from a wide range of sources; * ability to use methods of enquiry to collect and interpret data in order to provide information that would inform or benefit practice. |
| 2 | Problem solving   * logical and systematic thinking; * ability to draw reasoned conclusions and sustainable judgements. |
| 3 | Communication (written and oral)   * effective skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, their relatives and carers; and, when necessary, to groups of colleagues or clients. |
| 4 | Working with numbers   * ability to handle numbers, gathering statistical data and being able to analyse, interpret and present it in a clear and accurate way. |
| 5 | Information and communication technology   * ability to engage with technology, particularly the effective and efficient use of information and communication technology. * ability to accept, learn and adapt to new technology |
| 6 | Working with others   * ability to work cooperatively with others to achieve shared goals, showing diplomacy and flexibility when there are conflicting opinions; supporting other people's performance to achieve the best possible results. |
| 7 | Time management   * ability to plan and prioritise workload and to “juggle” several tasks at once |
| 8 | Improving own learning & performance   * ability to plan and improve approach to learning. * ability to set targets, formulate action plans, implement and evaluate the plans to meet targets set. |

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| **28a.** | **Mapping of skills and other attributes:** | | | |
| **Skills and other attributes No.** | | **Module(s) in which this will be delivered and assessed** | **Learning skills, research skills, employability skills** | **Mode of assessing achievement of the skill or other attribute** |
| 1 | | PHTY121  PHTY122  PHTY125  PHTY126  HEAL116  HEAL111  All Year 2 modules  All Year 3 modules | LS, ES  LS, ES  LS, ES  LS, ES  LS, RS  LS  LS, RS, ES  LS, RS, ES | Written assignments  Practice placement reports  Oral presentations  Poster presentations  Dissertation  Professional profile and portfolio |
| 2 | | All Year 1 modules  All Year 2 modules  All Year 3 modules | LS, RS, ES  LS, RS, ES  LS, RS, ES | Written assignments  Practical examinations  Practice placement reports  Oral presentations  Poster presentations  Dissertation  Professional profile and portfolio |
| 3 | | All Year 1 modules  All Year 2 modules  All Year 3 modules | LS, RS, ES  LS, RS, ES  LS, RS, ES | Written assignments  Practical examinations  Practice placement reports  Oral presentations  Poster presentations  Dissertation  Professional profile and portfolio |
| 4 | | PHTY124  HEAL116  PHTY220  PHTY221  PHTY223  PHTY225  PHTY320  PHTY321  PHTY322  PHTY325 | LS, ES  LS, RS  LS, ES  LS, ES  LS, ES  LS, RS  LS, ES  LS, ES  LS, ES  LS, ES | Practice placement reports  Oral presentations  Poster presentations  Dissertation  Professional profile and portfolio |
| 5 | | All Year 1 modules  All Year 2 modules  All Year 3 modules | LS, RS, ES  LS, RS, ES  LS, RS, ES | Written assignments  Practice placement reports  Oral presentations  Poster presentations  Dissertation  Professional profile and portfolio |
| 6 | | All Year 1 modules  All Year 2 modules  All Year 3 modules | LS, RS, ES  LS, RS, ES  LS, RS, ES | Tutor marked contribution to PBL  Practice placement reports  Group poster |
| 7 | | All Year 1 modules  All Year 2 modules  All Year 3 modules | LS, RS, ES  LS, RS, ES  LS, RS, ES | Practice placement reports  Oral presentations  Poster presentations  Dissertation  Professional profile and portfolio |
| 8 | | All Year 1 modules  All Year 2 modules  All Year 3 modules | LS, RS, ES  LS, RS, ES  LS, RS, ES | Practice placement reports |

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| **29.** | **Career opportunities:** | | |
|  | On successful completion of the programme, graduates will normally be eligible to apply for registration with the statutory body (Health and Care Professions Council) and practise as a physiotherapist in a wide range of NHS and private health care settings. Opportunity also exists for working as a physiotherapist overseas. The graduate will be eligible to apply for qualifying membership of the professional body (Chartered Society of Physiotherapy). Graduates will also possess key transferable skills that will open career opportunities in research, leadership and a whole range of careers in which these graduate skills are relevant. | |  |
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| **Part C: Entrance Requirements** | | | |
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| **30.** | **Academic Requirements:** | | |
|  | **UCAS code** | B160 |  |
|  | **Programme length** | 3 years |  |
|  | **Typical offer** | |  |
|  | UCAS tariff points | 320 |  |
|  | A level | ABB |  |
|  | Scottish Higher/Advanced Higher | 320 points from five higher level subjects (or combination of higher and advanced higher) including Biology/Human Biology/ Physical Education at Grade B |  |
|  | International Baccalaureate | 30 points including 3 higher level subjects: 2HL subjects at grade 5 *plus* Biology at grade 6 |  |
|  | Irish Leaving Certificate | BBBBBB at Higher level  including Biology and English |  |
|  | BTEC National Diploma | Science/Health Studies  with Distinction in all Science units (DDM) *plus* 5 GCSE passes at grade C to include Maths, English and 1 science subject |  |
|  | Access | 60 credits with 45 credits at level 3 in Science / Health Studies, *plus* English and Maths GCSE at grade C |  |
|  | 14-19 Diploma (Society, Health & Development) | Advanced diploma at grade B in combination with Biology / Human Biology/ PE A level at grade B |  |
|  | General Studies | No |  |
|  | Key Skills | No |  |
|  | Subject requirements (A level): | Human Biology or Biology/ PE A level at grade B  8 GCSEs in one sitting at grade B  Including Maths, English and 2 science subjects. |  |
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| **31.** | **Work experience:** | | |
|  | Candidates must show evidence of a good understanding of the scope of physiotherapy practice, preferably indicated by observational experience of physiotherapists working in at least two different clinical areas. Careers conventions, information leaflets and websites may also provide helpful background information. Applicants are required to research the profession thoroughly and should not rely solely on any personal experience of receiving physiotherapy treatment for information. Experience in a paid or voluntary capacity working with the general public, children, elderly or people with special needs will also help to strengthen an application. | |  |
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| **32.** | **Other requirements:** | | |
