

Course Specification

A. Course Information			
Final award title(s)	Integrated Masters in Physiotherapy (MPhysio)		
Intermediate exit award title(s)	BSc Health Studies Diploma in Higher Education Health Studies Certificate in Higher Education Health Studies		
UCAS Code		Course Code(s)	5003
	London South Bank University		
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS		
Division	Allied Health Sciences		
Course Director	Dr Mark Spreckley		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify		
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify		
Length of course/start and finish dates	Mode	Length years	Start - month
	Full time with placement/ sandwich year	4	September
			Finish - August
Is this course generally suitable for students on a Tier 4 visa?	No		
Approval dates:	Course(s) validated / Subject to validation	May 2017	
	Course specification last updated and signed off	October 2020	
Professional, Statutory & Regulatory Body accreditation	Health and Care Professions Council (HCPC) Chartered Society of Physiotherapy (CSP)		
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations	

	External	<p>QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) Competitions and Markets Authority SEEC Level Descriptors 2016 Knowledge and Skills Framework (2010) Clinical Leadership Competency Framework (2010)</p> <p>HCPC: HCPC Standards of Conduct, Performance and Ethics (2016) HCPC Standards of Education and Training Guidance (2014) HCPC Standards of Proficiency – Physiotherapists (2013)</p> <p>Chartered Society of Physiotherapy: Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2015) CSP: Physiotherapy Framework (2013) CSP: Code of Professional Values and Behaviour (2011)</p>
B. Course Aims and Features		
Distinctive features of course	<p>The distinctive features of the Integrated Masters in Physiotherapy course include:</p> <p>Meeting the HCPC Standards of Proficiency (2013) and HCPC Standards of Education and Training (2014), and enable successful students to be eligible to apply for registration with the Health and Care Professions Council.</p> <p>Equipping individuals with the knowledge and skills required for eligibility to apply for registration with the Health and Care Professions Council as a Physiotherapist.</p> <p>Providing a four year course similar to Integrated Masters clinical education courses in other fields (e.g. Osteopathy, Chiropractic) for students to develop their knowledge and skills beyond that associated with a traditional three-year pre-qualifying undergraduate physiotherapy degree</p> <p>The physiotherapy courses at LSBU align closely with the Chartered Society of Physiotherapy's Vision for Physiotherapy to transform lives, maximise independence and empower populations</p> <p>The development of this new course has encompassed the on-going change in technology and the format of the changing healthcare environment with the aim of providing practitioners who are fit for purpose in a transforming healthcare system</p>	
Course Aims	<p>The primary aim of the MPhysio course is for the graduating students to be competent physiotherapy practitioners who are fit for award, practice, purpose and the profession and are able to:</p> <ul style="list-style-type: none"> • Demonstrate strong professional role identity, autonomy, accountability and resilience • Behave as confident, competent and reflective practitioners who practise autonomously, compassionately, skilfully and safely 	

	<p>whilst maintaining dignity, and promoting health and wellbeing, of patients</p> <ul style="list-style-type: none"> • Act as ambassadors for the physiotherapy profession • Foster independence in learning and commitment to continued professional development and lifelong learning • Develop in the graduating student the qualities and transferable skills necessary for employment
<p>Course Learning Outcomes</p>	<p>1) Students will have knowledge and understanding of:</p> <ul style="list-style-type: none"> • A1 The biomedical, behavioural, physical, social and clinical sciences which underpin physiotherapy practice • A2 A range of physiotherapy assessment models and techniques used in contemporary practice across the human lifecycle • A3 Physiotherapy interventions and management approaches used with patients across a variety of presentations and settings • A4 A range of communication models, tools and technologies that facilitate effective patient centred physiotherapy practice • A5 The role of the physiotherapist in the prevention of illness and injury and support of health and well-being • A6 The principles of professional accountability, leadership and change management and their application to physiotherapy practice • A7 Effective interprofessional and collaborative working as applied to the organisation, management, delivery, quality and audit of service • A8 Research methodologies, forms of inquiry, clinical audit, and models of evidence-based practice applied to physiotherapy • A9 The role of physiotherapists as autonomous practitioners and as part of wider teams across a range of clinical contexts, including new and integrated models of care • A10 Legislative, policy, ethical, moral and research frameworks that underpin, inform and influence physiotherapy practice <p>2) Students will develop their intellectual skills such that they are able to:</p> <ul style="list-style-type: none"> • B1 Discuss the knowledge base of the physiotherapy profession and theories underpinning the approaches used in physiotherapy practice • B2 Analyse and interpret the information gained from the assessment process, apply problem solving and clinical reasoning to plan, prioritise and implement physiotherapy whilst effectively taking into account the wider biopsychosocial needs • B3 Demonstrate clinical reasoning skills based on judgements made from the collection, interrogation and interpretation of data from a range of sources and provided by a variety of method

