LSBU
EST 1892

Course Specification

A. Course Information			
Final award title(s)	BSc (Hons) Physiotherapy		
Intermediate exit award title(s)	BSc Health Studies • This award **does not** confer eligibility to apply for registration with the Health and Care Professions Council • Requires completion of 80 credits at level 6, 120 credits at level 5 and 120 credits at level 4 Diploma in Higher Education Health Studies • This award **does not** confer eligibility to apply for registration with the Health and Care Professions Council • Requires completion of 120 credits at level 5 and 120 credits at level 4 Certificate in Higher Education Health Studies • This award **does not** confer eligibility to apply for registration with the Health and Care Professions Council • Requires completion of 120 credits at level 4		
UCAS Code		**Course Code(s)**	5005
Awarding Institution	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Division of Physiotherapy, Sport Rehabilitation and Chiropractic		
Course Leader	Emma Bright		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify		
Length of course/start and finish dates			

Mode	Length years	Start - month	Finish - month
Full time with placement	3	September	June

Is this course generally suitable for students on a Tier 4 visa?	Yes	
Approval dates:	Course(s) validated / Subject to validation	March 2022
	Course specification last updated and signed off	September 2023

Professional, Statutory & Regulatory Body accreditation	Health and Care Professions Council (HCPC) Chartered Society of Physiotherapy (CSP)	
Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)	Not applicable	
Reference points:	Internal	Corporate Strategy 2020 – 2025 LSBU Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (2014) QAA The UK Quality Code for Higher Education (2018) QAA Higher Education Credit Framework for England (2021) QAA UK Quality Code, Advice and Guidance: - Admissions, Recruitment and Widening Access (2018) - Assessment (2018) - Concerns, Complaints and Appeals (2018) - Course Design and Development (2018) - Enabling Student Achievement (2018) - External Expertise (2018) - Learning and Teaching (2018) - Partnerships (2018) - Student Engagement (2018) - Work-Based Learning (2018) **HCPC:** HCPC Standards of Conduct, Performance and Ethics (2018) HCPC Standards of Education and Training Guidance (2017) HCPC Standards of Proficiency – Physiotherapists (2013) **Chartered Society of Physiotherapy (CSP):** CSP Accreditation of Qualifying Programmes in Physiotherapy: Quality Assurance processes CSP Corporate Strategy 2020-22 CSP Education Position Statement Practice-based learning within pre-registration physiotherapy programme (2016) CSP Education Position Statement: The value of the CSP's Quality Assurance and Enhancement Role (2015) CSP Education Position Statement: Widening Participation (2015) CSP guidance: Use of terms in the context of physiotherapy pre-registration education (2017) CSP Physiotherapy Framework: putting physiotherapy behaviours, values, knowledge & skills into practice [2011, updated May 2020] Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2020)

B. Course Aims and Features	
Distinctive features of course	The physiotherapy programmes at LSBU reflect 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. With this in mind, there are a number of unique features within the BSc (Hons) and Integrated Masters in Physiotherapy programmes that make them particularly well suited to contemporary physiotherapy practice. These include our: • Focus on reflection and reflexivity as the basis for lifelong learning and collaborative, interprofessional practice. This is reflected in the pedagogical philosophy of the course, the structure of the programme with interprofessional education being an important component in each year of study and the use of group learning and assessment throughout the course. • Focus on application, ensuring consistent blending of theoretical knowledge and practical application, such that all modules entail the blending of theoretical and practical knowledge in a way that is reflective of professional practice. With assessments that authentically reflect the needs of professional, rather than academic, practice. • Reflecting the complexities of contemporary clinical practice, such that no clinical area is taught in isolation. Rather, all are taught with reference to the person and their lived experience, before any focus of functional or anatomical systems. • Reflecting the value of research as something which changes and informs practice rather than something undertaken simply for its own sake. With that in mind we do not have a specific "research methods" module. Whilst this content is addressed within the programme our focus in on critical appraisal to allow for the assessment of the relevant and utility in practice and the important of making subsequent changes. • Recognition, in a time of scarcity, that we must truly make every contact count by being effect both in what we say to our patients, but also how we say it. This is particularly reflected in our Physical Activity and Health Improvement module which focuses on exercise prescription and how to effectively communicate the prescription, it's meaning and value. • Recognition, in a time of scarcity, that we must be alive to the need for everyone of us to be agents of improvement and change. This is reflected in embed of leadership, change management and quality improvement principles, along with a firm grounding of the political philosophy of policy which underpins current and future practice.
Course Aims	The primary aim of the BSc (Hons) Physiotherapy course is for graduating students to be competent physiotherapy practitioners who are fit for award, practice, purpose and the profession and are able to: 1. Demonstrate strong professional role identity, autonomy, accountability and resilience 2. Behave as confident, competent and reflective practitioners who practise compassionately, skilfully and safely whilst maintaining dignity, and promoting health and wellbeing, of patients 3. Act as ambassadors for the physiotherapy profession

