

**PHYSIOTHERAPY
WITH
PLYMOUTH
UNIVERSITY**

Faculty of Health and Human Sciences

School of Health Professions

BSc (Hons) Physiotherapy

Programme Specification

Date of Approval:

January 2013

Date of Implementation:

September 2013

Year of First Award:

July 2016

Brief description of Programme

Physiotherapy is a healthcare profession that works with people to identify and maximise their ability to move and function. Functional movement is a key part of what it means to be healthy. This means that physiotherapy plays a key role in enabling people to improve their health, wellbeing and quality of life.

Physiotherapists use their knowledge and skills to identify what is limiting an individual's movement and performance and then help individuals decide how to address their needs.

The BSc (Hons) Physiotherapy is a three year degree programme that will provide students with a secure foundation of knowledge, sound clinical skills of assessment and treatment, and communication and interpersonal skills. As the evidence-base underpinning physiotherapy is constantly evolving graduates will be equipped to cultivate new knowledge and understanding through critical reflection, evaluation and research. These skills will be developed through different modes of learning including 'Problem Based Learning' which is the overarching philosophy in delivering the physiotherapy specific modules. Other significant modes of learning are practical skills classes, lectures and seminars which are interspersed with clinical practice placements throughout the South West Peninsula. There are six placements during the three years of the programme and credits from these placements in years two and three count towards the final degree classification.

Successful completion of the programme entitles you to apply for registration with the Health Care Professions Council (HCPC).

Distinctive features

This is a full time programme which uses a pattern of interspersing university-based education with clinical education placements throughout the three years of the course. The integration of theoretical underpinning knowledge and reasoning with contemporary practice based issues throughout the course, aims to develop practitioners who have the knowledge, skills and attributes to prepare them to work as autonomous professionals.

The underpinning philosophy of the programme is based on the 'Problem Based Learning' (PBL) approach, which develops and enhances problem solving, self-directed learning, collaborative working and facilitation skills. The programme team believes the PBL philosophy encourages the development of 'life-long learning' skills and the ability to function autonomously and flexibly. This is essential during their training and on graduation to continue to develop as an effective practitioner and member of the inter-professional team in an ever changing health care environment.

Each PBL group is facilitated by a tutor, ensuring an appropriate coverage of course material and promoting critical reflection and application of theory to practice. However, the key emphasis of PBL within the programme remains very much centered around students developing their own learning and development collaboratively through their group.

Throughout the three years of the programme there are a range of problem-based clinical case scenarios which have been developed in collaboration with our stakeholders, and reflect common conditions that physiotherapists manage and treat. Each scenario has been written to reflect current and contemporary

practice issues relevant to the case, and to facilitate student development and progression across the three years of the course. Cases include consideration of relevant patient care pathways, as well as practice issues such as the transition of rehabilitation into community and intermediate care settings. In year 3 we have developed a new module to reflect the challenges and opportunities associated with complex case management. The scenarios include triggers which require coverage of the critical care skills needed for the acute management of intensive care patients as well as progression through rehabilitation care pathways; following the patient into the community setting. Clinical cases in this module include spinal cord injury, acquired brain injury, multiple trauma and the concomitant implications for the cardiorespiratory system following the need for mechanical ventilation. This module will facilitate the students' need to problem solve, to prioritise management, and to work holistically in a range of multi-disciplinary settings. Alongside the clinical aspects the students will learn about caseload management, team-working, delegation and discharge planning, psychosocial issues and long term care needs, for example cognitive function and long term ventilation.

Development of student skills in Information technology and the use of e-learning are embedded within the programme and constructively aligned with the philosophy of problem based learning as students will learn skills in searching for appropriate literature and utilise on line resources to enhance their knowledge. Wikis for each PBL module allow sharing of knowledge when answering their learning objectives. Students are introduced to the online managed learning environment (TULIP) at induction and then throughout the programme as they become familiar in accessing learning materials from TULIP and in a number of occasions will upload their coursework and receive individualised electronic feedback via Scholar (a platform that enables uploading and marking of coursework electronically). Students receive sessions in literature searching in relevant databases at induction with the expectation clearly identified in module guidance of the importance of utilising relevant evidence in all assessments so these skills are refined and enhanced throughout the three years. There is a large array of online resources including clips of clinical skills, patient assessments and patient experiences which contribute to student knowledge and students have access to these throughout the programme. Students have the use of an online portfolio which is embedded into the programme with its utilisation in a number of inter professional and clinical modules, for example, annual SWOT and Personal Development Plan (PDP), reflection on clinical practices and case students and presentations developed in practice. In the final year module, preparation for professional practice the portfolio will be further developed to showcase their knowledge, skills and attributes which will be essential when applying for professional employment.

Interprofessional learning is an important aspect of the course, as all physiotherapists will work within a variety of multiprofessional and interprofessional teams. The programme has a number of shared and interprofessional modules with students from other health programmes, which ensures that students gain an appreciation of the professions that they will be working with in the future. Interprofessional education occurs throughout all years of the programme, and includes core theoretical, developmental, and research

focussed modules. Two of the new modules within the programme –preparation for practice (year 1) and preparation for professional practice (year 3) have aspects of interprofessional and shared learning, allowing students to learn about common professional values and standards of practice. These modules aim to prepare students for clinical and professional practice with research, teamworking, supervisory and management skills so that graduates can be effective team leaders. The final year module will equip students with the necessary skills for employment; including a portfolio of knowledge, skills and attributes.

The programme aims to ensure the curriculum and teaching and learning approaches are research-informed and to provide our student with the learning opportunities which will enable them to become lifelong inquirers and researchers. Evidence based practice and the use of a critical, evaluative approach are viewed as key components of the course, and central aspects of the learning and development process. Plymouth University physiotherapy graduates will have well developed practical skills underpinned by the necessary theoretical knowledge and research base. The student learning experience is enhanced by the involvement of staff within different areas of research; both pedagogical and clinical. All of the programme team are active in scholarly activity and research which informs their teaching. Areas of pedagogical research include the use of action research in promoting interprofessional peer learning in clinical practice. The findings of which have resulted in student recommendations being implemented in practice. An exploration of clinical educators' perception of Physiotherapy students who are studying on a problem based learning (PBL) programme resulted in the development of material for student's preparation for practice and support for educators. A recent teaching fellowship award will allow members of the team to explore physiotherapy students' experience of problem based learning in Plymouth and Athens and potential findings from this study will influence the design and delivery of PBL in these programmes.

There is also an extensive array of clinical research– a selection of which is detailed here: musculoskeletal research into both the biomechanics and management of back pain has enhanced the design of musculoskeletal modules. Ultrasound studies of nerve dynamics informs teaching of neurodynamic assessment and treatment in musculoskeletal MSK while ultrasound studies of abdominal muscle activity informs teaching of core stability exercises in MSK and neurological conditions, ensuring that research findings are transferred across specialties. Neurological research into the evaluation of risk factors for falls as well as the implementation and evaluation of a falls management programme for people with Multiple Sclerosis MS has influenced the design and delivery of both undergraduate and post graduate modules as well as provided ideas for student undergraduate research projects. Research into the effects of core stability training on balance and mobility in ambulant MS patients will add to the on-going debate by students with regard to the evidence base surrounding core stability training. Research into the effect of temperature on nerve and muscle function in people with hereditary spastic paraparesis enhances knowledge and understanding of physiological underpinning of the use of thermal agents in physiotherapy management and the potential impact on performance which has implications for both neurological and musculoskeletal patients.