	<ul style="list-style-type: none"> • B4 Recognise the complexities of the health care systems within which physiotherapy is practised • B5 Systematically evaluate and apply the scientific principles underpinning Physiotherapy practice • B6 Systematically evaluate the legal moral and ethical issues relevant to the clinical situation and be able to identify the impact on physiotherapy practice. • B7 Critically reflect on practice ensuring an evidence based approach to the professional role. • B8 Critically review research designs and methods which are used to generate evidence in physiotherapy • B9 Discuss the role of the physiotherapist in the overall management of the patient. • B10 Recognise the value of research to the critical evaluation of physiotherapy practice. <p>3) Students will acquire and develop practical skills such that they are able to:</p> <ul style="list-style-type: none"> • C1 Practice as an autonomous professional, exercising their own professional judgement within their scope of knowledge and limits of competence, recognizing when ongoing referral is required as appropriate • C2 Apply appropriate physiotherapy assessment techniques taking into account physical, psychological and cultural needs of the patients and the clinical context or environment that they are working in. • C3 Consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care • C4 Demonstrate levels of clinical decision making commensurate with the level of theoretical and practical understanding • C5 Demonstrate flexibility in working in a variety of physiotherapy health and social care context as required • C6 Demonstrate the ability to manage their own caseload and work planning, organising, directing and facilitating appropriate action to ensure effective use of resources (financial, human, physical and technological). <p>4) Students will acquire and develop transferable skills such that they are able to:</p> <ul style="list-style-type: none"> • D1 Communicate effectively in both an inter and intra professional Setting
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	<ul style="list-style-type: none"> • D2 Work effectively with others and perform as an effective member across a range of teams and/or physiotherapeutic environments • D3 Meet the care needs of individuals and their significant others sensitively and respectfully having regard to the impact of illness and trauma and to socio-cultural differences • D4 Use information and communications technology effectively, both in the practical situation and as a learning resource • D5 Learn, think and problem solve independently in familiar and unfamiliar situations with an open mind • D6 Interpret numerical, statistical data and written instructions accurately and safely and maintain records appropriately • D7 Identify and present material and the evidence base to support a reasoned argument • D8 Critically reflect on practice / subject area using research evidence ensuring an evidence based approach to the professional role • D9 Be accountable for their actions • D10 Practise in a non-discriminatory manner
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C. Teaching and Learning Strategy

The course will use a blended approach to teaching and supporting learning. Interactive lectures will be used to introduce and provide new information and update existing knowledge. A range of online materials and learning resources will guide learning. Module leaders will provide material on-line and students are encouraged to explore the use of on-line technologies that provide virtual teaching and assessment environments. Other activities will include

- Simulated learning opportunities
- Seminars, discussions and small group exercises will allow the sharing of ideas, critical analysis and discussion
- Tutorials and small group work

A blended approach is used throughout the course, with face-to-face teaching supported and enhanced with a range of activities including online learning, group work, discussion and debate. Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting.

Practical skills are normally developed through practical skills based sessions using group work, problem based approaches and clinical placements. Activities may include:

- Workshops / role play / simulation
- Enquiry based learning

- Tutorials
- Formative assessments
- Observation and demonstration of practices within clinical placements
- Group work

Transferable skills are normally developed through engagement with, and completion of tasks in the academic and clinical curriculum. Interprofessional learning, group activities, practical skills development using simulation, and problem based approaches in the academic environment will be supplemented and enhanced by clinical placement experience as part of a blended learning approach.

D. Assessment

Content, knowledge and understanding is assessed through a variety of means and is aligned to the practical or theoretical content of the modules. Intellectual skills are assessed through a variety of means, aligned to the academic level, theoretical or practical content of the modules.