	4. Foster independence in learning and commitment to continued professional development and lifelong learning
	5. Develop in the graduating student the qualities and transferable skills necessary to succeed in the world of work as a qualified physiotherapist
	6. Take professional and personal responsibility for life-long learning.
Course Learning Outcomes	**A) Students will have knowledge and understanding of:**
	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
	B) Students will develop their intellectual skills such that they are able to:
	B1 – Acquire and apply 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

C) 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 assessments 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

D) 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 - Educate and facilitate the transfer of knowledge and skills to others

D9 - Work flexibly and be adapt to unforeseen circumstances

D10 - Demonstrate management and leadership skills that enhance quality within and across organisations

D11 - Be accountable for their actions

D12 - Practise in a non-discriminatory manner

C. Teaching and Learning Strategy

The physiotherapy programmes at LSBU are founded on a constructivist and social learning theory[1] approach to teaching and learning. They utilise a threshold concepts[2] based approach which is well suited to contemporary blended teaching and learning practices. This blended approach is based on the Community of Inquiry framework[3] that facilitates the socialisation and development of cognitive skills through reflective practical enquiry (Figure 1).
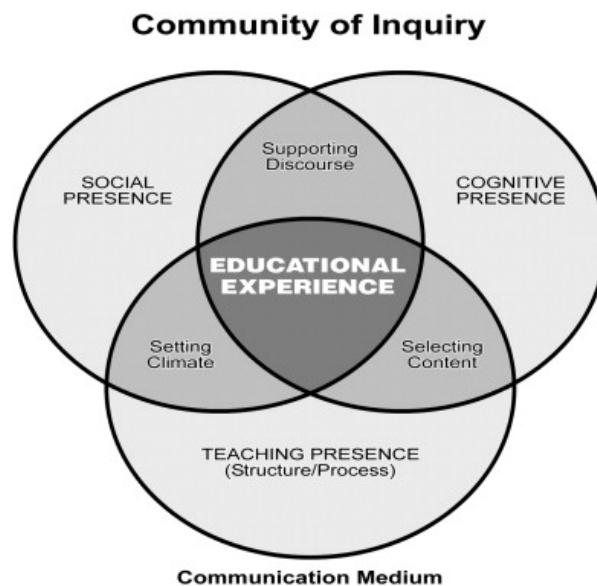
Figure 1 The Community of Inquiry Framework[3]

The course will use a blended approach to teaching and supporting learning. Of the learning hours outlined in the module descriptors, approximately 20% will be direct contact time where sessions are taught in person. The remaining hours of study will consist of tutor-directed and self-lead learning.

Students will be directed to and given resources to build their knowledge base. This "transmission" phase of learning with be largely asynchronous and designed to encourage students to develop their self-study skills with the intention that they are equipped as lifelong learners by the end of their course. 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
- Critical reflection
- Debates and discussion
- Role play
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Clinical skills laboratory and practice sessions
- Role modelling and direct observation and discussion in practice placement environments
- Student-directed learning

Theoretical learning will then be integrated and transformed through supported discourse around key threshold concepts in small group sessions. It is intended that this approach to teaching and learning will help students to become socialised to the professional expectations of the physiotherapy profession and through the development of their sense of professional identity, will encourage students to begin to form their owner community of practice[4]. 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.