In cardio respiratory a number of student research projects are evaluating the

effects of inspiratory muscle training on respiratory muscle strength, endurance and function in healthy populations. This allows students to consider the implications for exercise prescription in cardiorespiratory training and the appropriateness of outcome measures to measure effectiveness. A recent grant for research into high intensity training in neurological patients brings together knowledge from cardiorespiratory and neurological fields. The fact that the majority of the programme teach are research active allows staff to facilitate teaching of research methods and to supervising and supporting both undergraduate and post graduate students with their research projects. The physiotherapy programme has acclaimed world class researchers in Jon Marsden and Jenny Freeman with their research focusing on neurological rehabilitation.

Student engagement with critical evaluation and research is embedded through the programme: starting with literature searching and appraising evidence in order to implement evidence based practice into the submission of course work and implemented in clinical practice through the clinical reasoning process; to formulating a research protocol and culminating with the completion of a group research project in year three. This equips students with the necessary research skills of planning, organising, data collection and synthesis. One element of the assessment of the final project requires the students to write up the results in a journal article format, the best of which are published and/or presented at conferences.

Students will also have a strong foundation in health promotion and educating patients with regard to enhancing their health and well-being, either through prescription of individually tailored physical activity programmes and/or lifestyle adaptations/ behaviour modifications. Patients are partners within the therapeutic relationship and therefore the importance of individually tailoring education and exercise to patients' goals is fundamental, and a growing priority within the current healthcare agenda. To reflect this, the new programme includes an introductory module in year 1 entitled 'Inspiring Health and Exercise'. The important concepts of education, exercise prescription and empowering patients to self-manage their long term condition are echoed throughout the three years of the programme, culminating with an independent study module entitled 'Enhancing Physical Activity'. In this module, students will have the opportunity to consider the opportunities and challenges associated with health promotion in a number of different patient populations through independent study supported by keynote lectures, seminars and practical sessions.

Placement learning is integral to the programme, and viewed as being run as a partnership between the University, placement providers and students. The programme maintains close links with placement providers, and each student is supported on placement by a placement educator (often as part of a wider physiotherapy team), supported by academic members of the programme team. Links between placements and the University are valued by all those involved, and serve as important mechanisms for monitoring, quality control and feedback.

The range of practice placements available for students within the programme is intended to reflect current practice, including cultural changes which have seen

services being delivered in a range of primary and secondary care settings, as well as a growing number of third sector placement opportunities. The programme has developed a diverse placement portfolio including a mixture of acute and community based placements covering the core areas of practice (musculo-skeletal, neurology, respiratory and care of the elderly placements). Specialist placements such as learning disability, women's health, mental health and paediatrics are also available within the NHS placement portfolio, and third sector placement opportunities include elite sports, Ministry of Defence and charitable establishments. Placement learning takes place across the South West Peninsula, and travel to these placement areas is a feature of the programme for all students. This will have financial and organisational implications for students, and this is made clear at all points in the admissions, induction and placement preparation stages.

Continuing Professional Development (CPD) is a core aspect of practice as a healthcare professional, and the curriculum ensures that students learn about and engage with the process throughout the programme. Students are encouraged to develop a portfolio during their studies to help inform and guide their learning, and ultimately to showcase their knowledge skills and attributes to future employers. This process includes the development and use of skills including reflection, self-appraisal and personal development planning within the year one preparation for practice module. However, students are encouraged to document their experiences on an on-going basis, and to reflect on and in action as a reflective practitioner throughout the course, supported by personal tutor input and supplementary learning opportunities during placement and academic modules.

The programme utilises an array of assessments. Module assessments are designed to be interesting and challenging for the students, but also to equip students with a range of skills relevant to practice. This includes both practical and written exams, essays, presentations, research articles, reflective accounts and case studies and clinical vivas. Students have access to a range of support mechanisms to facilitate their preparation for assessments, including support from module teams, personal tutors and the university learning and development service, as well as on-line support, tutorials and guidance.

Entry requirements

GCSE profile:

A strong GCSE profile is expected. This is normally at least five passes (at grade C or above) in one sitting and must include English, Maths and Science. Key skills (level 2) standalone qualifications are not acceptable, but may be considered as part of a suitable Access course.

A/AS levels:

Minimum 136 points from three A levels, must include Biology/Human Biology/Applied Science. Key skills and General Studies are welcome as part of the candidate's overall profile, but these grades will not count towards the minimum entry. AS levels are not normally accepted – an AS level may only be considered if the applicant is doing a suitable (health/science-related) Extended Project, alongside at least 2 other A2 units, one of which must be biology or human biology.

Other qualifications (examples, not a complete list):

A variety of qualifications and entry routes are considered in the context of the overall profile. Mature students are welcome to apply.

- Access to Higher Education course. Successful completion of an OCN approved Access course (preferably in Science, Health Professions/Science or Physiotherapy), comprising 45 level 3 credits, including 15 credits in biological science, of which 30 credits must be at Distinction and 15 credits at Merit or higher.
- International Baccalaureate. 33 points with a minimum of 15 at higher level or above in two scientific subjects.
- Open University Science Foundation Courses (e.g. SK177).

Applications from recent graduates:

Applications from recent graduates are welcome. They normally must have a relevant honours degree (achieved within the last five years) with a minimum of 2:2, in a relevant area.

Applications from countries of the European Union and overseas:

A strong academic profile from the home country is required. In addition, English language qualifications are required, such as:

- IELTS - Overall average score of at least 7.0, with a score of at least 7.0 in the listening and reading sections and at least 7.0 in the writing and speaking sections
- TOEFL 'internet-based' test (ibt) - 100
- TOEFL Paper test - 600

Key requirements

In addition to the academic qualifications we carefully screen the UCAS application. Therefore, all applicants should ensure that their personal statement and /or reference address the following issues. These will be rated on a points system and the applicants with the highest points will be given priority.

- Interest and knowledge of the profession
- Work experience/shadowing in physiotherapy or other health related area
- Communication skills
- Ability to empathise with others
- Ability to cope with the demands of an academically intensive course
- Ability to solve problems
- Ability to study/work independently and in groups

Health Screening

The work of a physiotherapist is physically demanding. All prospective students have to complete a health declaration form and some may be invited for an Occupational Health assessment. Applicants with disabilities will normally be invited for an early meeting to assess how the university can support them during the course. Subsequently students are required to complete an annual health declaration and are also required to notify the programme whenever there is a change in their health so that appropriate referrals and support can be provided.

Criminal Records

Physiotherapists work with children and other vulnerable people and therefore any criminal record (including cautions) must be disclosed (none are considered spent in this case). The nature of certain criminal convictions will debar successful students from gaining registration as a physiotherapist. Applicants who have a criminal record are advised to discuss the matter further with the admissions tutor. All prospective students are subject to an enhanced disclosure criminal records bureau check before commencing the course, as well as completing an annual declaration that their CRB remains unchanged. Any convictions, cautions, reprimands or warnings recorded on police central records since their last annual declaration should be notified to the University immediately.

Funding

The NHS will currently meet (in full) your Tuition Fee Contribution on your behalf if you are a UK or EU national and you can apply for a means-tested bursary (the amount depends on your current financial circumstances) for the duration of your course through the NHS Business Services Authority if you are a UK national. Students may also apply for a student loan.

Further information is available from <http://www.nhsbsa.nhs.uk/students>

Placement learning:

It is a regulatory requirement that physiotherapy students normally complete 1000 hours of supervised practice during the duration of the course. Placements will be in Devon and Cornwall and it is important to note that **all** students will have to go on placement away from Plymouth. This may have financial implications because of additional travel and accommodation costs. Students on NHS bursaries can get financial help.

If you require further information contact the admissions team on:

Tel: +441752585858 or Email: admissions@plymouth.ac.uk

Accreditation of Prior Certified Learning APEL

Credit for prior learning, whether certified or experiential, may count towards the requirements of a named award up to the following maxima:

Certificate of Higher Education	60 credits
Diploma of Higher Education	160 credits
Diploma in Professional Studies	160 credits
Ordinary Degree	220 credits
Honours Degree	240 credits

It is important to note that these maxima can only be applied in very specific and rare circumstances. The APEL panel will carefully consider the type of prior learning as well as the manner in which this learning has been achieved. In particular, the panel will have to consider the PBL nature of this physiotherapy programme and whether an applicant who has not been exposed to this approach to learning would be able to enter the programme with advanced standing.