Assessment tasks are drawn from the following:

Written Examination
 Written Assignment
 Practical examination
 E-activities
 Presentations
 Poster presentations
 Practical assessment
 Viva
 Placement-based assessment
 Clinical Portfolio
 Group presentation
 Activity class delivery

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

Applicants to this course will need to meet the following entry criteria (or recognised equivalents).

1. ABB or above at A level, normally at least 2 sciences, preferably biology. General studies and key skills not accepted, **or**
2. BTEC Level 3 Extended Diploma (18-unit award, formerly ND): DDD, Applied Science or Medical Science, **or**
3. Pass in a recognized Access to HE course in Science or Health Studies or similar (60 credits of which 45 credits will be at Level 3 including 30 at Distinction grade, 15 at merit grade), **or**
4. An Honours degree (minimum 2:2 Classification) in a subject related to science or health, for example, physics, biology, health sciences, **or**

A foundation degree/higher apprenticeship in a professionally relevant subject **With**

6. GCSE - 5 passes - English Language, Mathematics and 2 Sciences
 - Grades A-C

Potential students may also apply for exemption for certain modules on the basis of prior learning and/or experience through the AP(E)L process when applying. This will be reviewed by the APEL team in the school for consideration of exemption.

Consideration will also be given to other relevant qualifications recognised as equivalent to the above.

The admission and selection procedures outlined are based on the following principles:

- Fitness for practice
- An imperative to ensure flexibility of entry
- The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.

The university operates an equal opportunities policy where there is no discrimination in view of age, gender, race, marital status, sexual orientation, socio-economic background, disability or religious beliefs.

All offers of places on the course are conditionally based on:

1. Satisfactory outcome of an interview;
2. Occupational Health clearance;
3. Satisfactory outcome of an Enhanced Disclosure and Barring Service (DBS) check

Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential students is an important consideration.

All applicants must be 18 years or over at the commencement of the course.

Students for whom English is not their first language must achieve a minimum score of 7.0 overall or equivalent (including 7.0 in written element and a minimum score of 6.5 in speaking, reading and listening element) for the International English Language Test Score (IELTS) [or TOEFL: 570 including 55 in the Test of Spoken English (TSE) and at least 5 in the Test of Written English (TWE)], at the time of application.

G. Course structure(s)

Course overview

Module Code	Module title		Credits
	Semester 1	Semester 2	
Level 4 (Year 1)			
AHP_4_010	Concepts of Interprofessional and Collaborative Practice (IPL1)		20
TPT_4_001	Functional Anatomy and Kinesiology		20
TPT_4_002	Human Structure and Function		40
TPT_4_003	Core Physiotherapy Skills		20
TPT_4_004	Physical Activity & Health Improvement		20
Level 5 (Year 2)			
	Semester 1	Semester 2	
AHP_5_010	Appraising Evidence for Research-informed Practice (IPL2)		20
TPT_5_001	Patient-centred Physiotherapy through Life Cycle		40
TPT_5_002	Integrated Care		20
TPT_5_003	Clinical application of physiotherapy 1 - 3 x 5 week or equivalent placement		40
Level 6 (Year 3)			
	Semester 1	Semester 2	
AHP_7_057	Research in Health and Social Care		20
TPT_6_001	Optimising Clinical and Therapeutic Outcomes		20
TPT_6_002	Contemporary Issues in Physiotherapy		20
TPT_6_003		Advancing Physiotherapy Practice	20
TPT_6_004	Clinical application of Physiotherapy 2 (3 x 5 weeks or equivalent) clinical placement		40
Level 7 (Year 4)			
	Semester 1	Semester 2	
TPT_7_007	Clinical decision-making		20
TPT_7_005	Advanced Skills 1		20
TPT_7_006		Advanced Skills 2	20
AHP_7_051	Dissertation		60

Placements information

Level 4: One Observational Placement (20 hours)

Level 5: 3x5 Week Practice Placement

Level 6: 3x5 Week practice placement

The courses are planned to ensure that students complete the requisite number of hours in both theory and practice (not less than 1,000 hours in assessed clinical practice). Practice learning opportunities will be in placements in local NHS organisations and community, private & voluntary sector agencies. A variety of theory and practical assessments assess and grade learning throughout the programme. Students must achieve the requisite academic credit and specified practice hours and competencies in order to be eligible for the appropriate academic award and professional registration as a Physiotherapist.

