

**Course Specification**

<b>A. Course Information</b>											
<b>Final award title(s)</b>	BSc (Hons) Physiotherapy										
<b>Intermediate exit award title(s)</b>	BSc Health Studies Diploma in Higher Education Health Studies Certificate in Higher Education Health Studies										
<b>UCAS Code</b>		<b>Course Code(s)</b>	5005								
	London South Bank University										
<b>School</b>	<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										
<b>Division</b>	Allied Health Sciences										
<b>Course Director</b>	Dr Mark Spreckley										
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify										
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify										
<b>Length of course/start and finish dates</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time with placement</td> <td style="text-align: center;">3</td> <td style="text-align: center;">September</td> <td style="text-align: center;">August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time with placement	3	September	August
Mode	Length years	Start - month	Finish - month								
Full time with placement	3	September	August								
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Yes										
<b>Approval dates:</b>	Course(s) validated / Subject to validation	May 2017									
	Course specification last updated and signed off	October 2020									
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Health and Care Professions Council (HCPC) Chartered Society of Physiotherapy (CSP)										
<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations									
	External	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)  <b>HCPC:</b> HCPC Standards of Conduct, Performance and Ethics (2016) HCPC Standards of Education and Training Guidance (2014)									

		<p>HCPC Standards of Proficiency – Physiotherapists (2013)</p> <p><b>Chartered Society of Physiotherapy:</b>  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>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>The distinctive features of the BSc (Hons) Physiotherapy course include:</p> <ul style="list-style-type: none"> <li>• Meeting the HCPC Standards of Proficiency (2013) and Standards of Education and Training (2014), and enable successful students to be eligible to apply for registration with the Health and Care Professions Council.</li> <li>• 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</li> <li>• 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</li> </ul>	
<b>Course Aims</b>	<p>The primary aim of the BSc (Hons) Physiotherapy 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> <ol style="list-style-type: none"> <li>1. Demonstrate strong professional role identity, autonomy, accountability and resilience</li> <li>2. Behave as confident, competent and reflective practitioners who practise compassionately, skilfully and safely whilst maintaining dignity, and promoting health and wellbeing, of patients</li> <li>3. Act as ambassadors for the physiotherapy profession</li> <li>4. Foster independence in learning and commitment to continued professional development and lifelong learning</li> <li>5. Develop in the graduating student the qualities and transferable skills necessary to succeed in the world of work</li> </ol>	
<b>Course Learning Outcomes</b>	<p>1) Students will have <b>knowledge and understanding</b> of:</p> <p>A1 The biomedical, behavioural, physical, social and clinical sciences which underpin physiotherapy practice</p> <p>A2 A range of physiotherapy assessment models and techniques used in contemporary practice across the human lifecycle</p> <p>A3 Physiotherapy interventions and management approaches used with patients across a variety of presentations and settings</p> <p>A4 A range of communication models, tools and technologies that facilitate effective patient centred physiotherapy practice</p> <p>A5 The role of the physiotherapist in the prevention of illness and injury and support of health and well-being</p> <p>A6 The principles of professional accountability, leadership and change management and their application to physiotherapy practice.</p> <p>A7 Effective interprofessional and collaborative working as applied to the</p>	

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

2) Students will develop their **intellectual skills** such that they are able to:

B1 Acquisition and application of new knowledge in relation to the theory and practice of physiotherapy

B2 Actively seek, critically evaluate and apply a range of information and evidence underpinning physiotherapy practice

B3 Use professional and ethical reasoning to make decisions and judgements required for evidence-informed and patient-centred practice

B4 Engage in rational and reasoned debate in relation to physiotherapy knowledge and practice

B5 Understand and critically appraise research designs and methods which are used to generate evidence about physiotherapy, including ethical and dissemination considerations.

