



Manchester
Metropolitan
University

2018-2021

BSc (Hons) Physiotherapy Programme handbook

MANCHESTER SCHOOL OF PHYSIOTHERAPY
DEPARTMENT OF HEALTH PROFESSIONS
FACULTY OF HEALTH, PSYCHOLOGY AND SOCIAL CARE

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WELCOME

Welcome to the BSc (Honours) Physiotherapy programme at Manchester Metropolitan University. The programme is approved by the Health and Care Professions Council (HCPC) and graduates are eligible to apply to the HCPC for registration as a physiotherapist under the provisions of the Health Professions Order (2001). The programme is subject to the accreditation procedures of the Chartered Society of Physiotherapy (CSP) and is an approved course. Graduates can seek status as a Chartered physiotherapist on qualification (conditional on HCPC registration) and are eligible to apply for membership of the professional body (CSP, 2014).

Graduates are autonomous professionals able to make informed, reasoned decisions in the use of physical approaches to promote, maintain and restore physical, psychological, and social well-being. Development of the curriculum has been guided by Standards of Proficiency (HCPC, 2013); Standards of Conduct, Performance and Ethics (HCPC, 2016); the Physiotherapy Subject Benchmark Statement (QAA, 2001); the Education Outcomes Framework (DoH, 2013); the Physiotherapy Framework (CSP, 2013) and Learning and Development Principles (CSP, 2012).

PROGRAMME SPECIFICATION

A copy of the approved programme specification for BSc Hons Physiotherapy can be downloaded from here <http://www.mmu.ac.uk/academic/casqe/specs/hpsc.php>

The programme is full-time, and students normally complete the programme within three academic years. The Chartered Society of Physiotherapy stipulate that BSc (Hons) programme should normally be completed within a maximum period of six years.

The minimum levels of achievement for an award to be conferred are as specified in The [Regulations for the Academic Awards of the Manchester Metropolitan University](#) (Manchester Metropolitan University, 2015) and the [Framework for Higher Education Qualifications of UK Degree-Awarding Bodies](#) (QAA, 2014). Students must successfully complete 120 academic credits at each of levels 4, 5 and 6 to be eligible for the award of BSc (Hons) Physiotherapy. The Chartered Society of Physiotherapy stipulate as a condition of approval of the programme that students must successfully complete 1,000 hours of supervised clinical practice.

PROGRAMME NAME AND CODE

The programme title is 'BSc Hons Physiotherapy.' The Manchester Metropolitan University code that is assigned to the programme is 2815.

WHAT THIS HANDBOOK IS FOR

This programme handbook will tell you about the 3 years of the BSc (Honours) Physiotherapy programme. You will need to refer to this handbook from time to time throughout the 3 years. This handbook will:

- set out the way you will progress through the programme and identify the units of study that are compulsory and that you will have to complete in a particular

way, or optional, where you will have some choice in what you do and how you do it;

- give you some initial information about how your learning will be assessed as you proceed through the programme for each unit and at each level;
- give you some initial information about how you will be assessed for your degree and tell you the aims and objectives of the programme, its required learning outcomes and the standard of its final and interim awards;
- give you some initial information on each unit, based on the approved unit specification including: in what year the unit occurs, when in the year it will occur and a synopsis of what will be covered (more detailed information about the units studied will be given in the respective year handbook);
- tell you which units should be passed at a particular level and why;
- state the programme attendance requirements and what will happen if your attendance is not satisfactory;
- tell you how we will monitor your progress, personal development planning, and take care of your wider needs while you are with us;
- tell you how the programme is organised and how you can contribute to our systems for quality management by becoming a student representative.

It is important that you use your programme handbook in conjunction with the appropriate year handbook; the Manchester Metropolitan University (MMU) '*Undergraduate assessment regulations*' available at <http://www.mmu.ac.uk/academic/casqe/regulations/assessment.php>¹, the University online student hub available at <http://www.mmu.ac.uk/studenthandbook/> and the Faculty (Health, Psychology and Social Care) student information pages available at <http://www.hpsc.mmu.ac.uk/students/>. You should find that most of your questions regarding the programme are answered by referring to these documents alongside the programme handbook. In addition, the university publishes a guide for students '*Policies, Regulations and Procedures for Students 20**/***' available here:

http://www.mmu.ac.uk/academic/casqe/regulations/docs/policies_regulations.pdf.

Key points:

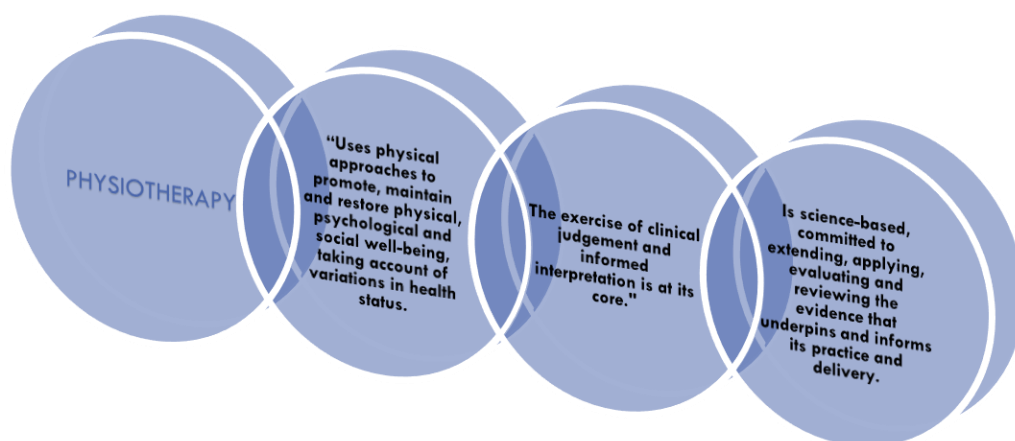
- the programme handbook gives you an overview of the academic, clinical and assessment components of the whole programme.
- the programme handbook gives you information about the administration of the programme, the programme regulations and the facilities.
- more detailed information relating to these areas will be provided in the year handbooks and during the programme itself.
- remember that this handbook refers extensively to other University documents that you should also consult if required.

¹ Correct at Monday, 28-Jun-2018

It is important that you keep copies of all handbooks (programme, year, and unit) and other supplementary information pertinent to the programme. Students who wish to work outside the United Kingdom as a physiotherapist will be expected to provide extensive information about their training when applying to overseas organisations for recognition/credentialing. Hard copies of this document can be made available if necessary.

PROGRAMME PHILOSOPHY

Physiotherapy is a changing and evolving profession which encompasses the concepts of global health, public health and primary/secondary prevention, acute care, rehabilitation and fitness for work, self-management of long term conditions and the provision of palliative care across the age spectrum. The physiotherapist works within complex environments and with multidisciplinary teams in primary, secondary and tertiary healthcare; in the home, the workplace and in schools; in NHS and private hospitals; in the voluntary/charitable sector and in private practice. This work takes place within diverse communities and diverse cultures in a climate of changing health needs and healthcare provision. Physiotherapists require skills in leadership and decision making.²



The goal of physiotherapy education is to produce a competent reflective practitioner with knowledge, skills and attitudes which will prepare him/her to respond positively to emerging physiotherapy roles and changing healthcare needs³ and which will enable him/her to go on learning and developing throughout their professional career. A competent reflective practitioner can

² Chartered Society of Physiotherapy (2010) Learning and development principles for CSP accreditation of qualifying programmes in physiotherapy. London: Chartered Society of Physiotherapy.

³ Chartered Society of Physiotherapy (2010), Learning and development principles for CSP accreditation of qualifying programmes in physiotherapy. London, Chartered Society of Physiotherapy

demonstrate that they have reached the required level of ability and competence which encompasses four main areas:

- **Fitness for award:** achievement of BSc (Hons) Physiotherapy is evidence that the holder has fulfilled all academic and professional requirements of the Manchester Metropolitan University and the Professional, Statutory and Regulatory bodies.
- **Fitness for practice:** achievement of BSc (Hons) Physiotherapy is evidence that the holder can apply professionally appropriate knowledge and skills at a level that matches the standards required by the Health and Care Professions Council and is eligible to apply for registration as a physiotherapist. Graduates also match the requirements of the Chartered Society of Physiotherapy to be eligible to apply for status as a Chartered physiotherapist and membership of the professional body.
- **Fitness for purpose:** achievement of BSc (Hons) Physiotherapy is evidence that the holder is ready for employment as a physiotherapist and has the flexibility and capability to respond to changing health and service needs in the current climate. This is a requirement of the NHS employers. If successful you will be able to demonstrate that you match standards of practice articulated through the Knowledge and Skills Framework of the National Health Service for a band 5 physiotherapist with the necessary '*compassion, values and behaviours*' to enhance the quality of the patient experience.^{4, 5}
- **Fitness for employment:** Our recruitment processes ensure that you have the values and behaviours necessary to provide a service that is in accordance with the rights and responsibilities articulated in the [NHS Constitution](#). That you are a suitable person to work with vulnerable populations (because you've been subject to Disclosure and Barring Service scrutiny (enhanced disclosure)), and that you have been screened by our occupational health service.

The skills required to achieve this include the ability to critically analyse and evaluate your own practice, to identify your own learning needs; an evidence-based approach to current and future physiotherapy practice and the skills necessary to contribute to leadership, innovation and service improvement.

INDUCTION

The first week of study is an induction to the university and the programme. Information will be provided about the Faculty, programme structure and content, student support that is available with information about health and safety and equal opportunity. Information about university policies and procedures will be provided in context so that students are not overloaded with information during the first week. Details of the programme will be available on Moodle.

⁴ Department of Health (2004) The NHS knowledge and skills framework (NHS KSF) and the development review process. [online] [accessed 28-Jun-2018] http://www.libraryservices.nhs.uk/document_uploads/KSF/NHS_KSF_Document.pdf

⁵ Department of Health (2013) The Education outcomes framework. [online] [accessed 21 August 2017] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175546/Education_outcomes_framework.pdf

Information about the university's commitment to ensuring an excellent experience for its students is available here <http://www2.mmu.ac.uk/commitment/>.

HEALTH AND SAFETY

Local health and safety information will be provided that is specific to the Brooks Building during your induction week. If you are resident in halls, there will also be health and safety briefings in the accommodation

PROGRAMME LEARNING OUTCOMES

MANCHESTER METROPOLITAN UNIVERSITY: GRADUATE OUTCOMES:

On successful completion of their course of study Manchester Metropolitan University graduates will be able to:

- GO1. apply skills of critical analysis to real world situations within a defined range of contexts;
- GO2. demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self-management;
- GO3. express ideas effectively and communicate information appropriately and accurately using a range of media including ICT;
- GO4. develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives;
- GO5. manage their professional development reflecting on progress and taking appropriate action;
- GO6. find, evaluate, synthesise and use information from a variety of sources;
- GO7. articulate an awareness of the social and community contexts within their disciplinary field.

PROGRAMME-SPECIFIC LEARNING OUTCOMES: BSC (HONS) PHYSIOTHERAPY

FINAL AWARD LEARNING OUTCOMES (BSC [HONOURS] PHYSIOTHERAPY

On successful completion of BSc (Hons) Physiotherapy students will be able to:

- PLO1 Selectively, appropriately and independently apply knowledge and critical understanding of the principles of physiotherapy practice and their development to provide evidence based patient-focused physiotherapy services to meet the needs of a diverse population in a variety of contemporary healthcare environments.
- PLO2 Selectively, appropriately and independently apply the underlying concepts and broad knowledge base that underpins physiotherapy practice and other healthcare interventions outside the context in which they were first taught and particularly to apply them to the clinical setting.
- PLO3 Articulate the need for high quality research to underpin the continued development of physiotherapy practice and apply research skills to contribute to the evidence base of professional practice.
- PLO4 Critically evaluate established problem-solving approaches in order to access and critically appraise the evidence base to physiotherapy practice and propose solutions for any problems that arise. Demonstrate the skills of problem solving, evaluation, clinical reasoning and reflective practice.
- PLO5 Identify the limits of their competence and clearly articulate how this influences clinical reasoning and the analysis, interpretation and application of the evidence base.

- PLO6 Effectively construct and sustain complex arguments and communicate this information to specialists and non- specialists using a variety of media
- PLO7 Evaluate the contribution of other healthcare professionals and interact effectively as part of a team and develop productive and professional working relationships with others in order to promote, deliver and evaluate inclusive, non-discriminatory physiotherapy services.
- PLO8 Independently and appropriately select, utilise and evaluate a range of safe, accurate and effective physiotherapy skills within situations of varying complexity and predictability.
- PLO9 Independently recognise their own learning needs and take responsibility for planning, evaluate learning in the context of Nationally and Locally determined professional development frameworks.
- PLO10 Analyse psychological, sociological and economic issues that influence physiotherapy practice and use this knowledge to promote, maintain and restore physical, psychological and social well-being.
- PLO11 Adhere to the Chartered Society of Physiotherapy (CSP) Code of Professional Values and Behaviour (CSP, 2011) and the Health and Care Professions Council Standards of Conduct, Performance and Ethics (HCPC 2016), and Standards of Proficiency (HCPC, 2013) in delivering inclusive, non-discriminatory rehabilitation to a diverse population.
- PLO12 Develop further skills and competences that will enable them to assume greater responsibility and decision making within an organisation.
- PLO13 Transfer skills from the academic environment to the clinical environment.

LEVEL 6 (PASS DEGREE, BSC APPLIED HEALTH STUDIES)

A student who has successfully completed study at level 6 (but has not achieved the standard required for the award of a classified degree) will be able to

Students achieving a pass degree **are not eligible** to apply for registration as a physiotherapist with the HCPC (*Standards of Education and Training*, (HCPC, 2017: 2)⁶. This is reiterated in the [QAA Benchmark statement: healthcare programmes. Phase 1: physiotherapy](#) (QAAHE, 2001)⁷ the *Curriculum Framework for Qualifying Programmes in Physiotherapy* (CSP 2002a: 15) and the [Learning and development principles for CSP accreditation of qualifying programmes in physiotherapy](#) (CSP, 2012)⁸.

⁶ Health and Care Professions Council (2017) Standards of education and training. [online] [accessed 28-Jun-18] http://www.hcpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPAS_v2.pdf

⁷ Quality Assurance Agency for Higher Education (2001) Benchmark statement: Health care programmes. Physiotherapy [online] [accessed 28-Jun-18]

⁸ Chartered Society of Physiotherapy (2012) Learning and development principles for CSP accreditation of qualifying programmes in physiotherapy. [online] [accessed 28-Jun-18]

Students who exit from the programme with the award of a pass degree will not be eligible for registration with the Health and Care Professions Council as a physiotherapist or membership of the Chartered Society of Physiotherapy. See page 13 for more information.

INTERIM AWARD LEARNING OUTCOMES

On successful completion of a Level 4 Certificate of Higher Education in Applied Health Studies students will be able to:

- PLO1 Interpret and apply the underlying concepts and principles associated with physiotherapy practice.
- PLO2 Present and with guidance evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgments in accordance with basic physiotherapy theories and concepts.
- PLO3 Evaluate with guidance the different problem solving approaches to physiotherapy practice.
- PLO4 Communicate their learning accurately and reliably using structured coherent arguments.
- PLO5 Identify their own learning needs and with guidance take responsibility for their own learning.
- PLO6 Undertake further training and develop new skills in a structured and managed environment with limited autonomy.
- PLO7 Work effectively as part of a team in order to deliver patient focused care.
- PLO8 Apply safe, accurate clinical skills with guidance/supervision.
- PLO9 Identify professional responsibility in delivering inclusive, non-discriminatory rehabilitation to a diverse population.

On successful completion of Level 5 Diploma of Higher Education in Applied Health Studies, students will be able to:

- PLO1 Interpret, apply and evaluate principles of physiotherapy practice.
- PLO2 Apply the underlying concepts and principles outside the context in which they were first taught and particularly to apply them to the clinical setting.
- PLO3 Identify the main methods of enquiry used in physiotherapy
- PLO4 Critically evaluate established problem solving approaches in order to identify and critically evaluate the evidence base to physiotherapy practice and propose solutions for any problems that arise.
- PLO5 Identify the limits of their knowledge and discuss how this influences analysis and interpretation of the evidence base.