Academic and clinical blocks are structured to enable effective theory practice links to be established. The programme is designed to build theory and knowledge across a complexity and range of contemporary physiotherapeutic environments. The observational/care placement at the end of year 1 is aimed at supporting orientation and familiarisation of the student to the clinical environment.

Integration of knowledge and practice underpins all of the core modules, with specific specialist knowledge and skills being developed through the end of year 2 through to year 3. The integration and application of academic knowledge in the practice setting is developed further in the Integrated Masters year 4 to allow student choice regarding specialist, specialist generalist or elective options to extend their clinical experience.

In the additional fourth year, high quality placement opportunities will be offered in acute, community and integrated settings for students to undertake additional placement hours (beyond professional requirements for graduation) in areas of professional interest in the UK, and with potential for overseas elective placements.

All students completing the Integrated Masters in Physiotherapy will take a 60-credit Dissertation in addition to the Masters-level research methods module.

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
AHP_4_010	Concepts of Interprofessional and Collaborative Practice (IPL1)	4	Both	20	3000 word essay 100%
TPT_4_001	Functional Anatomy and Kinesiology	4	Both	20	MCQ 25% Practical 75%
TPT_4_002	Human Structure and Function	4	Both	40	MCQ 50% Case based viva 25% Practical Exam 25%
TPT_4_003	Core Physiotherapy Skills	4	Both	20	2500 essay 100%
TPT_4_004	Physical Activity & Health Improvement	4	Both	20	Group Presentation 50% Group Exercise Exam 50%
AHP_5_010	Appraising Evidence for Research-informed Practice	5	Both	20	3000 word essay 100%
TPT_5_001	Patient-centred Physiotherapy through Life Cycle	5	Both	40	2000 case study 50% Practical Exam 50%
TPT_5_002	Integrated Care	5	Both	20	3000 word essay 100%

TPT_5_003	Clinical application of physiotherapy 1 - 3 x 5 week placement	5	Both	40	3 Assessment reports Assessment report form after each placement 100% 40% Pass IPL Task P/F
AHP_7_057	Research in Health and Social Care	7	Both	20	4000 word essay
TPT_6_001	Optimising Clinical and Therapeutic Outcomes	6	Both	20	Patient Case Presentation 50% 2000 word essay 50%
TPT_6_002	Contemporary Issues in Physiotherapy	6	Both	20	Poster 50% Poster defence 50%
TPT_6_003	Advancing Physiotherapy Practice	6	Both	20	3000 word essay 100%
TPT_6_004	Clinical application of Physiotherapy 2 (3 x 5 weeks or equivalent) clinical placement	6	Both	40	Assessment report form after each placement 100% 40% Pass IPL Task P/F
TPT_7_007	Clinical decision-making	7	One	20	3000 word essay 100%
TPT_7_005	Advanced Skills 1	7	One	20	Log Book 25% 1500 essay 25% Clinical Practice Viva 50%
TPT_7_006	Advanced Skills 2	7	Two	20	Log Book 25% 1500 essay 25% Clinical Practice Viva

AHP_7_051	Dissertation for Allied Health Sciences	7	Both	60	50% <u>Summative</u> 12,000 word dissertation on either: a) A research project proposal b) A work based project – service evaluation, audit, role evaluation, practice development project c) A mini systematic review – a review that aspires to the rigor of a Cochrane review but recognises the student has time limits and is unlikely to get access to, for example, much grey literature. Some programmes may choose to restrict the types of project allowed for the programme Pass Mark – 50% Weighting - 100%
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I. Timetable information

Students are expected to be available for teaching Monday-Friday 0900-1700Hrs. Wednesday afternoons and one other self-directed study day allocated each week. Student will be notified of any changes via the VLe.