B6 Analyse, synthesise and critically review physiotherapy theories and approaches in relation to practice and patient outcomes in the current healthcare context

B7 Reflect critically on their experience and performance in order to self-direct learning and identify goals for their personal and professional continuing development and lifelong learning

3) Students will develop their **intellectual skills** such that they are able to:

C1 Practice as an autonomous professional, exercising their own professional judgement within their scope of knowledge and limits of competence, recognising when ongoing referral is required as appropriate

C2 Apply appropriate physiotherapy assessment within a biopsychosocial framework, taking into account the physical, psychological, cultural and social needs of the patients and the clinical context or environment that they are working in.

C3 Consistently demonstrate effective 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 expectations of the academic level of theoretical and practical development

C5 Implement, evaluate and monitor a physiotherapy intervention or programme safely, effectively and efficiently, working in partnership with patients, carers and colleagues

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).

C7 Record all aspects of the physiotherapy programme fully and accurately, in accordance local systems, research, ethical frameworks as appropriate, and with medico-legal requirements

C8 Manage their continuing professional development in an independent way using the knowledge and skills gained to use and gather evidence in practice, and contribute to the discovery of new knowledge

4) Students will acquire and develop **transferable** skills such that they are able to:

D1 Communicate effectively with a range of audiences.

D2 Work effectively with others and perform as an effective member across a range of teams and 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, communications and digital 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 Educative skills which facilitate the transfer of knowledge and skills to others

D9 Ability to work flexibly and adapt to unforeseen circumstances D10 Management leadership skills that enhance quality across within and organisations

### **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

#### **D. Assessment**

The course is assessed through a variety of means and is aligned to the practical or theoretical 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

#### **E. Academic Regulations**

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

The school follows the university regulations apart from:

- Late Submission
- Third attempts

##### **Late Submission Protocol – HSC Pre Registration Students**

Late submission of coursework is not permitted for students enrolled on pre-registration courses in the School of Health and Social Care. As professionals, students will be expected to meet deadlines, so part of their professional development will be for them to manage their time and commitments so that deadlines can be achieved.

##### **Third Attempt Protocol – HSC Pre Registration Students**

Where a student has failed a module, the Award and Progression Examination Board will exercise its discretion to permitted the opportunity for an exceptional third attempt at a single assessment in accordance with all of the following eligibility criteria:

##### **Eligibility criteria**

1. Increase in mark between first attempt and second (therefore there must have been an attempt).

2. Second attempt mark to be within 5 marks of the pass mark.

#### **Non-eligibility criteria**

1. No increase in academic mark between first and second attempt.
2. Second attempt mark more than 5 marks under the pass mark.

This protocol is limited to 1 module per academic year and excludes the dissertation.

All modules must be successfully completed before the student is allowed to progress to the next stage.

Protocol fails or compensated passes are not permitted.

### **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**
5. 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

- how the academic year is organised; and
- the building blocks of the course – modules
  
- provide structures for all modes of delivery, full time, part time, block delivery, etc.

Module Code	Module Description	FHEQ Level	Credits	Semester
AHP_4_010	Concepts of interprofessional and collaborative practice (IPL)	4	20	Both
TPT_4_001	Functional Anatomy and Kinesiology	4	20	Both
TPT_4_002	Human Structure and Function	4	40	Both
TPT_4_003	Core Physiotherapy Skills	4	20	Both
TPT_4_004	Physical Activity and Health Improvement	4	20	Both
AHP_5_010	Appraising evidence for research-informed practice (Shared Learning)	5	20	Both
TPT_5_001	Patient-Centred Physiotherapy through the Life Cycle	5	40	Both
TPT_5_002	Integrated care	5	20	Both
TPT_5_003	Clinical Application of Physiotherapy 1 (3 x 5 week placements)	5	40	Both
AHP_6_010	Improving quality, change management and leadership (IPL)	6	20	Both
TPT_6_001	Optimising Clinical and Therapeutic Outcomes	6	20	Both
TPT_6_002	Contemporary Issues in Physiotherapy	6	20	Both
TPT_6_003	Advancing Physiotherapy Practice	6	20	Both
TPT_6_004	Clinical Application of Physiotherapy 2 (3 x 5 week placements)	6	40	Both