- PLO6 Communicate information, arguments and analysis in a variety of ways to both specialists and non- specialists.
- PLO7 Interact effectively as part of a team and develop professional working relationships with others in order to deliver patient focused care.
- PLO8 Utilise a range of safe, accurate and effective clinical skills within situations of varying complexity and predictability with supervision.
- PLO9 Evaluate their own learning needs and with guidance take responsibility for their own learning.
- PLO10 Discuss the psychosocial and economic issues of health and healthcare provision.
- PLO11 Identify professional responsibility in delivering inclusive, non-discriminatory rehabilitation to a diverse population.
- PLO12 Develop further skills and competences that will enable them to assume greater responsibility and decision making within organisations.
- PLO13 Transfer skills from the academic environment to the clinical environment.

PROGRAMME DESIGN AND ORGANISATION

The undergraduate programme is designed to develop a professional who has the knowledge base and practical skills needed to work in a changing healthcare environment. The curriculum content is structured in such a way that units build upon each other and students will develop and use transferable skills. This will prepare students for professional practice when they will be expected to apply their skills and knowledge within a variety of settings and adapt their skills for application in situations characterised by increasing levels of complexity and unpredictability.

The development of an autonomous practitioner is supported by a curriculum that promotes problem solving and clinical reasoning in order to facilitate decision-making. Practice scenarios used to underpin the delivery of the curriculum will become increasingly complex and less predictable as the student progresses through the programme. Students' learning will be set within a professional context and the curriculum is designed to enable them to take increasing responsibility for their own professional development.

As the programme leads to both an academic award and eligibility for professional registration the curriculum is designed to integrate these two elements, academic development takes place within a professional context. This integration is consolidated within the practice placement units of the programme.

The curriculum supports personal, professional and academic development with an increasing emphasis on personal development planning. Units increase in depth and complexity, and encourage increasing levels of analysis, evaluation and synthesis of knowledge. Research skills are integrated into the programme and are applied when critically appraising the evidence that underpins practice. In the final year of the programme students apply their research skills by developing a research proposal.

Learning outcomes are aligned with statutory, professional and academic requirements. The outcomes are delivered using a variety of teaching and learning methods that are designed to support students with different preferred learning styles and with different educational backgrounds. There is an emphasis on facilitating independent learning and on developing skills for lifelong learning and continuing professional development.

LEVEL DESCRIPTORS/REQUIREMENTS FOR PROGRESSION FROM LEVEL TO LEVEL

FIRST YEAR: LEVEL 4 (CERTIFICATE LEVEL)

A student who achieves level 4 will have knowledge of the basic concepts of physiotherapy theory and practice and will have learned how to take different approaches to problem solving. They will be able to communicate accurately and have the qualities needed for a position that requires them to exercise personal responsibility.

Students will be eligible to progress into the second year of the programme **only** if they have achieved passes or compensated passes (where this is permissible) for units to the value of 120 credits at level 4.

The first year has two 15 credit units that attract academic credit, three 30 credit units and a final unit that attracts practice credit. All units are mandatory/core. 15 credit units have one element of assessment only, 30 credit units have 2 elements of assessment. Practice placement 0 is assessed pass/fail.

The pass mark for each **unit** of study is 40. Where a unit has more than one **element** of assessment, marks from each element are combined to generate a weighted average mark. For some units there can be compensation within the unit – so long as the weighted average mark exceeds 40, the unit is passed. However, there are instances where this is not the case. All elements of assessment that are associated with practical skills must be passed with a mark of 40. In these cases, it is possible to achieve a weighted average mark for the unit of ≥ 40 and still FAIL the unit if students do not achieve marks of ≥ 40 for the practical skills assessment.

The weighting of elements of assessment within 30 credit units is variable and information on weighting is provided in separate year handbooks and in assignment specifications that are published on Moodle at the beginning of the unit.

Students who do not achieve a 'pass' for practice placement 0 will normally be entitled to for a first reassessment of the failed unit. Students who do not achieve a 'pass' at first reassessment attempt **will not** be entitled to a second reassessment attempt. There can be no award of compensated passes for practice placement. Students who do not pass this unit at first reassessment would not meet the pre-requisite to participate in the practice placement units in the second year of the programme, would have no route available to them to complete the programme and would therefore be withdrawn.

Students who do not proceed to level 5 of the BSc (Hons) programme but who have successfully completed 120 academic credits at level 4 may be eligible for the award of a Certificate of Higher

Education in Applied Health Studies. Students who exit the programme at this point are not required to complete practice placement 0.

SECOND YEAR: LEVEL 5 (INTERMEDIATE/DIPLOMA LEVEL)

A student who has successfully completed level 5 will have developed a sound understanding of the principles of physiotherapy theory and practice and be able to apply these principles more widely. They will be able to evaluate the appropriateness of different approaches to problem solving. They will be able to perform effective physiotherapy management within a limited scope of practice and under the supervision of a qualified colleague. They will have qualities needed for a position that requires them to exercise personal responsibility and decision making.

Students will be eligible to proceed to the third year of the programme **only** if they have achieved passes or compensated passes (where this is permissible) in units to the value of 120 credits at level 5.

The second year has two 60 credit units. Both units are mandatory/core. Each of the units has three elements of assessment.

Each practical skills element of assessment in the first unit of the second year (physiotherapy management 2: musculoskeletal and neurology theme) must be passed with a mark of ≥ 40 . There can be compensation for the essay (cardiorespiratory theme) if the mark achieved is ≥ 35 . The unit overall has a pass mark of ≥ 40 and the unit mark is a 'weighted average' of the scores from the three elements of assessment. However, it is possible to achieve a weighted aggregate mark for the unit of ≥ 40 and still FAIL the unit. Students who do not pass physiotherapy management 2 (practical skills elements with marks of < 40 OR an essay mark of < 35 OR a weighted average mark of < 40) are ineligible to participate in practice placements 1.

Practice placements 1, the second 60 credit unit in the second year also has 3 elements of assessment. Once more, each element of assessment must be passed with a mark of ≥ 40 . The unit overall has a pass mark of ≥ 40 and the unit mark is a 'weighted average' of the scores from the three elements of assessment. It is therefore possible to achieve a weighted average mark for the unit of ≥ 40 and still FAIL the unit if students do not achieve marks of ≥ 40 in each of the elements of assessment for the unit.

Students who do not achieve a mark ≥ 40 for each of the elements of assessment for practice placements 1 will normally be entitled to for a first reassessment of the failed element. Students who do not achieve a mark of ≥ 40 at first reassessment attempt **will not** be entitled to a second reassessment attempt for any element of practice placements 1, cannot therefore pass the unit overall and will therefore be ineligible to proceed to the third year of the programme and will be withdrawn. There can be no award of compensated passes for practice placements at either element or unit level.

Students who do not proceed to level 6 but who have successfully completed 120 credits at level 4 may be eligible for the award of Certificate of Higher Education in Applied Health Studies. Students who exit the programme and have achieved 120 credits at level 4 and 120 credits at level 5 may be eligible for the award of Diploma of Higher Education in Applied Health Studies.

THIRD YEAR: LEVEL 6 (HONOURS LEVEL)

An honours graduate will demonstrate understanding of the complex body of knowledge and the extent of current physiotherapy theory and practice. They will have developed analytical techniques and problem-solving skills that can be applied in diverse settings. They will be able to evaluate evidence, arguments and assumptions to reach sound judgements and to communicate these effectively to a wide audience. They will have the qualities and abilities needed for a position that requires them to exercise personal responsibility and take decisions in complex and unpredictable circumstances.

Practice placements 2, a 30-credit unit in the third year has 2 elements of assessment. Each element of assessment must be passed with a mark of ≥ 40 . The unit overall has a pass mark of ≥ 40 and the unit mark is a 'weighted aggregate' of the scores from the three elements of assessment. It is therefore possible to achieve a weighted aggregate mark for the unit of ≥ 40 and still FAIL the unit if students do not achieve marks of ≥ 40 in each of the elements of assessment for the unit.

Students who do not achieve a mark ≥ 40 for each of the elements of assessment for practice placements 2 will normally be entitled to for a first reassessment of the failed element. Students who do not achieve a mark of ≥ 40 at first reassessment attempt **will not** be entitled to a second reassessment attempt for any element of practice placements 2, cannot therefore pass the unit overall. Students would not be eligible for the award of BSc Hons Physiotherapy and would not be eligible to apply for registration with the HCPC or membership of the CSP. There can be no award of compensated passes for practice placements at either element or unit level.

Students must achieve passes compensated passes (where this is permissible) in whole units to the required credit level (120 at level 4, 120 at level 5 and 120 at level 6 PLUS satisfactory completion of practice placement 0 and practice placement 3) to qualify for the award. Students **must** achieve a total of 1,000 clinical hours to be eligible for award of the honours degree. Hours completed on a placement where the student failed to achieve a mark of ≥ 40 will not count toward the total.

The university uses two methods to calculate the final degree classification. The first method (weighted average classification) calculates the degree by using a weighted average from units at level 5 and level 6. The second method (profiling classification) uses marks accrued at level 6 only. Details of the exact procedure are available in the [Undergraduate assessment regulations](#).

LEVEL 6 (PASS DEGREE BSC APPLIED HEALTH STUDIES)

Students who achieve passes or compensated passes (where this is permissible) to the value of 120 credits at level 4, 120 credits at level 5, have attempted 120 credits at level 6 and satisfy the requirements for award of a pass degree according to the [Undergraduate assessment regulations](#) would be eligible for the award of **BSc Applied Health Studies**. Such students **would not** be eligible to apply for registration with the Health and Care Professions Council as a physiotherapist and would be **ineligible** to apply for membership of the Chartered Society of Physiotherapy.

BSc (Hons) Physiotherapy Programme Structure																																															
Year 1 (Level 4)																																															
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48							
Septem		October			November			December			January			February			March			April			May			June																					
Induction	Anatomy, physiotherapy and Kinesiology			Physiotherapy management: MSK1			FiH SC PP	Christmas			Foundations in Health, Psychology and Social Care			Physiotherapy management: Neurology 1			Physiotherapy Management	Easter			Physiotherapy Management: Cardiorespiratory 1			Practice placement preparation 0	Practice placement 0			Exam Board																			
Year 2 (Level 5)																																															
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48							
Septem		October			November			December			January			February			March			April			May			June																					
	Physiotherapy Management 2: Musculoskeletal theme			Physiotherapy Management 2: Cardiorespiratory theme			PM 2: Neurology theme	Christmas			PM 2: Neurology theme	Placement prep	Practice Placements 1: area 1			Easter			Practice Placements 1; area 2			Practice Placements 1: area 3			Exam Board																						
Year 3 (Level 6)																																															
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48							
Septem		October			November			December			January			February			March			April			May			June																					
	TtPP	Practice placements 2: area 1			Practice Placements 2: area 2			Christmas			Transition to Professional Practice			Evidence based practice: option 1			Easter			Evidence based practice: option 2			Practice placement 3			Exam Board																					
	CTE										Critical thinking and enquiry						Critical thinking and enquiry																														

PROGRAMME DELIVERY

TEACHING AND LEARNING STRATEGIES

The underlying philosophy of the programme is to provide diverse learning and teaching methods to ensure an optimal learning experience for all and to meet the needs of a student body with diverse previous experiences. The programme team believes that diversity within the student body is desirable and enhances the learning experience. However, it is recognised that this presents a challenge for teaching and learning. To meet the needs of learners a wide variety of teaching and learning methods are used.

They will reflect and be appropriate for the specific learning outcomes of each session/unit. There is focus on small group work and problem solving using clinical scenarios. The range of teaching methods used will include lectures, tutorials, practical tutorials/practical sessions, workshops and seminars, interprofessional/shared learning, problem based learning, case based learning, reflective logs/diaries, project work, workbooks, presentation, directed and self-directed study, distance learning, practice based learning and e-learning (see synopsis below). This variety of approaches is aimed at fostering student empowerment and will enable you to maximise your potential and perform optimally. The learning and teaching strategy is closely aligned with the assessment strategy.

A problem solving, case based approach will generally be used throughout the programme. This will encourage clinical reasoning skills and will enable the student to contextualise their learning from early in the programme. These skills will then be further developed during the practice placements.

Throughout the programme there will be a strong emphasis on learning through reflection. Students will be encouraged to reflect on their experiences using reflective logs/diaries and reflective writing formative/summative assignments. These skills will also be used in the construction of a professional development portfolio.

At the beginning of each unit students will receive a unit study pack (online via Moodle) detailing the intended learning outcomes, unit content, study tasks and suggested/indicative reading. Information regarding the assessment procedures is also made available at the start of each unit including the topic release date/examination date, submission dates and the date for the release of results. Feedback on student's work will be either available to view/collect on the same day that your results are released or it will be emailed.

The structure, content and sequencing of the units including practice placements will ensure that students acquire and develop the graduate, underpinning professional knowledge and practical skills that are a requirement of the university and the professional and statutory bodies.

Evidence based practice (EBP) will be integrated throughout the units and students will be encouraged to explore and analyse how EBP underpins practice.

SYNOPSIS OF TEACHING & LEARNING METHODS

LECTURES

Lectures are normally delivered to the whole cohort. They are used for a variety of purposes:

- To introduce major/new topics
- To summarise topics.
- As an information resource.

TUTORIALS

These are normally managed in small working groups of 24-28 students. Tutorials usually require students to have completed some independent or directed study prior to the session and then to use the information in a different way to meet the specific session learning outcomes.

PRACTICAL SKILLS SESSIONS/PRACTICAL TUTORIALS

As a reflection of the learning outcomes there are many practical skills sessions. These normally involve demonstration of physiotherapy skills by the tutor followed by opportunities for supervised practice of the skill with plentiful formative feedback.

Underpinning knowledge and problem solving clinical reasoning activities are also included in these sessions. With guidance you are encouraged to peer assess the work of others and gain feedback from colleagues as they use the techniques of peer assessment to support their development.

WORKSHOPS

Workshops are used for a variety of purposes:

- As a terminal activity in a unit to review a cross section of aspects of the unit.
- To provide a structured opportunity to cover a range of practical or theoretical components often involving input from other disciplines.
- As a formative assessment opportunity prior to undertaking summative assessment components.

SEMINARS

Seminars are used within the programme when students have acquired the appropriate skills to enable them to benefit from the seminar format and when the topic lends itself to this method of delivery. Students will generally need to prepare material beforehand in a group or as an individual to be presented at the seminar. Where possible these seminars are inter-professional and a wide range of professionals are invited to take part.

CASE BASED/PROBLEM BASED LEARNING

Case based learning offers an opportunity for students to contextualise their knowledge and understanding. The use of cases is central to each unit and provides the focus for learning about specific pathologies/conditions as well as related psycho-social issues or comorbidities. Cases are developed and updated with the support of physiotherapists and other healthcare professionals in clinical practice to ensure these core components reflect current practice. In some units the cases will be used to support a problem based approach and in others they will be used to draw together learning from the unit. Service users (patients/clients/carers) also contribute to the development of the cases that students will use.

INTERPROFESSIONAL/SHARED LEARNING

Shared learning will be used to bring together students from different professional groups to achieve common learning outcomes for example communication skills. It will also be used to enable students from a variety of professions to share approaches to the management of patient/client problems for example the management of patients following CVA/stroke. There will also be opportunities to engage in interprofessional learning during placement.

LEARNING LOGS AND REFLECTIVE DIARIES

Learning logs will be used to enable students to record their own learning experiences particularly during the practice placement units. These logs will ensure that students have a record of their learning that they can use to develop skills in reflective practice. They will produce examples of reflective writing throughout the programme that can be used to compile a professional development portfolio.

PROJECT WORK

Project work will be used to promote both team working skills and independent study skills. Small projects will also be undertaken as part of the delivery of the curriculum. These will provide opportunities for formative feedback.

PRESENTATIONS

Presentations will be used throughout the programme. They will usually be linked to directed study and incorporated into tutorials, practical sessions or workshop /seminar situations. Students will be expected to present (in a group or individually) information to their peers. Peer assessment opportunities arise from these activities and the use of presentations in the programme allows communication skills to be developed, enhanced and refined, supporting the development of key skills.