The course team recognises the need to integrate the learning of physical skills along side cognitive skills and a sound understanding of the scientific basis for the clinical interventions utilised. The programme takes a reflective approach to the learning of clinical skills[5] whereby the students will focus on the technical basis of the skill, before then developing their physical application. Finally, students will reflect on how they can further develop their skills and use it in an effective way. Student's depth of understanding will then be developed through exploring these different foci in increasing depth (Figure 2).
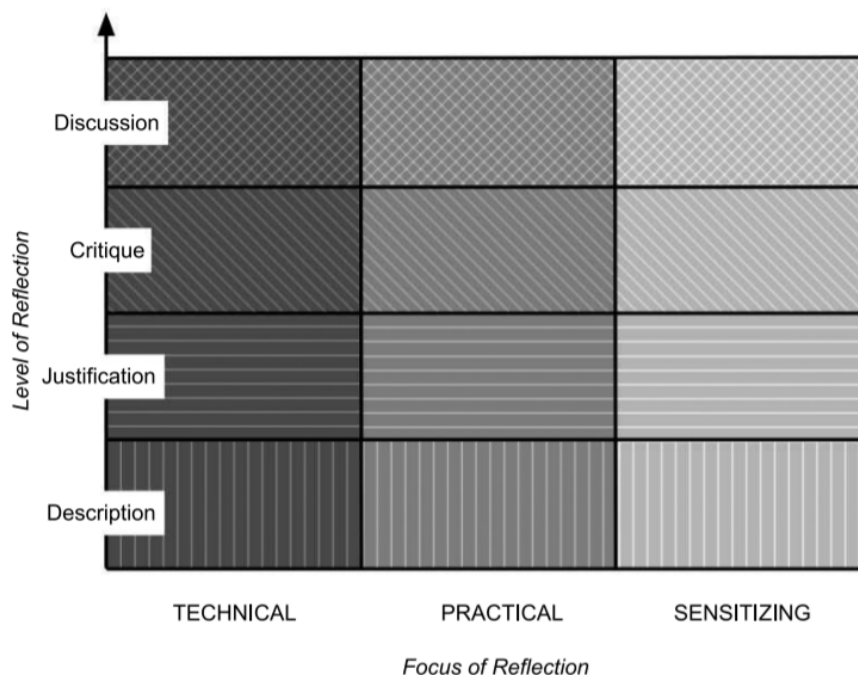

Figure 2 Levels and Foci of Reflection proposed by Leijen et al. (2012)[5]

Activities may include:

- Workshops / role play / simulation
- Enquiry based learning
- Tutorials
- Formative assessments
- Observation and demonstration of practices within clinical placements
- Group Work
- Clinical skills laboratory and practice sessions
- Role modelling and direct observation and discussion in practice placement environments

Student-directed learning

Student-directed learning is an important feature of the programme. Students receive a high level of direction and structure to support them in developing the skills and abilities to be able to direct their own learning at the beginning of the programme. Over time, the level of support and structure decreases as the programme develops with the student becoming increasingly autonomous through being able to direct and manage their own learning.

The sizable component of asynchronous online learning means that student will need to be able to access online learning materials through a home computer, or through one of the many university computers available in the Perry library. Details around access, and support with access, to IT are outlined in the Course Guide.

An inclusive and equitable curriculum

The course team has been careful to structure the physiotherapy programmes around the disciplines that collectively form physiotherapy practice. This focus on discipline and practice ensures the integration of subjects with each course and the focus of our programmes on their alignment with the purpose of our students becoming physiotherapists.

This leads to teaching, learning and assessment that is more authentic and therefore both broader and more accessible and inclusive. This authentic and inclusive curriculum aims to enable the full and equitable participation in and progression through higher education for all prospective and existing students. We are working towards more inclusive, equitable and just policies and educational strategies in teaching and assessment and away from remedial interventions. Integrative learning designed with opportunities for blended learning provide an ideal, flexible strategy for all students' needs to be met in an inclusive manner that promotes equity and justice.

Resources

Resources include:
- Large and small teaching spaces.
- Skills laboratories,
- Simulation suite laboratories.
- Computer laboratories.
- Library.
- Work-based learning environments.

A wealth or general health and subject specific texts and peer reviewed journals are available physically and online through the Perry Library. There are also practical rooms and simulation equipment to support students learning.