#### 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.

#### H. Course Modules

All Modules are core

Module Code	Module Title	Level	Semester	Credit value	Assessment
AHP_4_010	Concepts of interprofessional and collaborative practice (IPL)	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 and Health Improvement	4	Both	20	Group Presentation 50%  Group Exercise Exam 50%
AHP_5_010	Appraising evidence for research-informed practice (Shared Learning)	5	Both	20	3000 word essay 100%
TPT_5_001	Patient-Centred Physiotherapy through the 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 placements)	5	Both	40	Assessment report form after each placement 100 40% Pass



					IPL Task P/F
<b>AHP_6_010</b>	Improving quality, change management and leadership (IPL)	6	Both	20	3000 word essay 100%
<b>TPT_6_001</b>	Optimising Clinical and Therapeutic Outcomes	6	Two	20	Patient Case Presentation 50% 2000 word essay 50%
<b>TPT_6_002</b>	Contemporary Issues in Physiotherapy	6	One	20	Poster 50% Poster defence 50%
<b>TPT_6_003</b>	Advancing Physiotherapy Practice	6	Both	20	3000 word essay 100%
<b>TPT_6_004</b>	Clinical Application of Physiotherapy 2 (3 x 5 week placements)	6	Both	40	Assessment report form after each placement 100% 40% Pass IPL Task P/F

#### 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](mailto: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

- Appendix A: Curriculum Map  
Appendix B: Educational Framework (undergraduate courses)



## 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.

Modules				Course outcomes																
Level	Title	Credits	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7
4	Concepts of Interprofessional and Collaborative Practice	20	AHP_4_010			T D			D A	T D A		T D A	D A							D
4	Functional Anatomy & Kinesiology	20	TPT_4_001	T D A	T D A	T D			D					T D A	T D A					D
4	Human Structure and Function	40	TPT_4_002	T D A	T D A	T D								T D A	T D A					D
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	T D A
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	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	D
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	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	T D
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	D A
6	Improving quality, change management and leadership	20	AHP_6_010				D		T D A	T D A	T D A				D A		D A	D A	D A	D

6	Contemporary Issues in Physiotherapy	20	TPT_6_002	D	D	D	D	T A				D	D		D A	D A	T A	D	D A	D A
6	Optimising Clinical & Therapeutic Outcomes	20	TPT_6_001		T D	T A	D	T A	D	D A	D A	D A	D	T D	D A	D A	T A		T D	T A
6	Advancing Physiotherapy Practice	20	TPT_6_003	T A	T A	T A	T D	T D	T A		T D	T D	D	T D	D A	D A	T A		T D	D A
6	Clinical Application Physiotherapy 2	40	TPT_6_004	D A	T A	D A	D A	D		D A	D	D A	D A	D A	D A	D A	D		D A	D A

Modules				Course outcomes																	
Level	Title	Credits	Code	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
4	Concepts of Interprofessional and Collaborative Practice	20	AHP_4_010	T D A		T D				T D A		T D A	D A	D	D	D	T D				T D A
4	Functional Anatomy & Kinesiology	20	TPT_4_001	D	T D A	T D	T D A			T D				T D	T D A	T D A	T D	D			
4	Human Structure and Function	40	TPT_4_002	D	T D A	T D	T D A			T D				T D	T D A	T D A	T D	D			
4	Core Physiotherapy Skills	20	TPT_4_003	D	T D A		D A		T D	T D		T D	D	T D	T D A	T D A				D	
4	Physical Activity & Health Improvement	20	TPT_4_004	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	T D	T D	T D A	T D A	T D A	D A	
5	Appraising evidence for research informed practice	20	AHP_5_010	D	T D A		T D		T D A		D A	T D A	T D A		T D	T D A	T D A	T D A			
5	Patient Centred Physiotherapy through Life-Cycle	40	TPT_5_001	D	T D A	D	D	T D	D	T D A				D	D	T D A		D	D	D	
5	Integrated Care	20	TPT_5_002	T D	T D A	T D A	T D A	T D	D	T D A	D		T D	T D	T D A	D A	T D A	D	D		