|  | All candidates selected for consideration will be required to attend for a group interview.  All entrants to the programme are required to undertake satisfactory health screening by an occupational health physician.  All entrants to the programme are required to undertake a satisfactory Disclosure and Barring Service check (DBS). A self-declaration form for DBS checking and monitoring will be completed by each student thereafter on an annual basis.  Taught practical sessions are an integral component of the undergraduate programmes. Students will be expected to consent and to fully participate in these sessions, both in the university setting and on practice placements. | |  |
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| **Part D: Programme Structure** | | | |
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| **33.** | **Programme Structure:** | | |
|  | The programme comprises three years of full-time study and is divided into six semesters. There are two assessment points in each year of study (January and May), one at the end of each semester. Studies progress across three academic levels, levels 4-6, which normally correspond with the year of the programme. These levels reflect the progression of academic and professional knowledge, skills and attitudes, which may be achieved within each year of study.  The whole of year one and semester one of year two is spent in the University. This allows maximum time to develop the core skills and knowledge needed for physiotherapy practice in the key themes of the musculoskeletal, cardiorespiratory and neuromuscular clinical sciences. This arrangement allows the programme to work within the normal semester pattern and take maximum advantage of the shared learning opportunities on offer. In addition, it enables the programme to comply with the university policy to schedule assessment at the end of the semester periods in which the subject has been taught. Students will have the opportunity of some observational placement experience in year one in order to link theory to practice.  Following this academic preparation period, the student will begin to integrate their knowledge and skills into physiotherapy practice. The three main blocks of professional practice experience in the programme are delivered in semester two of year two, semester one in year three and the end of semester two of year three. In order to maintain support and contact with the student during these periods, the professional practice placement blocks comprise four days full-time in the placement with one day per week in the university.  The semesters in year three are a mixture of academic and professional practice blocks. This allows the student to develop a depth of understanding to practice by revisiting some of the earlier academic content and bring their own professional practice experiences forward for discussion in tutorials. In addition, new areas of study introduce a wider context of practice. Across all the Allied Health Professions programmes the pattern of attendance in the university at the beginning of each semester in year three has been co-ordinated to maximise opportunity for inter-professional learning.    The programme content each year shows five themes running throughout the programme. These comprise musculo-skeletal problems, cardio-respiratory problems, neuro-medical rehabilitation problems, research/critical appraisal skills and personal and professional development.  The placements use the ‘hub and spoke’ model for placement provision with each student completing one placement in each of the core themes of musculo-skeletal, neurological/rehabilitation and cardio-respiratory care. An example of a ‘hub and spoke’ arrangement for a musculoskeletal placement would be the hub in outpatients with two possible spokes of a GP clinic, hydrotherapy, inpatients or community. The number of spokes and the time spent in each varies, depending on the experience which can be gained. This allows greater flexibility for placement provision, as well as giving the student a more varied clinical experience. More details of this aspect of the programme can be found in box 34 and in the Student Practice Placement Handbook.  **Organisation of the programme over the three academic years**   |  |  |  |  | | --- | --- | --- | --- | | **Academic Year** | **YEAR 1** | **YEAR 2** | **YEAR 3** | | Fresher’s week | Induction | University | University | | Semester 1:week 1 | University | University | University | | Week 2 | University | University | University | | Week 3 | University | University | Placement | | Week 4 | University | University | Placement | | Week 5 | University | University | Placement | | Week 6 | University | University | Placement | | Week 7 | University | University | Placement | | Week 8 | University | University | Placement | | Week 9 | University | University | Placement | | Week 10 | University | University | Placement | | Week 11 | University | University | Placement | | Week 12 | University | University | Placement | | Christmas vacation |  |  |  | | Christmas vacation |  |  |  | | Christmas vacation |  |  |  | |  | Reading week | Reading week | University | | Assessment Week | Assessment | Assessment | University | | Assessment Week | Assessment | Assessment | University | | Semester 1:week 1 | University | University | University | | Week 2 | University | University | University | | Week 3 | University | University | University | | Week 4 | University | University | Placement | | Week 5 | University | Placement | Placement | | Week 6 | University | Placement | Placement | | Week 7 | University | Placement | Placement | | Week 8 | University | Placement | Placement | | Easter vacation |  | Placement | Placement | | Easter vacation |  | Placement | Placement | | Easter vacation |  |  |  | | Week 9 | University |  |  | | Week 10 | University |  |  | | Week 11 | University | Placement | Placement | | Week 12 | University | Placement | Placement | |  | Reading week | Placement | Placement | | Assessment Week | Assessment | Placement | Reading week | | Assessment Week | Assessment | Placement | Assessment | | Summer vacation |  | Placement |  | | Summer vacation |  | Elective Placement |  | | Summer vacation |  | Elective Placement |  | | Summer vacation |  | Elective Placement |  | | Summer vacation |  |  |  | | Summer vacation |  |  |  | | Summer vacation |  |  | Graduation week | | Summer vacation |  |  |  | | Summer vacation |  |  |  | | Summer vacation |  |  |  | | Summer vacation |  |  |  | | Summer vacation |  |  |  | | Summer vacation | Resit examination | Resit examination | Resit examination | | Summer vacation | Resit examination | Resit examination | Resit examination | | Summer vacation |  |  |  | | Summer vacation |  |  |  |   The programme is modular and all modules are **MANDATORY** i.e. must be passed. The modules comprise level 4 (to the value of 120 credits) level 5 (to the value of 120 credits) and level 6 (to the value of 120 credits).   