



# BSC (HONOURS) PHYSIOTHERAPY THIRD YEAR HANDBOOK 2021-2022

Manchester School of Physiotherapy  
Department of Health Professions  
Faculty of Health and education

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## Introduction

This handbook provides you with more detailed information about the 3<sup>rd</sup> year of the undergraduate physiotherapy programme.

It contains information about the academic and clinical units of the year including the relevant assessment procedures. It must be used in conjunction with the handbooks that you already have especially the programme handbook and the student practice education handbook.

You will be given additional information about the various academic, clinical and assessment components of the third-year term-by-term.

**It is essential that you keep all handbooks and any other supplementary information that relates to the physiotherapy programme. Students (either overseas or UK based) who wish to work abroad as physiotherapist may be required to provide extensive information about their education and training when applying to overseas organisations for professional registration.**

## Guidance on conduct and ethics for students

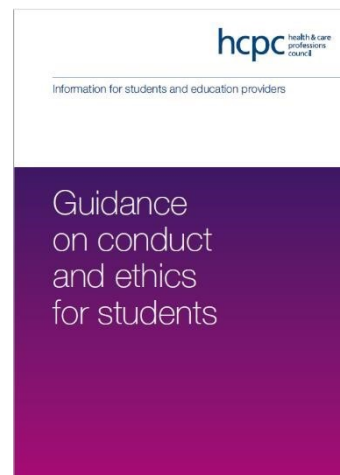
This document is available from the [HCPC website](#).

The HCPC require the highest standards of personal and professional conduct from its registrants. Those who do not match the standards required may be subject to disciplinary action by the HCPC through its fitness to practice processes and in the most serious cases, the HCPC will remove individuals who do not meet their standards from the register. If removed from the register, the individual can no longer use the title 'physiotherapist' and cannot be employed in the NHS.

The HCPC consider conduct and character as part of their scrutiny of applicants for registration. It is important that your conduct matches their expectations **throughout** your programme of study. Your conduct and behaviour during and outside of the programme of study may affect whether or not the HCPC accept you onto the register.

We ask that you read the whole document – and particularly, the following requirements:

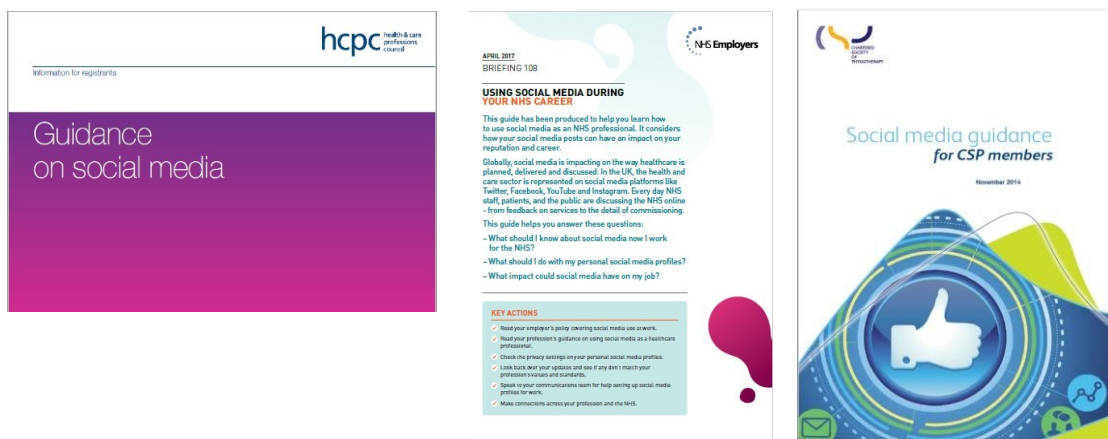
- You should make sure that your conduct and behaviour does not damage public trust and confidence in your profession
- You should follow your education provider's or practice placement provider's policy on attendance.
- You should make sure that all attendance, achievement and assessment records are completed accurately and truthfully.



- You should reference other people's work appropriately and not pass it off as your own.
- You should provide constructive feedback on the quality of your teaching and learning experience in both the education and practice placement setting.
- You should provide, as soon as possible, any important information about your conduct, competence or health to your education provider and practice placement provider
- You should tell your education provider, as soon as possible, if you are charged with, convicted of, or accept a caution for, any offence
- You should co-operate with any investigation into your conduct or competence.

## Social networking sites

The [HCPC](#), [CSP](#) and [NHS](#) Employers publish guidance for registrants/members/employees on the use of social media.



We strongly suggest that you modify the privacy settings on Facebook/Instagram (if you have accounts) so that your posts are not public and can only be seen by friends (and not by friends of friends).

Consider carefully before accepting friend requests.

The HCPC state that

- You should make sure that when you use the sites, your usage is consistent with the standards that we set. The relevant standards from the standards of conduct, performance and ethics are as follows.
- You must act in the best interests of service users.
- You must respect the confidentiality of service users.
- You must keep high standards of personal conduct.
- You must behave with honesty and integrity and make sure that your behaviour does not damage the public's confidence in you or your profession.
- It is not uncommon for students to use social networking sites to share their experiences of the physiotherapy programme. However, it is important that you note the following. The Chartered Society of Physiotherapy; Codes of Professional

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Values and Behaviour (CSP, 2011) are very clear in terms of the standards of personal conduct expected of a member. The Health Professions Council Standards for Performance, Conduct and Ethics (HCPC, 2016) place similar stringent requirements on personal and professional behaviour.

**"Promote and uphold individuals' rights and choices, including their right not to consent to decisions or actions affecting them."**

Patients have the right to self-determine. In clinical practice, it is not uncommon for patients to make choices that do not seem to us to be the best. Our subjective opinions regarding the choices that patients have made during the working day should not feature on any posting to a social networking site. It is not difficult to access pages that subscribers believe to be secure. Everyone that accesses a page on a social networking site is a potential patient. It is important that all potential patients are confident that they will have their rights, dignity and individual sensibilities respected and upheld. It would be inappropriate to post any material that would tarnish the reputation of the profession or public perceptions of the profession in any way. Before you post, share a post, retweet or 'like' the posts of others; consider how the post might be interpreted. Read your comment carefully so that you can be confident that you are not inadvertently expressing an opinion or supporting a view that is subjective/judgemental, defamatory, or discriminatory in the context of characteristics that are protected by the Equality Act 2010 (age, disability, gender, marital status, pregnancy/maternity, race, religion/belief, sex and sexual orientation). **"Consult with colleagues and share information appropriately, respecting confidentiality, in line with individuals' interests and needs."**

Consequently, no information that relates to the health or circumstances of any patient or colleague that you either encounter, or treat because of your participation in the BSc (Hons) Physiotherapy programme should ever appear in the context of a social networking site. Even though you may make efforts to conceal the identity of the patient/colleague it may still be possible to identify them and this would constitute a breach of the rule, even though this breach occurred during your leisure time.

**"Respect colleagues' perspectives and contribution."**

There have been instances where a student's experiences with a colleague on clinical placement have been shared with other subscribers to social networking sites. These sometimes-negative evaluations have thereafter been accessed by the other parties involved. This is potentially defamation and could leave you open to litigation or the disciplinary procedures of the statutory/professional body or the university. Your own experiences of a colleague are intensely personal, and may be different to the perceptions of others. It is entirely inappropriate to publish your own subjective or judgmental opinions of the personality or expertise of any colleague in clinical or academic practice. If there are issues, these should be addressed in a professional way through the appropriate channels.

**"Recognise the potential impact of their personal behaviour, life-style and activity outside work on their physiotherapy role..."**

Remember that as you join the programme you are required to match the Rules, Standards and Codes of the profession and the requirements of the Health and Care Professions Council. Any post on a social networking site that might injure the reputation of the

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profession may leave you open to the disciplinary procedures of the professional body (if you are a student member) or the professional suitability processes of the university and may impact on your suitability for registration as a physiotherapist with the Health and Care Professions Council. Please remember that aspects of behaviour outside professional practice have the potential to impact on professional suitability and students' eligibility to remain on the programme may be at risk if they are considered to have been in breach of Professional/Statutory/Regulatory Body requirements for standards of personal ethics and behaviour.

You should also consult:

Chartered Society of Physiotherapy (2018) publication '*Social media guidance*' [online] [accessed 14 July 2021]  
[https://www.csp.org.uk/system/files/documents/201807/o8\\_social\\_media\\_1.pdf](https://www.csp.org.uk/system/files/documents/201807/o8_social_media_1.pdf)

Health Professions Council (2016) '*Guidance on conduct and ethics for students*' [online] [accessed 14 July 2021] <https://www.hcpcuk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf>

HCPC (n.d.) "Focus on standards: social networking sites" [online] [accessed 14 July 2021]  
<https://www.hcpc-uk.org/registration/meeting-our-standards/guidance-on-use>

### Audio capture: tutorials

The general rule is that **no recordings** of any kind should be made during a tutorial or a seminar unless a member of staff specifically indicates that this may be done.

Tutorials/seminars are interactive and the audio recording would include the contribution of other members of the group OR might include potentially sensitive/personal information that must remain confidential.

### Video/still image capture

The general rule is that **no recordings** of this kind should be made unless a member of staff specifically indicates that this may be done. Students are reminded that there are podcast videos available on Moodle and on MMUTube and study packs will refer to them/direct students to them as part of independent study. The programme team consider that video recording is not necessary during practical skills sessions.

- Video recording is not usually listed as a 'reasonable adjustment' on students' personal learning plans
  - Video recording is **expressly prohibited** without informed consent (in advance) of the person who is demonstrating a technique and any other individual whose image may appear in the clip (model, other observers)
  - Video capture without the consent of the lecturer/others whose image appears in the clip is considered to be an invasion of privacy.
  - Lecturers are within their rights to decline to be videoed without prejudice
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- If consent is given, it must not be considered as open-ended. If a further capture is considered, consent must be re-established on a per-clip basis,
  - Any video capture would be for the individual student's personal use only. The video recording should not be shared with any other person, either by broadcast or by file sharing

Video recordings should NEVER be uploaded to file sharing sites or social media sites. Students who upload files without express, written consent of the person(s) whose session was recorded/all others whose image appears in a clip may be subject to disciplinary procedures.

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## Term dates

Table 1 Term dates autumn term

Term 1 (Autumn)	
Term starts	Monday 13 <sup>th</sup> September 2021
Term ends	Friday 17 <sup>th</sup> December 2021
Term 2 (Spring)	
Term starts	Monday 10 <sup>th</sup> January 2022
Term ends	Friday 8 <sup>th</sup> April 2022
Term 3 (Summer)	
Term starts	Monday 25 <sup>th</sup> April 2022
Term ends	Friday 24 <sup>th</sup> June 2022

## Assessments

### The regulations

#### Individual unit pass marks

Most units have more than one element of assessment. Marks from elements of assessment are aggregated to produce the overall unit mark. *"A unit shall be passed [...] when a student achieves a weighted average mark of 40 for the summative assessments associated with the unit"* (Undergraduate Assessment Regulations). Students can receive compensated passes in whole units up to a total value of 30 credits at level 6 where they achieve a weighted average mark in the Marginal Fail category (30% to 39%) for the summative assessment(s) within that unit, and have achieved an overall average of 40% or greater across the full 120 credits of the level of study. A compensated pass **cannot** be awarded for the practice placements 2 unit.

Practice placement 3 is marked PASS/FAIL. Students must achieve a PASS grade. No condoned passes can be awarded for students who do not achieve a PASS grade for this unit.

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## Number of resits students are allowed (and within what period of time)

If you are unsuccessful in achieving a 'pass' for practice placements 2: Area 1, practice placements 2: Area 2 or practice placement 3 you would normally be allowed **only one** further attempt to complete the placement. The specification for the programme indicates that if you are unsuccessful in this subsequent attempt you would not be offered any further opportunities to be reassessed. Consequently, you could not match the requirement for the award of BSc (Honours) Physiotherapy.

As a degree with honours is required by the HCPC, you would not be eligible to apply for registration as a physiotherapist.

Other third year units (evidence based practice, transition to professional practice, critical thinking and enquiry); you will normally have an automatic right to a **single** reassessment attempt for each element of each unit in the third year of the programme.

In some circumstances students who have failed a unit at reassessment will be awarded a pass degree (BSc in Applied Healthcare Studies), a pass degree **does not** confer eligibility to apply to the HCPC for registration as a physiotherapist. A pass degree **does not** confer eligibility to apply to the Chartered Society of Physiotherapy for full membership/Chartered Physiotherapist status.

### In summary:

If you achieve a mark of

- <40 for Practice placements 2: Area 1 or Practice placements 2: Area 2
- Or have not achieved a PASS grade for Practice placement 3

You will have only 1 re-assessment opportunity for each placement in the third year of the programme. If a student does not achieve a mark at reassessment of  $\geq 40$  no further reassessment attempt will be offered.

If you achieve an aggregate unit mark of

- <40 for the other units at level 6 (transition to professional practice, evidence based practice, critical thinking and enquiry)

If a student does not achieve a mark at reassessment of  $\geq 40$  no further reassessment attempts will be offered..

**Students who fail on re-assessment in one or more units at level 6 may not be eligible for the award of a degree with Honours.**

**Students who graduate with a Pass Degree will not be eligible to apply to the Health Professions Council for registration as a physiotherapist.**

In the third year of the programme first reassessment will follow the meeting of the Assessment Board in June. A provisional timetable is published in this year handbook.

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## Number of unit resits allowed within any one year

The university regulations allow for you to be reassessed in units up to 10 credits (3 academic units in the third year) during the summer vacation period.

## Assessment specifications

Detailed assignment specifications for each unit will normally be published on Moodle early in each unit. **Important note – the deadline for upload of assessment material through the submission points on Moodle is 21:00 hours during 2019-2020**

These will:

- State the unit title
- State the unit code (required for [coursework submission procedures](#) for some assessments)
- Reiterate the unit learning outcomes
- Reiterate the assessment criteria as articulated in the unit specification
- Contain the detailed marking criteria that will be used by markers
- Provide specific, assignment related guidance with links to key resources where necessary
  
- Provide general guidance including reminders for the students around plagiarism and other forms of academic misconduct.
  - Students are required to submit all pieces of written work through [TurnitinUK](#). TurnitinUK is plagiarism detection software. The programme philosophy in using this tool is not to detect instances where plagiarism may have occurred. The intention is that students use the software to identify where there is the possibility that they may have plagiarised to give them opportunity to modify their work where necessary before submission. The rationale in using the software is developmental rather than punitive.
    - **Please note that we do not accept submission on paper unless this is specifically stated in the assignment specification. You have only submitted your work when it has been uploaded through the Turnitin link on Moodle and your work cannot be marked until this has occurred.**

The following can be found in this handbook and on Moodle

- the topic release date (where relevant)
- The examination date/assignment submission date and any relevant late submission penalties (see Undergraduate Assessment Regulations, paragraph [B15](#))
- The date for release of marks and feedback

## Year 3 Assessment Boards

*Normally June (provisional)*

This board will consider results from all units in the third year of the programme.

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A further Assessment Board is held in September (provisional) to consider re-examination results

Any results published prior to meetings of the Assessment Board are provisional and subject to confirmation by the Board. They may in exceptional circumstances, change.

### Publication of examination results academic year 2021-2022

Provisional results for each unit will be released according to the assessment calendar. These marks are subject to confirmation by the Assessment Board and may, in exceptional circumstances, change. Definitive results for the whole academic year will be **available through MyResults (online)** to students within five working days of the June/September (provisional) meetings of the progression/award Board. Please note that results are only visible for a finite time and you are **strongly** advised to download your profile of results to a file.

### Late submission deadlines

If you submit coursework later than the deadline published in this handbook or the assignment specification it will be subject to penalty. Students are advised to consult the Undergraduate Assessment Regulations, paragraph [B20](#), relating to late submission of coursework.

### Programme Specific Assessment Regulations

#### *Case based clinical reasoning oral practical examination*

Due to professional body requirements condoned passes for marks in the band 30-39 for practical elements of the programme (oral practical examinations and practice placement elements) are not allowed and all these elements must be passed with a mark  $\geq 40$ .

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## Written Assessments/Examinations

The pass mark for coursework/examinations is 40. Students will have passed the unit if the aggregate mark for the unit is  $\geq 40$ . If the aggregate mark for the unit is  $< 40$ , students are only required to be reassessed in failed elements.

## Assessment of Practice Placements 2 (LEVEL 6 (H) 30 Credits)

Students complete two, 5 week placements. Each placement is assessed separately. Marks from each of the two placements contribute equally to the unit aggregate mark. The mark for placements 2 areas 1 and 2 is calculated from the online assessment document only.

## Calculation of Degree Award

The final degree classification can be calculated in two ways. The classification that is awarded to a student shall be determined by applying whichever of the two classification methods set out in the Revised Regulations for Undergraduate Programmes of study is more beneficial to the student.

### Method One: Weighted Aggregate Classification

The classification shall be determined according to an overall weighted average mark (M), which shall be calculated for each student based on a contribution of 25% of the weighted average from units at level 5 (at level 6 for an Integrated Master's degree) combined with 75% of the weighted average from units at level 6 (at level 7 for an Integrated Master's degree). The weighted averages shall be formed by combining the marks for each unit at that level according to the credit values of the units. The resulting overall weighted average, expressed as a mark out of 100, shall then be applied to the [...] classification table to determine the class of degree to be awarded. Assessment Regulations available at [http://www.mmu.ac.uk/academic/grad\\_regulations.php](http://www.mmu.ac.uk/academic/grad_regulations.php)

### Method Two: Profiling

Bachelor's degree with Honours The classification shall be determined with reference only to the marks in level 6 units, according to the following classification table:10 | Undergraduate Assessment Regulations

. Further details can be found in the Undergraduate Assessment Regulations available at [http://www.mmu.ac.uk/academic/grad\\_regulations.php](http://www.mmu.ac.uk/academic/grad_regulations.php)

If Method 2 most benefits the student their year 2 work does not contribute to their degree classification.

Degree totals are calculated for all students using both methods and the one returning the highest score is the classification awarded. Therefore Year 2 work may or may not contribute to the students' final degree classification.

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## Roles and responsibilities

Most of the time, information that you will need about the programme can be found in the programme handbook or in this year handbook. If you need information or advice that is not available in either document then you can, if you wish, consult the following people. Julie Wright has responsibilities at Faculty and Departmental levels. For most enquiries, your personal tutor/year tutor should be your first point of contact. If your query cannot be resolved by them, contact the programme leader (Jan Rooney).

Table 7 Programme team - roles and responsibilities

Name	Role	Telephone
Julie Wright (JW)	Head of the Department of Health Professions	0161 247 2953
Julie Lachkovic (JL)	Deputy Head of the Department of Health Professions	0161 247 2575
Janet Morrison (JM)	Programme Leader BSc (Hons) Physiotherapy	0161 247 2928
Jan Rooney	Department Educational Lead (DEL)	0161 247 3575
Sophie Taylor	Practice Placement Coordinator(s)	0161 247 2930
Jo Nicholson		0161 247 3057 <a href="mailto:Physio.placements@mmu.ac.uk">Physio.placements@mmu.ac.uk</a>
Student Records Operations Team	<a href="mailto:sro@mmu.ac.uk">sro@mmu.ac.uk</a>	<a href="mailto:sro@mmu.ac.uk">sro@mmu.ac.uk</a>
Alex Greenwood-Tuck	Practice Placement Administrator	<a href="mailto:BScPhysioPlacements@mmu.ac.uk">BScPhysioPlacements@mmu.ac.uk</a>
Paul Whitesman	Learning Support Officer	0161 247 2492

*Please note that administrative support for undergraduate physiotherapy programmes is situated at 6GMS. Should you need to talk to a colleague from either the placements office or the programmes office then please ask at the student hub.*

## Staff contact details

Listed below are the staff that support and teach on the physiotherapy undergraduate programme. The table indicates the initials that are used on the timetables and the location

of their office. The telephone number and email addresses of each member of staff can be accessed through the staff directory on the MMU website at <http://www.mmu.ac.uk/staff/directory>

Table 8 staff

Name	Initials	Room
Ashbrook, Jane	JAB	BF 4.32
Ashman, Joanne	JA	BF 4.32
Bonfield, Carol	CB (Induction tutor, first year)	BF 4.32
Callaghan, Michael	MC	BF 4.32
Chamberlain-Mitchell, Sarah	SCM	BF 4.32
Cooper, Christopher	CC	BF 3.35
Crampton, Jenny	JCr	BF 4.32
Digweed Benn	BG	BF 4.32
Donaldson, Glenis	GD	BF 4.32
Edwards, David	DE	BF 4.32
Fatoye, Francis	FF	BF 3.35
Goodwin, Peter	PG	BF 3.35
Hammerbeck, Ulrike	UH	BF 4.32
Hartley, Sandra	SH	BF 3.35
Hindle, Jackie	JHi	BF 4.32
Hurst, Kay	KMH	BF 4.32
Macdonald, Ruth	RM (Admissions Tutor)	BF 4.32
McCarthy, Christopher	CMC	The Clinic@MMU
Mishra, Smarak	SM	BF 3.35
Morrison, Janet	JM (Programme Leader)	BF 4.32
Nicholson, Joanne	JN (Practice Placement Coordinator)	BF 4.32

O'Connor, Deborah	DOC	BF 3.35
Prabhu, Narayan	NP	BF 4.32
Rooney, Janet	JR (Departmental Educational Lead)	BF 4.32
Selfe, James	JS	BF 4.32
Smith, Philip	PS	BF 4.32
Spearing, Rachel	RMS	BF 4.32
Taylor, Sophie	ST (Practice Placement Coordinator)	BF 4.32
Thorpe, Cari	CTh	BF 4.32
Wallington Sophie	SW	BF 4.32
Whitesman, Paul	Physiotherapy technician	BF 3.04

### Third year units

Unit	Credits	Elements of assessment
Transitions to Professional Practice	30 Credits	One
Critical Thinking and Enquiry	30 Credits	Two
Practice Placement 2	30 Credits	Two
Evidence Based Practice (Options 1 and 2)	30 Credits	Two
Practice Placement 3	10 (Practice Credits only)	Pass/Fail only

### Transition to professional practice (TtPP on the timetable) 2D6Zoo11

(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

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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 selfemployment 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.

### Unit dates

Transition to professional practice	
Starts	Week commencing Monday 13 <sup>th</sup> September 2021
Ends	Week ending Friday 18 <sup>th</sup> February 2022

### Unit Proforma

#### Learning Outcomes

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

**Learning Outcome 1:** Critically reflect on previous experiences of practice placement using a variety of methods to prioritise their learning needs in order to support their professional development

**Learning Outcome 2:** Demonstrate critical awareness of all factors underpinning professional autonomy, accountability and effective professional relationships

**Learning Outcome 3:** Articulate the responsibility of a registered professional within health and social care services

**Learning Outcome 4:** Articulate the qualities of an effective workgroup and interact effectively within a group working with peers toward a common goal

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**Learning Outcome 5:** Critically apply clinical reasoning and evidence based practice to justify all decision making as a physiotherapist

**Assessments**

<b>Element</b>	<b>Type</b>	<b>LearningOutcomes</b>	<b>Weighting</b>	<b>Final</b>	<b>Employability &amp; Sustainability Outcomes</b>
					<ul style="list-style-type: none"> <li>• Find, evaluate, synthesise and use information</li> <li>• Work within social, environmental and community contexts</li> <li>• Use systems and scenario thinking</li> <li>• Engage with stakeholder/interdisciplinary perspectives</li> </ul>

**Method of Assessment** 100%  
Group Assessment

**Min. Pass Mark**

**Description**

Group poster presentation followed by 20 minutes questions and answers. Students will be assessed during one process on their ability to produce and present a poster and their ability to work effectively within a group of peers. They will reflect on previous experience and use clinical reasoning and decision-making skills to inform future practice supported by diverse, high quality resources. Each group of students will answer questions in order to demonstrate the ability to discuss and justify the poster content and the evidence used. Normally, the same mark will be awarded to each student within the group. Specific marking criteria will relate to the extent to which the students demonstrate their ability to work as a team. Formative assessment will use peer review of posters and PowerPoint presentation aids. Students will use a series of pre-determined criteria to provide developmental feedback for their colleagues with particular emphasis on the ability to communicate effectively using a range of media.

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## Learning Resources

The unit reading list can be accessed by following this link:

<https://mmu.rl.talis.com/lists/2BA77874-5796-8287-40E0-59108A82CCEA.html>

## Transition to professional practice assessment/examination (part 1)

### Poster presentation

Group allocation published	Monday 27 <sup>th</sup> September 2021 (on Moodle)
Assignment available	Monday 27 <sup>th</sup> December 2021 (on moodle)
Assignment submission	Posters to be submitted to Moodle assignments by their groups by 21:00hours on Friday 11 <sup>th</sup> February 2022
Late submission deadline	Posters not submitted to Turnitin by their groups by 21:00 hours on Friday 11 <sup>th</sup> February 2022 will be considered to be late submissions. The group mark will be subject to penalty in accordance with university regulations.
Marking of poster by academic staff	Monday 14 <sup>th</sup> to Thursday 16 <sup>th</sup> February
Discussion phase of assessment	Friday 17 <sup>th</sup> February 2022 An individual time and venue for each group will be published via the Exam scheduler(MyMMU).
Marks and feedback normally released  (Subject to confirmation by the board of examiners)	Monday 28 <sup>th</sup> February 2022
First reassessment opportunity	MMU Summer reassessment period (dates to be confirmed)

## Practice Placements 2 (Level 5 & 6 (H) 30 credits) 2D6Zoo10

**Brief Summary:** 5, 200 hour clinical placements where students apply physiotherapy theory and practice under the supervision of a Physiotherapist.

**Indicative Content:** By the end of the unit, students will have applied physiotherapy knowledge and skills and have developed professionally appropriate behaviours, attitudes and values through their work with service users across the age spectrum and from diverse communities and backgrounds, who present with musculoskeletal, neurological or cardiorespiratory conditions. Competence is not only the ability to deliver a skill safely and effectively; it also related to the student's ability to produce robust, evidence based arguments to support their clinical decision making. Physiotherapy management will be informed by a sound knowledge base, contemporary evidence, local protocols and the

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service user's values and expectations. 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 service users with more complex and less predictable presentations. Opportunities will be provided for students to work within multi and interdisciplinary teams.. Transition through the unit will be characterised by increasing autonomy in clinical decision-making and an enhanced ability to articulate clinical reasoning and justify their management choices by accessing, appraising and applying the best available evidence. 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 supervision 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; social services, independent and private practice, industry or in the voluntary sector/with charitable organisations. Placements are arranged to ensure that students experience health care in both hospital and community settings. Placement areas are skills based, which will facilitate the development of transferable skills ensuring that the student is able to demonstrate competence in the biopsychosocial management of service users with acute, long term and life limiting conditions and the provision of primary/secondary prevention.

## Unit proformas

### Learning Outcomes

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

**Learning Outcome 1:** 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:** Use appropriate information 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

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## **Method of Assessment**

### Assessment of Practice

Students will be responsible (under supervision) for the management of a caseload of patients who have more complex/less predictable clinical problems. They are expected to demonstrate higher levels of autonomy in the latter two placements than at level 5. Students are expected to identify their own learning needs in the context of the placement, identify suitable activities to realise the learning planned and cooperate with others to ensure that their learning achievement is evaluated. Student performance in selecting and applying the professional knowledge base; selecting and safely applying suitable physiotherapy modalities; selecting and interpreting appropriate outcome measures for the management of their caseload will be judged by comparison with the Common Assessment Tool (level 5 & 6) which constitutes a series of assessment criteria that are derived from HCPC Standards of Proficiency: Physiotherapists (2013), Quality Assurance Standards (CSP, 2012, revised 2014), the Physiotherapy Framework (CSP, 2011, updated 2013) and by competence standards articulated in the Knowledge and Skills Framework (NHS, 2006). Assessment of patient management will be through a method developed in collaboration with other HEIs in the North West of England and the use of a standard document facilitates an equitable experience for all undergraduate physiotherapists in the region. The standards are generic, in that they can be used in all clinical specialities/localities. There are two parts to the assessment document. The first part of the documents makes assessment against the unit LO. The second part of the document is assessed pass/fail and assesses whether the student adheres to health and safety requirements while managing their caseload and exhibits acceptable professional behaviour in relation to honesty, trustworthiness and reliability and relationships with patients/clients/colleagues. A fail in part 2 of the document will constitute a fail overall and the student will be awarded a mark of 0.

The LOs and assessment criteria used are common across both elements of assessment for this unit, because the student will demonstrate that they have achieved competence (defined as success in achieving the unit learning outcomes) in two distinctive clinical areas during the unit. In addition to clinical skills, time management, professional documentation and the ability to engage in lifelong learning and reflective practice will be assessed. Formative assessment: there will be informal opportunities, in that students will have opportunities to have their practice observed by the practice placement educator.

More formal formative assessment will occur through the use of Reflective log/diary (formative) mid placement assessment using common assessment tool (formative).

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**Employability & Sustainability Outcomes:**

LO1 Analyse real world situations critically

LO2 Communicate effectively using a range of media

LO3 Find, evaluate, synthesise and use

information LO4 Work within social,

environmental and community contexts

LO5 Engage with stake  
holder/interdisciplinary  
perspectives

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### **Method of Assessment**

#### Assessment of Practice

- Analyse real world situations critically
- Demonstrate professionalism and ethical awareness
- Communicate effectively using a range of media
- Apply teamwork and leadership skills
- Manage own professional development reflectively
- Find, evaluate, synthesise and use information
- Work within social, environmental and community contexts
- Use systems and scenario thinking

### **Learning Resources**

The unit reading list can be accessed by following this link:

<https://mmu.rl.talis.com/lists/8F74500F-7733-CB41-76FD-DBB9AF9F6174.html>

### **Practice Placements<sup>2</sup> assessment/examination**

This placement is assessed using an online document (PARE system)

1. Students will receive a reminder from the online PARE system 2 weeks before LOCK DOWN - if you receive such a reminder, you will have 14 days to ensure that your online PARE document is fully completed and that there are no outstanding sections/signatures that need action. You are responsible for negotiating with your placement educator if action by them is required.
2. The online PARE document will LOCK DOWN (no further amendment by student/practice educator) 28 days after a student's final day on placement
3. Documents that are INCOMPLETE on that date - will be considered to be nonsubmissions and (in accordance with the undergraduate assessment regulations) the placement shall be marked as 0% (fail), unless the student has approved exceptional factors.
4. Students will be given opportunity after the deadline (28 days AFTER a student's final day on placement) to make good any deficit in the document. However, where the document is completed after LOCK DOWN, this will be considered to be a first reassessment and, in accordance with MMU regulations, the mark for the placement unit overall will be capped at 40

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## Practice placements 2

These units are assessed on placement performance (graded by practice placement staff).

All clinical educators are provided with access to the practice placement assessment documentation online. Placements 1 area 1 – 3 will be examined at level 5 and placements 2 area 1 & 2 will be assessed at level 6. The student's performance is judged against a set of criteria generated in collaboration with other HEIs in the region.

Practice Placements 2		
1CWK50	Placements 1 area 1	Placement mark (assessed at level 6)
2CWK50	Placements 1 area 2	Placement mark (assessed at level 6)

## Evidence Based Practice (Level 6 (H): 30 credits) 2D6Zoo13

**Brief Summary:** The unit offers the student the opportunity to explore the evidence base of selected current topics in physiotherapy to greater depth.

**Indicative Content:** Indicative Content : 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.

### Learning Outcomes

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

**Learning Outcome 1:** Access and critically appraise literature

**Learning Outcome 2:** Analyse and synthesise findings from detailed examination of the evidence base to support clinical reasoning

**Learning Outcome 3:** Develop reasoned arguments to justify clinical decisions

**Learning Outcome 4:** Present detailed, coherent arguments using the available literature

**Learning Outcome 5:** Present arguments in an appropriate academic style

### Method of Assessment

Open Book Examination

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Override Min. Pass Mark



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## Description

The examination period will last 48 hours. The student will answer one question. The student will be able to bring into the examination study notes and unit material. During the examination the student will select from a portfolio of resources, material that will allow them to structure a written response to a question that is relevant to the second topic of their choice. In doing so, the student will demonstrate detailed knowledge of the topic selected, an ability to critically evaluate, apply, analyse and synthesise relevant literature, an ability to develop reasoned and coherent arguments in order to justify their conclusions and clinical decisions. Students will also demonstrate their ability to present arguments in an appropriate academic style. Formative assessment takes place throughout the unit in the form of debate, critical discussion with peers of past paper questions and presentations.

### **Employability & Sustainability Outcomes:**

LO1 Analyse real world situations critically

LO2 Communicate effectively using a range of media

LO3 Find, evaluate, synthesise and use information

LO4 Work within social, environmental and

community contexts

LO5 Engage with stake holder/interdisciplinary

perspectives

### **Unit dates**

Evidence based practice option 1	
starts	Monday 7 <sup>th</sup> March 2022
ends	Friday 25 <sup>th</sup> March 2022
Evidence based practice option 2	
starts	Monday 4 <sup>th</sup> April 2022
ends	Friday 13 <sup>th</sup> May 2022

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## Choices for Evidence Based Practice Option 1 &2

Evidence Based Practice Option 1	Evidence Based Practice Option 2
Physical activity and health	Approaches to musculoskeletal management
Pain	Concepts of neurological treatment
	Sports and rehabilitation

The student will choose **one** topic from each option

## Synopsis of evidence based practice options

### Physical activity and health

The unit considers the use of exercise to prevent disability and preserve function. Because of growing problems of obesity in the general public, diabetes looks set to be on the increase. A multitude of secondary conditions hamper the treatment of this disease and in this unit we will explore the use of exercise to prevent or control further impairment. Exercise has been well documented to be of help to patients suffering from mental illness. Here we concentrate on the psychological aspects of exercise prescription and the social effects of exercise.

The first classes of the module look at the philosophy of rehabilitation and how it may be applied to the population. We'll explore adherence, compliance and measuring outcomes. We aim to provide a panel of experts in the field, including patients, who can answer basic questions and discuss issues of current interest.

The rest of the time will be split equally between the three cases, taken from the histories of real patients treated by the specific expert clinicians in each area of rehabilitation. A key note lecture on the major problems of each condition will be followed by tutorials, discussing the individual patients, with reference to current literature on the topic. Students will be expected to present their findings of the evidence for the use of exercise in these cases.

### Pain

The aim of this unit is to develop the knowledge and understanding of pain mechanisms and their impact on the management of chronic pain within the clinical domain. This will be achieved through critical thinking and the synthesis, analysis and evaluation of current literature/evidence. The pain module will include:

#### Neurophysiology of pain

This will include a critical analysis and evaluation of the current literature and concepts of pain including central sensitisation and its clinical presentation, peripheral sensitisation, the neuromatrix and sympathetic maintained pain states.

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## Biopsychosocial aspect of pain

This will include a critical evaluation of the evidence underpinning the biopsychosocial model with particular emphasis on the 5 main areas that contribute to risk factors for the development of chronic pain. These include fear avoidance, depression, catastrophising, anxiety and distress.

## The clinical manifestations of pain

This will cover topics such as chronic pain, phantom limb pain and chronic regional pain syndromes.

## The measurement of pain

This section will include an analysis and critical evaluation of the validity, reliability and effectiveness of a range of specified pain measurement tools.

## The management of pain

Review the use of yellow flags, prognostic indicators and the identification of adaptive behaviours within the clinical domain. It will also enable the student to critically appraise the current strategies in the management of a patient with chronic pain. This will include different interventions in the management of chronic pain e.g. facet block, complimentary therapies, pain management programmes within the MDT and cognitive behavioural therapy.

## Choices for Evidence Based Practice Option 2

### Rehabilitation in sport

This unit will explore the theoretical aspects of rehabilitation in sport with particular emphasis on the role of the physiotherapist. It will include assessment and rehabilitation of the athlete including children and the psychological implications of injury in sport. The unit will be delivered by professionals in sports rehabilitation but will **not** include a practical component. Students will be supported to enhance their critical appraisal skills by engaging with current literature in relation to sports rehabilitation.

### Approaches to Musculoskeletal Management

The aim of the unit is to critically explore key approaches of musculoskeletal management. The approaches to be investigated include muscle imbalance, Maitland, McKenzie and the electrotherapeutic modality of ultrasound.

The unit aims to develop students' critical and creative thinking through the analysis and synthesis of current evidence underpinning these musculoskeletal approaches. Students will be supported to enhance their critical appraisal skills by engaging with current evidence-based literature in relation to these approaches. As part of this process students will be facilitated to scrutinise literature under direction of tutors in order to develop their skills in autonomous inquiry.

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## concepts of neurological treatment.

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The aim of this unit is to build and develop upon existing knowledge of neuroanatomy, neuroplasticity and theories of motor control. They will be able to apply these concepts to the treatment of patients with a central nervous system dysfunction, focusing primarily upon stroke, head injuries and multiple sclerosis.

Students will critically analyse the current literature to enable them to evaluate different treatment approaches and the possible benefits of physiotherapy interventions in this patient group.

### Neuroplasticity

Students will build upon their prior learning and understanding of neuroplasticity in the adult CNS, and utilise this knowledge to influence the clinical reasoning process. They will hypothesise the neuroplastic processes that may occur in response to physiotherapy interventions, and develop reasoned arguments to justify clinical decision making.

### Concepts of treatment

In this section, several common treatment approaches will be critically evaluated and appraised. Students will discuss and debate the underpinning concepts and theories of the following treatment approaches:

- The Bobath Concept
- Motor relearning approach
- Constraint induced therapy

Using current, relevant literature students will be able to critically evaluate the effectiveness and efficacy of these treatment approaches in the clinical setting, and apply their learning to the clinical reasoning processes involved in rehabilitation.

Students will also be introduced to the recent developments in treatment approaches in the management of patients with neurological impairments (e.g. functional electrical stimulation and partial body weight support).

**Reading lists for each of the Evidence Based Practice Units will be available through Talis and Evidence Based Practice Unit Handbooks.**

### Evidence Based Practice Option 1 and 2 assessment/examination

Open book on-line written examinations each lasting 48 hours

Evidence Based Practice Option 1	Week commencing Monday 28 <sup>th</sup> March 2022
Marks normally released	4 weeks from date of examination
Evidence Based Practice Option 2	Week commencing Monday 9 <sup>th</sup> May 2022

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Marks normally released	4 weeks from date of examination
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## 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 particular 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.

### Unit dates

Unit starts	Week commencing Monday 13 <sup>th</sup> September 2021
Unit ends	Monday 2 <sup>nd</sup> May 2022

### Unit proforma

#### Learning Outcomes

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

- Learning Outcome 1:** Critically appraise the evidence base to identify a professionally relevant research problem and develop a clearly defined research question that can be systematically investigated
- Learning Outcome 2:** apply a range of established problem solving approaches in order to identify and critically evaluate the evidence base for physiotherapy practice and contemporary health care provision
- Learning Outcome 3:** Identify and justify a research design/methodology that matches the research question and develop an ethical research protocol to allow the question to be systematically and rigorously investigated.
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**Learning Outcome 4:** Develop and justify an approach to the analysis and presentation of related data that would allow conclusions to be drawn

**Learning Outcome 5:** Present critical arguments in an appropriate academic style

### **Method of Assessment**

Critical Analysis

**Description** The students will produce an account that is approximately 2,500 words. Students will demonstrate ability to use a purposeful, reasoned and systematic approach to the critical appraisal of relevant literature and use the outcome of critical review to make reasoned decisions about the

value/relevance of the findings of research/audit on physiotherapy practice and service enhancement. Formative assessment opportunities will be provided during timetabled sessions/discussions. Students have access to personal tutors and unit team during their preparation for the assignment.

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### **Method of Assessment**

Research Proposal

Students will produce a detailed research proposal of 6,000 words that will demonstrate their ability to search for, select, critically evaluate and synthesise the current evidence underpinning physiotherapy practice related to their chosen topic to develop and clearly formulate a justified research question. They will develop an ethical, appropriate, realistic methodology with robust support from appropriate high quality literature.

**Description** They will identify a clear strategy for the collection, analysis and presentation of relevant data and will use logical, reasoned, coherent, evaluative and supported arguments. They will present the proposal in an appropriate academic format. To prepare students for this assignment, feedback on two formative assessments will be provided:

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Formative assessment 1. initial proposal idea  
Formative assessment 2. written and verbal feedback on drafts of 4 pages (2 pages of each section) of the proposal.

### Learning Resources

The reading list for the unit can be reached by following this link:

<https://mmu.rl.talis.com/lists/05C28A6F-A580-A34D-EA70-1A2351724B5C.html>

## Critical Thinking/Enquiry assessment/examination

### Essay (critical appraisal)

Topic released	Monday 13 <sup>th</sup> September 2021
Assignment submission date	Friday 12 <sup>th</sup> November 2021
Marks normally released	Friday 17 <sup>th</sup> December 2021

### Extended Research Proposal

Information regarding this assignment will be provided during Reflective Practice and Clinical Reasoning and Critical Thinking and Enquiry units.

Initial idea submitted (formative)	Monday 10 <sup>th</sup> January 2021
Feedback on initial idea available	Week commencing Monday 31 <sup>st</sup> January 2022
Assignment (summative) submission deadline	Monday 2 <sup>nd</sup> May 2022
Marks normally released	Week commencing Monday 30 <sup>th</sup> May 2022

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## Practice Placement 3 (Level 6 (H): practice credits)

This placement is normally of the student's own choice and is organised by the student although it must be under the supervision of a suitably qualified physiotherapist. It is intended to enable students 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.

### Unit dates

Unit starts	Monday 16 <sup>th</sup> May 2022
Unit ends <sup>1</sup>	Friday 10 <sup>th</sup> June 2022 (subject to sufficient hours)

PLEASE NOTE: in order to graduate a student must have:

- Achieved passes in 120 credits at levels 4, 5 and 6
- Must have successfully completed practice placements 0-3 inclusive
- Must have successfully completed
  - up to 125 hours on placement 3 (minimum of 2 weeks) or if less than 75 hours required to achieve 1000 overall, completion of a Project to be agreed with the placements team
- 1,000 hours of supervised clinical practice

Where necessary, the elective placement can be extended to allow for the achievement of sufficient clinical hours.

### Unit proforma

UNIT CODE	2D6Z0014		
UNIT TITLE	Practice placement 3		
UNIT ABBREVIATION	PP3		
LEVEL OF STUDY	N/A		
CREDIT VALUE	10 practice credits	ECTS VALUE	N/A

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<sup>1</sup> Students may be required to extend this placement if they have not accrued sufficient practice placement hours (<1,000)

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HOME DEPARTMENT	Health Professions
UNIT COORDINATOR	Joanne Nicholson/Sophie Taylor
KEYWORDS	
UNIT LEARNING OUTCOMES	<p>On successful completion of this unit students will be able to:</p> <p>select and apply effective and appropriate interpersonal skills in order to collaborate and work effectively with others.</p> <p>independently manage their workload and professional development, knowing the limits of their own practice and when to seek advice</p> <p>gather appropriate information and use this to plan, deliver and evaluate an appropriate and effective evidence-based physiotherapy management programme</p> <p>Maintain accurate patient records in accordance with PSRB and placement requirements</p> <p>achieve all standards relating to health and safety and professional behaviour</p>
SUMMATIVE ASSESSMENT	<p>This unit does not carry any academic credit and is therefore not summatively assessed. However, in order to be credited with the associated practice placement hours the student must be deemed to have passes in accordance with the assessment criteria articulated below.</p>

EMPLOYABILITY AND SUSTAINABILITY OUTCOMES	Outcomes	Element of Assessment
	Analyse real world situations critically	✓
	Demonstrate professionalism and ethical awareness	✓
	Communicate effectively using a range of media	✓
	Apply teamwork and leadership skills	✓
	Manage own professional development reflectively	✓
	Find, evaluate, synthesise and use information	✓
	Work within social, environmental and community contexts	✓
	Use systems and scenario thinking	✓
	Engage with stakeholder/interdisciplinary perspectives	✓

<p>ASSESSMENT STRATEGIES FOR EACH ELEMENT OF ASSESSMENT</p>	<p>The supervising clinician will assess whether the student has demonstrated an acceptable level of clinical skills and underpinning knowledge, an acceptable level of professional behaviour and safe practice.</p> <p>This placement is graded pass/fail based on satisfactory physiotherapy practice, adherence to Health and Safety arrangements and adherence to requirements for Professional Behaviour.</p> <p>The Common Assessment Tool used on other placements that attract academic credit can be used to provide constructive and developmental feedback for students</p>
<p>ASSESSMENT CRITERIA FOR UNIT/ELEMENTS OF ASSESSMENT</p>	<p>Specific assessment criteria for level 6(H) practice placements will apply and will be assessed as pass/fail</p> <p>The assessment criteria relate to safe clinical practice and professional behaviour as articulated in relevant PSRB documents (CSP 2002; 2005, HPC 2008; 2010)</p> <p>Satisfactory clinical practice will be determined in terms of the students ability to match levels of performance articulated through the common assessment tool (level 6)</p>
<p>NON STANDARD MINIMUM PASS MARK</p>	

**OUTLINE OF THE UNIT**

<b>BRIEF SUMMARY</b>	<p>This practice placement is undertaken during the third year of the programme. This placement is normally arranged by the student in a clinical speciality and a placement location of their choice. The university requires that the placements selected match requirements related to provisions for Health and Safety at Work and undertakings related to Equality and Opportunity legislation. The university reserves the right to decline a student's request to undertake practice placement 3 in a particular locality should these requirements not be met.</p> <p>For all clinical elective placements student must be supervised by a qualified healthcare professional who is registered with the Health Professions Council or the Nursing and Midwifery Council or an equivalent regulatory body.</p> <p>Students will have the opportunity to consolidate their core professional knowledge and skill. There is an expectation that students will demonstrate greater autonomy in their clinical practice during placement 3 than during other placements at level 6. This placement constitutes the transition from student to autonomous practitioner.</p>
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<b>INDICATIVE CONTENT</b>	<p>The student will be able to achieve the learning outcomes by taking responsibility for all aspects of the physiotherapy management of a mixed caseload with supervision from a practice placement educator. The caseload will include complex patient conditions that do not respond in a predictable way</p> <p>The student will have opportunity to relate theory to practice and will be able to generate multiple competing hypotheses to explain patient's presenting signs and symptoms and systematically exclude those which do not apply to reach sound judgements. They will have opportunity to develop and apply an understanding of a complex body of knowledge and be able to apply problem solving skills to more complex situations and unpredictable circumstances.</p> <p>They will have opportunity to consolidate skills in the evaluation of evidence, the development and supporting of arguments in the context of clinical decision making and will be encouraged to question assumptions to reach sound decisions.</p>
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**LEARNING ACTIVITIES**

<b>MANDATORY LEARNING &amp; TEACHING REQUIREMENTS</b>	<p>Students are not considered to have passed the unit unless they have successfully completed either:</p> <ul style="list-style-type: none"> <li>a. a minimum of 75 hours on an elective placement</li> <li>b. An agreed Project</li> </ul>
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## LEARNING RESOURCES

ESSENTIAL READING	<p>Chartered Society of Physiotherapy. (2002) Rules of professional conduct. 2<sup>nd</sup> ed. London: Chartered Society of Physiotherapy. [</p> <p>Health Professions Council. (2008) Standards of conduct, performance and ethics. London: Health Professions Council.</p> <p>Moon, J. A. (2004) A handbook of reflective and experiential learning: theory and practice. London: Taylor and Francis.</p>
ADDITIONAL RESOURCES THAT STUDENTS SHOULD BUY	<p>It is recommended that the students become members of the professional body</p>

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## Practice placement 3 (elective) assessment/examination

Completion of practice placement 3 is compulsory in order to satisfy the requirements of the programme and the professional body.

**Students who do not provide confirmation of successful completion of Practice Placement 6 (elective) with the completion of their (minimum) hours by 4:00 pm Monday 13<sup>th</sup> June 2022 without prior written agreement with the programme leader may not be considered for conferment of degree by the June Meeting of the Assessment Board.**

If students have attended an elective placement, evidence of the completion of 75 hours (minimum) **and** a statement whether the students has passed the placement to a satisfactory standard is required using forms that will be provided submitted through moodle.

If students have completed an agreed Project as their elective, they are required to submit the relevant completed assessment documents to moodle.

With the agreement of MMU, some students may choose to complete this placement outside the UK. In such instances, supervising clinicians who act as clinical educators in the context of elective placements must be recognised by the authority of the country as "physiotherapists" in order that they may supervise students under the terms of the corporate student insurance scheme operated by the Chartered Society of Physiotherapy.

Students going to the North American continent (America and Canada) must take out local insurance to meet the requirements of the hospital/clinic offering the elective placement. You should be advised that elective placements in the United States of America or Australia may not be possible because of visa restrictions or the complexities of acquiring the appropriate visa. In addition there may be a need to arrange additional insurance. Students who are considering an elective placement in New Zealand should approach the clinical education coordinators early during term 1 of year 3 of the programme.

Because of additional insurance requirements students are advised that placements offered by physiotherapy services or rehabilitation facilities operated by the Ministry Of Defence may not be feasible.

**The University does not make any payment for Practice Placement 3. The university is not liable for any clinical educators' allowance/travel cost/accommodation costs accrued by the student during their elective placement. Students who benefit from NHSBA bursaries may be able to reclaim travel costs if their elective placement is within the North West of England.**

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## Books and resources

### Building up your own library

You have already started to build up your own collection of core books which will stand you in good stead throughout the duration of the programme and when you qualify. During the 3rd Year you will have the opportunity to add to your collection.

### Recommended books

Throughout the programme, on each unit, you will be given a list of indicative reading. Sometimes you will find that you are using a particular book a lot, or you may even find a book that actually explains things in a way that you understand! If so, why not buy it and add it to your library? The recommended book lists may give you a choice of several books and articles on a subject – no one book is preferred. There is also an expectation that you will access a wide range of literature to support your learning on the different topics studied. The indicative reading lists give suggestions only and are not exhaustive.

### Using libraries

Copies of all the books on the basic book list and the additional unit recommended reading lists are available in the All Saints Library. Please note that you do not have to stick rigidly to the recommended reading lists, they are a guideline and there will be many other books available to you in the library that will contain the same information. Some of the books are obviously in very heavy demand so the library has varying loan periods to maximise usage. For example, some books may be placed on 1-week loan, overnight loan (known as short loan) or for reference only.

With your own personal collection of books and the resources of the library, you will be fully equipped for your studies over the 3 years.

### Physiotherapy reading lists

Most physiotherapy reading lists are now on the library website on 'Talis list'.

This links to book and journal details on the Library Catalogue and to full text online links where possible. Go to the MMU library website <http://www.library.mmu.ac.uk> and click 'reading lists' (just underneath the library search box).

### Consent form

This form will be completed online during 2019-2020

The text of the document is included here for your information.

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In line with general custom and practice throughout physiotherapy education, students take part, as both a practitioner and a subject (model), in practical procedures, which take place during the university based academic components of the B.Sc. (Hons) Physiotherapy programme.

Informed consent is a pre-requisite to participation in all instances. Students acting as practitioners or subjects (models) for practical procedures should be able to agree with the following:

1. Apart from any health issues that I have disclosed I am at present in good health
  2. I understand that should any information regarding my health status be discovered during a practical procedure, it is my responsibility to seek appropriate advice. This may include referral to my General Practitioner or other appropriate health professional. Such information will remain confidential unless I have given explicit permission for the information to be divulged to another party.
  3. I shall not at any time (whether during the term of this consent form or thereafter) disclose any details relating to any information learnt during the course about another student's health status to any third party unless I am required to do so by law or with the express written consent of the student.
  4. I understand that whilst I am a student on the B.Sc. (Hons) Physiotherapy programme it is my responsibility to inform the Manchester Metropolitan University of any change(s) in my health status that occur during my studies. The Manchester Metropolitan University shall not be liable where there has been incomplete or nondisclosure on any change in health status.
  5. I understand that it is my responsibility to inform the Department of Physiotherapy of any disability (Disability Discrimination Act 1995, Part 4, Appendix 3). The University or the Department shall not be liable where there has been inaccurate/incomplete or non-declaration of any disability.
  6. I understand that it is my responsibility to ensure that I have undertaken the selfstudy, which has been directed, prior to undertaking any practical procedure.
  7. I undertake to query any aspects of the knowledge base or procedure if I am in any way uncertain.
  8. Although protocols/risk assessments will be referred to during practical procedures, I understand that it is my responsibility to ensure that I have read the relevant protocol/risk assessment prior to undertaking the practical procedure (copies of protocols are available on Moodle).
  9. I understand that the known risks and limitations of the practical procedure(s) will be explained to me prior to experiencing or applying the practical procedure for the first time.
  10. I understand that it is my responsibility, if I am the subject (model), to be aware of the precautions and contraindications for each of the practical skills and to inform the practitioner if any condition that would require precaution or constitute a contraindication exists.
  11. I understand that it is my responsibility, if I am the practitioner, to be aware of the precautions and contraindications for each of the practical skills and to screen the subject (model) to establish if any condition that would require precaution or constitute a contraindication exists.
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12. I understand that, if I am the subject (model), in order to undertake some practical procedures effectively, it may be necessary to remove clothing that may otherwise prevent observation and/or examination. I understand that this will be managed in a way that respects my privacy, dignity and individuality and matches the requirements of any religious belief that I may hold and I undertake to respect the privacy, dignity, individuality and religious beliefs of others who act as subject for me.
  13. I fully understand that it is my responsibility to inform the practitioner should I experience any untoward symptoms during any practical procedure.
  14. It is my responsibility if I am the practitioner to stop the procedure immediately should a subject indicate untoward symptoms or request that a procedure should be stopped. I undertake to report the nature of the adverse event to a member of the academic staff so that appropriate action can be taken
  15. I understand that I have the right to discuss any concerns about participation in practical skills and seek advice from my personal tutor, the year tutor, the programme leader or the person taking the relevant practical class for advice and that I can be assured that any such discussions will be treated confidentially.
  16. I understand that if I choose to refrain from participation in practical skills I must discuss my decision with my personal tutor, year tutor, programme leader or the person taking the practical class. I understand that, if appropriate, a learning agreement will be constructed to guide my future participation and professional skills development.
  17. I understand that, should I require additional consideration or support to develop my professional skills I am required to negotiate a learning contract with an appropriate member of staff who will document the adjustments required.
  18. I understand that I have the right, at any time, to withdraw from the procedure, or a part thereof, without prejudice.
  19. I understand that practical skills covered by this generic consent will be introduced in a formal teaching environment by an experienced physiotherapist holding a recognised qualification, which is deemed appropriate by Manchester Metropolitan University.
  20. Subsequent informal practice of these procedures will be allowed once formal teaching has occurred. I understand that it is my responsibility to undertake risk assessment and adhere to relevant protocols when practicing unsupervised as outlined in the Faculty Handbook.
  21. I understand that I should adhere to the same standards relating to consent during informal practice of these procedures.

### *Health and safety*

22. I will adhere to Manchester Metropolitan Health and Safety policies and procedures relating to the use of equipment.

### *Contingency plans*

The procedure should any untoward reaction/response develop is:

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## Cessation of practice

23. No procedure shall commence in the presence of contraindications or cautions. In the event of the development of any recognised complications either during or subsequent to the practical procedure, the procedure will be stopped and/or not repeated on that occasion. With the mutual agreement of the student and the Head of Physiotherapy Programmes or of a delegated representative, such a procedure may be undertaken at a later date.

## Advice

24. Formal advice regarding the management of any complication will be given in the first instance by an experienced physiotherapist holding a recognised qualification, which is deemed appropriate by Manchester Metropolitan University.

## Referral to an appropriate source

25. Sources deemed appropriate are a suitably qualified physiotherapist, a qualified firstaider recognised by Manchester Metropolitan University as such, university Occupational Health Services, a General Practitioner or the university Counselling Service.

## *Specific subject/practitioner responsibilities*

### Subject

- Should be able to declare that they know of no contraindication or caution nor of any reason why the procedure should not continue
- Should decline to consent until they are aware of what the procedure entails
- Should provide feedback regarding procedure, for example:
  - Discomfort or pain
  - Alteration of sensation
  - Onset of visual disturbance
  - Onset of dizziness
  - Any other changes

### Practitioner

Should adhere to guidelines of good practice i.e.

- Appropriate assessment of subject and environment (to include screening to exclude contraindications or cautions, to include testing of thermal sensitivity prior to the use of any heating modality)
  - Explanation of the procedure, any risks that are associated with that procedure in order to gain consent to proceed
  - Appropriate relative positioning of subject/practitioner
  - Application of skill appropriate to student experience
  - Maintenance of a healthy and safe working environment
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- Assessment of outcome from both subject and practitioner

## Declaration

I have read and understood the above and declare that I am willing and able to take part in professional skills development in the Undergraduate Physiotherapy Programme.

In signing this consent form, I am agreeing with all of the above terms. Further, I am giving my consent to the above terms on each occasion that a practical procedure is undertaken during the course which runs from [insert

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