5	Clinical Application Physiotherapy 1	40	TPT_5_003	D A	D A	D A	D A	D A	T D A	D A	D	D A	D A	D A	D A	T D A	T D A	D A	D	D A	
6	Improving quality, change management and leadership	20	AHP_6_010									D	D		D	D	D	D A		D A	D
6	Contemporary Issues in Physiotherapy	20	TPT_6_002	D		D	D		D A		D A	D	D A		D A	D	D	T D A		D A	D
6	Optimising Clinical & Therapeutic Outcomes	20	TPT_6_001	D	D	D			D A	D A	D A		D A			T D	T D A	D	T D A	D A	D
6	Advancing Physiotherapy Practice	20	TPT_6_003		D	D			D A		D		D A	D	T D A	T D A	T D A	T D	D	D	D
6	Clinical Application Physiotherapy 2	40	TPT_6_004	D A	D	D A	D A	D A	T D A	D A	D		D	D A	D A	T D A	D A	D A	D	D A	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></p> <p>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&amp;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></p> <p>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></p> <p>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 <b>professionalism</b> and <b>inclusivity</b>. 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,	<p><u>Accessible materials, resources and activities</u></p>	Across all modules there is a blended strategy. All material is

learning and assessment	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.	embedded across our virtual learning platform (Moodle) to ensure accessibility for all students
Assessment for learning	<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 <b>excellence</b> .	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	<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 <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	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	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences	This is achieved through involving external stakeholders as well as



industry need / Assessment for learning	and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b> . A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	employers through guest lectures and curriculum design
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> 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 <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	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	<u>Work-based learning</u> 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, <b>professionalism</b> and <b>integrity</b> . 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.	Practice (clinical) placements are integral to this course at each level of study
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> 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	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>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 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>  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 <b>inclusivity</b>, 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, interdisciplinary learning opportunities enhanced through practice placements</p>
Assessment for learning	<p><u>Variation of assessment</u>  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>

<p>Curricula informed by employer and industry need</p>	<p><u>Career management skills</u>  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 <b>excellence</b> and <b>professionalism</b>.</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>
<p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p>	<p><u>Capstone project/dissertation</u>  The level 6 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 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 <b>professionalism, integrity</b> and <b>creativity</b>.</p>	<p>This is achieved through the final project (IPL portfolio/statement) and multiple modes of assessment in level 6.</p>

### Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 4-6
1 Supporting the development and recognition of skills through the personal tutor system.	Allocation of Personal Tutor to new students during course induction. Guidance and support provided for students in relation to their assessed needs. Support and sign-posting to the Skills for Learning Centre/ Library Services
2 Supporting the development and recognition of skills in academic modules/modules.	Module aims, learning outcomes & content support the theory & practice of professional development
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Modules underpin the knowledge and skills required for a competent practitioner
4 Supporting the development and recognition of skills through research projects and dissertations work.	Research informed teaching is utilised throughout all modules on the course. Research skills are developed at all levels of the course.
5 Supporting the development and recognition of career management skills.	Career Development Programme: Final Year Events, Webinars & Workshops
6 Supporting the development and recognition of career management skills through work placements or work experience.	Career Development Programme: Final Year Events, Webinars & Workshops Practice Placement: Support & Feedback Mechanisms
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Sign-posting to extra-curricula activities and events.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	CPD Portfolio Development & Formal Placement Feedback & De-Brief Sessions
9 Other approaches to personal development planning.	Library Sessions To update advanced literature searching skills. Assignment preparation and support is undertaken
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Module Content: Theory & Practice of Professional Development Skills Reflective Practice Placement Portfolio Development & Assessment/Feedback

## Appendix D: 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]

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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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