In all cases the learning for which credit is awarded must constitute a coherent programme of study when considered with the credits gained for study within the University. Accreditation of prior learning is based on the concept of specific credit (that is that the learning outcomes of the prior learning are directly equivalent to those of the modules from which the student will be exempt as a result).

Clinical placements successfully completed at another university can be considered for APEL into this course but the overall experience of all core clinical areas must be considered.

An APEL panel will meet to assess an application for accreditation of prior learning made by a prospective student. This APEL panel will consist of:

- The Programme leader
- A subject specialist (or module leader) from the area for which an application of accreditation of prior learning is being made.

Students with special needs/ disabilities

If students identify on admission that they have a disability, they will be invited for an introductory meeting with the Admission Tutor or Programme lead. This is to allow the disabled student to familiarise themselves with the building; and to discuss any requirements that may need to be put in place prior to arriving. Students are encouraged to contact the Disability Assist Service DAS to assess their individual needs.

Placement Learning

Students will be expected to travel across the whole of the South West region to their practice placements. This will have financial implications for students.

Programme aims

The programme is intended to develop practitioners who are:

1. Confident to practice physiotherapy competently and safely upon graduation in a variety of service and practice settings.
2. Adept in the full range of generic, graduate and transferable skills.
3. Reflective practitioners who are able to identify personal and professional goals for continuing professional development and lifelong learning.
4. Enquiring practitioners with the necessary clinical reasoning skills to; identify, implement and inform best available practice.
5. Proficient in educational and therapeutic skills to promote health and well being
6. Able to work autonomously and with accountability
7. Fit for purpose, fit for award and fit to commence employment as a physiotherapist

Intended programme learning outcomes

Below is a brief overview of the intended learning outcomes of the programme. Detailed mapping of all the learning outcomes can be found in the appendix.

1. Knowledge and understanding

On completion graduates should have developed:
appropriate knowledge and skills in order to make professional judgements and to know the limits of their practice and when to seek advice

Teaching and learning methods and strategies:
Key note lectures, problem based learning seminars, practical skills classes, clinical placement experience

Assessment strategies:
Written examinations, practical examinations and vivas, clinical placements; presentations

2. Cognitive and intellectual skills

On completion graduates should have developed:
Ability to make decisions in complex and unpredictable contexts, problem solving skills

Teaching and learning methods and strategies:
Problem based learning seminars

Assessment strategies:
Practical examinations and vivas to test clinical reasoning skills

3. Key and transferable skills

On completion graduates should have developed:
The ability to use IT and information management systems; Ability to communicate effectively to a range of audiences; Problem-solving skills; Ability to initiate and carry out projects.

Teaching and learning methods and strategies:
Clinical education placements, research projects, practical workshops and skills classes

Assessment strategies:
Placement assessments, research project, practical examination, viva and presentations

4. Employment related skills

Teaching and learning methods

<p>On completion graduates should have developed: the ability to identify personal and professional development needs for CPD and lifelong learning.</p>	<p>and strategies: Career development sessions, personal tutoring; personal reflection</p> <p>Assessment strategies: Personal and professional development portfolio</p>
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<p>5. Practical skills</p> <p>On completion graduates should have developed: The ability to practice within the legal and ethical boundaries of physiotherapy; Plan and implement appropriate physiotherapy interventions based on an assessment of individual need, the best available evidence, the risks involved to self and others, and personal capacity to execute safely, effectively and efficiently.</p>	 <p>Teaching and learning methods and strategies: Practical skills classes and clinical placement learning</p> <p>Assessment strategies: Practical examinations and placement assessments</p>
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Programme structure and pathways

Level 4 credits and modules			
Term 1		Term2/3	
Functional Anatomy & Physiology	20	Applied Movement Science	20
Preparation for Professional Practice Year 1	20	Cardiorespiratory Physiotherapy1	10
Inspiring health and exercise	20	Clinical education placement 1	10
Neuro-musculoskeletal physiotherapy 1			20
Credits = 120 level 4			

Level 5 credits and modules			
Term 1		Term 2/3	
Neurological Physiotherapy 2	20	Clinical education placement 2	20
		Active Aging	20
Musculoskeletal Physiotherapy 2	20		
Cardiorespiratory Physiotherapy 2	20	Project studies	20
Credits = 120 level 5			

Level 6 credits and modules			
Term1		Term 2/3	
Advanced Project studies			20
Clinical Practice	20	Management of the complex patient	30
		Enhancing physical activity	20
		Preparation for professional practice (year 3)	20
		Clinical practice	10
Credits = 120 level 6			

Exceptions/ special academic regulations

The following are exception to normal university regulations which will apply to the BSc (Hons) Physiotherapy:

1. Procedure in event of failure (level one, two and three):
There will be no compensation between modules and no compensatory passes will be awarded. No compensation for failure after completed resits can be awarded.
2. In the case of a 10 credit placement education module a maximum of two attempts at the module and its assessment can be permitted. In the case of a 20 credit placement module, a maximum of two attempts at either element will be permitted. Students who are unsuccessful in both elements at the first attempt must retrieve the first element before being permitted an attempt to retrieve the second element.
3. A student must normally complete 1000 hours of clinical education placement experience.
4. An aegrotat award is not permitted for the BSc (Hons) Physiotherapy.
5. Students with a weak academic profile would normally be prevented or delayed from undertaking a placement education module via the Fitness to Practice procedure. The cut-off point where this procedure would be instigated would usually be at the point of the student being unsuccessful in 60 academic credits or more prior to the placement module.

Final award title	BSc (Hons) Physiotherapy
Level 4	Certificate in Higher Education
Intermediate award title(s)	
Level 5	Diploma in Higher Education
Awarding institution	University of Plymouth
Teaching institution	Plymouth University
Accrediting body	Health and Care Professions Council Chartered Society of Physiotherapy
Appropriate benchmark(s)	QAA - Physiotherapy
UCAS code	
JACS code	B160

Students who have not successfully completed the programme and are in receipt of receipt of an exit award below the BSc (Hons) degree will not be eligible to apply for registration with the Health and Care Professions Council.

APPENDICES

Appendix One – Mapping of intended programme learning outcomes

Appendix Two – Standards of Proficiency mapping document

Appendix Three – Standards of Education and Training

Appendix Four – Programme Structure

Appendix One – Mapping of intended programme learning outcomes

On successful completion of the programme, the graduate should be able to:					
Programme Learning Outcomes	Graduate Attributes	Knowledge and skills framework	QAA Benchmark Statements	HPC Standards of Proficiency for Physiotherapy	Related Modules
1, 2, 3, 5	<ul style="list-style-type: none"> • Systematic understanding of key aspects of field of study • Problem-solving skills • Ability to evaluate arguments, assumptions, abstract concepts and data, make appropriate judgements and frame appropriate questions to solve problems • Ability to initiate and carry out projects 	<p>Health and well-being:</p> <p>Plan, develop and evaluate programmes to promote health and wellbeing and prevent adverse effects on health and well being</p> <p>Plan deliver and evaluate interventions and / or treatments</p>	<ul style="list-style-type: none"> • An understanding of the biological, physical and behavioural sciences which underpin physiotherapy • An ability to apply appropriate physiotherapy assessment techniques. • Safe and effective use of therapeutic exercise, manual therapy and of electrotherapeutic modalities • An understanding of the role of physiotherapy in the prevention of illness and injury and in health. • The information gained from the assessment process sufficient to assess a patient safely and effectively taking into account physical, psychological and cultural needs. 	<ul style="list-style-type: none"> • Be able to practice within the legal and ethical boundaries of physiotherapy • Be able to exercise a professional duty of care • Know the limits of their practice and when to seek advice • Know the professional and personal scope of their practice and be able to make referrals • Know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice • Know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the need of the individual 	<p>All clinical modules, SOHP 401 SOHP403, PHY111, PHY112 PHY113, PHY114, PHY216, PHY217, PHY218, PHY220, PHY322, PHY323, SOHP 602</p>