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year** | **Session** | **Module code** | **Module Title** | **Module level** | **Module Credit** | **Total Credit** | | One | Semester 1 | PHTY120 | Physiotherapy Core Skills 1 | 4 | 15 | **45** | | PHTY121 | Foundations of Anatomy 1 | 4 | 15 | | PHTY122 | Cardio-respiratory studies 1 | 4 | 15 | |  | Semester 1 & Semester 2 | PHTY115 | Personal and Professional Development 1 | 4 | 15 | **30** | | HEAL116 | Research Skills 1 | 4 | 15 | |  | Semester 2 | PHTY124 | Physiotherapy Core Skills 2 | 4 | 15 | **45** | | PHTY125 | Foundations of Anatomy 2 | 4 | 15 | | PHTY126 | Neuromuscular studies 1 | 4 | 15 | | **Exit Award: Certificate Higher Education** | | | | **4** | **120** | **120** | | Two | Semester 1 | PHTY220 | Musculoskeletal studies | 5 | 30 | **75** | | PHTY221 | Cardio-respiratory studies 2 | 5 | 22.5 | | PHTY222 | Neuromuscular studies 2 | 5 | 22.5 | |  | Semester 2 | PHTY215 | Personal and Professional Development 2 | 5 | 22.5 | **45** | | PHTY224 | Specialist Physiotherapy Practice | 5 | 15 | | PHTY225 | Research Skills 2 | 5 | 7.5 | | **Exit Award: Diploma Higher Education** | | | | **5** | **120** | **240** | | Three | Semester 1 | PHTY315 | Personal and Professional Development 3 | 6 | 30 | **30** | |  | Semester 1 &  Semester 2 | PHTY316 | Context of Physiotherapy Practice | 6 | 30 | **60** | | PHTY320 | Research Skills 3 - Dissertation | 6 | 30 | |  | Semester 2 | PHTY317 | Personal and Professional Development 4 | 6 | 30 | **30** | |  |  |  | **Exit award:**  **BSc (Hons) Physiotherapy** | **6** | **120** | **360** | | **BSc (Hons) Health Sciences\*** | **6** | **90** | **330** | | **BSc Health Sciences\*** | **6** | **60** | **300** |   \*These degree awards **do not** provide eligibility for graduates to apply for HCPC registration. Further details of the modules can be found in the Module Handbooks. | |  |

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| **34.** | **Industrial placement/work placement/year abroad:** | |
|  | A minimum 1000 hours of professional practice experience must be completed during the programme. This experience is gained at different practice placement sites across Cheshire and Merseyside and includes a range of placement settings.  During year one, each student will complete a period of professional practice observation of one week - 30 hours. During year two and year three, each student will complete three core professional practice modules, each of ten or twelve week duration:  PHTY 215 (Level 5: 22.5 credits) 336 hours  PHTY 315 (Level 6: 30 credits) 280 hours  PHTY 317 (Level 6: 30 credits) 280 hours  One module will relate to the key musculo-skeletal theme; one module will relate to the neuro-muscular rehabilitation theme and one module will relate to the cardio-respiratory theme. The practice placements contribute to the Personal and Professional Development modules, and details of the credit rating of these modules can be found in box 36a.  While on each professional practice placement students are assigned to experienced physiotherapists (Practice Educators) who provide support, advice and guidance. Normally, all Practice Educators are required to attend the Directorate’s introductory practice educator’s module, held annually, prior to being involved in the student education programme.  All students, on completion of each professional practice placement, must demonstrate an acceptable level of competence in all the learning outcomes. The Practice Educators act as the assessor. A common assessment tool, shared by all University physiotherapy programmes in the North West of England, will be used.  Between year two and year three, each student will normally undertake an elective professional practice placement. This is included in the programme to enable the student to develop an understanding of the wider context of physiotherapy practice and to offer some degree of placement choice. The minimum duration for this placement will be three weeks – 105 hours.  Full details of the organisation and administration of the practice-based element of the programme is detailed in the Professional Practice Placement Handbook.  There is also an opportunity for students to undertake a 12 week ERASMUS exchange at the University of Nebrija in Madrid. The exchange will be predominantly practice placement experience and takes place in semester one of year three. |  |
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| **35.** | **Liaison between the Level 2 Schools/Institutes involved:** | |
|  | All programme delivery is within the Directorate of Physiotherapy and School of Health Sciences. |  |
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| **Part E: Learning, Teaching And Assessment Strategies** | | |
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| **36.** | **Learning, Teaching and Assessment Strategies:** | |
|  | The programme adopts a modular approach to the delivery of the content. Packaging the learning material in this way aims to maximise student learning. The development of the core practical skills needed to deliver effective physiotherapy in the areas of neuro-muscular rehabilitation; cardio-respiratory management and musculo-skeletal management are the primary focus for the modular design and content. Each of these three key module themes has a university component and a professional practice-based component. These components have been designed together as an integrated whole and reinforce the belief that partnership between the two elements is essential for achieving fitness for award, practice and purpose. This approach to modular design helps to prepare the student more effectively for practice and ensure that the practice experience reinforces and develops the skills and knowledge in different settings. Specialist practitioners and external lecturers are involved in the planning and delivery of the programme to ensure up-to-date practice is being taught.  A fourth theme that runs throughout the programme is research and critical appraisal. Students are introduced to qualitative and quantitative research methodology in year one and this knowledge is further developed an applied in years two and three with the design of a research project. Current research underpins the teaching of all aspects of the modules throughout the programme to promote clinical effectiveness. The fifth theme is Personal and Professional Development (PPD). In year one the student is introduced to the concept of professionalism and an awareness of the personal and professional skills and attributes needed for employment. In year two the focus is on personal and professional development through reflection and self-analysis, and in year three this is progressed to clinical reasoning skills and preparation for employment. This theme incorporates the practice placement experience and also PPD meetings with academic advisors. Current policies of health and social care also underpin the teaching to provide an up-to-date context of practice. The behavioural sciences, as applicable to physiotherapy practice, are integrated into the key modules to ensure that a holistic approach to patient management is adopted. The development of effective communication skills has a high profile in all aspects of the programme. Key skill development is integrated into the programme as described in Part B.  The programme adopts a student centred approach to the delivery of the content. Interactive lectures, group tutorials, problem-based learning, practical group work, student presentations, podcasts, wikis and self-study packages are some examples of the range of activities employed. These strategies for delivering the programme focus on the development of communication skills, teamwork skills and independent learning skills. To support this approach, study skills which focus on information collection, presentation skills and both oral and written information dissemination, features early in the programme.  Service users are involved, across all the programmes of the School, to input into planning, delivery and assessment. Their involvement brings an added dimension to the curriculum, especially relating to psychosocial aspects, and aims to develop the students’ understanding of the holistic effect of a range of issues relating to being a patient or carer. This valuable contribution helps students in the transfer of theoretical knowledge into practical reality.  Also included in all School undergraduate programmes are shared learning activities. Two forms of shared learning are adopted – multi-professional sessions in which students from different professions learn side by side, for example, the first year research module; and inter-professional sessions in which the different professions learn from and about each other, in order to develop understanding of each other’s roles and foster collaborative working practice. Two main inter-professional themes run through all three years of all programmes – ethics and communication skills. Year one ethics is delivered using multi-professional sessions and covers informed consent and confidentiality; Year three combines both themes by presenting inter-professional groups of students with professional dilemmas with an ethic and communication element for discussion. The delivery of other aspects of ethics and communication skills is programme-specific and is featured in profession-specific modules in each programme. Other areas covered by shared learning include legal and regulatory framework and specific communication topics e.g. breaking bad news, dealing with visual handicap, dealing with children. Not all programmes take these sessions but are free to opt into or out of sessions to meet their specific programme needs.  The assessment strategy for the programme adopts a varied approach with individual modules tailoring the assessment method to the specific skills and learning outcomes to be tested. Unseen written examinations, written assignments, oral presentations, video analysis, objective structured practical examination (OSPE), dissertation and professional practice reports are some examples of the range of assessment methods employed. One important factor that is considered throughout the assessment for the programme is clinical relevance. The need for a safe and effective level of competence in the practical skills, clinical reasoning and problem solving skills in practice provides the main focus for the choice of assessment method used. Involvement of the practitioners in the assessment process, both through practice placement reports and formal assessment procedures, is also a key feature of the programme. This ensures clinical relevance and reinforces the notion of partnership in the education process. |  |
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| **36a.** | **Learning, Teaching and Assessment methods:** | |
|  | **Teaching and Learning Methods**  Practical classes  Problem based learning  Small group tutorials  Pre-recorded lectures  Traditional lectures  Wikis  Discussion boards  **Assessment Methods**  The tables below provide an overview of the methods and components of the assessment for each module and their appropriate weighting within the overall module assessment.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **YEAR ONE** | | | | | | | **Module Code**  **& Title** | **Module**  **credit** | **Semester** | **Assessment Format** | **Length** | **% of module mark** | | PHTY120: Physiotherapy Core Skills 1 | 15 | 1 | OSPE | 60 mins | 100% | | PHTY121: Foundations of Anatomy 1 | 15 | 1 | Practical Anatomy Exam | 45 mins | 100% | | PHTY122: Cardio -respiratory Studies 1 | 15 | 1 | Unseen examination (MCQ) | 90 mins | 100% | | PHTY124: Physiotherapy Core Skills 2 | 15 | 2 | OSPE | 70 mins | 100% | | PHTY125: Foundations of Anatomy 2 | 15 | 2 | Practical Anatomy Exam | 45 mins | 100% | | PHTY126: Neuromuscular Studies 1 | 15 | 2 | Unseen examination (MCQ) | 90 mins | 100% | | PHTY115: Personal & Professional Development 1 | 15 | 1&2 | Assignment  Reflective Assignment | 1000 words  2000 words | 30%  70% | | HEAL116: Research Skills 1 | 15 | 1&2 | Assignment  Assignment | 1000 words  2000 words | 30%  70% | | **YEAR TWO** | | | | | | | **Module Code**  **& Title** | **Module**  **credit** | **Semester** | **Assessment Format** | **Length** | **% of module mark** | | PHTY 220: Musculoskeletal studies | 30 | 1 | OSPE\*  Written examination | 90 mins  90 mins | 60%  40% | | PHTY221:Cardio -respiratory Studies 2 | 22.5 | 1 | OSCE\*  Written assignment | 60 mins  1000 words | 70%  30% | | PHTY 222: Neuromuscular Studies 2 | 22.5 | 1 | Unseen examination\*  Tutor Review of PBL performance | 180 mins | 80%  20% | | PHTY215: Personal & Professional Development 2 | 22.5 | 2 | Placement Report\*  Reflective Assignment | 2250 words | 60%  40% | | PHTY224: Specialist Physiotherapy Practice | 15 | 2 | Assignment | 3000 words | 100% | | PHTY225: Research Skills 2 | 7.5 | 2 | Assignment  Research Project Outline | 1500 | 100% |   \*This element must achieve a pass mark of 40%   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **YEAR THREE** | | | | | | | **Module Code**  **& Title** | **Module**  **credit** | **Semester** | **Assessment Format** | **Length** | **% of module mark** | | PHTY315: Personal & Professional Development 3 | 30 | 1 | Placement Report\*  Clinical Case Study (Presentation) | 20 mins | 60%  40% | | PHTY 320 Research skills 3 - Dissertation | 30 | 1&2 | Project final report | 6000 words | 100% | | PHTY316: Context of Physiotherapy Practice | 30 | 1&2 | Assignment  Individual poster | 4000 words | 80%  20% | | PHTY317: Personal & Professional Development 4 | 30 | 2 | Placement Report\*  Professional Profile  Plus  Portfolio of evidence linked to Band 5 job specification | 2500  words | 60%  40% |   \*This element must achieve a pass mark of 40% |  |
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| **37.** | **Assessment information for students:**  **Code of Practice on Assessment**  The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.  The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:   * The University marks scale, marking descriptors and qualification descriptors; * The model for non-clinical first degree programmes; * The system for classifying three-year, non-clinical, undergraduate degrees; * The system for classifying four-year, non-clinical, undergraduate degrees that include a year in industry or a year abroad; * Information about students’ progress, including guidance for students; * The procedure for assessment appeals; * Regulations for the conduct of exams; * The University’s policy on making adjustments to exam arrangements for disabled students. * The code of practice relating to external examining (see also below) * The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students; * The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and * The policy on providing students with feedback on assessment.   Please click [here](http://www.liv.ac.uk/tqsd/code-of-practice-on-assessment/) to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:  A summary of key assessment information is also available in the ‘Your University’ handbook. | |
|  | **Marking criteria:**  Marking Criteria for the School of Health Sciences can be found using the following link  <https://vital.liv.ac.uk/bbcswebdav/pid-46931-dt-content-rid-5264858_1/courses/HLTHSCI/Undergraduate%20Marking%20Descriptors.pdf>  Marking criteria specific to individual assessments can be accessed in the relevant module in VITAL. |  |
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| **38.** | **Student representation and feedback:** | |
|  | Student evaluation of the programme will be gained through the following routes:  • Formal written end of module evaluation forms  • Student forums  • Informal discussion with module leader/academic staff  • End of year evaluations  • Formal written end of practice placement evaluation forms  • Representatives on School Staff/Student Liaison committee  • Representatives on the Board of Studies  • Representatives on Programme Management Meetings  A School Staff-Student Liaison Committee is established in accordance with the University Code of Practice on Student Representation. A copy of the code can be accessed at:  <http://www.liv.ac.uk/media/livacuk/tqsd/student-enhancement/student-representation/cop_on_student_representation.pdf>  This committee normally meets at least three times per year. The membership of the committee, its terms of reference, and the manner in which it conducts its business conforms to the requirements of the Annexe to the Code of Practice on Student Representation. Elections to the committee are carried out within the structure determined by the University Student Representation Steering Group and Programme Representatives are encouraged to attend the training provided for them by the Guild of Students  Issues raised at the Staff/Student Liaison meetings are referred by the Chair of the Group to the Head of School for action to be taken, as appropriate. Notice of meetings, notes following meetings and the results of action taken are displayed in the Health Sciences module on VITAL.  The Board of Studies normally meets three times per year, one meeting per term. Each undergraduate programme of study has one student representative (with an alternate) elected annually to the membership of the Board. Feedback to students is effected through minutes distributed to student representatives. Formal recommendations for substantive changes to the programme are referred, in the first instance, to the School Academic Quality Standards Committee and Board of Studies before being submitted to the Faculty Quality and Academic Standards Committee for approval. |  |
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| **Part F: Status Of Professional, Statutory Or Regulatory Body Accreditation** | | |
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| **39.** | **Status of Professional, Statutory or Regulatory Body Accreditation:** | |
|  | This programme is approved by the Health and Care Professions Council and satisfies the requirements for successful graduates to apply for registration with the Statutory Body and apply for membership of the Professional Body. |  |
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| **Part G: Diversity & Equality Of Opportunity And Widening Participation** | | |
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| **40.** | **Diversity & Equality of Opportunity and Widening Participation:** | |
|  | The programme design, structure and content are consistent and compliant with the University’s Diversity and Equality of Opportunity Policy. |  |
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| **Annex 1** | | | | |
| **Annex of Modifications Made to the Programme** | | | | |
| Please complete the table below to record modifications made to the programme. | | | | |
| **Description of** **modification** (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required) | **Minor or major modifications** | **Date approved by FAQSC** | **Date approved by AQSC (if applicable)** | **Cohort affected** |
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| **PROGRAMME AIMS** | **LEARNING OUTCOMES** | Health Professions Council – Standards of Proficiency for Physiotherapy (2013)  **SOP** | Health Care Programmes –Academic and practitioner standards for physiotherapy (2001)  **QAA BENCHMARK STATEMENTS** |
| 1. To produce a practitioner with the competence and ability required of a chartered physiotherapist to practise on initial qualification | All learning outcomes | All framework outcomes | All benchmark statements |
| 1. To produce a physiotherapist with the skills, core knowledge and understanding which underpins the competence and ability required of a chartered physiotherapist to practise on initial qualification | A 1, 4, 5 ,6, 7,9  B 1, 2, 3, 4, 5, 6, 7, 9, 10  C 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 13.1, 13.2, 13.3, 13.4, 13.5,13.6, 13.7, 13.8, 13.9  14.1,14.2,14.3,14.4,14.514.6,14.7,14.8,14.9,  14.10,14.11,14.12, 14.13, 14.14, 14.14, 14.15, 14.16, 14.17, 14.18, 14.19, 14.20, 14.21, 14.21, 14.22, 14.23 | A1, A2, A3  B1, B2  C1, C2 |
| 1. To promote the development of a caring physiotherapist with a capacity for clinical reasoning, practice evaluation and critical analysis of research applied to the selection and management of persons most likely to benefit from physiotherapy while, at the same time, recognising the limits and scope of practice | A 1, 5, 9  B 1, 2, 3, 4, 5, 6, 7, 8  C 3, 5, 6 | 2.1, 2.3, 2.4  4.1, 4.2, 4.3, 4.4, 4.5, 4.6  5.1, 5.2  11.1  12.1, 12.2,12.3,12.4, 12.5, 12.6, 12.7, 12.8  13.9  14.2, 14.3, 14.414.10, 14.11, 14.12, 14.20, 14.21, 14.22 | A1, A2, A3, A4  B1, B3, B4  C1, C2 |
| 1. To produce a physiotherapist with the competence and ability to promote good health and self-care to enable individuals and groups to optimise their health and social well being | A 1, 3, 5, 9  B 1, 2, 4, 5  C 1, 2, 3, 5, 6, 9 | 9.3, 9.5  13.4, 13.6, 13.7, 13.8, 13.9 | A2, A4  B1, B2, B3, B4  C1 |

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| **PROGRAMME AIMS** | **LEARNING OUTCOMES** | Health Professions Council – Standards of Proficiency for Physiotherapy (2013)  **SOP** | Health Care Programmes –Academic and practitioner standards for physiotherapy  (2001)  **QAA BENCHMARK STATEMENTS** |
| 1. To promote the acquisition of the personal skills, standards and attitudes needed for professional development and continuing professional development across qualifying and post-qualifying education | A 1, 2, 4, 5, 6  B 5, 7, 8  C 7, 8, 9 | 3.3  4.6  11.1  12.1, 12.2 | A3, A4  B4  C2 |
| 1. To promote the development of a physiotherapist capable of initiating, responding and adapting positively to changes in professional practice and health and social care | A 1, 2, 3, 4, 5, 6, 7, 8, 9  B 1, 5, 6, 9  C 3 | 4.1, 4.2, 4.3, 4.4,  5.1, 5.2 | A3, A4  B4 |
| 1. To promote the development of a physiotherapist with an awareness of how professional practice contributes to the wider context of health and social care provision | A 1, 2, 3, 4, 5, 6, 7, 8  B 10  C 10 | 2.1, 2.2, 2.3, 2.4, 2.5  5.1, 5.2  7.2, 7.3  14.19 | A1 A2  B1 |
| 1. To promote the development of a physiotherapist with effective communication and team-working skills capable of working collaboratively with other health care professionals, patients and their carers | A 1, 2, 5, 6  B 1, 10  C 4, 5, 6, 10 | 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8  9.1, 9.2, 9.3, 9.4 | A2, A3  C2 |

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| ***HCPC Standards of Proficiency 2013*** | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| ***Registrant physiotherapists must:*** |
| ***1 be able to practise safely and effectively within their scope of practice*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *1.1 know the limits of their practice and when to seek advice or refer to another professional* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *1.2 recognise the need to manage their own workload and resources effectively and be able to practise accordingly* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| ***2 be able to practise within the legal and ethical boundaries of their profession*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *2.1 understand the need to act in the best interests of service users at all times* | ***\**** |  |  | ***\**** | ***\**** |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *2.2 understand what is required of them by the Health and Care Professions Council* |  |  |  | ***\**** |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *2.3 understand the need to respect and uphold the rights, dignity, values, and autonomy of service users including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing* | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *2.4 recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high*  *standards of care even in situations of personal incompatibility* | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| *2.5 know about current legislation applicable to the work of their profession* | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *2.6 understand the importance of and be able to obtain informed consent* | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *2.7 be able to exercise a professional duty of care* | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| ***3 be able to maintain fitness to practise*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *3.1 understand the need to maintain high standards of personal and professional conduct* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *3.2 understand the importance of maintaining their own health* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *3.3 understand both the need to keep skills and knowledge up to date and the importance of career-long learning* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| ***4 be able to practise as an autonomous professional, exercising their own professional judgement*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *4.1 be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *4.2 be able to make reasoned decisions to initiate, continue, modify or cease techniques or procedures, and record the decisions and reasoning appropriately* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| *4.3 be able to initiate resolution of problems and be able to exercise personal initiative* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *4.4 recognise that they are personally responsible for and must be able to justify their decisions* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *4.5 be able to make and receive appropriate referrals* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *4.6 understand the importance of participation in training, supervision*  *and mentoring* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| ***5 be aware of the impact of culture, equality, and diversity on practice*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *5.1 understand the requirement to adapt practice to meet the needs of different groups and individuals* |  |  |  | ***\**** |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *5.2 be able to recognise the need to identify and take account of the physical, psychological, social and cultural needs of individuals and communities* |  |  |  | *\** |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| ***6 be able to practise in a non-discriminatory manner*** |  |  |  | ***\**** |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| ***7 understand the importance of and be able to maintain confidentiality*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *7.1 be aware of the limits of the concept of confidentiality* |  |  |  | ***\**** |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| *7.2 understand the principles of information governance and be aware of the safe and effective use of health and social care information* |  |  |  | ***\**** |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *7.3 be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| ***8 be able to communicate effectively*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *8.1 be able to demonstrate effective and appropriate verbal and non-verbal skills in communicating information, advice,*  *instruction and professional opinion to service users, colleagues and others* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *8.2 be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *8.3 understand how communication skills affect assessment and engagement of service users and how the means of*  *communication should be modified to address and take account of factors such as age, capacity, learning ability and physical ability* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| *8.4 be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *8.5 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic*  *status and spiritual or religious beliefs* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *8.6 understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions* |  |  |  | ***\**** |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *8.7 understand the need to assist the communication needs of service users such as through the use of an appropriate*  *interpreter, wherever possible* |  |  |  | ***\**** |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *8.8 recognise the need to use interpersonal skills to encourage the active participation of service users* |  |  |  | ***\**** |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| ***9 be able to work appropriately with others*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *9.1 be able to work, where appropriate, in partnership with service users, other professionals, support staff and others* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| *9.2 understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *9.3 understand the need to engage service users and carers in planning and evaluating diagnostics, and therapeutic interventions to meet their needs and goals* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *9.4 be able to contribute effectively to work undertaken as part of a multi-disciplinary team* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *9.5 understand the need to agree the goals, priorities and methods of physiotherapy intervention in partnership with the service user* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| ***10 be able to maintain records appropriately*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *10.1 be able to keep accurate, comprehensive and comprehensible*  *records in accordance with applicable legislation, protocols and guidelines* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *10.2 recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| ***11 be able to reflect on and review practice*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *11.1 understand the value of reflection on practice and the need to record the outcome of such reflection* |  |  | ***\**** |  |  |  | ***\**** |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *11.2 recognise the value of case conferences and other methods of review* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| ***12 be able to assure the quality of their practice*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *12.1 be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures* |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *12.2 be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care* |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *12.3 be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures* |  |  |  |  | ***\**** |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *12.4 be able to maintain an effective audit trail and work towards continual improvement* |  |  |  |  | ***\**** |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *12.5 be aware of, and be able to participate in, quality assurance programmes, where appropriate* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| *12.6 be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *12.7 recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *12.8 be able to evaluate intervention plans to ensure that they meet the physiotherapy needs of service users, informed by changes*  *in circumstances and health status* |  |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| ***13 understand the key concepts of the knowledge base relevant to their profession*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *13.1 recognise the role of other professions in health and social care* |  |  |  | ***\**** |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *13.2 be aware of the principles and applications of scientific enquiry, including the evaluation of the efficacy of interventions and the research process* |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *13.3 understand the concept of leadership and its application to practice* |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| *13.4 understand the structure and function of the human body, together with knowledge of health, disease, disorder and*  *dysfunction, relevant to their profession* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *13.5 understand the theoretical basis of, and the variety of approaches to, assessment and intervention* |  | ***\**** |  |  |  | ***\**** |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *13.6 understand the following aspects of biological science:*  *– normal human anatomy and physiology, including the dynamic relationships of human structure and function as related to the neuromuscular, musculoskeletal, cardio-vascular and respiratory systems*  *– patterns of human growth and development across the lifespan*  *– factors influencing individual variations in human ability and health status*  *– how the application of physiotherapy can cause physiological and structural change* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| *13.7 understand the following aspects of physical science:*  *– the principles and theories from physics, biomechanics, applied exercise science and ergonomics that can be applied to physiotherapy*  *– the means by which the physical sciences can inform the understanding and analysis of movement and function*  *– the principles and application of measurement techniques based on biomechanics or electrophysiology*  *– the application of anthropometric and ergonomic principles* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *13.8 understand the following aspects of clinical science:*  *– pathological changes and related clinical features commonly encountered in physiotherapy practice*  *– physiological, structural, behavioural and functional changes that can result from physiotherapy intervention and disease progression*  *– the specific contribution that physiotherapy can potentially make to enhancing individuals’ functional ability, together with the evidence base for this*  *– the different concepts and approaches that inform the development of physiotherapy intervention* | ***\**** |  | ***\**** | ***\**** | ***\**** |  | ***\**** |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| *13.9 understand the following aspects of behavioural science:*  *– psychological, social and cultural factors that influence an individual in health and illness, including their responses to the*  *management of their health status and related physiotherapy interventions*  *– how psychology, sociology and cultural diversity inform an understanding of health, illness and health care in the context*  *of physiotherapy and the incorporation of this knowledge into physiotherapy practice*  *– theories of communication relevant to effective interaction with service users, carers, colleagues, managers and other health and social care professionals*  *– theories of team working* |  |  |  | ***\**** |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| ***14 be able to draw on appropriate knowledge and skills to inform practice*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *14.1 understand the structure and function of health and social care services in the UK* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *14.2 be able to deliver and evaluate physiotherapy programmes* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *14.3 be able to gather appropriate information* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| *14.4 be able to select and use appropriate assessment techniques* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *14.5 be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *14.6 be able to undertake or arrange investigations as appropriate* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *14.7 be able to analyse and critically evaluate the information collected* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *14.8 be able to form a diagnosis on the basis of physiotherapy assessment* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *14.9 be able to demonstrate a logical and systematic approach to problem solving* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *14.10 be able to use research, reasoning and problem solving skills to determine appropriate actions* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *14.11 be able to formulate specific and appropriate management plans including the setting of timescales* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *14.12 be able to apply problem solving and clinical reasoning to assessment findings to plan and prioritise appropriate physiotherapy* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *14.13 recognise the need to discuss, and be able to explain the rationale for, the use of physiotherapy interventions* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| *14.14 be able to set goals and construct specific individual and group physiotherapy programmes* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *14.15 be able to conduct appropriate diagnostic or monitoring procedures, interventions, therapy, or other actions safely and effectively* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *14.16 be able to select, plan, implement and manage physiotherapy interventions aimed at the facilitation and restoration of*  *movement and function* |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *14.17 know how to position or immobilise service users for safe and effective interventions* | ***\**** | ***\**** |  |  | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *14.18 be able to select and apply safe and effective physiotherapy specific practice skills including manual therapy, exercise and movement, electrotherapeutic modalities and kindred approaches* | ***\**** | ***\**** |  |  | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *14.19 be able to change their practice as needed to take account of new developments or changing contexts* |  |  |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *14.20 recognise the value of research to the critical evaluation of practice* |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *14.21 be aware of a range of research methodologies* |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| *14.22 be able to evaluate research and other evidence to inform their own practice* |  |  |  |  |  |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| *14.23 be able to use information and communication technologies appropriate to their practice* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |
| ***15 understand the need to establish and maintain a safe practice environment*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *15.1 understand the need to maintain the safety of both service users and those involved in their care* | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *15.2 know and be able to apply appropriate moving and handling techniques* | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *15.3 be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting and be able to act in accordance with these* | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *15.4 be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation* | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
|  | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| *15.5 be able to select appropriate personal protective equipment and use it correctly* | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |
| *15.6 be able to establish safe environments for practice, which minimise risks to service users, those treating them and others,*  *including the use of hazard control and particularly infection control* | ***\**** | ***\**** |  | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** | ***\**** | ***\**** |  |  | ***\**** | ***\**** | ***\**** |

**Mapping of Modules to NHS Knowledge and Skills Framework – BSc (Hons) Physiotherapy**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NHS KSF**  **Core domains** | **PHTY120** | **PHTY121** | **PHTY122** | **PHTY115** | **PHTY124** | **PHTY125** | **PHTY126** | **HEAL116** | **PHTY220** | **PHTY221** | **PHTY222** | **PHTY215** | **PHTY224** | **PHTY225** | **PHTY320** | **PHTY315** | **PHTY316** | **PHTY317** |
| Communication | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Personal and People Development | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Health, safety and security | **\*** | **\*** |  |  | **\*** | **\*** |  |  | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |  | **\*** | **\*** | **\*** |
| Service Improvement |  |  |  |  |  |  |  |  |  |  |  | **\*** |  | **\*** |  | **\*** | **\*** | **\*** |
| Quality | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Equality and Diversity | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| **Health and Wellbeing Specific Dimensions** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HWB2 Assessment and care planning to meet health and wellbeing needs |  |  |  |  |  |  |  |  |  |  |  | **\*** |  |  |  | **\*** |  | **\*** |
| HWB4 Enablement to address health and wellbeing |  |  |  |  |  |  |  |  |  |  |  | **\*** |  |  |  | **\*** |  | **\*** |
| HWB6 Assessment and Treatment Planning |  |  |  |  |  |  |  |  | **\*** | **\*** | **\*** | **\*** | **\*** |  |  | **\*** |  | **\*** |
| HWB7 Interventions and treatments |  |  |  |  |  |  |  |  |  |  |  | **\*** |  |  |  | **\*** |  | **\*** |
| **General** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G1 Learning and Development | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |  | **\*** | **\*** | **\*** | **\*** |