Staff

Staff who teach on the course come from the physiotherapy courses team, with input from other members of the same and other Divisions in the Institute of Health and Social Care. Service users and people with lived experience contribute to delivery of the course.

References:

1. Evans, C., Yeung, E., Markoulakis, R. and Guilcher, S., 2014. An online community of practice to support evidence-based physiotherapy practice in manual therapy. *Journal of Continuing Education in the Health Professions*, *34*(4), pp.215-223.
2. Barradell, S., 2017. Moving forth: Imagining physiotherapy education differently. *Physiotherapy theory and practice*, *33*(6), pp.439-447.
3. Garrison, D.R., Anderson, T. and Archer, W., 2010. The first decade of the community of inquiry framework: A retrospective. *The internet and higher education*, *13*(1-2), pp.5-9.
4. Cruess, S.R., Cruess, R.L. and Steinert, Y., 2019. Supporting the development of a professional identity: general principles. *Medical teacher*, *41*(6), pp.641-649.
5. Leijen, Ä., Valtna, K., Leijen, D.A. and Pedaste, M., 2012. How to determine the quality of students' reflections?. *Studies in Higher Education*, *37*(2), pp.203-217.

D. Assessment

In order to maximise the integration of learning across different domains of learning (eg knowledge, reflexion and skills) all of the assessments within the physiotherapy programmes have been reviewed to ensure that they offer students the opportunity to demonstrate:

- the level of their learning within the module
- attributes and skills that will be required in their future practice
- integration of knowledge with those attributes and skills leading to a greater depth of practice

The course team has also paid particular attention to the diversity of assessment types within each year of the programme as well as making sure that these assessment types are reflected through the different years of the programme. This approach is intended to promote accessibility by utilising a range of different assessments whilst also ensuring the full range of professional practice skills are assessed. Assessment tasks might include:

- Written Examination
- Written Assignment
- Practical examination
- E-activities
- Presentations
- Poster Presentations
- Practical assessment
- Viva
- Placement-based assessment

The pass mark for assessments within the Physiotherapy programmes at LSBU are as follows:

- Assessments at Levels 4, 5 and 6 – 40%
- Assessments at Level 7 – 50%

E. Academic Regulations

The University's Academic Regulations apply for this course: LSBU Academic Regulations

Course Specific Placements Requirements

Course specific regulations apply to physiotherapy as follows:
1. Students must complete a minimum of 150 hours per placement in order to have had a bona fida attempt at the practice placement. Any student who does not meet this threshold will not receive a mark for the placement, however the placement hours will still contribute towards the students' total practice placements hours.
2. Students may not compensate for hours between placements.
3. Where a student is unsuccessful in a placement, the reassessment of this placement must be within a comparable area of practice and as soon as possible after the 1st attempt.
4. Students who are accepted on to the BSc (Hons) Physiotherapy programme may transfer onto the Integrated Masters in Physiotherapy (MPhysio) following progression into the 3rd year of the BSc (Hons) Physiotherapy programme.

1.0   Compensation

The schools follows the university regulations apart from:
- Students/Apprentices will not be eligible for compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

2.0   Third Attempts

An application for an exceptional third attempt at a single assessment in the final year of a pre-registration health and social care course may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

Eligibility criteria

1.   Increase in mark between first attempt and second.
2.   Second attempt mark to be within 5% of the pass mark.

This protocol does not apply to:

1.   Post-registration courses
2.   CPPD stand-alone modules
3.   Apprenticeship courses

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): DDM, 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. A foundation degree/higher apprenticeship in a professionally relevant subject

With

5. 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.

Students who are accepted on to the BSc (Hons) Physiotherapy programme may transfer onto the Integrated Masters in Physiotherapy (MPhysio) following progression into the 3rd year of the BSc (Hons) Physiotherapy programme.

G. Course structure(s)

Course overview

The course is designed to facilitate the students personal, academic and professional development such that the will meet the HCPC standard of proficiency for registration as a Physiotherapist and will have an understanding of the professions broad scope of practice. The largest area of practice remains the clinical sphere and this forms the largest focus within the programme with students being exposed to and developing competence in the broad scope of established and emerging clinical practice areas. Students will have experience of all the pillars of Physiotherapy practice, namely:
- exercise, movement, and rehabilitation
- manual therapy and therapeutic handling
- therapeutic and diagnostic technologies
- allied approaches.