Appendix One – Mapping of intended programme learning outcomes

Programme Learning Outcomes	Graduate Attributes	Knowledge and skills framework	QAA Benchmark Statements	HCPC Standards of Proficiency for Physiotherapy	Related Modules
1, 2, 3, 4, 5,	<ul style="list-style-type: none"> • Problem solving skills • Exercises initiative and personal responsibility • Ability to make decisions in complex and unpredictable contexts 	<p>Health, safety and security:</p> <p>Promote, monitor and maintain best practice in health, safety and security</p> <p>Develop and maintain communication with people about difficult matters and/or difficult situations</p>	<ul style="list-style-type: none"> • A sufficient understanding of individual and team working practices to be able to work in both contexts where appropriate • The use of IT and information management systems sufficient to maintain patient records • An understanding of the role of other professions • An ability to work as a member of a health care team. 	<ul style="list-style-type: none"> • Recognise the need for effective self-management of workload and to be able to practice accordingly • Be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers • Be able to contribute effectively to work undertaken as part of the multi-disciplinary team • Be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers • Understand the need for effective communication throughout the care of the patient • Understand the need for, and be able to establish and maintain, a safe practice environment 	<p>All clinical modules, Inter-professional learning opportunities</p> <p>SOHP401</p> <p>SOHP403</p> <p>SOHP501</p> <p>SOHP601</p> <p>SOHP602</p>

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Programme Learning Outcomes	Graduate Attributes	Knowledge and skills framework	QAA Benchmark Statements	HCPC Standards of Proficiency for Physiotherapy	Related Modules
1, 2, 3, 5,	<ul style="list-style-type: none"> • Ability to communicate effectively to a range of audiences • Problem-solving skills 	<p>Quality: Maintain quality in own work and encourage others to do so. Promote monitor and maintain best practice in health, safety and security</p>	<ul style="list-style-type: none"> • An ability to apply appropriate physiotherapy assessment techniques • An understanding of the role of physiotherapy in the prevention of illness and injury and in health. • Communication skills sufficient to communicate safely and effectively as a professional with patients, carers and colleagues. 	<ul style="list-style-type: none"> • Be able to contribute effectively to work undertaken as part of the multi-disciplinary team • Know the limits of their practice and when to seek advice • Be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers • Be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers 	<p>All clinical modules, SOHP401 SOHP602 PHY111 PHY112 PHY114, PHY216 PHY217 PHY218, PHY220, PHY322</p>

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Programme Learning Outcomes	Graduate Attributes	Knowledge and skills framework	QAA Benchmark Statements	HCPC Standards of Proficiency for Physiotherapy	Related Modules
1,2,3,5	<ul style="list-style-type: none"> • Problem-solving skills • Ability to initiate and carry out projects • Communicate effectively to a range of audiences • Ability to make decisions in complex and unpredictable contexts. 	<p>Health and wellbeing: Plan, deliver and evaluate interventions and / or treatment</p> <p>Assess physiological and or psychological function and develop monitor and review related treatment plans</p>	<p>An understanding of the biological physical and behavioural sciences which underpin physiotherapy.</p> <ul style="list-style-type: none"> • An integrated understanding of the ethical, moral and legal issues in relation to physiotherapy practice 	<ul style="list-style-type: none"> • Be able to contribute effectively to work undertaken as part of the multi-disciplinary team • Be able to gather information effectively • Be able to use appropriate assessment techniques • Be able to undertake or arrange clinical investigations as appropriate • Be able to analyse and evaluate the information collected • Be able to use research, reasoning and problem solving skills to determine appropriate actions • Be able to draw on appropriate knowledge and skills in order to make professional judgements • Be able to formulate specific and appropriate management plans 	<p>All clinical modules, SOHP401 SOHP403 SOHP602 PHY111 PHY112 PHY113 PHY114 PHY216 PHY217 PHY218 PHY220 PHY322 PHY323</p>

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Programme Learning Outcomes	Graduate Attributes	Knowledge and skills framework	QAA Benchmark Statements	HCPC Standards of Proficiency for Physiotherapy	Related Modules
1,2,3,5,	<ul style="list-style-type: none"> • Systematic understanding of key aspects of field of study • Ability to initiate and carry out projects • Communicate effectively to a range of audiences 	<p>Equality and diversity: Promote equality and value diversity Develop and maintain communication with people about difficult matters and/ or in difficult situations</p>	<ul style="list-style-type: none"> • The assessment process sufficient to assess a patient safely and effectively taking into account physical, psychological and cultural needs. • An integrated understanding of the ethical, moral and legal issues in relation to physiotherapy practice 	<ul style="list-style-type: none"> • Be able to practice in a non-discriminatory manner • Be able to maintain confidentiality and obtain informed consent • Be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers 	<p>All clinical modules, SOHP401 SOHP602 PHY111 PHY112 PHY114 PHY216 PHY217 PHY218 PHY220 PHY322 PHY323</p>

Appendix One – Mapping of intended programme learning outcomes

Programme Learning Outcomes	Graduate Attributes	Knowledge and skills framework	QAA Benchmark Statements	HCPC Standards of Proficiency for Physiotherapy	Related Modules
1,2,3,4,5,	<ul style="list-style-type: none"> • Skills of analysis and enquiry • Ability to devise and sustain arguments • Ability to critique research and advance scholarship • Ability to initiate and carry out projects 	<p>Personal and people development: Develop own skills and knowledge and provide information to others to help their development</p> <p>Service improvement: Contribute to the improvement of services</p>	<ul style="list-style-type: none"> • Evaluation and research processes sufficient to find and use available evidence in order to choose and evaluate treatment intervention safely and effectively. • An understanding of the performance framework and quality assurance mechanisms within physiotherapy practice. • Capacity to use numerical and IT skills to present, manage and analyse data appropriately. • An ability to implement clinical practice based on research evidence. 	<ul style="list-style-type: none"> • Be able to use appropriate assessment techniques • Be able to undertake or arrange clinical investigations as appropriate • Be able to analyse and evaluate the information collected • Be able to use research, reasoning and problem solving skills to determine appropriate actions • Be able to draw on appropriate knowledge and skills in order to make professional judgements • Be able to monitor and review the ongoing effectiveness of planned activity and modify accordingly • Be able to audit, reflect on and review practice 	<p>All clinical modules, SOHP501 SOHP601 SOHP401 SOHP602 PHY111 PHY112 PHY114 PHY216 PHY217 PHY218 PHY220 PHY322 PHY323</p>

Appendix One – Mapping of intended programme learning outcomes

Programme Learning Outcomes	Graduate Attributes	Knowledge and skills framework	QAA Benchmark Statements	HCPC Standards of Proficiency for Physiotherapy	Related Modules
1,2,4	<ul style="list-style-type: none"> • Systematic understanding of key aspects of field of study • Conceptual understanding • Ability to review, consolidate, extend and apply the knowledge and understanding 	Quality: Maintain quality in own work and encourage others to do so	<ul style="list-style-type: none"> • An appreciation of the complexities of health care systems within which physiotherapy is delivered. • An understanding of performance framework and quality assurance mechanisms • An understanding of the social and economic factors that impact on health and delivery of care 	<ul style="list-style-type: none"> • Be able to draw on appropriate knowledge and skills in order to make professional judgements • Know the limits of their practice and when to seek advice 	All clinical modules, SOHP401 SOHP602 PHY112 PHY114 PHY216 PHY217 PHY218 PHY220 PHY322 PHY323

Appendix One – Mapping of intended programme learning outcomes

Programme Learning Outcomes	Graduate Attributes	Knowledge and skills framework	QAA Benchmark Statements	HCPC Standards of Proficiency for Physiotherapy	Related Modules
1,2,3,4,5,	<ul style="list-style-type: none"> • Ability to cope with uncertainty, ambiguity and limits of knowledge • Ability to make decisions in complex and unpredictable contexts 	Health safety and security: Promote, monitor and maintain best practice in health, safety and security	<ul style="list-style-type: none"> • An ability to use this (professional) knowledge and understanding appropriately in a variety of practice contexts. • An appreciation of the complexities of health care systems within which physiotherapy is delivered. 	<ul style="list-style-type: none"> • Be able to gather appropriate information • Be able to draw on appropriate knowledge and skills in order to make professional judgements • Be able to monitor and review the ongoing effectiveness of planned activity and modify accordingly • Be able to audit, reflect on and review practice 	All clinical modules, SOHP401 SOHP602 SOHP403 PHY111 PHY112 PHY113 PHY114 PHY216 PHY217 PHY218 PHY220 PHY322 PHY323

Appendix One – Mapping of intended programme learning outcomes

Programme Learning Outcomes	Graduate Attributes	Knowledge and skills framework	QAA Benchmark Statements	HCPC Standards of Proficiency for Physiotherapy	Related Modules
1,2,3,4,	<ul style="list-style-type: none"> • Ability to manage personal learning using appropriate resources and materials • Ability to review, consolidate, extend and apply knowledge and understanding • Ability to cope with uncertainty, ambiguity and limits of knowledge 	<p>Quality: Maintain quality in own work and encourage others to do so</p> <p>Personal and people development: Develop own skills and knowledge and provide information to others to help their development</p> <p>Service improvement: Contribute to the improvement of services</p>	<ul style="list-style-type: none"> • Reflection and the learning process, in order to identify personal and professional goals for CPD and lifelong learning. 	<ul style="list-style-type: none"> • Understand the obligation to maintain fitness to practice • Understand the need for career-long self directed learning 	<p>All clinical modules, SOHP401 SOHP602 SOHP501 SOHP601 SOHP602 PHY112 PHY114 PHY111 PHY113 PHY216 PHY218 PHY217 PHY220 PHY322 PHY323</p>

Appendix One – Mapping of intended programme learning outcomes

Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy

Learning and Development Principles	Module mapping
Physiotherapy's role in public health	All clinical modules, PHY111, PHY112, PHY114, PHY216, PHY217, PHY218, PHY220, PHY322, PHY323,
Quality and quality measurement / evidence of benefit	All clinical modules, SOHP501, SOHP601, PHY111, PHY112, PHY113, PHY114, PHY216, PHY217, PHY218, PHY220, PHY322, PHY323
Self-management of long term conditions	All clinical modules, PHY111, PHY112, PHY114, PHY216, PHY217, PHY218, PHY220, PHY322, PHY323
Rehabilitation and fitness for work	All clinical modules PHY111, PHY112, PHY114, PHY216, PHY217, PHY218, PHY220, PHY322, PHY323
Communication and team working	All clinical modules, SOHP401, SOHP602, SOHP501, SOHP601, PHY111, PHY112, PHY114, PHY216, PHY217, PHY218, PHY220, PHY322, PHY323
Leadership and decision making	All clinical modules, SOHP401, SOHP602, SOHP501, SOHP601, PHY111, PHY112, PHY114, PHY216, PHY217, PHY218, PHY220, PHY322, PHY323
Innovation and service improvement including service user involvement	All clinical modules, SOHP501, SOHP601, SOHP401, SOHP602, PHY112, PHY114, PHY216, PHY217, PHY218, PHY220, PHY322, PHY323
Risk Management	All clinical modules, SOHP401, SOHP602, PHY112, PHY114, PHY216, PHY217, PHY218, PHY220, PHY322, PHY323
Diverse Practice Placements	All clinical modules
Physiotherapy's role in rehab for an aging population	PHY111, PHY221, PHY323
Tackling inequalities in health	All clinical modules, SOHP401, SOHP602, PHY111, PHY112, PHY114, PHY216, PHY217, PHY218, PHY220, PHY322, PHY323,

Appendix One – Mapping of intended programme learning outcomes

Interprofessional education and multidisciplinary team working	All clinical modules, SOHP501, SOHP601, SOHP401, SOHP602, SOHP403
Business and marketing skills and enterprise	SOHP401, SOHP602 extra-curricular activities e.g. board masters, plymouth half marathon
Creativity and new ways of working	All clinical modules, PHY111, PHY112, PHY114, PHY216, PHY217, PHY218, PHY220, PHY322, PHY323

Standards of proficiency mapping document

Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
Expectations of a health professional	
1a: Professional autonomy and accountability. Registrants physiotherapists must:	
1a.1 be able to practise within the legal and ethical boundaries of their profession	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17), Clinical Education Handbook section 5) Regulatory and Professional Bodies Policy and guidelines. (Programme Handbook Section 1.4) Induction: students receive the HCPC Standards of Proficiency. Physiotherapy specific modules (PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323) as an integral part of the six elements of Problem based learning (Programme Handbook section 3.7.1)
<ul style="list-style-type: none"> understand the need to act in the best interests of service users at all times 	
<ul style="list-style-type: none"> understand what is required of them by the Health Professions Council 	
<ul style="list-style-type: none"> understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every service user including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing 	
<ul style="list-style-type: none"> be aware of current UK legislation applicable to the work of their profession 	

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
	Inter-professional modules preparing for practice / professional practice SOHP401 and SOHP602
<p>1a.2 be able to practise in a non-discriminatory manner</p>	<p>All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)</p> <p>Physiotherapy specific modules (PHY 111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323) as an integral part of the six elements of Problem based learning (Programme Handbook section 3.7.1)</p> <p>Inter-professional modules preparing for practice / professional practice SOHP401 and SOHP602 (Approval Document Definitive Module records section 17)</p>
<p>1a.3 understand the importance of and be able to maintain confidentiality</p>	<p>All clinical modules. PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)</p> <p>Inter-professional modules preparing for practice / professional practice SOHP401 and SOHP602</p>

Appendix Four Programme Structure

Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
	(Approval Document Definitive Module records section 17)
1a.4 understand the importance of and be able to obtain informed consent	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17) Interprofessional Modules SOHP401 and SOHP602 (Approval Document Definitive Module records section 17)
1a.5 be able to exercise a professional duty of care	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17) Interprofessional Modules SOHP401 and SOHP602 (Approval Document Definitive Module records section 17)
1a.6 be able to practise as an autonomous professional, exercising their own professional judgement	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem 	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17) Physiotherapy specific modules (PHY 105; PHY106;

Appendix Four Programme Structure

Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
	PHY107; PHY108 PHY 208; PHY209; PHY210; PHY211; PHY311; PHY312 and PHY313) (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • be able to initiate resolution of problems and be able to exercise personal initiative 	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • know the limits of their practice and when to seek advice or refer to another professional 	Physiotherapy specific modules (PHY 111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323) as an integral part of the six elements of Problem based learning (Programme Handbook section 3.7.1)
<ul style="list-style-type: none"> • recognise that they are personally responsible for and must be able to justify their decisions 	Interprofessional Modules SOHP401 and SOHP602 (Approval Document Definitive Module records section 17)
1a.7 recognise the need for effective self-management of workload and resources and be able to practise accordingly	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17) Interprofessional Modules SOHP401 and SOHP602 (Approval Document Definitive Module records section 17)

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
1a.8 understand the obligation to maintain fitness to practise	
<ul style="list-style-type: none"> • understand the need to practise safely and effectively within their scope of practice 	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • understand the need to maintain high standards of personal conduct 	Physiotherapy specific modules (PHY 111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323) as an integral part of the six elements of Problem based learning (Programme Handbook section 3.7.1)
<ul style="list-style-type: none"> • understand the importance of maintaining their own health 	
<ul style="list-style-type: none"> • understand both the need to keep skills and knowledge up to date and the importance of career-long learning 	Interprofessional Modules SOHP401 and SOHP602 (Approval Document Definitive Module records section 17) Personal Development Planning as an integral component of the personal tutorial system (Programme Handbook Section 3.7.3)
1b: Professional relationships. Registrant physiotherapists must:	
1b.1 be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
<ul style="list-style-type: none"> understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team 	Physiotherapy specific modules (PHY 111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323) (Approval Document Definitive Module records section 17) Interprofessional Modules SOHP401 and SOHP602 and Interprofessional research modules SOHP501 and SOHP601 (Approval Document Definitive Module records section 17) Personal Development Planning as an integral component of the personal tutorial system (Programme Handbook Section 3.7.3)
<ul style="list-style-type: none"> understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals 	
<ul style="list-style-type: none"> be able to make appropriate referrals 	
<ul style="list-style-type: none"> understand the structure and function of health, education and social care services in the UK and current developments, and be able to respond appropriately 	Interprofessional modules SOHP401 and SOHP602 (Approval Document Definitive Module records section 17)
1b.2 be able to contribute effectively to work undertaken as part of a multi-disciplinary team	All clinical modules PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)
1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers	Physiotherapy specific modules: PHY 111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
	(Approval Document Definitive Module records section 17) Interprofessional modules SOHP401 and SOHP602 (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5 	Programme specification (Entry Requirements)
<ul style="list-style-type: none"> • understand how communications skills affect the assessment of service users and how the means of communication should be modified to address and take account of factors such as age, physical ability and learning disability 	All clinical modules: PHY115; PHY219; PHY321; PHY324. Interprofessional modules SOHP401 and SOHP602
<ul style="list-style-type: none"> • be able to select, move between and use appropriate forms of verbal and non-verbal communication with service and others 	Physiotherapy specific modules : PHY 111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323 (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status 	
<ul style="list-style-type: none"> • understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions 	

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
<ul style="list-style-type: none"> understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible 	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility 	All clinical modules: PHY115; PHY219; PHY321; PHY324. Interprofessional modules SOHP401 and SOHP602 (Approval Document Definitive Module records section 17)
1b.4 understand the need for effective communication throughout the care of the service user	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> recognise the need to use interpersonal skills to encourage the active participation of service users 	(Approval Document Definitive Module records section 17) Physiotherapy specific modules (PHY 111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323) Interprofessional modules SOHP401 and SOHP602 (Approval Document Definitive Module records section 17)

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
The skills required for the application of practice	
2a: Identification and assessment of health and social care needs. Registrant physiotherapists must:	
2a.1 be able to gather appropriate information	All clinical modules: PHY115; PHY219; PHY321; PHY324.
2a.2 be able to select and use appropriate assessment techniques	(Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment 	Physiotherapy specific modules (PHY 111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323) (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> be able to recognise the need to identify and take account of the physical, psychological, social and cultural needs of individuals and communities during the assessment process 	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17) Physiotherapy specific modules (PHY 111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323) Interprofessional modules SOHP401 and SOHP602 (Approval Document Definitive Module records

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
	section 17)
<p>2a.3 be able to undertake or arrange investigations as appropriate</p>	<p>All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)</p> <p>Physiotherapy specific modules (PHY 111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323) (Approval Document Definitive Module records section 17)</p>
<p>2a.4 be able to analyse and critically evaluate the information collected</p>	<p>All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)</p> <p>Physiotherapy specific modules: PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323 (Approval Document Definitive Module records section 17)</p> <p>Interprofessional modules : SOHP401, SOHP501, SOHP601, SOHP603, (Approval Document Definitive Module records section</p>

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
	17)
<p>2b: Formulation and delivery of plans and strategies for meeting health and social care needs. Registrant physiotherapists must:</p>	
<p>2b.1 be able to use research, reasoning and problem-solving skills to determine appropriate actions</p>	All clinical modules: PHY115; PHY219; PHY321; PHY324.
<ul style="list-style-type: none"> • recognise the value of research to the critical evaluation of practice 	(Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • be able to engage in evidence-based practice, evaluate practice systematically, • and participate in audit procedures 	Physiotherapy specific modules PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323 (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • be aware of a range of research methodologies 	
<ul style="list-style-type: none"> • be able to demonstrate a logical and systematic approach to problem solving 	Interprofessional modules : SOHP401, SOHP501, SOHP601, SOHP603, (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • be able to evaluate research and other evidence to inform their own practice 	
<ul style="list-style-type: none"> • recognise the need to discuss, and be able to explain the rationale for, the use of physiotherapy interventions 	

Appendix Four Programme Structure

Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
<ul style="list-style-type: none"> be able to form a diagnosis on the basis of physiotherapy assessment 	
<p>2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements</p>	<p>Physiotherapy specific modules PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323 (Approval Document Definitive Module records section 17)</p> <p>Interprofessional modules SOHP401, SOHP501, SOHP601, SOHP603, (Approval Document Definitive Module records section 17)</p>
<ul style="list-style-type: none"> be able to change their practice as needed to take account of new developments 	
<ul style="list-style-type: none"> be able to demonstrate a level of skill in the use of information technology appropriate to their profession 	<p>All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)</p> <p>Assessment Strategy (Programme Handbook 3.6)</p>
<p>2b.3 be able to formulate specific and appropriate management plans including the setting of timescales</p>	
<ul style="list-style-type: none"> understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors 	

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
<ul style="list-style-type: none"> • be able to set goals and construct specific individual and group physiotherapy programmes 	<p>17)</p> <p>Physiotherapy specific modules: PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323</p> <p>Interprofessional modules SOHP401, SOHP602</p> <p>(Approval Document Definitive Module records section 17)</p>
<ul style="list-style-type: none"> • understand the need to agree the goals, priorities and methods of physiotherapy intervention in partnership with the service user 	
<ul style="list-style-type: none"> • be able to apply problem solving and clinical reasoning to assessment findings to plan and prioritise appropriate physiotherapy 	
<ul style="list-style-type: none"> • be able to select, plan, implement and manage physiotherapy treatment aimed at the facilitation and restoration of movement and function 	
<p>2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully</p>	<p>All clinical modules: PHY115; PHY219; PHY321; PHY324.</p> <p>(Approval Document Definitive Module records section 17)</p> <p>Physiotherapy specific modules: PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323</p> <p>(Approval Document Definitive Module records section 17)</p> <p>Interprofessional modules SOHP401 and SOHP602</p>

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
<ul style="list-style-type: none"> understand the need to maintain the safety of both service users and those involved in their care 	<p>All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)</p>
<ul style="list-style-type: none"> ensure service users are positioned (and if necessary immobilised) for safe and effective interventions 	<p>Physiotherapy specific modules PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323 (Approval Document Definitive Module records section 17)</p>
<ul style="list-style-type: none"> be able to deliver and evaluate physiotherapy programmes 	<p>All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)</p> <p>Physiotherapy specific modules PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323 (Approval Document Definitive Module records section 17)</p> <p>Interprofessional modules SOHP401, SOHP501, SOHP601, SOHP603 (Approval Document Definitive Module records section 17)</p>

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
<ul style="list-style-type: none"> be able to select and apply safe and effective therapeutic exercise, manual therapy and electrotherapies in order to alleviate symptoms and restore optimum function 	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> be able to use mobilisation, respiratory physiotherapy, neuro-therapeutic handling and massage techniques 	Physiotherapy specific modules: PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323 (Approval Document Definitive Module records section 17) Interprofessional module SOHP403
<ul style="list-style-type: none"> know and be able to apply the key concepts which are relevant to safe and effective practice as a supplementary prescriber in order to have their name annotated on the Register (this standards applies only to registrants who are eligible to have their names annotated on the Register) 	NA
2b.5 be able to maintain records appropriately	
<ul style="list-style-type: none"> be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines 	Interprofessional Modules SOHP401 and SOHP602 All clinical modules: PHY115; PHY219; PHY321; PHY324.
<ul style="list-style-type: none"> understand the need to use only accepted terminology in making records 	(Approval Document Definitive Module records section 17)

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
	Physiotherapy specific modules: PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323 (Approval Document Definitive Module records section 17)
2c: Critical evaluation of the impact of, or response to, the registrant's actions. Registrant physiotherapists must:	
2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly	
<ul style="list-style-type: none"> • be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care 	Interprofessional research modules SOHP501 and SOHP601 (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the service user 	Interprofessional research modules SOHP501 and SOHP601 (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes 	Physiotherapy specific modules: PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323 (Approval Document Definitive Module records section 17) Interprofessional modules: SOHP501 and SOHP602

Appendix Four Programme Structure

Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
<ul style="list-style-type: none"> be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately 	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> be able to evaluate treatment plans to ensure that they meet the physiotherapy needs of service users, informed by changes in circumstances and health status 	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)
2c.2 be able to audit, reflect on and review practice	
<ul style="list-style-type: none"> understand the principles of quality control and quality assurance 	All clinical modules: PHY115; PHY219; PHY321; PHY324.
<ul style="list-style-type: none"> be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures 	(Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> be able to maintain an effective audit trail and work towards continual improvement 	Interprofessional research modules: SOHP501 and SOHP601 And SOHP401 and SOHP602
<ul style="list-style-type: none"> participate in quality assurance programmes, where appropriate 	(Approval Document Definitive Module records section 17)

Appendix Four Programme Structure

Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
<ul style="list-style-type: none"> understand the value of reflection on practice and the need to record the outcome of such reflection 	Interprofessional modules: SOHP401 and SOHP602 All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> recognise the value of case conferences and other methods of review 	All clinical modules: PHY115; PHY219; PHY321; PHY324. (Approval Document Definitive Module records section 17)
Knowledge, understanding and skills	
3a: Knowledge, understanding and skills Registrant physiotherapists must:	
3a.1 know and understand the key concepts of bodies of knowledge which are relevant to their profession-specific practice	
<ul style="list-style-type: none"> understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction 	Interprofessional module SOHP403 Physiotherapy specific modules: PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
	(Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process 	Interprofessional research modules SOHP501 and SOHP601 (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • recognise the role of other professions in health and social care 	Interprofessional modules SOHP501 and SOHP601 Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • understand the theoretical basis of, and the variety of approaches to, assessment and intervention 	Physiotherapy specific modules: PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323 (Approval Document Definitive Module records section 17)
<ul style="list-style-type: none"> • understand the following aspects of biological science: <ul style="list-style-type: none"> ○ normal human anatomy and physiology, especially the dynamic relationships of human structure and function and the neuro-muscular, musculo-skeletal, cardio-vascular and respiratory systems ○ patterns of human growth and development across the lifespan ○ factors influencing individual variations in human ability and 	Interprofessional module SOHP403 Physiotherapy specific modules: PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323 (Approval Document Definitive Module records section 17)

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
<p>health status</p> <ul style="list-style-type: none"> ○ how the application of physiotherapy can cause physiological and structural change 	
<ul style="list-style-type: none"> ● understand the following aspects of physical science: <ul style="list-style-type: none"> ○ the principles and theories from physics, biomechanics, applied exercise science and ergonomics that can be applied to physiotherapy ○ the means by which the physical sciences can inform the understanding and analysis of movement and function ○ the principles and application of measurement techniques based on biomechanics or electrophysiology ○ the application of anthropometric and ergonomic principles 	<p>Physiotherapy specific modules: PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323</p> <p>Interprofessional module SOHP403</p> <p>(Approval Document Definitive Module records section 17)</p>
<ul style="list-style-type: none"> ● understand the following aspects of clinical science: <ul style="list-style-type: none"> ○ pathological changes and related clinical features commonly encountered in physiotherapy practice ○ physiological, structural, behavioural and functional changes that can result from physiotherapy intervention and disease progression ○ the specific contribution that physiotherapy can potentially make to enhancing individuals' functional ability, together with the evidence base for this 	<p>Physiotherapy specific modules : PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323.</p> <p>All clinical modules: PHY115; PHY219; PHY321; PHY324.</p> <p>(Approval Document Definitive Module records section 17)</p>

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
<ul style="list-style-type: none"> ○ understand the different concepts and approaches that inform the development of physiotherapy interventions 	
<ul style="list-style-type: none"> ● understand the following aspects of behavioural science <ul style="list-style-type: none"> ○ psychological, social and cultural factors that influence an individual in health and illness, including their responses to the management of their health status and related treatment ○ how psychology, sociology and cultural diversity inform an understanding of health, illness and health care in the context of physiotherapy and the incorporation of this knowledge into physiotherapy practice ○ theories of communication relevant to effective interaction with service users, carers, colleagues, managers and other health and social care professionals ○ theories of team working and leadership 	Interprofessional modules SOHP401 and SOHP602 Physiotherapy specific modules : PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218; PHY220; PHY311; PHY322 and PHY323
3a.2 know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual, groups or communities	All clinical modules: PHY115; PHY219; PHY321; PHY324
3a.3 understand the need to establish and maintain a safe practice environment	
<ul style="list-style-type: none"> ● be aware of applicable health and safety legislation, and any 	Clinical Education Handbook Section 5 Roles and

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these	Responsibilities: student induction All clinical modules: PHY115; PHY219; PHY321; PHY324.
<ul style="list-style-type: none"> be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation 	(Approval Document Definitive Module records section 17) Interprofessional module SOHP401 (Approval Document Definitive Module records section 17) Clinical Education Handbook Section 5 Roles and Responsibilities: student induction
<ul style="list-style-type: none"> be able to select appropriate personal protective equipment and use it correctly 	All clinical modules: PHY115; PHY219; PHY321; PHY324.
<ul style="list-style-type: none"> be able to establish safe environments for clinical practice, which minimise risks to service users, those treating them, and others, including the use of hazard control and particularly infection control 	(Approval Document Definitive Module records section 17) Clinical Education Handbook Section 5 Roles and Responsibilities: student induction
<ul style="list-style-type: none"> know and be able to apply appropriate moving and handling techniques 	Interprofessional module SOHP401 Physiotherapy Specific modules : PHY111; PHY112; PHY113; PHY114, PHY 216; PHY217; PHY218;

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Standards of Proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. Programme Handbook, Page 6-8)
	PHY220; PHY311; PHY322 and PHY323

Appendix Four Programme Structure

Standards of education and training (SETs) cross-mapping document

Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
1. Level of qualification for entry to the Register	
<p>1.1 The Council normally expects that the threshold entry routes to the Register will be the following:</p> <p>Bachelor degree with honours for:</p> <ul style="list-style-type: none"> • biomedical scientists (with the Certificate of Competence awarded by the Institute of Biomedical Science, or equivalent); • chiropodists / podiatrists; • dietitians; • occupational therapists; • orthoptists; • physiotherapists; • prosthetists / orthotists; • radiographers; • social workers in England; and • speech and language therapists. 	Programme specification p 3.
2. Programme Admissions	
2.1 The admissions procedures must give both the applicant and the	Programme Specification p6