DISTANCE LEARNING/E LEARNING

Distance learning/e-learning materials may be used to allow flexibility in the delivery of the programme therefore supporting the needs of the diverse student population. These materials will support the curriculum and facilitate independent learning.

PRACTICE BASED LEARNING

Practice based learning is central to the programme delivery. You will spend a minimum of 1,000 hours on practice placement during the programme (approximately 1/3rd of your degree). Practice placements are skills based to facilitate the transfer of skills across practice areas. The skills will be related to those covered in the preceding units. The range of practice settings/placements covered will offer you the opportunity to meet the unit/programme learning outcomes.

Placements will be supported by practice based clinical staff and visiting academic staff. These will provide unique learning opportunities and will be arranged to reflect current practice.

SIMULATION

MMU physiotherapy has access to high definition simulation suites. There will be opportunities to enhance knowledge and application of skill using this resource.

Synopsis of units:

PRE-REQUISITES AND CO-REQUISITES FOR THE PROGRAMME

If a **pre-requisite** is stated this means that you must successfully complete the pre-requisite unit (which means that you have achieved a pass mark in the unit assessment) before you go on to complete the related unit.

If a **co-requisite** is stated in a unit specification this means that you must study two units in parallel, because one unit is complementary to the other.

IN THE FIRST YEAR

Practice placement 0 has **pre-requisites**. You will not be able to participate in practice placement 0 unless you have participated in the other first year units. All of the first-year credit bearing units (level 4) are pre-requisites for study in the second year (level 5) of the programme. So, unless you complete all the first-year units you will not be eligible to proceed to the second year.

IN THE SECOND YEAR

All first-year units (Physiotherapy Management: Musculoskeletal 1, Cardiorespiratory 1, Neurology 1, Foundations in Health, Social care and Professional Practice, Anatomy, Physiology and Kinesiology) are pre-requisites for the second-year units. Practice placement 0 and Physiotherapy Management 2 are **pre-requisites** for Practice placement 1. This means that you cannot commence the Practice Placement unit in the second year of the programme until you have successfully completed the units mentioned above. The timetable offers opportunity for students who do not pass at first assessment to be reassessed for a first time for each element of assessment for Physiotherapy Management 2. Students will have to defer Placement 1 until after the Easter Vacation to allow sufficient time for reassessment. Success at this point will mean that students can progress to the practice placement units. Second reassessment for Physiotherapy Management: Musculoskeletal theme, Physiotherapy Management: Cardiorespiratory theme and Physiotherapy Management: Neurology theme will not occur until the summer. A student who is not successful at first reassessment in elements of Physiotherapy Management 2 may have to defer participation in the practice placements 1 unit until the next academic year.

IN THE THIRD YEAR

Both second year units are **pre-requisites** for the third year of the programme. This means that you cannot proceed to the third year of the programme until you have successfully completed all second-year units. Practice placement 2 is a **pre-requisite** for practice placement 3. This means that you must have completed all elements of Practice Placement 2 before you can undertake Practice Placement 3.

COMPULSORY AND OPTIONAL UNITS

All the units are compulsory and are designated 'mandatory core' in the programme specification. The evidence based practice unit in the third year of the programme is 'mandatory core.' However, in this unit you will be able to exercise some choice in the topic areas that you study.

⁹SYNOPSIS OF UNITS – YEAR ONE

ANATOMY, PHYSIOLOGY AND KINESIOLOGY (LEVEL 4 (C) 15 CREDITS)

The Anatomy, Physiology and Kinesiology unit focuses on the normal structure and functioning of the musculoskeletal, cardiorespiratory and nervous systems. The systems will be considered in terms of their detailed anatomy, physiology and biomechanics, with a focus on relating the structure of these systems to normal human function.

The students will explore the structure and function of major systems of the body and relate them to normal human movement. The unit will cover anatomy, including osteology (bones), arthrology (joints) and myology (muscles). The students will also study basic neuro anatomy, including the central nervous system and the peripheral nervous system. The student will also learn about the structure of the heart, lungs and circulatory system.

The unit will cover physiology, the normal functioning of the different systems of the human body. The unit will also cover the basic principle of biomechanics applied to human movement.

FOUNDATIONS IN HEALTH, SOCIAL CARE AND PROFESSIONAL PRACTICE (LEVEL 4 (C), 15 CREDITS)

Develops skills essential for lifelong learning and engagement in professional practice. An introduction to how approaches to practice can be modified to meet the needs of individuals from diverse communities and in a variety of clinical contexts.

This unit will facilitate the development of skills that are essential for lifelong learning and engagement in professional practice: teamwork including the multi-agency approach in patient/client care and professional responsibility in delivering inclusive, non-discriminatory physiotherapy rehabilitation to a diverse and ageing population. The module content will be informed directly by the experiences shared with us by service users and carers. This unit seeks to explore and promote understanding of the range of environments in which health and social care is delivered and how health and social care policy influences health care delivery and refers to public health initiatives. It will consider the key drivers of health and social care that influence physiotherapy practice in the context of care delivery. Students will consider how approaches to practice can be modified to meet the needs of individuals

⁹This synopsis is intended to provide an overview rather than definitive content. Small changes may be made to ensure that the curriculum represents contemporary physiotherapy practice.

from diverse communities and in a variety of clinical contexts. It includes consideration of roles and functions of Professional, Statutory and Regulatory bodies; Rules of Professional Conduct; Standards of Performance, Conduct and Ethics; continuing professional development and lifelong learning; evidence based practice, guidelines, and protocols; patient confidentiality; reflective practice, models of reflection, reflective writing and introduction to portfolio development; diversity and cultural competence, promotion of equality and people's rights/responsibilities; rehabilitation and biopsychosocial models of health, preventative (including introduction to health promotion), restorative, maintenance and palliative approaches to rehabilitation; introduction to counselling skills and motivational interviewing and psychological factors affecting health. The unit will include opportunities for inter-professional learning.

PHYSIOTHERAPY MANAGEMENT: MUSCULOSKELETAL 1 (LEVEL 4 (C), 30 CREDITS)

The unit will consider anatomy of and the application of functional anatomy to selected areas of the axial and appendicular skeleton and associated structures. This will include relevant biomechanics and surface marking. Students will be required to demonstrate safe, accurate and effective palpation and therapeutic handling and will be required to demonstrate this during one element of the assessment for the unit. Students will consider common pathophysiology and the physiotherapy management of pathophysiology in the upper quadrant using a case-based, problem-solving approach. They will consider how pathophysiology affects structure and function and be able to describe/explain how physiotherapy interventions seek to modify the pathological processes to facilitate the achievement of treatment goals set in collaboration with a patient. For each physiotherapy modality included within the unit students will identify indications/contraindications, risks/benefits, will develop competence in the technical skill, will be able to discuss how a treatment could be modified to match the needs of a variety of different presentations and will be able to identify sources of evidence that would support the clinical decision making process.

You will be introduced to the requirement for and the importance of systematic evaluation of the effectiveness of physiotherapy practice using valid and reliable measures. You will have used and critically evaluate a variety of basic outcome measures and will be able to describe these measures and indicate when use of specific measures would be appropriate. This includes the use of physiological parameters including heart rate, respiratory rate and measures of perceived exertion.

You will gain insight into the functioning of the musculoskeletal system and the unit considers properties of connective tissues related to their specific functions. This includes detailed consideration of the structure of muscle and you will consider the morphology and physiology of muscle in depth.

You will be introduced to the principles and techniques of mobilising joints and soft tissue structures have an awareness of the evidence base indicating the benefits of therapeutic exercise which includes consideration of the acute response to aerobic and anaerobic exercise. You will be introduced to legal and practical aspects of moving and handling operations in the context of your responsibility to undertake risk assessment and cooperate with institutional safe systems of work and will have demonstrated and taught to a model the theory and practice of safe and effective moving and handling.

This unit has a strong practical component, some elements of the assessment for this unit are skills based and for these elements the assessment MUST be passed at 40.

PHYSIOTHERAPY MANAGEMENT: NEUROLOGY 1 (LEVEL 4 (C), 30 CREDITS)

This unit is intended to develop the student's attitudes, skills and knowledge related to the physiotherapy assessment and management of the patient with the neurological deficits considered during the unit. Principles will be based on a variety of treatment approaches including the Bobath concept, and the Motor Relearning approach. Students will apply anatomical and physiological knowledge of the nervous system and select and utilise a range of functional outcome measures for people with predictable neurological deficits for example stroke. The structure of the unit will allow the student to develop the clinical reasoning skills that will underpin their physiotherapy practice.

This unit has a strong practical component, some aspects of the assessment for this unit are skills based and for these elements the assessment MUST be passed at 40.

PHYSIOTHERAPY MANAGEMENT: CARDIORESPIRATORY 1 (LEVEL 4 (C), 30 CREDITS)

The unit will consider the structure and function of the thorax with emphasis on circulatory and respiratory systems. This will include relevant normal physiology, surface marking and the macroscopic/microscopic structure of the heart, circulatory and respiratory systems. Students will be required to demonstrate safe, accurate and effective palpation and therapeutic handling throughout the unit during one element of assessment. This unit is intended to develop both cognitive and psychomotor skills of the student in the assessment and treatment of uncomplicated cardiorespiratory conditions in primary and secondary healthcare settings. The unit covers basic cardiorespiratory physiology, functional and applied anatomy, physiotherapy assessment and management of selected cardiorespiratory conditions, for example chronic obstructive pulmonary disease (COPD), general surgery and myocardial infarction. Students will be facilitated to consider how physiotherapy skills can be adapted to match the needs of patients with a variety of presentations. The role of the physiotherapist in preventative healthcare interventions will be considered.

This unit has a strong practical component, some aspects of the assessment for this unit are skills based and for these elements the assessment MUST be passed at 40.

PRACTICE PLACEMENT 0

This practice placement is undertaken at the end of the first year of the programme. Students are participant observers, with their activities being guided using specific learning outcomes. Students organise this placement independently at placement sites which must be approved by the university. Participation in this unit is conditional on engagement in all other level 4 units.

While this unit does not attract any academic credit, it is mandatory/core and must be successfully completed before a student is eligible to progress to placements 1 in the second year of the programme

Placements can be failed because of unsafe/unprofessional practice or behaviour

Students must satisfactorily complete 24 hours of participant observation to be eligible for assessment.

SYNOPSIS OF UNITS: YEAR 2

PHYSIOTHERAPY MANAGEMENT 2 (LEVEL 5 (I), 60 CREDITS)

This unit has three distinct themes and builds on learning at level 4. The musculoskeletal theme considers the lumbar spine and lower limb conditions. Skills developed during earlier units will be developed further and students will learn how to adapt these skills and apply them to the lower quadrant. There is a strong focus on enhancing clinical reasoning which will include exploration of biopsychosocial factors that can impact on physiotherapy management and treatment outcomes. The cardiorespiratory theme, which includes peripheral vascular disease, has a strong emphasis on the evidence base that supports physiotherapy management. Students consider issues that relate to care that has its focus on maintenance, support, palliation and the physiotherapy contribution to the provision of high quality care at the end of life. The neurology theme considers more complex and less predictable impairment in the neurological system for example, multiple sclerosis. In addition, it will facilitate consideration of the provision of physiotherapy treatment to the management of traumatic brain injury and cerebral palsy and in so doing requires the students to consider how treatment should be adapted to match the needs of patients across the age spectrum.

The main principles of the musculoskeletal component are the integration and application of anatomical knowledge to selected pathologies of the lower quadrant which will enable you to explain your clinical decisions. Functional anatomy, biomechanics, surface marking, differential diagnosis and treatment of pathologies of the lower quadrant is applied to lumbar spine, sacroiliac joint, hip, knee, foot and ankle. A case-based, problem-solving approach to learning is used. In addition, you will understand the pathology of common arthropathies and common surgical, medical, and physiotherapeutic management in relation to these pathologies. This will include knowledge of the role and contribution of

other health professionals. You will understand the different components of an assessment in each region of the lower quadrant and be able to clinically reason their inclusion/exclusion related to a variety of cases. You will be able to document and clinically reason a problem list, initial treatment plan, and treatment progression in relation to a specific case related to a region of the lower quadrant. You will gain an understanding of, apply and clinically reason various approaches in the management and treatment common pathologies affecting the lower quadrant. This includes the Maitland concept, the McKenzie concept, the psychosocial approach, ergonomics, postural advice and core stability. You will extend the range of electrotherapy modalities that you are able to apply to include interferential, TENS and laser and build on earlier knowledge of other modalities. They will build on your knowledge and skills in relation to mobilising and strengthening techniques and be able to apply these to the lower quadrant. You will be able to discuss the normal gait cycle and be able to identify deviations from this. You will be able to justify and prescribe provision of walking aids and use these for gait re-education.

More complex and less predictable cardiorespiratory conditions will be considered. Through cases you will develop key transferable skills that will enable you to learn about other complex cardiorespiratory conditions. A greater complexity in the patient scenarios requires a greater sophistication in clinical reasoning. More advanced physiology of the respiratory and cardiovascular systems is applied as appropriate to each case and appropriate practical work adds further skills used in the management of such conditions in the life-threatening situation. This unit offers the opportunity for you to consider rehabilitation in the context of supportive and palliative interventions and this will help you to consider appropriate goal setting for the patient for whom restorative interventions may have become redundant. Pulmonary rehabilitation and the evidence base that underpins this intervention are considered. You will consider the impact of mental health on patients with chronic diseases and identify how a diagnosis of depression or anxiety might impact on the provision of health care. The impact of chronic illness on family members/carers is also considered. You will use your problem-solving skills to select and plan the patients' assessment and treatment, learning to modify these to the worsening scenario. You will explore issues that relate to bereavement and ethical issues associated with the younger chronically sick patient. You will be able to explain pathologies associated with trans-tibial and trans-femoral amputation and relate common surgical, medical, and physiotherapeutic management including the use of prosthetics, and gait re-education of patients following trans-tibial and transfemoral amputation. The role of the physiotherapist and other health professionals in meeting the need of patients with end-stage disease is a focus in this unit.

The neurology component will consider case studies with more complex and less predictable neurological conditions and greater complexity of patient scenarios is intended to promote deeper clinical reasoning. You will consider the relevant anatomy and physiology of the central and peripheral nervous system in relation to the aetiology and pathophysiology for each condition. You will use clinical reasoning and problem-solving skills to select, plan, justify and evaluate the assessment and treatment of patients in a wide

variety of clinical settings. You will apply knowledge of abnormal tone on posture and movement to new neurological conditions with different pathological/structural implications. You will develop a broader appreciation of patient problems due to impairments in balance and postural control. You will also explore the associated psychosocial issues and roles of the multidisciplinary team in the reintegration of patients into society. Neurological impairments in the paediatric population including the use of specialist assistive technology are included in the unit. Opportunities to consider less common, acquired neurological impairments are considered alongside an exploration of the concept of palliative care in the context of neurological disease. You will learn effective moving and handling techniques which includes the use of hoists and slide sheets. Expert clinicians facilitate skill development in the application of the principles and concepts of various approaches to neurorehabilitation (including Bobath and Motor Relearning Approach) in the treatment of patients with neurological conditions. Treatments include facilitation techniques for the upper limb, trunk and lower limb, Proprioceptive Neuromuscular Facilitation, balance training and the management of neurological gait. In all instances you will consider indications, contraindications, potential adverse outcome, risk assessment and management and the evidence base that underpins neurological physiotherapy interventions.

This unit has a strong practical component; all elements of assessment that include practical skills MUST be passed at 40. The essay must achieve a mark of 35 or above. No compensated passes can be awarded for this unit. In addition, the unit is a pre-requisite for practice placement 1 and students must achieve a pass in this unit to enable them to participate.

Students who are unsuccessful at their first assessment attempt will be offered one reassessment attempt automatically. A second reassessment attempt can be offered subject to student engagement with the first reassessment and at the discretion of the Board of Examiners. Students who do not pass at second reassessment of the unit CANNOT proceed to the practice placements, would therefore have no route open to them to complete the BSc (Hons) Physiotherapy programme and would be required to withdraw.

PRACTICE PLACEMENT 1 (PLACEMENT AREAS 1, 2 AND 3) (LEVEL 5 (I), 60 CREDITS)

The student will be able to achieve the learning outcomes by taking responsibility for most aspects of the assessment/treatment and evaluation of treatment for a caseload of patients with guidance/support from a practice placement educator. The placements will take place in three distinct practice areas which may be in the primary, secondary or tertiary state healthcare; in education; in the voluntary/private sector or in charitable organisations. Placements are arranged to ensure that students experience the provision of health care in acute, community and rehabilitation settings. Placement areas are skills based, which will facilitate the development of transferable skills ensuring that the student is able to

demonstrate achievement of competence in the three core areas of physiotherapy (musculoskeletal, neurological and cardiorespiratory) by the end of the programme. Competence is not only the ability to deliver a skill safely and effectively, but is also related to the students' ability to provide sound justification for their actions based on a sound knowledge base and contemporary evidence. The student will be provided with opportunities to apply and relate theory to practice. They will be facilitated to evaluate the effectiveness/appropriateness of different approaches to manage a caseload of patient/clients with uncomplicated/ predictable problems. Opportunities will be provided for students to experience multi and interdisciplinary learning and working. Transition through the unit will be characterised by increasing autonomy in clinical decision-making and an enhanced ability to clearly articulate clinical reasoning and justify their treatment choices by accessing, appraising and applying the best available evidence

Students will develop and enhance interpersonal and physiotherapy skills by managing an uncomplicated caseload of predictable patients/clients.

No compensated passes can be allowed for this unit.

There are three elements of assessment for this unit and each element of assessment must be passed at 40

Students must complete a minimum of 108 supervised clinical hours to be eligible for assessment.

Placements can be failed because of unsafe/unprofessional practice or behaviour. Students who fail because of unsafe/unprofessional practice or behaviour will be awarded a mark of 0 for that placement.

Students will not be credited with clinical hours that have been completed during a placement that was failed.

Students will only be entitled to one reassessment attempt for any element within this unit.

SYNOPSIS OF UNITS: YEAR 3

PRACTICE PLACEMENT 2 (PLACEMENT AREAS 1 AND 2) (LEVEL 6 (H), 30 CREDITS)

The student will be able to achieve the learning outcomes by taking responsibility for most aspects of the assessment/treatment and evaluation of treatment for a caseload of patients with guidance/support from a practice placement educator. The placements will take place in two distinct practice areas which may be in the primary, secondary or tertiary state healthcare; in education; in the voluntary/private sector or in charitable organisations. Placements are arranged to ensure that students experience the provision of health care in acute, community and rehabilitation settings. Placement areas are skills based, which will facilitate the development of transferable skills ensuring that the student is able to

demonstrate achievement of competence in the three core areas of physiotherapy (musculoskeletal, neurological and cardiorespiratory) by the end of the programme. Competence is not only the ability to deliver a skill safely and effectively, but is also related to the students' ability to provide sound justification for their actions based on a sound knowledge base and contemporary evidence. The student will be provided with opportunities to apply and relate theory to practice. They will be facilitated to evaluate the effectiveness/appropriateness of different approaches to manage a caseload of patient/clients with uncomplicated/ predictable problems. Opportunities will be provided for students to experience multi and interdisciplinary learning and working. Transition through the unit will be characterised by increasing autonomy in clinical decision-making and an enhanced ability to clearly articulate clinical reasoning and justify their treatment choices by accessing, appraising and applying the best available evidence.

No compensated passes can be allowed for these units.

There are two elements of assessment for this unit and each element of assessment must be passed at 40

Students must complete a minimum of 108 supervised clinical hours to be eligible for assessment.

Placements can be failed because of unsafe/unprofessional practice or behaviour. Students who fail because of unsafe/unprofessional practice or behaviour will be awarded a mark of zero for that placement.

Students will not be credited with clinical hours that have been completed during a placement that was failed

Students will only be entitled to one reassessment attempt for any element within this unit.

TRANSITION TO PROFESSIONAL PRACTICE (LEVEL 6 (H), 30 CREDITS)

The unit builds on learning at levels 4 and 5 and includes the standards and requirements of professional and statutory bodies. These comprise legal and ethical responsibilities including the principles and practice of patient confidentiality, fitness for practice and the need for continuing professional development, inter-professional working, team working and leadership, communication skills and skills of time management and prioritisation. This unit is designed to help students make this transition by further developing strategies and approaches that will help in their professional career. The abilities to manage self and to work effectively with others are key attributes within the workplace setting: sessions within this unit are explicitly linked to the Knowledge and Skills Framework (KSF) and the Band 5 (Physiotherapist) Descriptors (NHS, 2006). Transition towards professional employment is facilitated by considering the stages of job selection, job application, interview technique and portfolio development together with the skills to demonstrate that the KSF and Band 5 Descriptor requirements are met. Employers contribute to the delivery of the unit and there focus on future career opportunities within state-funded and private healthcare provision.

Notions of physiotherapist as businessperson with insight into the challenges of self-employment will be explored. Students will critically apply models of reflection and varied reasoning strategies to examine how critical thinking is central to the generation of informed judgments, decisions, the prioritisation of actions and how reflection and critical thinking can facilitate innovation and enhancement in service provision and the patient experience. Students will be facilitated to recognise how professional, statutory and government requirements influence practice. The transition from student within formal structured support/supervision systems to independent professional who is accountable, autonomous practitioner within less formal support structures and the greater expectation of self-direction in terms of continuing professional development is discussed. The characteristics of an expert are also considered and students will identify methods to achieve higher levels of expertise. At level 6 it is expected that students critically evaluate a broad scope of literature regarding professional practice and policy that shapes healthcare delivery in the 21st century.

EVIDENCE BASED PRACTICE (LEVEL 6 (H), 30 CREDITS)

Students will select 2 topics from a range of options that will be developed by the programme team. Topics will be delivered consecutively and available according to student choice. This unit builds on learning at level 4 and 5, and provides an opportunity for the student to enhance their ability to access and critically evaluate published material that relates to physiotherapy practice in the relevant topic areas, synthesise and analyse findings from relevant research to facilitate critical professional dialogue. This approach will result in decisions being based on clinical reasoning and enable the student to construct robust evidence based arguments to justify practice. Students will be encouraged to select topics in distinct clinical areas so that they are able to demonstrate breadth as well as depth in their professional knowledge.

CRITICAL THINKING AND ENQUIRY (LEVEL 6 (H), 30 CREDITS)

This unit is designed to enhance learning gained at level 4 and level 5 relating to research and the evidence base that underpins physiotherapy practice, taking the student to level 6 learning. This unit addresses the requirements of a wide variety of organisations (Health and Care Professions Council 2013; Chartered Society of Physiotherapy Quality Assurance Standards 2012; Quality Assurance Agency for Higher Education 2009) in relation to evidence based practice. Opportunity will be provided to enable the student to enhance their skill in developing focused, effective and discriminating search strategies to gain access to contemporary, relevant and high-quality literature. The student will be guided to develop skills in balanced and purposeful critique of qualitative and quantitative research. By the end of the unit the student will be able to make statements about the appropriateness of certain research designs for particular research questions and expected to suggest what methodologies could be applied to particular research questions. This will include consideration of how research can support or facilitate practice development within an organisation. Skills in critical thinking, literature searching, logical reasoning, developing

reasoned arguments and academic writing will be developed through student centred learning, lectures, tutorials, group discussions with peer and supervisor support. The research proposal produced will be useful in providing evidence, as part of a portfolio, that knowledge and skills are equal to the requirements of Professional, Statutory and Regulatory bodies.

PRACTICE PLACEMENT 3 (LEVEL 6 (H)): 10 PRACTICE CREDITS

This placement is normally in a clinical speciality and location of the student's own choice and is organised by them. It is sometimes called the 'elective placement' because they can choose the location/speciality, however, the placement is mandatory/core. Students must be supervised by a suitably qualified physiotherapist and the university reserve the right to decline a request to undertake this placement in certain settings if it the setting or the supervision is deemed inappropriate, if we cannot be confident that health and safety can be assured or if we cannot be confident that rights to equal opportunities cannot be assured. It is intended to enable the student to develop their skills in managing a mixed caseload which may include complex patient/client conditions that do not respond in a predictable way. Students should be able to relate theory to practice in greater detail than at level 5 and should demonstrate an understanding of a complex body of knowledge and be able to apply problem solving skills to more complex situations and unpredictable circumstances. They should be able to evaluate evidence, arguments and assumptions to reach sound decisions and do this with the expectation of greater levels of autonomy than have been expected during previous units.

This unit does not attract academic credit. However, the unit is graded pass/fail and must be successfully completed before the student is eligible to graduate from the programme. Students must achieve at least **125 hours** of satisfactory clinical practice during the unit.

Students will only be entitled to one reassessment attempt.

Placements can be failed because of unsafe/unprofessional practice or behaviour.

Students will not be credited with clinical hours that have been completed during a placement that was failed

PRACTICE EDUCATION

Because the integration of core knowledge and physiotherapy skills is introduced early in the programme, students will quickly develop insight into the wider context of physiotherapy practice.

A competent practitioner is one who can adapt physiotherapy skills to meet the needs of patients/clients/service users in a variety of settings. The challenge to students during practice education is the development of this adaptability in the real-life management of patients/clients/service users each with unique problems. Experiential learning is facilitated by practice which provides concrete experience that allows for reflection to deepen understanding.

The elements of professional practice include knowledge, skills and professional attitudes. It is important that students possess a sound knowledge base upon which they can evaluate their new experiences in developing physiotherapy practice. This will include basic sciences and interpersonal skills. The physiotherapy programme units will equip the student with the necessary knowledge and skills before practice placements. The opportunity to apply psychomotor skills and interact with others in a practice environment will consolidate learning which has taken place in an academic setting. In addition, the professional attitudes exemplified and nurtured by practice educators should produce a competent practitioner who performs in a professional manner.

Practice education is acknowledged as a vital element of the programme leading to the degree BSc (Hons) Physiotherapy and carries 60 credits in year 2 (level 5) and 30 credits in year 3 (level 6).

Students must complete a minimum of 1,000 hours of supervised practice to fulfil the requirements for graduation. It is considered by the programme team that this is the minimum number of hours required to allow the students to demonstrate that they have achieved the standard required for practice. Students will normally work a MINIMUM of 36 hours a week with a MAXIMUM of 37.5 hours a week while on placement.

Students cannot graduate with BSc (Hons) Physiotherapy unless they have achieved passes in 120 credits at level 4, 120 credits at level 5, 120 credits at level 6 AND have accrued a minimum of 1,000 clinical hours through successful completion of practice placements 0 – 3.

LEARNING OUTCOMES FOR PRACTICE PLACEMENTS

There are 5 learning outcomes:

On successful completion of this Unit, the student will be able to...

Learning Outcome 1: Select and apply effective and appropriate interpersonal skills in order to collaborate and work effectively with others

Learning Outcome 2: independently manage their workload and professional development, knowing the limits of their own practice and when to seek advice

Learning Outcome 3: gather appropriate information and use this to plan, deliver and evaluate an appropriate and effective evidence-based physiotherapy management programme

Learning Outcome 4: Maintain accurate patient records in accordance with PSRB and placement requirements

Learning Outcome 5: Achieve all standards relating to health and safety and professional behaviour including the ability to engage in reflective practice

For the purposes of evaluation on placement, each of the learning outcomes is associated with a series of criteria:

Interpersonal skills

The student will:

- demonstrate effective and appropriate skills in communication in order to collaborate and work effectively in partnership with others (professionals, support staff, patients/clients, carers, relatives and external agencies) to the benefit of the patient/client and maximise health outcomes.
- contribute effectively to work undertaken as part of a team.
- recognise the scope of practice of other professionals.
- acknowledge cross professional boundaries.
- make appropriate referrals to others.

MANAGEMENT OF SELF

The student will

- demonstrate effective self-management of workload.
- know the limits of their own practice and when to seek advice.
- independently manage their own learning.

MANAGEMENT OF PATIENT/CLIENT

The student will:

- gather appropriate information relating to the patient/client.
- plan and carry out an appropriate objective examination.
- analyse examination findings and formulate a written treatment plan in partnership with the patient/client.
- implement and critically evaluate the impact of, or response to, treatment interventions.

DOCUMENTATION

The student will:

- maintain accurate patient/client records.

PROFESSIONAL PRACTICE

The student will

- promote patient/client centred care.
- comply with the CSP Rules of Professional Conduct.
- practice in line with relevant health and safety policies.
- work independently and as part of a team as appropriate.

In addition, the student will demonstrate that they can undertake reflective practice. This will be achieved during the production of a piece of reflective writing to be submitted at the end of the placement.

Organisation of Practice Placements

TABLE 1 - PRACTICE PLACEMENT DETAILS

Practice placement unit	Duration
0	4 days (24 hours minimum)
1: area 1	5 weeks
1: area 2	5 weeks
1: area 3	5 weeks
2: area 1	5 weeks
2: area 2	5 weeks
3	4 weeks (125 hours minimum)

LEVEL 4 (PRACTICE PLACEMENT 0)

You are introduced to the practice environment via 24 hours (4 working days) of participant observation under the supervision of a physiotherapist who is registered with the Health and Care Professions Council. You arrange this placement yourself. There are certain conditions that must be met by the placement provider before the programme team can agree to you going to a

particular locality and these conditions relate to Health and Safety at Work and issues relating to Equality and Diversity. Normally this placement should be arranged with a Healthcare provider within the United Kingdom. You are advised that placements at Ministry of Defence healthcare providers **will not** be approved for practice placement o.

LEVEL 5 (PRACTICE PLACEMENTS 1: PRACTICE AREAS 1, 2 AND 3)

This practice placement takes place during year 2. The aim of each practice area is to enable you to apply and develop appropriate physiotherapy theory and practice in a variety of locations and thus being able to evaluate the appropriateness of your approach to solve uncomplicated problems. You will develop and enhance professionally appropriate interpersonal and management skills by managing an uncomplicated caseload of predictable patients/clients.

No compensated passes can be allowed for this unit.

There are three elements of assessment for this unit and each element of assessment must be passed at 40

Students must complete a minimum of 108 supervised clinical hours to be eligible for assessment.

Placements can be failed because of unsafe/unprofessional practice or behaviour. Students who fail because of unsafe/unprofessional practice or behaviour will be awarded a mark of 0 for that placement.

Students will not be credited with clinical hours that have been completed during a placement that was failed.

Students will only be entitled to one reassessment attempt for any element within this unit.

LEVEL 6 (PRACTICE PLACEMENT 2: PRACTICE AREAS 1 AND 2)

This practice placement takes place during year 3. The aim of each placement area is to enable you to further develop your skills in managing a mixed caseload which may now include complex conditions that do not respond in a predictable way. You should be able to relate theory to practice in greater detail than at level 4 and should be able demonstrate an understanding of a complex body of knowledge and be able to apply problem solving skills to more complex situations and unpredictable circumstances. You should be able to critically evaluate evidence, arguments and assumptions to reach sound decisions.

No compensated passes can be allowed for this unit.

There are two elements of assessment for this unit and each element of assessment must be passed at 40

Students must complete a minimum of 108 supervised clinical hours to be eligible for assessment.

Placements can be failed because of unsafe/unprofessional practice or behaviour. Students who fail because of unsafe/unprofessional practice or behaviour will be awarded a mark of 0 for that placement.

Students will not be credited with clinical hours that have been completed during a placement that was failed.

Students will only be entitled to one reassessment attempt for any element within this unit.

LEVEL 6 (PRACTICE PLACEMENT 3)

This placement takes place at the end of year 3 and is normally chosen and arranged by you. It is possible in certain circumstances for this placement to occur outside the UK, though this will be conditional and must be subject to approval by this university. It is possible in certain circumstances for this placement to be completed at a Ministry of Defence healthcare provider. You must be supervised by a physiotherapist registered with the Health and Care Professions Council if the placement occurs in the UK. If you choose to find a placement overseas then you must be supervised by someone who is recognised as a physiotherapist by a professional body or credentialing organisation within the host country. The university does not offer any financial support for practice placement 3 and you must be prepared to meet any costs that are incurred. There are sources of funding that can be applied for, for example the Jo Jeans Memorial Fund (administered by the Chartered Society of Physiotherapy).

Placements can be failed because of unsafe/unprofessional practice or behaviour

Students will only be entitled to one reassessment attempt.

For practice placements 1 and 2 (practice areas 1-5) students spend five-week blocks of time undertaking practice placement education. Placements will be located across a wide geographical area but **within the North West of England**. The current philosophy is that of flexibility within a structure which reflects current physiotherapy service provision. The placements are skills based, rather than subject based to encourage transfer of physiotherapy skills across the placement.

TABLE 2 - PRACTICE PLACEMENT

Placement Title	Areas (examples)
Musculo-skeletal	Outpatients, hospital and/or clinic based Orthopaedics Acute, Community and Rehabilitation (adult/paediatric) Upper limb rehabilitation Burns and plastic surgery Rheumatology Disablement Services Centre and any other appropriate area

Medical – Surgical Acute, Community and Rehabilitation	General Medicine Respiratory/ICU General surgery Cardiothoracic surgery Obstetrics/gynaecology Oncology Rehabilitation of the older adult and any other appropriate area
Neurological Acute, Community and Rehabilitation	Neurology Stroke Units Neurosurgery Oncology Rehabilitation of the elderly Day Hospital Young Disabled Unit Paediatrics and any other appropriate area
Acute, Community and Rehabilitation	Domiciliary/adult/paediatrics Mental health Learning Disabilities Women's Health Primary Care Resource Centre: Paediatrics and any other appropriate area

Placements are further categorised as Acute, Community and Rehabilitation. Students will complete a total of five practice areas that are arranged for them, students will be allocated to a variety of specialities/locations to allow them to develop a portfolio of transferrable skills across the core areas of physiotherapy. Students will also complete practice placement 3 (4 weeks, 125 hours), normally in a speciality/setting of their own choice, following successful completion of all elements of assessment of the first five placements. The profile of these placements ensures that you gain experience in acute, community and rehabilitation settings.

Students work to achieve unit learning outcomes that apply to all practice placements. In addition, they will be helped to develop specific individual objectives for each of these placements using a learning development plan. Assessment of performance will be undertaken using criteria for level 5 or level 6 dependent upon their progress through the programme.

Reflective practice is facilitated using reflective logs/diaries, learning development plans, debriefing tutorials.

PRACTICE EDUCATORS

Most practice areas have a ratio of one student per practice placement educator, although where appropriate there are also placements with 2 students per practice placement educator or one student per 2 (part-time) practice placement educators. Practice placement educators normally have at least 18 months post-registration experience, are HCPC registrants, are normally members of the Chartered Society of Physiotherapy and have normally attended an Educators in Practice Course. Placements are also in development that reflect changes in the delivery of physiotherapy and may, in some instances, require the student to work weekends or variable shifts.

The Department of Health Professions provides several multi-professional Support for Learning and Assessment in Practice Courses a year. The Practice Education Co-coordinators and members of the programme team visit sites upon request both to deliver new and relevant information and to discuss problems and needs. Each practice location is provided with a Practice Educators Handbook. This includes the philosophy of practice education, an outline of the programme content, the roles of the visiting lecturer and the practice educator objectives for practice education, guidelines for assessment and copies of relevant documents.

ROLE OF THE PRACTICE EDUCATOR

The practice educator should participate in the team approach to the students' education by:

- Planning a period of practice education to include:
 - departmental and hospital/locality orientation
 - informing of health and safety policies
- Negotiating with you to develop a mutually agreeable learning development plan.
- Selecting appropriate patients/clients and other learning experiences for you.
- Discussing your examination/assessment of patients/clients to:
 - Interpret clinical findings
 - Identify main problems requiring attention
 - Develop and justify a suitable plan of treatment

And through this process encourage reflective practice to develop the student's knowledge base, build on the student's strengths, help them to develop in areas of weakness and help them to develop the necessary skills to be an active learner and engage in continuing professional development.

The practice educator should participate in the team approach to the students' education by:

- Providing skilled demonstrations of appropriate treatment modalities.
- Observing you in the practice setting to ascertain the effectiveness of professional practice.
- Discussing the effectiveness of your chosen treatment modalities and modifications in treatment:

- To monitor the effectiveness
- To evaluate the outcome
- Monitoring the records written/produced by you.
- Providing the opportunity to attend multi-disciplinary case conferences, ward rounds, theatre and other relevant areas.
- Participating in your continual learning and development.
- Liaising with the visiting lecturer from MMU.
- Assessing your progress midway and at the end of the practice placement.

VISITING LECTURERS

The academic lecturers have an important role to play in the practice placement component of the programme. They are committed to making visits to all sites where students are gaining practice experience. Normally one visit is carried out for each placement. Additional visits may be arranged depending on the needs of the student and the practice educator.

ROLE OF THE VISITING LECTURER

Visiting lecturers

- Provide a regular link with the university.
- Support you and facilitate your active learning.
- Support the practice educator in their role as facilitator of student learning
- Encourage the use of the clinical reasoning process to emphasise the problem-solving approach in the practice setting.
- Provide the student and practice educator with constructive and developmental feedback following the visit.

DEVELOPMENT OF PHYSIOTHERAPY PRACTICE

Students will be introduced to core knowledge, core skills and core areas of physiotherapy practice during the physiotherapy management units (Physiotherapy management MSK₁, CR₁ and N₁ and Physiotherapy management 2) and other units at levels 4 and 5. Relevant documentation to support practice education will be provided for them. This will include the philosophy of practice education, objectives for core areas, guidelines for assessment of students, assessment documents, organisational and professional information.

During the first 2-3 days of the practice placement students negotiate a learning development plan with their practice educator. This will identify personal learning needs in addition to unit learning outcomes, learning strategies to meet the identified objectives, criteria for evaluation, achievements and recommendations. The plan will be discussed and endorsed as appropriate by

the visiting lecturer. It is expected that the learning development plan will be frequently revisited during the placement and updated/modified as necessary.

A midway assessment will allow student and practice educator to reflect upon the learning that has been achieved and adjust the initial learning development plan if necessary. Student's performance will be monitored and additional support negotiated and provided if necessary.

ASSESSMENT OF PRACTICE PLACEMENTS

Practice placement 0 will be assessed formatively by worksheets and a reflective log/diary and summatively by criteria that relate to health and safety and professional behaviour. The placement is assessed as pass/fail according to criteria that are provided. There will be a debriefing tutorial on return to the programme in year 2.

On Practice placements 1 and 2 (practice areas 1, 2 and 3 (level 5) and 1 and 2 (level 6) student's performance will be judged against a set of criteria that were developed in collaboration with other Higher Education Institutions in the region which have been mapped against professional and statutory body standards. Separate placement assessment documentation will be provided for the different levels of practice placement. Students are encouraged keep a reflective log/diary and discuss this with their visiting lecturer/practice placement educator as a contribution to the assessment. To demonstrate that they can engage effectively in reflective practice some placements require the student to engage in academic writing.

No compensated passes can be allowed for this unit.

There are two elements of assessment for this unit and each element of assessment must be passed at 40

Students must complete a minimum of 108 supervised clinical hours to be eligible for assessment.

Placements can be failed because of unsafe/unprofessional practice or behaviour. Students who fail because of unsafe/unprofessional practice or behaviour will be awarded a mark of 0 for that placement.

Students will not be credited with clinical hours that have been completed during a placement that was failed.

Students will only be entitled to one reassessment attempt for any element within this unit.

Practice placement 3 will be assessed using criteria that are provided, and to be successful student's performance/clinical practice must match the requirements of these criteria. The placement will be considered pass/fail. Formative assessment will be by self-evaluation with guidance from experienced clinical colleagues. Students will be encouraged to use the level 6 assessment criteria for practice placement 2 (practice areas 4 and 5) as a framework to shape formative assessment in addition to any learning development plan that they have negotiated.

MONITORING OF PRACTICE PLACEMENTS BY STUDENTS

Students are encouraged to discuss their learning experiences with their practice educators at the end of the placement and most practice placement educators will ask for constructive and developmental feedback. In addition to this, students will be asked to complete an online placement evaluation that is used region wide to audit the quality of practice placements used. Data from the evaluation forms is collated and returned to the practice placement educators to reward good performance and to propose areas for future development. If there are concerns about quality in relation to a practice placement, practice education facilitators are informed by email and are required to act.

DEBRIEFING

At the beginning of the 3rd year, reflection on the practice placements undertaken will form an integral part of the Transition to Professional Practice unit. This will allow students to identify their own progress, personal strengths and areas for development and provides an opportunity for them to offer further feedback about the placement to influence future developments. Students will be encouraged to undertake self-evaluation after each practice placement which will provide the foundation for the next learning development plan.

Students will also can meet with their personal tutor (See Appendix) to discuss their ongoing development.

Refer to the Faculty [practice placement learning web pages](#) for information relating to:

- Data protection
- Health and safety
- Indemnity
- Personal insurance
- Travel claims whilst on practice placement.

ASSESSMENT

Policies and procedures are in place to maintain consistency and equity in all elements of assessment including a structured staff development programme for all examiners.

INDIVIDUAL UNIT PASS MARKS

The pass mark for all assessments is 40. However, for some of the units (up to a total of 30 credits **only** at level

4) the Assessment Board can, in certain circumstances, award a compensated pass for a mark in the band 35-39. Some units within the first year are exempt from this regulation. **Physiotherapy Management: Cardiorespiratory 1** one elements of assessment **AND** the unit must be passed with a mark of 40 and no compensated passes are allowed. In addition, some elements of **Physiotherapy Management: Musculoskeletal 1** and **Physiotherapy Management: Neurology 1** must be passed with a mark of 40. The Chartered Society of Physiotherapy stipulates that

compensation of failure cannot be permitted within units where the assessment requires the demonstration of practical skills.

NUMBER OF RESITS STUDENTS ARE ALLOWED (AND WITHIN WHAT PERIOD OF TIME)

FIRST YEAR

If students achieve a unit/element mark of

- <40 for Physiotherapy Management: Cardiorespiratory 1 (1 element and unit)
- <40 for some elements of assessment for physiotherapy management: MSK1 and physiotherapy management: N1
- Or a mark of 35-39, and the Board of Examiners have not awarded a compensated pass (where this is permissible) in any other unit in the first year of the programme
- Or a mark of ≤ 34 in any other unit in the first year of the programme

You will have 2 re-assessment opportunities in the first year of the programme. First reassessment opportunities are usually automatically offered. Second reassessment opportunities are conditional on your having engaged with the first re-assessment.

- awarded a fail for Practice Placement 0

Students are only entitled to one reassessment attempt

Reassessment opportunities will follow the meeting of Assessment Boards in June and this is true for all units in the first year. A provisional timetable is published in the year handbook. Subsequent (second) reassessment attempts are usually conducted at the next time that the unit runs. For some elements of assessment, there may be opportunities to engage with the [in-year recovery system](#)

SECOND YEAR

If you achieve a mark of

- ≤ 35 for the Physiotherapy Management 2: cardiorespiratory theme assignment, ≤ 40 for the assessment for Physiotherapy Management 2: Musculoskeletal theme, ≤ 40 for the Physiotherapy Management 2: Neurology theme or a weighted aggregate mark for the unit that is ≤ 40
- ≤ 40 for each element of Practice Placement 1 (practice areas 1, 2 or 3)
- OR a mark of ≤ 34 for any unit or element of assessment

You will have 2 reassessment opportunities for the Physiotherapy Management units BUT **only one reassessment opportunity for any element of the Practice Placement units** (1, 2 and 3). First reassessment of the Physiotherapy Management Units will follow an Interim meeting of the Board of Examiners in February with subsequent reassessment attempts usually conducted the next time that these units run. Reassessment attempts for Practice Placement Units usually occur

immediately following Practice Placement 1: area 3 subject to the agreement of the Chair of the Assessment Board/Head of Student and Academic Services.

THIRD YEAR

If you achieve a mark of

- ≤ 40 for Practice Placement 3 (practice areas 1 or 2)
- OR an aggregate mark of ≤ 40 for Critical thinking and enquiry, Transition to professional practice or Evidence based practice.
- OR a mark of ≤ 34 for any unit

You will have 2 reassessment opportunities for the Critical thinking and enquiry, Transition to professional practice or Evidence based practice BUT **only one reassessment opportunity for either element of the Practice Placement unit** (placements 2, elements 1 or 2; placement 3). Reassessment attempts for Practice Placements 2 (areas 1 or 2) usually occur immediately following the examination for evidence based practice and must be completed before the student is eligible to participate in placement 3.

- awarded a fail for practice placement 3

Only one reassessment attempt is allowed for practice placement 3

NUMBER OF UNIT RESITS ALLOWED WITHIN ANY ONE YEAR.

The university regulations allow for you to be reassessed in units up to the value of 90 credits at a single attempt. Students who must resit >90 credits would normally be required to undertake reassessment during the next academic year.

MAXIMUM NUMBER OF RESITS ALLOWED EVERY YEAR FOR PRACTICE PLACEMENT UNITS

If you are unsuccessful in achieving a 'pass' for practice placement 0 -3 you would normally be allowed one further attempt to complete each of the units. If you are unsuccessful in this subsequent attempt, you would not match the requirement to progress to subsequent years of the programme or be entitled to the award of BSc (Hons) Physiotherapy if the failed unit was in the third year of the programme.

ASSESSMENT STRATEGIES

The assessment strategies are integral to the learning and teaching strategy and aim to provide a diversity of methods that ensure all students have an opportunity to succeed and progress through the programme.

Assessment processes are designed to provide an opportunity for you to clearly demonstrate that you have achieved the unit learning outcomes. You will be provided with detailed assessment specifications that clearly refer to the unit learning outcomes and are marked using criteria that are linked directly to the unit learning outcomes and level descriptors.

A variety of assessment methods will be used to reflect the variety of learning outcomes. Academic ability and key skills will be assessed by a variety of methods including essay based assignments, written reports, unseen written examinations, group oral/visual presentations, poster presentation and a research proposal. Practical skills will be assessed by a variety of oral practical examinations that will include the use of clinical cases, video analysis and the use of an objective, structured clinical examination.

Generic marking criteria will be used for each level combined with marking criteria specific to the assessment unit and method. Each set of criteria will be closely linked to the level descriptors and specific unit learning outcomes.

Strong internal procedures are in place to maintain, monitor and ensure standardisation, consistency and fairness of marking across marking teams. Assessment and marking procedures are clearly defined and stated in the programme marking procedures and guidelines handbook. Marking teams are normally selected from the teaching team involved in delivering the unit. The exception to this being oral practical examinations when a larger marking team is required.

Moderation of summative assessments is carried out in accordance with MMU [Procedures for the verification, marking and moderation of assessments](#). All marking teams have a designated internal moderator and external moderator who will evaluate a sample of the marked work for consistency and fairness of marking. All oral practical examinations are double marked.

Providing constructive and developmental feedback on assessment performance is a vital component of and is instrumental in closing the learning, teaching and assessment loop. The nature of the assessment schedule within the programme allows you to receive feedback in a way that will allow you to use the feedback to improve performance in similar future assessment experiences. All marking criteria have sections for markers to give detailed feedback to justify the grade allocated and facilitate your future development. All written assignments or examination scripts also have developmental feedback written directly onto them either by hand or (more usually) using Grademark® available through Turnitin UK®. You are encouraged to approach your personal tutor to discuss feedback and develop personal action plans to address any learning needs identified and there are triggers within the personal tutor system to prompt consideration of feedback from assignments. Scripts from unseen written examinations are not routinely returned to you. However, you can approach your personal tutors who can arrange for you to access your work.

All written assignments are anonymously marked.

Exceptional factors affecting submission or performance in assessments are considered by the Faculty Exceptional Factors Panel, which makes recommendations to the Board of Examiners. Details of the policy and procedure related to claims for exceptional factors can be found here <http://www.mmu.ac.uk/sas/studentservices/guidance/>.

Formative assessment is a strong component of the assessment strategy and occurs throughout the programme both formally and informally. Formal formative assessment tends to occur towards the end of the unit, often in workshops. These workshops either give the students the opportunity to

self-evaluate their achievement of the unit learning outcomes or give an opportunity to practice the format of the summative assessment. Some formative assessment is compulsory and is timetabled. Other opportunities will be provided using web-based material or self-evaluation questions in unit study packs. The nature of programme delivery is that students are constantly being given formative developmental feedback from academic staff and their peers, particularly in relation to skills acquisition.

Training and development of staff for examining and marking is a key component of the induction process and is a process that continues as the programme assessment strategy develops for all members of staff. This development is supported by mentorship, staff development sessions, shadow marking and co-marking.

Specific information about the assessment of practice based learning including guidelines for grading are included in the practice educators' handbook, a copy of which is available at all placement sites, and in the student practice education handbook.

The BSc (Hons) Physiotherapy Curriculum Structure indicates the level of the units, the credit rating, the programme specific learning outcomes and the assessment strategy for each stage of the programme.

ASSESSMENT REGULATIONS

Assessments are conducted and regulated in a way that matches the requirements of MMU Regulations for the Assessment of Undergraduate programmes of study with the application of the following programme specific regulations.

PROGRAMME-SPECIFIC REGULATIONS

The programme is committed to and implements the university's equal opportunity policy which can be found at www.mmu.ac.uk/humanresources/equalities, and current anti-discrimination legislation. All students shall be considered with regard to these policies.

STUDENT ATTENDANCE AND ABSENCE

Attendance on the programme is monitored in accordance with the university approved attendance monitoring policy.

Students are expected to attend 100% of timetabled campus based learning and teaching and are expected to attend 100% of the hours that they are required to complete in the practice placement units of the programme.

Attendance is monitored on campus using an electronic card system. The registers are completed for each session that you are timetabled to attend. Attendance data is collated by programmes administrators and then forwarded to year tutors for attention. Attendance on the practice placement units of the programme is recorded by the practice placement educator. This information is collated by programmes administrators and then forwarded to the practice placement coordinators and the year tutor.

Data that relates to attendance will be considered at a termly Progress Board which will determine appropriate action to be taken where a student's attendance does not match the standard required. The programme team believe that each student begins the programme with the intention of attending 100% of the time. The programme is committed to the Widening Participation Agenda and recognises that there may be constraints on individuals that might influence their ability to match the attendance requirements. Response to levels of attendance that do not match the standard required will be supportive and motivated by the intention of assisting a student to meet unit/programme learning outcomes. However, students will be informed that persistent absence might constitute non-engagement and could compromise their entitlement to reassessment should this be necessary. It is recognised that there are circumstances where non-attendance would be an issue that constitutes academic misconduct (Assessment Regulations for Undergraduate programmes of Study and Procedure for Students at Risk of Academic Failure) or professional unsuitability (Assessment Regulations for Undergraduate programmes of Study and Procedure for Students at Risk of Academic Failure). In such circumstances the programme team would seek advice from Head of Department/Dean of Faculty, in accordance with the regulations.

Students who do not match the attendance requirements for the programme may make themselves ineligible for receipt of the NHS Bursary and the programme team have a duty to inform the NHS Business Services Authority in such instances.

The programme records data related to:

- Sickness absence – supported by appropriate documentation
- Absence – where a student was absent for reasons that could be authorised by the cohort tutor
- Unauthorised absence – where a student was absent without having sought authorisation.

Students who have disclosed a disability under the provisions of the Disability Discrimination Act (1995)/Equality Act (2010) have any absence considered according to the recommendations of their personal learning plan and in consultation with the university Disability Unit. Absence that relates to the disability that they have disclosed will not be counted when considering attendance requirements if this is a provision of the PLP.

All students will receive letters regarding attendance following the progress board as the programme team believes that good attendance should also be acknowledged. Students whose attendance is a cause for concern will be informed of the consequences of poor attendance, including the impact that this might have on any future reference that they might request.

In the practice placement units of the programme students who do not complete ≥ 108 clinical hours in an area will not be eligible for assessment and will normally be required to retake the whole placement. Entitlement to a repeat placement will be subject to the student being able to demonstrate that their inability to engage fully with the first instance of the placement was the consequence of exceptional factors affecting performance. There are opportunities for students who achieve only 108 hours on a placement to recoup hours later in the programme. Students cannot graduate with Honours until they have successfully achieved 1,000 clinical hours regardless of the above.

Personal tutors will work with their students to address any underlying issues for example health, personal, academic issues. There are units in the programme that cannot be engaged in unless a student's attendance is adequate. Students who, because of inadequate attendance, cannot participate in these units may not match the programme requirements for progression to the next level.

Unapproved absence from practice placements is recorded on the student's placement record book and may affect their assessed grade for that placement as it impacts on professionalism.

You are advised that the NHS and other employers routinely ask for information relating to attendance if they request a reference. Poor attendance on the programme has the potential to disadvantage candidates as they apply for their first post following graduation.

STUDENT PROGRESSION

APPROVED VARIATION OR EXEMPTION FROM MMU REGULATIONS YEAR 1

The framework for undergraduate awards for the university indicates that a student must achieve passes or compensated passes (where this is permissible) for 120 credits at level 4 to contribute toward an Honours degree. This programme requires that the student also satisfactorily complete Practice Placement 0 to progress to the second year (level 5) practice placements unit of the programme. Satisfactory completion will have been achieved if

- the student's practice placement educator can confirm that the student's practice has matched PSRB requirements as they are articulated in the [Rules of Professional Conduct](#) of the CSP (2002) and the Standards of Conduct and Ethics of the HCPC (2016),
- they have been able to demonstrate adherence to placement policies and procedures as these relate to Health and Safety at Work
- the student can provide evidence of completion of 24 hours of participant observation.

Students who have not engaged in all other units in the first year of the programme may not be eligible to participate in practice placement 0. Failure to complete practice placement 0 by the published deadline will affect eligibility for progression to the second-year placement unit of the programme.

APPROVED VARIATION OR EXEMPTION FROM MMU REGULATIONS

The programme is delivered according to the [Undergraduate assessment regulations Study](#). These Regulations apply to all programmes leading to an MMU award, or credit contributing to an award. The programme is approved by the HCPC. Such approval is subject to certain conditions that require exemption from or variation to university regulations. In addition, the programme is subject to the accreditation Procedures of the CSP (2010) to gain status as an approved programme leading to eligibility for chartered physiotherapist status and membership of the Professional body. The exceptions/variations were applicable to the programme at the last approval event (2016), will continue and are detailed below:

Amendments:

B8 (amended). Subject to Regulation B9, a unit shall be passed at level 3, 4, 5 and 6 when a student achieves a weighted average mark of 40 or more for the summative assessment(s) associated with the unit AND achieves a mark of 40 for summative elements of assessment within the unit that relate to physiotherapy practical skill OR physiotherapy practice-based learning. For Physiotherapy Management 2 (2D5Z0001), a mark of 35 must be achieved for non-practical skills elements of assessment in addition to the above. At level 7 a unit shall be passed when a student receives a weighted average mark of 50 or more for the summative assessment(s) associated with the unit. For all re-assessment, including in-year assignment recovery, the highest mark achieved for each element in any attempt should be used when calculating the new weighted average mark.

Additional clauses:

- I. To be eligible for assessment in placements 1 area 1, placements 1 area 2; placements 1 area 3 (2D5Z0001); placements 2 area1, placements 2 area 2 (2D6Z0010) students must have completed a minimum of 108 clinical hours
- II. A student can FAIL practice placement 0 (2D9Z0001); placements 1 area 1, placements 1 area 2; placements 1 area 3 (2D5Z0001); placements 2 area1, placements 2 area 2 (2D6Z0010); and placement 3 (2D4Z0014) on the grounds of unprofessional behaviours OR practice that is considered to be unsafe. In such circumstances the student will be awarded a mark of 0 and will not be credited associated practice placement hours toward achievement of the 1,000 required for graduation

Amendment:

B22. Students shall have an automatic right to one opportunity of re- assessment in a unit. Students may also have a second reassessment opportunity, conditional upon full engagement with the first reassessment opportunity and/or securing approval for non-engagement from the relevant Faculty Exceptional Factors Panel UNLESS the unit/element is concerned with practice-based learning when only one opportunity for reassessment will be allowed. Submission of work for in-year assignment recovery, as provided for in Regulation B17, shall be accepted as full engagement with reassessment.

Amendment:

C17 (amended). Where the Assessment Board does not have enough evidence of the student's performance to decide upon the award for which the student was a candidate (or a lower award where one is available), but is satisfied that but for illness or other valid cause the student would have reached the standard required, it may make an Aegrotat award. Where such an Aegrotat award is made, a student shall be permitted to re-submit, within a period of one year, for the original classified award. Aegrotat awards do not confer eligibility to apply for registration with the HCPC as a physiotherapist/ eligibility to apply for chartered physiotherapist status or professional body membership and the title of the award must not contain the word 'physiotherapy.'

C18 (amended). Exceptionally, in cases where a student who has begun the final level of study for his or her programme is unable to be re-assessed for a classified award, an Assessment Board shall have the discretion to make a classified award. The award would not confer eligibility to apply for registration with the HCPC as a physiotherapist/ eligibility to apply for chartered physiotherapist status or professional body membership and the title of the award must not contain the word 'physiotherapy.'

NOTE: in the case of practice placements 2, students who fail the single reassessment opportunity for the award of a degree with honours, will not be eligible to apply for registration as a physiotherapist with the Health and Care Professions Council.

ASSESSMENT AND REASSESSMENT OF STUDENTS

SUBMISSION OF ASSESSED WORK

Students must submit all assessed work according to MMU procedure for submission of assignments and the procedure for the submission of practice placement booklets. Each

submission should be accompanied by an assessment submission form. For more information consult Faculty student information pages (<http://coursework.mmu.ac.uk/>) or, more usually, to TurnitinUK.

PROCEDURE FOR SUBMISSION OF ASSESSED WORK

1. On entrance to the university each student is assigned a personal student identification number. This number is used to identify all assessment material on the programme.
2. Specific submission guidelines will be issued with each piece of assessed work if there is variance to the usual Coursework Submission procedures.
3. A coursework submission sheet should be attached to all pieces of coursework submitted through the Student Hub.
4. All sheets of the assignment must be stapled together. Assessments should **NOT** be submitted in folders.
5. Assessment documents must be submitted to the coursework submission boxes/TurnitinUK by or before the specified deadline. The deadlines for submission of coursework are clearly stated in year handbooks and on assignment specifications. Penalties may be applied for coursework that is submitted after the published deadlines in accordance with university regulations.
6. Assignments must be produced in line with the assignment format regulations as stated in the relevant assignment specification (usual formatting indicated below).
7. Students must retain a copy of their work.

Students who submit coursework by post (where this is PERMISSIBLE) must retain proof of postage (to include date and time of POSTAGE) and include a coursework submission sheet with the documents. The postmark must evidence that the work was posted before the deadline published on Moodle/assignment specification. Students who submit coursework by post MUST keep copies, but submit the original.

CITING SOURCES AND CONSTRUCTING REFERENCE LISTS

Citation in the text of coursework/in PowerPoint presentations and on posters and the structure of the reference list must be in accordance with Faculty policy. The method used for referencing for the B.Sc. (Hons) Physiotherapy programme is the Harvard system, also known as the 'Author-Date' method. No other method is acceptable and you will be penalised if other methods are used. Ensure that you refer to the MMU referencing guidelines which can be accessed via the following link; <http://libguides.mmu.ac.uk/mmuharvard>

Physiotherapy is an evidence based intervention. To demonstrate how research evidence has informed academic writing, all assessment tasks (coursework, group presentation, poster presentation) must be properly referenced. If the work of another person is incorporated into an assignment without acknowledgement by a correct citation, the offence of **plagiarism** has occurred. Other acts or omissions can constitute plagiarism and these include self-plagiarism and collusion. Where plagiarism is suspected MMU may determine that a student has attempted to

gain unfair advantage and this can lead to the application of penalties if plagiarism is confirmed. Please refer to the [Procedure for Handling Academic Misconduct](#) (Manchester Metropolitan University, 2016) for further information.

The programme only requires students to produce one reference list. There is no need to provide separate bibliography/reference lists.

ASSESSED COURSEWORK – DOCUMENT FORMATTING STANDARD

Assignments must be word processed as follows:

1. Margins (Left 1.5"(4 cm); Right 1.0"(2.5 cm); Top 1.0" (2.5 cm); Bottom 1.0" (2.5 cm))
2. Font: Arial, 12pt no font substitution is acceptable.

It is not acceptable to use narrow font, to condense the font or to modify kernelling and students may be subject to penalty if this occurs.

3. Pages must be numbered throughout (including reference list) at the bottom of the page.
4. The student's name must not be included in the text/on any title page submitted
5. The students MMU Student ID identification must be included in the header of each page
6. Double line spacing must be used throughout the text.

Submission is electronic only through the Turnitin link. Submission by any other means is not acceptable.

The programme uses a **page** limit rather than a word limit to stipulate the size of assessed coursework. This information will be presented (where relevant) in a consistent way, for example:

* PAGES A₄ (APPROXIMATELY *** WORDS).

Title sheets (if required/included) do not count toward the page limit. Reference lists and appendices do not count toward the page limit. Penalties will be applied to submissions that exceed the page limits according to a tariff. Details are provided in the assessment specification if penalties will be applied.

☒ GUIDANCE ON APPROPRIATE BEHAVIOUR DURING ASSESSMENTS

Expectations of student behaviour during oral-practical examinations will be communicated through assignment specifications. Conduct of examinations (written) will be in accordance with MMU [Guidelines for the conduct of assessment/reassessment](#).

☒ DETAILS OF SPECIAL EXAM PROCEDURES, E.G. FOR ONLINE ASSESSMENT

Details of special examination procedures (for instance, oral practical examinations, poster presentations, group presentations) will be provided in separate year handbooks/unit handbooks/assignment specifications (as appropriate).

ACCESS TO PAST EXAM PAPERS

Students can access past examination papers for 2D6Z0013: Evidence Based Practice. Past papers can be found in the unit Moodle area and will be available from the beginning of the unit. For other units that undertake assessment in examination conditions (2D4Z****: Anatomy, Physiology and Kinesiology), a bank of potential questions will be available in the unit Moodle area. from the beginning of the unit as a revision guide. For students who are preparing for submission of the extended research proposal (2D6Z0012: Critical thinking and Enquiry) examples of student work from previous years is available in the unit Moodle area from the beginning of the academic year.

SUBMISSION DATES

Dates of submission for assessed coursework are published in the relevant year handbook, in the assessment block on Moodle and are also provided in a detailed assignment specification that will be produced for each of the assessments that you will undertake.

LATE SUBMISSION

Penalties for late submission are as stated in the MMU Undergraduate assessment regulations.

If circumstances arise which make it impossible for the student to submit assessment documents by the deadline they should seek advice from the examinations officer, the programme leader or the Student Hub as soon as possible.

Procedures are in place for students to disclose to boards of examiners exceptional factors affecting their performance during written examinations or other forms of assessment

<http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/exceptional-factors.pdf>

NON-SUBMISSION OF ASSIGNMENTS/NON-ATTENDANCE AT EXAMINATIONS

If you are absent without good cause from an invigilated examination or other assessment you may be deemed by the Assessment Board to have failed the examination or assessment concerned. If you do not attend an examination or do not submit an assignment you must produce a Medical Certificate (or other statement acceptable to the Board) from a doctor detailing the nature and extent of the illness as soon as possible and before the meeting of the Assessment Board. This should be done using the exceptional factors system (above). If you do not do this or if the evidence that you have submitted is deemed to be unsatisfactory then you will be recorded as having failed the examination. If the evidence that you have submitted is satisfactory then you will have the opportunity to be reassessed in the normal way.

MMU needs to ensure that students attend examinations and complete other assessments. Where students are unable to do this, they need to provide acceptable evidence of the reasons why.

If circumstances arise which make it impossible for the student to submit assessment documents by the deadline they should seek advice from the examinations officer or the programme leader as soon as possible.

- I. Students will be entitled to a second re-assessment opportunity only if they have attempted all their first re-assessments or if they have had exceptional factors approved by a Faculty Exceptional Factors Panel;
- II. Students will be able to repeat an academic year with full attendance only once at any given academic level and no more than twice during their studies for a particular qualification (note that this does not apply in cases where exceptional factors are approved by a Faculty Exceptional Factors Panel) HOWEVER, the NHS Business Authority may not sanction funding of repeat units or whole academic years if the need for this is consequent on academic failure unless exceptional factors are approved by an Exceptional Factors Panel. If a student is required to repeat a year and NHS funding is not available students will be required to pay tuition fees for the units/academic year that they are repeating.

See the Assessment Regulations for Undergraduate Programmes of Study

PLAGIARISM

Plagiarism is a form of academic misconduct. University defines plagiarism as “*the representation of another person’s work, without acknowledgement of the source, as one’s own;*” or “*the unacknowledged incorporation in a student’s work of material derived from the work (published or otherwise) of another.*” In addition, it is academic misconduct if a candidate submits work as entirely his/her own where the work was done in collaboration with another person. You should take every step possible to ensure that where you have referred to the work of others this is correctly attributed. Where plagiarism has occurred, the University will apply penalties according to a schedule available at

<http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/academic-misconduct.pdf>

COMPENSATION

Students at levels 4, 5 and 6 are entitled to receive compensated passes in whole units to a total value of 30 credits where they achieve a weighted average mark in the Marginal Fail category as stated in the Assessment Regulations for Undergraduate Programmes of Study

<http://www.mmu.ac.uk/academic/casqe/regulations/assessment.php>

Due to professional body requirements compensation for practical units/practical elements of assessment of the programme (oral practical examinations and practice placement units) is not allowed and all these elements must be passed at the 40% level. Where a condoned pass cannot be allowed this will be clearly stated in unit and assignment specifications.

EXCEPTIONAL FACTORS AFFECTING PERFORMANCE

Students who feel that circumstances that arise during the year may lead to a performance in an assessment procedure that may not reflect their true ability should bring these circumstances to the attention of the Examinations Officer. These circumstances may take a variety of different forms for example family/personal circumstances, health issues. Third party written evidence must be provided in all cases. This evidence should be presented **before** the assessment procedure in question. The written evidence should give enough information about the circumstances to include the nature and duration of the problem, some reference to the degree of effect that the problem

has had. Students may ask personal tutors for a letter of support to supplement the evidence provided. Confidentiality and anonymity are assured. Exceptional factors can not normally be submitted retrospectively for example when a student is dissatisfied with the outcome of an assessment.

The impact of these circumstances on the student's performance will be discussed anonymously at the Faculty Exceptional Factors Panel and recommendations will be made to the Board of Examiners.

Application for exceptional factors must be made on the form for disclosure of the exceptional factors affecting performance in examinations or other assessments as indicated here:

<http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/exceptional-factors.pdf>.

Information for students is available here: <http://www.mmu.ac.uk/sas/studentservices/guidance/>

Occasionally circumstances occur which mean students have to take periods away from the university. In this case each student's personal circumstances are considered and these are viewed against a background of where the student is within the programme. In these circumstances appropriate action is always discussed and agreed with the student. Every attempt is made to ensure that students are treated fairly within such circumstances

STUDENTS WITH SPECIFIC LEARNING NEEDS

Refer to Assessment Regulations for Undergraduate Programmes of Study and the Disability Service web pages

- A student with specific learning needs must inform the programme assessment officer and the programme administrator as soon as possible.
- The student's individual needs are then identified and strategies developed ensure the recommendations made by the Manchester Metropolitan University Disability Service are in place to support student's performance in assessments.
- Students can access services at the Disability Service at MMU (<http://www.mmu.ac.uk/sas/studentservices/learner-development/>).
- It is the student's responsibility to liaise with the programme leader/personal tutor to develop an action plan related to their specific needs.

ASSESSMENT BOARDS

See Assessment Regulations for Undergraduate Programmes of Study regarding membership, responsibilities and functions of the Assessment Boards.

The university operates a tiered board system and there are meetings in June/July and September. There are interim meetings of the Assessment Boards in January and February. Interim board meetings are held following each examination and re-examination period to consider examination results where progression to subsequent units is conditional upon student achievement. The assessment performances of all students within the academic year are considered at the June meeting. The Assessment Board has access to all assessment material produced by the students.

Examination results are normally published following this meeting. Any results published before a meeting of the Board of Examiners are provisional and may in exceptional circumstances change.

EXTERNAL EXAMINERS

The programme team selects external examiners from a register of individuals who have been approved by the professional body (Chartered Society of Physiotherapy). Approval for their appointment is sought from the University. Each external examiner is normally appointed for a period of 4 years and normally fulfils duties related to assessment of all years of the programme. The Health and Care Professions Council requires that at least one of the external examiners for the programme is registered as a physiotherapist.

RESPONSIBILITIES OF THE EXTERNAL EXAMINER

The responsibilities of external examiners are clearly defined by the Chartered Society of Physiotherapy and University regulations for external examiners.

LOCATION AND AVAILABILITY OF EXTERNAL EXAMINER REPORTS

Students can view, and are welcome to comment on, reports provided by the programme external examiners. External examiner reports, with responses from the Heads of Programmes/Programme Leader are available in the BSc (Hons) Physiotherapy area on Moodle.

TIMING OF EXAMINATIONS

Examinations usually occur during the final week of a unit (specific dates are published for the whole year in the year handbooks). Re-examinations are normally held in July and August for those candidates who have been unsuccessful at the first attempt and who have been invited to attend for re-examination. These dates may be subject to change but students will always be informed at the earliest opportunity. There are reassessment opportunities for eligible students during January and February for certain units/elements within the first and second year of the programme. These reassessment opportunities are provided in the first year to facilitate timely progression to the next year of the programme and in the second year because progression to the practice placement unit is conditional upon success in other units of the programme.

PROGRESS BOARDS

The objective of the progress board is to review the students' progress regularly in order that any difficulties experienced can be identified early and suitable action taken to enable the student to engage in the remedial action necessary to resolve the difficulty encountered. Membership of the board consists of:

- Programme Leaders
- Examinations Officers
- Year Tutors
- Practice Placement Co-coordinators

MARKING PROCEDURES

Every attempt is made to ensure that the marking of students' work is accurate, fair and objective. Subjectivity is accepted only in situations where it is unavoidable. This is achieved by ensuring that the procedures identified below are adhered to.

GENERAL PROCEDURES

1. Students work is identified only by their identification number.
2. All assessed work is submitted using the student number system to reduce the risk of bias.
3. Coursework assignments are normally released to students at the beginning of the unit. Dates for release of assignment tasks are published in year handbooks.
4. Marks and individual feedback are normally released 4 weeks after submission.
5. Due consideration is given to all borderline and fail candidates in all assessments.

SPECIFIC PROCEDURE

1. A team of markers marks each assignment.
2. All members of the marking team meet to discuss marking when each marker has marked a few assignments. The objective of this meeting is to ensure that the approach to marking is consistent across all members of the marking team.
3. Each marking team member is provided with:
 - a. Deadline for marking date
 - b. Assignment criteria & feedback sheets
 - c. Mark sheet
 - d. Copy of the question
 - e. Guidelines for writing feedback
 - f. Protocol for the use of grading criteria
4. Marking is performed with reference to the relevant marking criteria (these change depending on the nature of the assignment/examination). These relate to the learning outcomes for the unit.
5. Strict assignment lengths are applied and marks are deducted on a sliding scale (to a maximum of 15 marks) when students exceed the maximum assignment length. Penalties for excessive length of assignment are published in the assignment specification.
6. Students are provided with written feedback on their assignments. Every attempt is made to provide feedback, which is constructive, developmental, and which clearly indicates specific reasons for the grade awarded.
7. In line with University policy the programme employs a process of sampling or moderation for all assessments. All marking is also reviewed by a designated external examiner.

8. When differences exist between markers during double marking they are resolved in line with university policy.

SAMPLE MARKING PROCEDURE

For each assignment/examination question there is a designated sample marker. The procedure for sample marking is documented below.

1. A sample of marking is identified for the sample marker when the marking process is complete.
2. The sample which normally comprises of at least 12 assignments or 25 examination scripts should:
 - a. reflect the spread of marks awarded,
 - b. include samples of all the markers' work
 - c. include all assignments/examinations scripts which are deemed to be below the honours level (i.e. ordinary level and below) and all assignments with a mark >68.

In addition, the sample marker is provided with:

- d. the relevant student feedback sheets
 - e. a question sheet
 - f. any specific guidelines used by the marking team
 - g. the mark sheet
3. The sample marker reads the selection of assignments/examination papers to establish that:
 - a. parity between markers has been achieved
 - b. work is appropriately ranked
 - c. standards for marking between different questions are comparable (if applicable).
 - d. parity of the standard of feedback has been achieved.
4. The sample marker provides feedback about the process to the examinations officers.
5. Feedback from the sample marker is discussed with the examinations officers to agree any action to be taken.

ACADEMIC APPEALS – THE REVIEW PROCEDURE

The review procedure is documented in the Assessment Regulations for Undergraduate Programmes of study. See also guidance at

<http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/academic-appeals.pdf>

<http://www.mmu.ac.uk/sas/studentservices/appeals/>

PHYSIOTHERAPY PROGRAMME – GENERAL REGULATIONS

The Student Hub must be notified of any change of address.

ATTENDANCE

- All lectures, tutorials, seminars and practical sessions are **compulsory** unless a previous arrangement has been made with the year tutor or the student is ill.
- Practice placements are compulsory to ensure that a student completes a minimum of 1,000 hours. This is a requirement for professional body membership. It is compulsory to complete practice placement 3 even if the minimum of 1,000 practice hours has already been achieved.
- The procedure outlined in relevant university policy/procedure must be followed in the event of absence due to sickness. The procedure is noted within the Exceptional Factors framework in section 9 of this document: [Procedure for Consideration of Exceptional Factors](#). Absences of one to six days duration should be reported to the programme leader using the Student Self Certificate for Absence due to Illness (Form SSC1) a copy of which can be found in the Student Hubs. You should also notify your programme's Engagement Monitoring officer using the online attendance portal <https://attendance.mmu.ac.uk/login> Absences of 7 days or more require a medical certificate.
- In case of non-attendance for any part of the programme due to sickness or unforeseen circumstances you notify your programme's Engagement Monitoring officer using the online attendance portal <https://attendance.mmu.ac.uk/login>
- If you are prevented through illness from attending or undertaking any examinations or assessment, you must obtain a medical certificate immediately for your submission to your programme leader.
- When on practice placement the practice location must also be informed by 9.00 am. Please inform the practice placements administrator also on 0161 247 2010

NON-ATTENDANCE AT INVIGILATED EXAMINATIONS

See Assessment Regulations for Undergraduate Programmes of Study and the assessments section of this handbook.

- Candidates who fail to present themselves for an examination for reason of illness or accident **MUST** provide a medical certificate signed by a medical practitioner verifying their incapacity.

UNIFORM AND DRESS FOR PRACTICAL SKILLS CLASSES

Uniform for practice placements/visits is supplied by Graham Gardiner Ltd, who will visit the university during the first term. Each student will be measured and given the opportunity to try on tunics and trousers to ensure a correct fit.

Some uniform will be provided free of charge by the university.

The dress code for each practice placement may vary and information about the requirements of placements is provided in the practice placement profiles based in the library. This information can also be accessed on Moodle.

In general, practice placement dress means that you wear,

- A white tunic top embroidered with the MMU logo and bearing the words 'student physiotherapist'
- Dark blue trousers
- White trainers or black/dark blue flat shoes with white, black or dark blue socks
 - The programme team consider that fashion canvas pumps are inappropriate for the clinical environment
- You must also wear the name badge that will be provided for you

Clinical uniform MUST NOT be worn off campus or outside practice placement UNLESS it is being worn in the context of programme or placement related visits. If lack of changing facilities requires the student to travel while wearing clinical uniform, items of uniform clothing must be completely covered.

The CSP state that Chartered physiotherapists shall adhere at all times to personal and professional standards which reflect credit on the profession; behaviour, approach and dress should not cause offence to the patient and carer and we should add the general public and members of other professional groups to that list. Wearing of clinical uniform whilst in a public place, may contravene that rule and may lead to disciplinary action from the professional body (for student members) and from the university (for students who are not CSP members). In addition, the Health and Care Professions Council Standards of Conduct, Performance and Ethics are being modified to apply to student healthcare professionals and they are proposing the following as a requirement "You should keep high standards of personal conduct. You should be aware that conduct outside your programme may affect your ability to complete your programme." Clinical managers have indicated that students who present themselves for placement inappropriately dressed will be sent home to make good their uniform.

The programme has many practical classes and students need to wear clothes which allow safe, free movement, thereby enabling the practice of clinical skills.

Below is a suggested list of items which meet these requirements.

- Loose fitting shorts (not cycle shorts)

- Short sleeved 'T' shirts/polo shirts
- Predominantly white trainers with non-marking soles (These may also be worn for practice placements). Canvas fashion pumps are not considered suitable for practical skills classes that include exercise as a theme.
- Dark coloured tracksuit bottoms

THESE ARE REQUIRED FROM THE BEGINNING OF THE PROGRAMME

You are advised that should your attire not be conducive to safe physiotherapy practice or the maintenance of a healthy and safe working environment you may be asked to leave practical skills classes.

Hair

- Should be kept neat and tidy and back from the face and clear of the collar.
- Make up should be subtle and minimal.

Nails

- Should be clean and short.
- Acrylic nails interfere with patient handling and in addition have been demonstrated to be an area with potential for bacterial colonisation. They should not be worn during practical skills classes nor during practice placement.

Nail Polish

- Nail polish should NOT be worn (including clear nail polish)

JEWELLERY

Must be kept to a minimum

- No rings other than a wedding ring (plain band, no gems).
- Necklaces that are visible above the neckline of the uniform should not be worn.
- A wristwatch may be worn but must be removed whilst treating/handling patients.
- Bracelets should not be worn
- Earrings – stud type only. Some Trusts insist on one pair only.
- Other piercings – jewellery should be removed if the piercing has healed. If the piercing is new and has not yet healed, the piercing must be covered with a waterproof dressing.

There is free choice of dress for theatre events / lectures and tutorials.

DOMESTIC

Food and drink – within the university the consumption of food and drink is limited to refectory areas.

Smoking – **NO** smoking is allowed inside the buildings of the University or outside the front entrance.

STUDENT COMPLAINTS PROCEDURE

Information about the University Student Complaints Procedure can be found in the online student handbook at <http://www.mmu.ac.uk/studenthandbook>

WITHDRAWAL FROM THE PROGRAMME

(See <http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/withdrawal-suspension.pdf>)

Students failing to satisfy progression or award assessment requirements after all reassessment entitlements have been taken and are therefore left with no route open to complete their programme of study and/or to obtain its final award shall be withdrawn from the programme. Students may also be required to withdraw from the programme if they breach the professional code of conduct or the university regulations.

Students may voluntarily withdraw from the programme at any time and are advised to refer to the MMU Faculty online student handbook. The programme team will offer any advice/guidance to students who are considering withdrawal and may be able to offer alternative strategies that might facilitate the student's successful completion of the programme. Students can also be referred to other departments in the University Advice and guidance.

PROGRAMME COMMITTEE

Prior to the programme committee there will be an opportunity for staff and student representatives to meet on an informal basis to facilitate the full participation of students within the programme committee.

The programme committee meets twice a year as an open forum to consider matters of internal importance.

MEMBERSHIP

- Heads of Physiotherapy
- Programme Leader
- Academic staff
- Undergraduate Examinations Officers
- Library Service Manager
- Practice Education Coordinators
- Practice Education Representatives (2 non-School staff)
- Student year representatives (15 students, 5 from each year)

- CSP student representatives
- National Union of Students (NUS) representatives

REMIT

To act as a forum for the views of students on the programme to be heard.

To support the involvement of the programme stakeholders and to

- be a discussion group to ensure that the opinion of all those on the programme are made known.
- act in an advisory capacity in matters relating to the programme.
- make recommendations.

ELECTION OF REPRESENTATIVES TO THE PROGRAMME COMMITTEE

Non-academic practice education representatives are elected by practice staff and remain for a 3-year term.

Student representatives are elected by their year group. Training for student representatives is provided by the Student Union and the Professional Body.

FACILITIES

Library Services

See <http://www.library.mmu.ac.uk/> for information about library and IT services at All Saints Campus

STUDENTS' UNION

The Students' Union is a very rich source of advice and guidance for students on all programmes in the university and in all aspects of university life. Find more information at <http://www.theunionmmu.org/>. The Union at MMU provides opportunity for engagement in social, sporting and cultural activities and is very active in ensuring that student views influence university decision-making.

ATHLETIC UNION

All sports clubs are run by the Athletic Union (AU), which is the governing body of sport at MMU within the

Students' Union. There are two full-time student officers dedicated entirely to sports and societies for Manchester and Cheshire campuses. Find out more at

<http://www.mmu.ac.uk/sport/>

Please note: While engaged in campus based learning, Wednesday afternoons are free of timetabled commitments to allow students to engage in enrichment activity. There is only one exception to this in the third year of the programme. This is to allow students to benefit from input into the programme from colleagues who are employed in the physiotherapy management of elite sportsmen and women. Timetabled activities are complete by 1:00 pm on Wednesdays in accordance with university timetabling policy. However, the programme leader/cohort tutor will listen sympathetically to reasonable requests for students wishing to leave before this time if they have commitments to sporting teams. However, it may be that such absences are recorded as unauthorised. Students are reminded that it is their responsibility to make good any learning they might have missed by participation in sporting events that occur before 1:00 pm on Wednesday. Participation in intra-mural sport (within the university – for example faculty versus faculty) that causes students to frequently be absent from timetabled activities on Wednesday is not accepted as an exceptional factor with the potential to affect student performance in assessment procedures.

While on practice based activities (practice placements 1-3) students are not able participate in sports clubs/societies because of distant practice placements and the challenges of achieving sufficient practice

placement hours to meet programme and professional body requirements in advance of graduation/registration as a physiotherapist.

FACILITIES

FINANCE

For those students eligible to claim travel expenses travel claim forms are available online at <http://www.nhsbsa.nhs.uk/3949.aspx>.

Students not eligible for a bursary will be invoiced for the programme fees and any practice placement accommodation costs.

HEALTH

Students must register with a general medical practitioner and a dentist. See MMU Student Services: health at <http://www.mmu.ac.uk/sas/studentservices/health.php>. In addition, **participation on the BSc (Hons) Physiotherapy programme is conditional on a satisfactory Occupational Health Screen**. Students cannot participate in any practice placement unit of the programme until this health screening has been completed. Students who are not able to participate in practice placement units of the programme will not be able to achieve the stage/level learning outcomes and therefore not eligible to proceed to the next level.

SECURITY

Information that will help you to stay safe in Manchester is available online at [GMP student survival guide](#). If you need to speak to someone about security at the Brooks building/Birley Campus you should enquire at reception, or a contact telephone number for the security supervisor is available online at <http://www2.mmu.ac.uk/estates-facilities/security/> and there is an extension number listed for security emergencies (2222). All MMU halls of residence have on-site 24-hour security and coverage by CCTV. All University residences also have wardens (members of University teaching or administrative staff) who you can go to during your stay for advice or for help sorting out any problems.

CATERING

There is a refectory at Brooks building/Birley campus. Details of the services provided are available online at <http://www2.mmu.ac.uk/food/>.

Appendix 1

Appendices

BSc (Hons) Physiotherapy Curriculum structure indicating units and credit rating

Level 4

Core Units

Code	Status <i>(if applicable)</i> i.e. Pre/Co-requisites Excluded units	Unit Title	No of credits
		Anatomy, Physiology and Kinesiology	15
		Foundations in Health, Social Care and Professional Practice	15
		Physiotherapy management: musculoskeletal 1	30
		Physiotherapy management: cardiorespiratory 1	30
		Physiotherapy management: neurology 1	30
	Engagement with other units at level 4 is a pre-requisite	Practice placement o	Practice credit

Level 5

Core Units

Code	Status <i>(if applicable) i.e.</i> - Pre/Co-requisites - Excluded units	Unit Title	No of credits
	Successful completion of all level 4 units	Physiotherapy management 2	60
	All units at level 4 and Practice Placement 0 as pre-requisite and physiotherapy management 2	Practice placements 1	60

Level 6

Core Units

Code	Status <i>(if applicable)</i> i.e. - Pre/Co-requisites - Excluded units	Unit Title	No of credits
	All units at level 5 as pre-requisite	Practice placements 2	30
	All units at level 5 as pre-requisite	Transition to Professional practice	30
	All units at level 5 as pre-requisite	Critical thinking and enquiry	30
	All units at level 5 as pre-requisite	Evidence based practice	30
	All units at level 5 and Practice placements 2 as pre-requisite	Practice placements 3	10 practice credits

PROGRAMME SPECIFIC STUDENT SUPPORT

The programme team is committed work in a way that entirely matches the requirements of all University policies relating to [Equality and Diversity](#) and anti-discrimination legislation. The programme team are committed to the University's [strategic aim](#) to ensure that the learning and support infrastructure is appropriately sensitive to the needs of all students including those from socially, culturally and educationally diverse backgrounds. To facilitate achievement of this ambition the programme operates a personal tutor system.

Additional support is available if you have declared a disability under the provisions of the Disability Discrimination Act (1995) and SENDA (2001) through the personal tutor system to ensure that campus and placement learning experiences are accessible. All personal tutors are familiar with the wider student support services and networks within the university and can refer you to these services if needed. The programme has a departmental disability tutor (Janet Rooney) and you can see her at any time to supplement the support that you can get from your personal tutor.

You will be allocated to a personal tutor. Their name and contact details will be given to you during your first week on the first year of the programme (induction/foundation week). A meeting with the personal tutor is timetabled for you during this week. You will normally remain with the same personal tutor for the whole of the programme. Where this is not possible you will be reallocated to a new personal tutor if necessary. The personal tutor system is designed to underpin your academic, clinical and personal development and help you to achieve the programme learning outcomes. You have the right to approach your personal tutor at any time and for any reason.

The programme team operates an open-door policy and you can approach any member of the academic staff, your cohort tutor, the Programme Leader and the Heads of pre-registration Physiotherapy Programmes for help or advice at any time if you wish.

To ensure that all students experience similar levels of support the system is shaped by the use of a personal tutor record document that provides ideas for discussion around particular topics. These topics will be academic, clinical and about your general well-being but will also help you to think about continuing professional development and become more independence in attending to personal and professional development.

Personal tutors fulfil the following functions:

- 1. Personal tutors are required to meeting with the student once each term to facilitate student reflection on their personal and academic progress. This frequency of meeting is the minimum requirement. Additional meetings may be requested either by the personal tutor or by the student.*

You will be asked to spend time reflecting and to make brief notes of your thoughts before each meeting. You will be asked to think about:

- Information management
 - Time management
 - Critical reading and analytical skills
 - Communication and presentation skills
 - Interpersonal skills
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- Technical and study skills
 - Feelings about how things are going, achievements
 - Areas for development and how these might be approached

Your personal tutor will also help you think about how you can record your own learning as you progress through the programme and how you can build a personal development portfolio as your own evidence of achievement. We will suggest how this could be done in paper form, but we will also encourage you to use eportfolio systems such as that provided by the CSP. Portfolio building will help you to demonstrate that you have achieved the expectations of Professional and Statutory body standards like the HCPC Standards of Conduct, performance and ethics (2016) and Standards of proficiency: physiotherapists (2013) and the Quality standards for physiotherapy service delivery (2013)

The systems described above assist the programme team in matching the standards required by the QAA (2012) in their [document Personal development planning: guidance for institutional policy and practice in higher education](#).

2. *Keeping a record of the agreed action from each meeting in a personal tutor generated student record file.*

Although your personal tutor will keep this document it is deemed to be owned by you. Therefore, all information contained within it is written with your agreement. You will have full access to the record file. At each meeting you and your tutor will sign the record book to indicate that the meeting took place and that the content of the meeting and agreed action was recorded accurately.

3. *Advising and guiding the student where appropriate including facilitating students' development following assignment and examination feedback.*
4. *Liaising with others as required whilst retaining confidentiality*

We have a duty of confidentiality to you because of the Data Protection Act (1992) you can find details of university Policy (Student Regulations and Procedures) at

http://www.mmu.ac.uk/academic/downloads/stud_reg/update/8.pdf). If your personal tutor feels that information provided by you should be shared more widely it will be shared only with your permission unless there are exceptional circumstances, as provided by law and CSP Rules of Professional Conduct. We will not share any information with your parents/significant others, even when directly approached, without your permission. We will only contact your parents/significant others directly only in case of an emergency or if asked to do so by you.

We may need to provide certain information when/if you request our support to access the [student support services](#) (see page 61) offered on a university wide basis. We will always seek your permission to do this.

5. *Recording academic and clinical achievements*
6. *Reporting formally to the progress and examinations boards of the department*

Progress boards are held once each term and the purpose of the board is to review the progress of each student on the programme regularly in order that any difficulties can be identified early and suitable help and support offered. Examinations Boards for the programme are conducted

anonymously so that it is not possible for personal tutors to make specific comments about you when your results are considered, however, the personal tutor can help you to access the exceptional factors system so that any barrier to your success can be considered by the Board of Examiners.

7. Reporting back to students as appropriate following progress boards

If it is identified that you require additional support to achieve your academic potential your personal tutor is informed and they will then meet with you to discuss your needs and address your difficulties.

8. Writing references

As well as providing a final year reference for you when you apply for your first post as a physiotherapist your personal tutors will provide additional references that you might need for casual and voluntary employment throughout the lifetime of the programme.

9. Collective feedback from the student for the purposes of quality assurance and enhancement.

During each prescribed personal tutor meeting staff are required ask you for your opinions about the programme and the institution. Feedback that you provide will be forwarded to the programme team for action if necessary or will be used to contribute to the university Annual Monitoring Exercise/Programme Quality Improvement Plan.

10. Monitoring attendance

As the BSc (Hons) Physiotherapy programme also confers eligibility to apply for registration as a physiotherapist with the HCPC the programme team have a moral duty to ensure that you are competent. Attendance at all sessions is therefore compulsory unless a previous arrangement has been made with the cohort tutor or Programme Leader. Personal tutors receive regular information about the attendance level of each of their personal tutees and are required to investigate the reasons for unexplained absence.

The programme team are aware of expectations relating to the personal tutor role. The role of the personal tutor is regularly appraised and modified using the Staff Development programme. The personal tutor record file lists the required content of each prescribed meeting. The personal tutor record file is a means to ensure that each student receives a minimum standard of support. It is acknowledged that each student is unique and his or her needs will be variable. It is therefore also acknowledged that there will be variability in the ways that personal tutors respond to individual student needs.

Year tutors

Each new cohort of students is allocated to a year tutor. This role offers an additional point of contact for you. Year tutors have duties that are particular to the needs of the whole year and these functions will vary as you progress through the programme. Year tutors liaise closely with the Programme Leader throughout the year and report to the programme management team through the progress board. The role includes consideration of requests for authorisation of absence.

STUDENT SUPPORT SERVICES

There are many services that are available to all students. These services aim to enhance the student experience and are accessible from pre-entry to graduation and beyond.

Principle services are:

- Chaplaincy <https://www2.mmu.ac.uk/counselling/students/chaplaincy/>
Chaplains are appointed by their respective denominations to serve all members of the university regardless of their beliefs or convictions.
- Counselling <http://www.mmu.ac.uk/academic/studserv/counselling/>
Counselling is offered to current student (full-time and part-time) and includes follow-up for recent graduates. The service also acts as a resource for academic and support staff in their work with students.
- Health advice <http://www.mmu.ac.uk/sas/studentservices/health.php>
For health or related matters, you can seek confidential advice from one of the nurses of the service who can help you to gain access to a variety of health care.
- Student Hubs <http://www.mmu.ac.uk/sas/studentservices/sip.php>

Available at locations throughout the university Advice and guidance can be sought on:

- Accommodation
- Council Tax exemption
- Coursework
- Disciplinary procedures
- Enrolment
- Examinations
- Fees, Finance and bursaries
- Graduation
- Health Care
- ID card replacement
- Induction
- Local information
- Password resets
- Personal Emergency Evacuation Plans
- Personal Learning Plans
- Letters to confirm student status
- Referral to specialist services
- Sport facilities

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- Support for disabled students
 - Support for international students
 - Timetables
 - Tutors' availability
 - Moodle
- Employability and Careers service <http://www.mmu.ac.uk/careers/>

Services are available to students and former students for up to three years following graduation.
 - Disability service <http://www.mmu.ac.uk/sas/studentservices/learner-development/>

This unit has two key areas of responsibility. It provides a comprehensive advisory, assessment and support service for all disabled students studying at MMU and offers study skills support to all students across the institution to facilitate their academic progress. A Faculty Student Support Officer is available at Elizabeth Gaskell. She will see any student by appointment.
 - Sport and recreation <http://www.mmu.ac.uk/sport/>

The university aims to provide a broad range of sport, recreational and fitness related opportunities for all students and staff at the university including access to sports facilities, services for learning and teaching and Athletics Union activities
 - Student finance <http://www.mmu.ac.uk/studentfinance/>

This unit provides advice and guidance and in addition administers systems for discretionary financial support, for example hardship loans and hardship funds.
 - The Union at MMU <https://www.theunionmmu.org/>

The Students' Union provides a wide range of services and opportunities in addition to advocating for the rights of students.
 - Accommodation and welfare <http://www.mmu.ac.uk/study/undergraduate/accommodation/>

This service manages all halls of residence within MMU and assists students to find accommodation while they are at university in Manchester.
 - Voluntary/community work <http://www.mmu.ac.uk/careers/students-and-graduates/volunteeringmmu.php>

Offers opportunities for volunteering and enables the voluntary sector to access resources.

CHARTERED SOCIETY OF PHYSIOTHERAPY STUDENT MEMBERSHIP

The programme team strongly recommend that students apply for membership of the Chartered Society of Physiotherapy, which is the professional body for physiotherapy in the United Kingdom. Ten good reasons to be a student member of the CSP are available online at <http://www.csp.org.uk/membership/join-csp/join-student-member>. The benefits offered to student members of the CSP can be accessed at <http://www.csp.org.uk/membership/membership-benefits>

One of the benefits of student membership of the CSP is access to Professional Liability Insurance. The University's Public Liability Insurance provides an indemnity in respect of clinical negligence of students whilst working under the guidance of a qualified professional on practice placement. Details of the cover provided are available online at <http://www.csp.org.uk/professional-union/practice/insurance/mandatory-indemnityinsurance>. The CSP insurance broker considers that there may be instances where additional insurance, such as that offered by the CSP as a benefit of student membership may be required. Detailed advice is available at < <http://www.csp.org.uk/professional-union/practice/insurance/csp-pli-scheme> . In summary it is suggested that

"It cannot be guaranteed that either a placement provider or an HEI would bear responsibility under their insurance policies should a charge be made against a student... a clinical educator may feel the need to abdicate responsibility for what a student did should s/he believe this had contravened the guidance supplied through supervision".

While such instances are extremely rare in our experience the programme team would still strongly recommend that students take advantage of the PLI offered by student membership of the CSP.

There are additional benefits to becoming a student member of the CSP which include the ability to access a wide variety of resources, many of which are valued by students as reference material during the three years of the programme. In addition, from October 2013 all registered health professionals will be required to hold appropriate indemnity to practice as a condition of their registration with the Health and Care Professions Council. Membership of the professional body would provide the indemnity required.

TABLE 3 - TARIFF FOR CHARTERED SOCIETY OF PHYSIOTHERAPY STUDENT MEMBERSHIP

Programme length	Total tariff ¹⁰
Three years	£120

Please note that there is no benefit in delaying application until the second year of the programme. There is no reduction if a student on a three-year programme does not apply until their second year. The cost for a student on a three year programme is £120 regardless of when they apply.

¹⁰ Correct on 21 August 2017

You may be asked to provide evidence of student membership of the CSP before access to certain types of practice placement can be sanctioned.