J. Costs and financial support

Course related costs

Student Advice is a free, confidential service for all students that offers: advice and guidance on finances and money management and help with any personal, emotional or academic issue. Student Advice is not a counselling service but can help students find the support needed from a counsellor if required. Advisers are available on a one-to-one basis, either in an hour-long appointment or in a 15-minute 'Quick Query' drop-in sessions. studentlife@lsbu.ac.uk

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

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Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Appendix A: Curriculum Map

Modules				Course Outcomes															
Level	Title	Credits	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6
4	Concepts of Interprofessional and Collaborative Practice	20	AHP_4_010			T D			D A	T D A		T D A	D A				D A		T D A
4	Functional Anatomy & Kinesiology	20	TPT_4_001	T D A	T D A	T D			D					T D A	T D A				
4	Human Structure and Function	40	TPT_4_002	T D A	T D A	T D			D					T D A	T D A				
4	Core Physiotherapy Skills	20	TPT_4_003	T D A	T D A		T D A	T D A	D A	D	D	D	D A		T D		T D	T D	D
4	Physical Activity & Health Improvement	20	TPT_4_004	T D	T D	T D A	T D A	T D A	T D A			T D A	D		T D	D	T D A	T D A	D
5	Appraising evidence for research informed practice	20	AHP_5_010						D	D A	T D A	D	T D		T D A		T D A	T D A	T D A
5	Patient Centred Physiotherapy through life-cycle	40	TPT_5_001	T D A	T D A	T D A	T D A	T D A	D			D		D A	T D A	T D A	T D A	D A	D
5	Integrated Care	20	TPT_5_002	T D A		T D A	D	T D A	D	T D A		T D A	T D A	T D A	T D A	T D A	T D A		T D A

5	Clinical Application Physiotherapy 1	40	TPT_5_003	D A	T D A	T D A	D A	T D A		D		D		D A	D A	D A	D		D A
7	Research in Health and social care	20	AHP_7_057				D		T D A	T D A	T D A			D A			D A	D A	D A

	Contemporary Issues in Physiotherapy	20	TPT_6_002	D	D	D	D	T D A				D	D		D A	D A	T D A	D	D A
6	Optimising clinical & therapeutic outcomes	20	TPT_6_001		T D	T D A	D	T D A	D	D A	D A	D A	D	T D A	D A	D A	T D A		T D A
6	Advancing physiotherapy practice	20	TPT_6_003	T D A	T D A	T D A	T D	T D A		T D A	T D A	D	T D A		D A	D A	T D A		T D A
6	Clinical Application Physiotherapy 2	40	TPT_6_004	D A	T D A	D A	D A	D		D A	D	D A	D A	D A	D A	D A	D		D A
7	Advanced Skills 1	20	TPT_7_005	T D A	T D A	T D A	D	D A	D A	D A	D A	D A	T D A	T D A	D A	D A	D A	D A	D A
7	Advanced Skills 2	20	TPT_7_006	T D A	T D A	T D A	D	D A	D A	D A	D A	T D A	T D A	D A	D A	D A	D A	D A	D A
7	Clinical Decision Making	20	TPT_7_007	D A	D A	D A	D	D	D	D	D A	T D A	T D A	T D A	D	T D A	D	D	D
7	Dissertation for Allied Health Sciences	60	AHP_7_051					D			T D A		T D A	T D A		T D A	D		

Modules				Course outcomes																
FHEQLevel	Title	Credits	Code	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
4	Concepts of Interprofessional and Collaborative Practice	20	AHP_4_010	D		T D		T D A	T D A	T D A		T D				T D A		T D A	D A	D
4	Functional Anatomy & Kinesiology	20	TPT_4_001	D	T D A	T D			D	D	T D A	T D	T D A			T D				T D
4	Human Structure and Function	40	TPT_4_002	D	T D A	T D			D	D	T D A	T D	T D A			T D				T D
4	Core Physiotherapy Skills	20	TPT_4_003	T D A	T D A		T D	T D	D	D	T D A		D A		T D	T D		T D	D	T D
4	Physical Activity & Health Improvement	20	TPT_4_004	D	T D	T D A	T D A	T D A	T D A	T D A	T D A	T D A	D A	T D A	D	D		T D A	T D A	T D A
5	Appraising evidence for research informed practice	20	AHP_5_010	T D A				T D A		D	T D A		T D		T D A		D A	T D A	T D A	
5	Patient Centred Physiotherapy through life-cycle	40	TPT_5_001	D	T D A	T D A	D	D		D	T D A	D	D	T D A	D	T D A			T D A	T D A
5	Integrated Care	20	TPT_5_002	T D		T D A	D	D	T D A	T D	T D A	T D A	T D A	T D	D	T D A	D		T D	T D
5	Clinical Application Physiotherapy 1	40	TPT_5_003	D A	T D A	T D A	D A	D	D A	D A	D A	D A	D A	D A	T D A	D A	D	D A	D A	D A
7	Research in Health and social care	20	AHP_7_057	T D A			T D A		T D A	T D A	T D A				D A		D A	D A	D A	