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Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.	
2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.	Programme Specification p6
2.3 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.	Programme Specification p6
2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.	Programme specification p6
2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.	Programme Specification p6
2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.	Programme Specification p6 Programme Handbook Appendix 2: Occ Health Information
2.7 The admissions procedures must ensure that the education	Programme Specification p 6

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Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.	
3. Programme management and resources	
3.1 The programme must have a secure place in the education provider's business plan.	See rationale in Approval Document Section 2
3.2 The programme must be effectively managed.	Sample external examiner reports and Annual programme Monitoring reports http://staff.plymouth.ac.uk/fswacad/ame/intranet.htm Approval document Section 7 Programme Management
3.3 The programme must have regular monitoring and evaluation systems in place.	Sample external examiner reports and Annual programme Monitoring reports http://staff.plymouth.ac.uk/fswacad/ame/intranet.htm Approval document Section 7 Programme Management
3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.	Programme Leader is Ms Heather Hunter who is registered as a physiotherapist with the HCPC; registration No PH40396

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Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
	Professional Lead is Bernhard Haas who is registered as a physiotherapist with the HCPC; registration No PH31969
3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.	Approval document: Staff CV's
3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.	Staff development is identified at appraisal; areas covered are engagement in practice, research, administration, CPD. All new staff are expected to complete a teaching qualification (LTHE) All staff undertake peer review. Approval Document: Section 7 Programme management
3.7 A programme for staff development must be in place to ensure continuing professional and research development.	Staff development is identified at appraisal; areas covered are engagement in practice, research, administration, CPD. All new staff are expected to complete a teaching qualification (LTHE) All staff undertake peer review. Approval Document: Section 7 Programme management
3.8 The resources to support student learning in all settings must be effectively used.	Approval Document Section 6.Resources

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Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.	Approval Document Section 6.Resources
3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.	Approval Document Section 6.Resources
3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.	Purpose built Peninsula Allied Health Centre plus access to resources at Drake Circus Campus; also access to facilities at University College Plymouth St Mark & St John Approval Document Section 6 Resources
3.12 There must be a system of academic and pastoral student support in place.	Approval Document: Section 9 Tutorial Support
3.13 There must be a student complaints process in place.	University Student Handbook
3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.	Programme handbook
3.15 Throughout the course of the programme, the education	Programme handbook

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Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.	
3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.	Programme handbook
4. Curriculum	
4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.	Approval Document Definitive Module Records section 17 Approval Document section 8 Modes of learning Programme Specification: Learning Outcomes
4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.	Programme Specification: Learning Outcomes; mapping against CSP values
4.3 Integration of theory and practice must be central to the curriculum.	Approval document Definitive module records section 17 Approval Document Sections 8 Modes of learning and Section 12 Placement Learning
4.4 The curriculum must remain relevant to current practice.	Approval document Definitive module records section 17; further details also in the HCPC change notification document

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Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
<p>4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.</p>	<p>Approval Document Definitive Module Records section 17</p>
<p>4.6 The delivery of the programme must support and develop autonomous and reflective thinking.</p>	<p>Problem Based Learning approach Programme handbook sections 3.1 and 3.71; Student portfolio section 3.8; Evidence based Practice and project studies modules in all three years see DMRs Appendix 2 Programme Handbook. Programme Handbook section 3.6 and 3.7; Approval Document Sections 8 Modes of learning 10 Interprofessional learning and 12 Placement Learning</p>
<p>4.7 The delivery of the programme must encourage evidence based practice.</p>	<p>Approval Document Definitive Module Records section 17</p>
<p>4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.</p>	<p>Approval Document Definitive Module Records section 17 Approval Document section 8 Modes of learning Programme Specification: Learning Outcomes</p>
<p>4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.</p>	<p>DMR's for profession specific modules and learning outcomes in Approval document Definitive Module Records section 17. Approval document Section 10 Interprofessional Education</p>

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Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
5 Practice placements	
5.1 Practice placements must be integral to the programme.	Approval document Definitive Module Records section 17 & Programme structure section 3.5 Approval Document section 12
5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.	Clinical Education Handbook section 9
5.3 The practice placement settings must provide a safe and supportive environment.	Induction & orientation on placement see Clinical Education Handbook section 7.1 p20-21; and Section 5 Roles and Responsibilities See http://staff.plymouth.ac.uk/fswacad/ame/intranet.htm for HEI quality audit/ review (OQME)
5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.	Education Handbook section 7.1 p20-21; and Section 5 Roles and Responsibilities See http://staff.plymouth.ac.uk/fswacad/ame/intranet.htm for HEI quality audit/ review (OQME)
5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how	Clinical Education Handbook section Programme structure section 11 and Section 2.

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Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
these will be implemented and monitored.	
5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.	Clinical Education handbook: Roles and responsibilities section 5. for HEI quality audit/ review (OQME). All placements are subject to Ongoing quality monitoring OQME
5.7 Practice placement educators must have relevant knowledge, skills and experience.	Clinical Education Handbook Assessment booklets pp 35-135; Approval document Definitive Module Records section 17;
5.8 Practice placement educators must undertake appropriate practice placement educator training.	Clinical Education Handbook: Programme structure in section 11; Assessment booklets pp35-135.
5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.	Programme Handbook section 1.4
5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.	Programme Handbook
5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of: <ul style="list-style-type: none"> • the learning outcomes to be achieved; • the timings and the duration of any placement experience 	Clinical Education handbook: Roles and responsibilities section 5 and section 6 Organisation and 7 Placement issues

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Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
<p>and associated records to be maintained;</p> <ul style="list-style-type: none"> • expectations of professional conduct; • the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and • communication and lines of responsibility. 	
<p>5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.</p>	<p>Clinical Education Handbook pp p28 and Section 9 Role development of Practice Educators</p>
<p>5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.</p>	<p>Clinical Education handbook</p>
<p>6 Assessment</p>	
<p>6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.</p>	<p>Programme Handbook: Assessment strategies section 3.6; Approval document section 8 modes of learning. Students have to pass all clinical placements.</p>
<p>6.2 All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.</p>	<p>Programme Handbook: Assessment strategies section 3.6 and Learning outcomes section 3.2. Approval document Definitive Module Records section 17</p>

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Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
	Approval Document Section 8 modes of learning
<p>6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.</p>	<p>Approval Document Sections 7 Programme management and 8 Modes of learning and Section 12 Placement learning and Section 4 Policies and procedures Faculty 'Assess' document in Programme Handbook appendix 1. Regular visits from external examiners</p>
<p>6.4 Assessment methods must be employed that measure the learning outcomes.</p>	<p>Approval document Definitive Module Records section 17</p>
<p>6.5 The measurement of student performance must be objective and ensure fitness to practise.</p>	<p>Moderation policies in Faculty 'Assess' document in Programme Handbook appendix 1. Also moderation of practical exams see http://staff.plymouth.ac.uk/fswacad/ame/intranet.htm PDT and clinical link lectures support clinical educators on placement and regular educator training. Clinical Education Handbook</p>
<p>6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.</p>	<p>Professional aspects and skills are assessed both in the education and placement setting; see Re-Approval document Appendix and Clinical Education Handbook Assessment booklets pp 35-135</p>
<p>6.7 Assessment regulations must clearly specify requirements for</p>	<p>University of Plymouth Academic Regulations see: www.plymouth.ac.uk/studenthandbook</p>

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Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
student progression and achievement within the programme.	Programme Handbook
<p>6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.</p>	Exit awards at level 1 and 2 do not include 'Physiotherapy' in the title; see Programme specification
<p>6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.</p>	See exceptions to regulations in Programme Specification
<p>6.10 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.</p>	Appeals procedures are outlines in University of Plymouth Academic Regulations see: www.plymouth.ac.uk/studenthandbook
<p>6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.</p>	Both external examiners are physiotherapists registered with the HCPC. See also Programme Handbook section 1.4

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