Physiotherapy has 4 domains of practice, being:

- Clinical
- Leadership
- Education
- Research

During the course students will learn how to support the development and learning of their patients. As students progress through the course, they will also study research methods, as well as other methods and mechanisms for knowledge generation and dissemination. Students will study the political and policy context of current health service delivery along with concepts around leadership, quality and change. This learning will support students in developing their skills so that they are not just competent clinical physiotherapists, but also effective agents for change and social justice.

The course is delivered full time in a Semester format. The inclusion of practice placement as part of the programme of study means that the course will not always run to the standard LSBU term dates. There will be on intake annually in September,

Course structure

Year 1
The first year focuses on the building the foundations of the students' future physiotherapy practice. Core Physiotherapy Skills is placed in the first semester of the programme to introduce students to the psychosocial aspect of health and wellbeing and so begin the students' socialisation towards their future professional identity. This module will help them understand the need for person centred care and the fundamental need for social justice within health care delivery. Functional Anatomy and Kinesiology, and Human Structure and Function run throughout the year giving students the scientific basis for their future clinical practice, whilst also giving them the clinical assessment skills to then develop their treatment and management skills in year 2. The public facing component of physiotherapy practice is often challenging for many students. This is included in the Physical Activity and Health Improvement module which supports students in developing their interpersonal and communication skills, whilst also developing their patient education skills in a practical setting. As students progress into their new roles as novice student physiotherapists, they then undertake the Concepts of Interprofessional and Collaborative Practice module whish helps them to contextualise their profession specific learning and better appreciate the need for inter-disciplinary practice.

Year 2
The second year of the programme develops student clinical knowledge and skill with a view towards practice placement in the second half and the academic year. These clinical skills are delivered in an an integrated way in Patient-Centred Physiotherapy through the Life Cycle, such that the focus of the module is the assessment and treatment of the person rather than the condition with which they present. Students will study the Appraising Evidence for Research-Informed Practice. This module will help students to better appraise the evidence base on which they build their practice. It will help students to understand the interdisciplinary nature of effective research, knowledge generation and healthcare. Students will also study Integrated Care for Physiotherapy Practice which will help students understand the role of the physiotherapist in new integrated models of health care delivery so that they can be more effective in these interprofessional setting and are equipped to act as positive change agents in their introduction and development.

Year 3
Students will complete their practice placement in the final year whilst also developing more advanced clinical skill in Advancing Physiotherapy Practice and ensuring that they are using appropriate modalities to optimise patient outcomes in Optimising Clinical and Therapeutic Outcomes. Having learned the need to be a positive change agent earlier in their studies, students will go on to learn change management and quality improvement methodologies in Leadership, Quality Improvement and Change Management where they will also revisit the important of interdisciplinary working in maximising clinical and service quality. Lastly students will study Contemporary Issues in Physiotherapy so that they have a solid understanding of the current context of physiotherapy practice at the point of their completion of the programme.

	Semester 1	Semester 2
Year 1 - Level 4	Core Physiotherapy Skills Compulsory - 20 credits	
	Human Structure and Function Compulsory - 40 credits	
	Functional Anatomy and Kinesiology Compulsory - 20 credits	
	Physical Activity and Health Improvement Compulsory - 20 credits	
		Concepts of Interprofessional and Collaborative Practice Compulsory - 20 credits
Year 2 - Level 5	Appraising Evidence for Research-Informed Practice Compulsory - 20 credits	
	Patient-centred Physiotherapy through the Life Cycle Compulsory - 60 credits	
		Integrated Care for Physiotherapy Practice Compulsory - 20 credits
		Physiotherapy in Practice 1 Compulsory - 20 credits
Year 3 - Level 6	Physiotherapy in Practice 2 Compulsory - 40 Credits	
	Leadership, Improving Quality and Change Management Compulsory - 20 credits	
	Advancing Physiotherapy Practice Compulsory - 20 credits	
		Optimising Clinical and Therapeutic Outcomes Compulsory - 20 credits
		Contemporary Issues in Physiotherapy Compulsory - 20 credits

Placements information

Year 2 - Level 5: 2x6 Week Practice Placement
Year 3 - Level 6: 3x6 Week practice placement

The courses are planned to ensure that students complete the requisite number of hours in both theory and practice (approximately 1,000 hours). 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 learning opportunities are included throughout the programme to ensure that students are prepared for practice placements and are able to continue to develop their knowledge and skills in the future as lifelong learners. Students must achieve the requisite academic credit and specified practice hours and competencies 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. 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.

H. Course Modules

All Modules are core

Module Code	Module Title	Level	Semester	Credit value	Assessment
AHP 4010	Concepts of Interprofessional and Collaborative Practice	4	2	20	3000 word essay - 100%
TPT 4002	Human Structure and Function	4	Both	20	Short Answer Question Exam - 40% Case Based Practical Exam - 60%
TPT 4003	Core Physiotherapy Skills	4	1	20	3000 word essay - 100%
TPT 4004	Physical Activity and Health Improvement	4	Both	20	Practical Coaching Exam - 100%
TPT 4001	Functional Anatomy and Kinesiology	4	Both	20	Practical Exam - 100%
TPT 5003	Physiotherapy in Practice 1	5	2	20	Practice Placement 1 - 6 week placement - 50% Practice Placement 2 - 6 week placement - 50%
AHP 5010	Appraising Evidence for Research-Informed Practice	5	Both	20	3000 word essay - 100%
TPT 5002	Integrated Care for Physiotherapy Practice	5	2	20	3000 word essay - 100%
TPT 5001	Patient-centred Physiotherapy through the Life Cycle	5	1	60	Cardio-Respiratory Case Study Presentation - 33.3% Musculoskeletal Case Study Viva - 33.3% Neurology Long Answer Question Exam - 33.3% Clinical Skills Practical Exam - 0% Pass/Fail
TPT 6004	Physiotherapy in Practice 2	6	Both	40	Practice Placement 3 - 6 week placement - 25% Practice Placement 4 - 6 week placement - 25% Practice Placement 5 - 6 week placement - 25% Reflective Presentation - 25%
TPT 6001	Optimising Clinical and Therapeutic Outcomes	6	2	20	3000 word essay - 100%
AHP 6010	Leadership, Improving Quality and Change Management	6	Both	20	3000 word essay - 100%
TPT 6002	Contemporary Issues in Physiotherapy	6	2	20	Group Poster Presentation and Defence - 100%
TPT 6003	Advancing Physiotherapy Practice	6	Both	20	Clinical Case Study Viva - 100%

I. Timetable information

Students are expected to be available for teaching Monday-Friday 0900-1700Hrs.

Wednesday afternoons and one other self directed study day are allocated each week, however there may be times where teaching and learning needs necessitate students attending sessions on these days.

Student will be notified of any changes via the virtual learning environment.

J. Costs and financial support
Course related costs   The Student Life Centre offers free, confidential services for all students including advice and guidance on finances and money management and help with any personal, emotional or academic issue. This is not a counselling service, but advisors can help students find the support needed from a counsellor if required. Advisers are available on a one-to-one basis bookable through the students LSBU MyAccount pages.   **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 C: Terminology

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.

Level	Title	Credits	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12
4	Concepts of Interprofessional and Collaborative Practice	20	AHP 4010			TD			DA	TDA		TDA	DA							D	TDA		T				TDA		TA	DA	D	D	D	TD				TDA	TD	TD
4	Human Structure and Function	30	TPT 4002	TDA	TDA		TD							TDA	TDA	TD	TDA			D	D	TDA	TD	TDA			TD		DA		TD	TD	TDA	TD	D				D	D
4	Core Physiotherapy Skills	20	TPT 4003	TDA	TDA	TD	TD	TDA			D	TD		TDA	TDA	TDA	TDA			TDA	TDA	TDA	TD	TDA			TD	TD	TD	D	TDA	TDA	TD	TD	D	TD			TD	TD
4	Physical Activity and Health Improvement	20	TPT 4004	TD	TD	TDA	TDA	TDA					D		TDA	D	TDA		D	D	TDA	TDA	TDA	TDA	TDA	D	D		TDA	D	TDA		TD	TDA		TDA	DA		D	D
4	Functional Anatomy and Kinesiology	20	TPT 4001	TDA	TD				D					TDA	TDA		TDA			D	D	TDA	TDA	TDA			TD	D				D	TD	TD	D				D	D
5	Physiotherapy in Practice 1	20	TPT 5003	DA	DA	DA	TDA	DA	DA	DA		D	D	DA	DA	DA	D		DA	DA	DA	DA	DA	DA	DA	TDA	DA	D	DA	DA	DA	DA	TDA	DA	DA		DA		DA	DA
5	Appraising Evidence for Research-Informed Practice	20	AHP 5010						D	D	TDA	D	TDA		TDA		TDA	TDA	TDA	D	D	TDA		DA		TDA		DA	TDA	TDA		TD	TDA	TDA	TDA				D	D
5	Integrated Care For Physiotherapy Practice	20	TPT 5002			TDA	D	TDA	D	TDA		TDA	TDA	TDA	TDA	TDA	TDA		TDA	D	TD				TD	D		D		TD	TD	TDA	DA	TDA	D				TDA	TDA
5	Patient-centred Physiotherapy through the Life Cycle	60	TPT 5001	TDA	TDA	TDA	TDA	TDA	D			D		DA	TDA	TDA	TDA		DA	D	TD	TDA	D	TDA	TDA	TDA	TD	D	D		TDA	D	TDA	DA	TDA	D	D		TDA	DA
6	Physiotherapy in Practice 2	40	TPT 6004	DA	DA	DA	TDA	DA	DA	DA		DA	DA	DA	DA	DA			DA	DA	DA	DA	DA	DA	DA	TDA	DA	DA	DA	DA	DA	DA	TDA	DA	DA	D	DA		DA	DA
6	Optimising Clinical and Therapeutic Outcomes	20	TPT 6001		TD	TDA	D	TDA	D	DA	DA	DA	D	DA	DA	DA	TDA		DA	DA	D	D	D	D	D	DA	D	D		DA	DA		TD	TDA	D		DA	D	DA	DA
6	Leadership, Improving Quality and Change Management	20	AHP 6010				D		TDA	TDA	TDA				DA		DA	DA	DA	D									D	D		D	D	D	DA		DA	D	TDA	TDA
6	Contemporary Issues in Physiotherapy	20	TPT 6002	D		D	D	TDA			DA	DA		DA	DA	TDA	D		DA	DA	D		D	D		D		DA	DA	DA	D	DA	D	D	TDA		DA	D	DA	DA
6	Advancing Physiotherapy Practice	20	TPT 6003	TDA	TDA	TDA	TD	DA				TDA		DA	DA	TDA			TDA	DA		D	D	D		D		D	DA	D	TDA	TDA	TDA	TDA	D	D	D	DA	DA	DA

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	Outcomes focus and professional/employer links 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	This is achieved through involving external stakeholders as well as employers through guest lectures

	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.	
Embedded learning development	Support for transition and academic preparedness 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.	This is achieved through integrating across all modules
High impact pedagogies	Group-based learning experiences 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.	Group tasks, assignments and e-learning material are incorporated across all modules in the course
Inclusive teaching, learning and assessment	Accessible materials, resources and activities 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.	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	Assessment and feedback to support attainment, progression and retention 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**.	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	Research and enquiry experiences 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.	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	Authentic learning and assessment tasks 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 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 **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	This is achieved through involving external stakeholders as well as employers through guest lectures and curriculum design
Inclusive teaching, learning and assessment	Course content and teaching methods acknowledge the diversity of the student cohort 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.	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	Work-based learning 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.	Practice (clinical) placements are integral to this course at each level of study

	Work-based learning can be linked to assessment if appropriate.	
Embedded learning development	Writing in the disciplines: Alternative formats 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 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.	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
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences 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.	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
Assessment *for* learning	Variation of assessment 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.	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
Curricula informed by employer and industry need	Career management skills 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	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

	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**.	personal tutor meetings and peer support sessions
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation 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 **professionalism**, **integrity** and **creativity**.	This is achieved through the final project (IPL portfolio/statement) and multiple modes of assessment in level 6.

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]

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 earning
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