6	Contemporary Issues in Physiotherapy	20	TPT_6_002	D A	D	D	D A		D	D		D	D		D A		D A	D	D A	
6	Optimising clinical & therapeutic outcomes	20	TPT_6_001	T D A	T D	T D A	D A	T D A	T D A	D	D	D			D A	D A	D A		D A	
6	Advancing physiotherapy practice	20	TPT_6_003	D A	T D A	T D A	T D A	D	D		D	D			D A		D		D A	D
6	Clinical Application Physiotherapy 2	40	TPT_6_004	T D A	T D A	D A	D A	D	D A	D A	D	D A	D A	D A	T D A	D A	D		D	D A
7	Advanced Skills 1	20	TPT_7_005	D A		D A	D A	D A	D A	D A	D	D A	D A	D A	D A	T D A	D	D	D A	D A
7	Advanced Skills 2	20	TPT_7_006	D A		D A	D A	D A	D A	D A	D	D A	D A	D A	D A	T D A	D	D	D A	D A
7	Clinical Decision Making	20	TPT_7_007	T D A	D A	D A	D A	D	D				T D A		D	D			T D A	D A
7	Dissertation Module	60	AHP_7_061	D A	T D A		T D A									D				D

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	This is achieved through involving external stakeholders as well as employers through guest lectures
Embedded learning development	<p><u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	This is achieved through integrating across all modules
High impact pedagogies	<p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	Group tasks, assignments and e-learning material are incorporated across all modules in the course

Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	Across all modules there is a blended strategy. All material is embedded across our virtual learning platform (Moodle) to ensure accessibility for all students
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p>	Formative and summative approaches to assessment are embedded across all modules. Feedback following summative assignments is personalised to ensure areas of excellence and areas for improvement are explicit to students
High impact pedagogies	<p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	Research informed teaching is utilised throughout all modules on the course. Research skills are developed (and in some cases enhanced) throughout level 4 and 5
Curricula informed by employer and industry need / Assessment for learning	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and</p>	This is achieved through involving external stakeholders as well as employers through guest lectures and curriculum design

	<p>experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline.</p> <p>Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	
Inclusive teaching, learning and assessment	<p><u>Course content and teaching methods</u> <u>acknowledge the diversity of the student cohort</u></p> <p>An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	This is achieved by accessing and incorporating a wide range of case studies and resources supporting and celebrating the diverse population of students and healthcare systems
Curricula informed by employer and industry need	<p><u>Work-based learning</u></p> <p>Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	Practice (clinical) placements are integral to this course at each level of study (including specialised placements at level 7)
Embedded learning development	<p><u>Writing in the disciplines: Alternative formats</u></p> <p>The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment</p>	A wide range of writing formats are embedded across formative and summative assignments. Moreover, group and individual study tasks incorporate a wide variety of writing formats

	<p>utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	
High impact pedagogies	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p>	<p>This is embedded at each level of learning throughout the course. Interprofessional and shared learning modules are present at each level of the course. Furthermore, multi disciplinary, inter disciplinary learning opportunities enhanced through practice placements</p>
Assessment for learning	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<p>Multiple entry routes are recognised as part of the selection process for this course. Multiple models of assessment are utilised throughout the course across all levels. Careful planning of assessment submission has been implemented to ensure different assignment tasks across the curriculum</p>
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p>	<p>This is achieved through involving external stakeholders as well as employers through guest lectures, seminars and assignments. Furthermore, students have opportunities to further develop these skills through personal tutor meetings and peer support sessions</p>
Curricula informed by employer and industry need /	<p><u>Capstone project/dissertation</u></p> <p>The level 7 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into</p>	<p>This is achieved through the final project and multiple modes of assessment in the final project</p>

Assessment <i>for</i> learning / High impact pedagogies	employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity .	
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Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions