

Merger with City, University of London

City, University of London and St George's, University of London have signed an agreement to merge. Subject to the necessary regulatory approvals, the merged institution will be called City St George's, University of London and will begin operating from 1 August 2024.

For students joining in 2024, there will be no change to the delivery, content and structure of the course. St George's will be going through the process to enable it to offer students the choice to still graduate with a St George's Hospital Medical School degree certificate or choose to graduate with a degree certificate from City St George's.

Further information, including frequently asked questions and contact details to submit further questions, are available on our website: <https://www.sgul.ac.uk/study/prospective-students/merger>



Programme Specification

| A | | NATURE OF THE AWARD |
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| 1 | Programme Title | BSc (Hons) Physiotherapy |
| 2 | Final award | BSc (Hons) Physiotherapy |
| 3 | Intermediate and Alternative awards | Certificate & Diploma in Applied Health Studies BSc (Hons) Applied Health Studies |
| 4 | Awarding institution/body | St George's Hospital Medical School, a constituent College of the University London |
| 5 | Teaching institution | St George's, University of London |
| 6 | Programme approved by | Health and Care Professions Council (HCPC) Chartered Society of Physiotherapy (CSP) |
| 7 | UCAS code | B160 |
| 8 | Date specification produced | February 2024 |

| B | | FEATURES OF THE PROGRAMME |
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| 1 | Mode of study | Full-time only |
| 2 | Usual length of programme | 3 years |
| 3 | Other features of the programme | See https://www.sgul.ac.uk/study/courses/physiotherapy |

| C | | EDUCATIONAL AIMS OF THE PROGRAMME |
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Aims Of the Course

Graduates of the BSc (Hons) Physiotherapy programme will be competent, autonomous professionals equipped with the knowledge, understanding and skills to apply a whole person approach to health and wellbeing. The emergent professional will have a modern approach to practice and will be able to work flexibly and creatively in an ever-changing health environment. On completion of the programme, individuals will possess knowledge and skills to apply an evidence-based approach to practice, balanced with ethical decision making to enable patient involvement in their own care. Graduates will be eligible to apply for registration as Physiotherapists with the Health and Care Professions Council (HCPC) and membership of the Chartered Society of Physiotherapy (CSP).

D Course Learning Outcomes

By the end of the programme students will be able to:

1. Understand and apply the key concepts, knowledge and skills of the physiotherapy profession to practice as an effective and autonomous physiotherapist in variable and changing health and social care environments.
2. Exercise professional judgement and recognise the complexity of health and social care to practise safely and within the boundaries of the scope of practice of physiotherapy.
3. Be prepared to discuss the complexity of the impact of culture, equality, and diversity on physiotherapy practice and practise in a non-discriminatory manner.
4. Establish and continually develop the safety and quality of their physiotherapy practice through critical reflection, analysis and lifelong learning.
5. Maintain records to an appropriate standard, work appropriately with others and communicate effectively whilst maintaining confidentiality.
6. Critically analyse, evaluate and contribute to the physiotherapy evidence base and use it to inform practice.

E Programme structure and features

For full summary of the features of the programme see:

<https://www.sgul.ac.uk/study/courses/physiotherapy#course-structure>

Structure of BSc (Hons) Physiotherapy Programme and Summary Table of Modules

| | Module Title | Credits | Level |
|---------------|---|---------|-------|
| Year 1 | Principles of Physiotherapy Assessment | 30 | 4 |
| | Pathology, Health Promotion and Rehabilitation | 30 | 4 |
| | Essentials of Allied Health Professionals** | 30 | 4 |
| | Factors Influencing Professional Practice* | 30 | 4 |
| Year 2 | Reflective Practice - Practice Placements 1 & 2 | 30 | 5 |
| | Musculoskeletal Physiotherapy | 20 | 5 |

Assessment for an Award of Honours degree: BSc (Hons) Physiotherapy

To qualify for the award of BSc (Hons) Physiotherapy Honours degree, students must complete all the course requirements and must pass all modules.

Programme reference points – the following reference points were used in the preparation of this specification:

- Health and Care Professions Council (HCPC) Standards of Education and Training (2018) and Standards of Proficiency (2023).
- Chartered Society of Physiotherapy (2020) Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy
- The QAA qualifications framework for England, Wales and Northern Ireland (2021).

Aegrotat Awards

In line with the General Regulations of SGUL, and those of the regulatory body (HCPC) and Professional Body (CSP), no provision for the award of aegrotat degrees may be made.

Alternative and Intermediate Awards

Intermediate awards in Physiotherapy are not available due to the professional nature of the final award but intermediate awards in Applied Health Studies and alternative exit awards in Applied Health Studies are available. These awards do not provide eligibility to apply for registration with the Health and Care Professions Council (HCPC) or membership of the Chartered Society of Physiotherapy (CSP) and shall only be given to students who cease to be registered for the BSc (Hons) Physiotherapy. That is to say, they are exit qualifications, not qualifications that students will automatically get *en route* to the BSc (Hons) Physiotherapy. Further details can be found in the **Course Regulations**.

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| F | General teaching and learning strategies |
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| The learning and teaching philosophy and strategy for the BSc (Hons) Physiotherapy is informed by the course philosophy and by the recognition that the course participants are adult learners. It is recognised that each learner has unique learning experiences so the curriculum is designed to be inclusive and facilitate students sharing and reflecting on their own experiences. To complement | |
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this approach the curriculum facilitates a cyclical process of learning from theory, application, practice and reflection and transference to different contexts and environments – e.g from class-based learning to practice. Concepts are threaded through the curriculum and are revisited to enhance deeper learning and application to more complex situations.

Learning and teaching strategies are designed to produce physiotherapists who are critical thinkers and independent learners with problem-solving skills in a digital healthcare arena.

Innovative learning and teaching methods are used to provide a learning environment that supports student independent learning, including peer learning groups, technology enhanced learning, and a variety of reflective strategies that students will evaluate for their own learning needs. Feedback on development of reflective practice skills will be given both formatively and summatively during the process to promote a critical approach to practice. Students will be required to collate a reflective portfolio that fosters lifelong learning and continual professional development at an advanced level. Integration of theory and practice in learning is facilitated in various ways including; case-based learning, practice education modules, virtual learning and assessments e.g. the Interactive Practical Examinations (IPE) at level 5.

Peer Assisted Learning is a key part of the programme of study. Integrated into the student support and learning experience, it is a means by which students can study and learn together. This process is also facilitated through observational or virtual practice placements which have been consistently evaluated as being beneficial by the student body.

Practice-Based Learning provides students with exposure to inter-disciplinary working, the opportunity to participate in team meetings and case conferences etc. in a range of settings. Two short observational sessions (physical or virtual) give the first year students the opportunity to meet patients, observe moving and handling and basic techniques in the practice setting and commence clinical reflection/ reasoning. This process is usually organised and facilitated by 3rd year students who are already working in the practice setting. Students go on to complete 2 placements in their second year and 3 placements in their final year of study in a range of practice settings reflective of current practice.

Shared Learning is another feature of this course. The “Essentials for Allied Health Professionals” module in year 1 and “Quality and Innovation in Health and Social Care” module in Year 3 are shared by a number of other healthcare students. Students also share learning with the Occupational Therapy students in the “Factors Influencing Professional Practice” module in year 1 and the “Research Project” module in year 3.

| G | Assessment |
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Assessment is an integral part of the continuous process of learning and development, with the purpose of enhancing students’ academic achievement overall university experience.

Students are facilitated by staff throughout the course to:

- Understand the concept of the learning outcomes or reference level being aimed for
- Compare the actual (or current) level of performance with those standards
- Engage in appropriate action which leads to some closure of the gap

Assessment is designed to ensure the student has fulfilled the outcomes of the programme of study and has achieved the standard required for:

- The academic award of Bachelor of Science degree with Honours in Physiotherapy
- Eligibility to apply for Registration by the Health and Care Professions Council
- Eligibility to apply for Membership of the Chartered Society of Physiotherapy

Assessing Student Performance

A wide range of formative and summative assessments are used to assess integrated theory and skills, including:

- Written (computer or paper) examinations
- Essays and written assignments
- Presentations
- Posters
- Practical exams
- Reflective Portfolios
- Practice placement assessments
- Research projects

Assessment for an Award of Honours Degree

To qualify for the award of an Honours Degree, students must complete all course requirements and pass all modules. Year 1 assessments provide evidence of 'fitness to proceed', but do not contribute to the final award. Results from year 2 account for 30% of the final award. Results from year 3 year account for 70% of the final award reflecting the greater critical analysis skills expected of final year students.

Full details of the assessments for the BSc (Hons) Physiotherapy can be found in the **Course Regulations** which includes the **Scheme of Assessment**.

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| H | Support for students and their learning |
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BSc (Hons) Physiotherapy students have access to the educational, recreational and pastoral services provided by SGUL. Points of transition within the program have been identified and the Academic and Pastoral Support programme has been developed to support students during these periods. A wide range of other services and facilities are available locally within the department and faculty and as well as wider provision from SGUL.

Student Services:

The Student Centre (<https://portal.sgul.ac.uk/org/lis/reg/student-centre/student-centre>) coordinates student support at SGUL. This includes:

- Financial support and advice
- The Counselling services
- Chaplaincy
- Learning support
- Disability advisor
- Careers support
- The Student Achievement Officer

Pastoral Support:

In addition to the Academic and Pastoral Support programme and support from student services, all students are also allocated a personal tutor at the beginning of the programme. There is a dedicated Personal Tutoring Lead as well as Year Tutors for each of years 1, 2 and 3 who further support the needs of students. Guidance notes on expectations of personal tutor and tutees are available via the course landing pages on CANVAS.

Library:

The SGUL Learning resource centre is available to BSc (Hons) Physiotherapy Students. The library offers support and resources to BSc (Hons) Physiotherapy students including a wide range of

Computing, Library and Media services along with other specialist academic resources. Further information can be found here <http://library.sgul.ac.uk/>

Academic Support:

Module leaders and other members of the module team will offer advice and support on issues related to the module and its assessment. Support will be offered for all students in the form of group tutorials within the module delivery. The Academic and Pastoral Support programme provides tailored support during key periods of transition. The Course Director supports all these processes as appropriate.

Learning Support:

Additional learning support is available via the

- **Study +** – an online area for resources and advice on a range of topics such as mathematics, English, Science, IT skills, study skills etc (please see the Study + CANVAS course presence).
- **Academic Success Centre** – for one to one advice and guidance on draft assignments *before* submission. Students are support in developing skills such as grammar, referencing, academic structure, and plagiarism. (please see the ASC CANVAS course presence).
- The **Academic and Pastoral Support Programme** includes academic support sessions at key points during the course.

Support in Practice:

There are a range of support mechanisms available to students to guide their learning and development whilst in practice.

- **The Practice Educator**
Practice Educators are HCPC clinicians who will supervise the student, negotiate with them the learning opportunities necessary to meet the required placement outcomes, and assess the students' competence throughout the placement. Other clinicians in the practice setting are also encouraged to support the Practice Educator and the student.

A key element of the Practice Educator's role is to provide regular feedback to the student about their progress and to support them in the development of action plans and learning contracts to assist in the achievement of outcomes and identification of learning opportunities. A halfway feedback session between the student and the Practice Educator is required for all placements. This process is supported by the Academic Link Tutor.

- **Academic Link Tutor**
The Academic Link Tutor will support students whilst on placement. They will act as the student's link with the university, support communication between the student and educator and promoting standardisation of the placement assessment. If a student's performance is not satisfactory, the practice educator will discuss the level of achievement with the student and seek to support the practice educator and offer strategies of remediation which might be put in place.

Specialist Academic Resources:

Academic and teaching accommodation is located on the SGUL campus. The Centre for Allied Health has three dedicated rooms for theory and practical teaching and learning with adjacent storage facilities.

Within SGUL, there is an additional provision of seminar and tutorial rooms for small and large groups, and well-equipped lecture theatres. Physiotherapy students have access to the dissection rooms in the Department of Anatomy.

The Centre is part of the London and South East Area Placement Partnership (LSEAPP), which involves collaboration between all physiotherapy education providers in London with the aim to manage and enhance practice placement capacity.

Students and Staff have access to the CANVAS Virtual Learning Environment (VLE) to support teaching and enhance learning as well as the following online resources:

Physioplus
Physitrak

Virtual Handbook:

A number of documents are available within the course landing pages in CANVAS that constitute the student handbook and are updated annually. Similar information is available via CANVAS for individual modules.

Administrative Support:

A full range of services are provided for the support of this programme including:

- Student Centre & Academic Registry for university wide support
 - Includes the Admissions Office, Examinations Office, Financial support, Disability advisor at SGUL.
- Program Office – providing support as part of the Course Team
- Practice Placements support team – providing support as part of the Practice Education Team

Peer Support:

Students are encouraged to support their peers throughout their time on the course. This includes formal and informal support within and between years. Final year students provide support through the observational practice visits for first year students and some sessions are timetabled where students in the third year are encouraged to assist in planning and organising revision for the first year students.

Third year students also support the second year students during the pre-practice placement week and second year students are encouraged to provide peer support to the first year students during the academic year.

Alumni provide support to sessions during the 3rd year largely focusing on students' future employment.

The student body organises a number of peer support initiative which the course team are supportive of including:

The Students' Union <https://www.sgsu.org.uk/>

The Physio Society @SGULPhysioSoc

Students with Disabilities:

The BSc (Hons) Physiotherapy program welcomes students with disabilities and learning needs. Graduates have included individuals with a wide range of specific learning needs (eg dyslexia, dyspraxia, autism, attention deficit disorder and attention deficit hyperactivity disorder) as well as other disabilities (eg anxiety and depression, visual and hearing impairments and physical disabilities).

Students with disabilities are supported via the Disabilities and Dyslexia Tutor (in liaison with the SGUL Disability Advisor), the Personal Tutor network and all academic staff. Students are encouraged to declare any disability at the start of the course. They are monitored by the Disability and Dyslexia Tutor, whose role is to liaise between the students and the service provided by SGUL.



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| I | Criteria for admissions |
| <p>Details for admissions are updated annually via the programme website Physiotherapy (sgul.ac.uk) and in the course regulations.</p> | |
| <p>Roles and Responsibilities</p> | |
| <p>There is a designated Admissions, Recruitment and Outreach Tutor (AROT) responsible for recruitment, selection and admissions to the programme. The AROT has delegated responsibility for ensuring that all aspects of the admissions policy are implemented and maintained. The role of the AROT includes oversight of the recruitment and selection processes outlined below.</p> | |
| <p>Selection and Entry Requirements</p> | |
| <p>Applications are welcomed from prospective students from a diversity of backgrounds with the intention of widening participation. Applicants are admitted to the programme where there is a reasonable expectation that they will be able to fulfil the learning outcomes and achieve the required standard for the award.</p> | |
| <p>Candidates must meet the minimum academic and English language requirements set out in the course regulations.</p> | |
| <p>Our programme does not discriminate based on age and welcomes applications from individuals of any age however, due to legislation in professional practice, students MUST turn 18 before commencing Practice Placement.</p> | |
| <p>It is recognised that applicants face extreme difficulty in securing Physiotherapy work experience, therefore applicants will not be penalised for a lack of Physiotherapy-specific work experience. Applicants may undertake work experience in any setting provided it enables them to demonstrate their understanding and consideration of their own skills and values which are core to a career in a health profession.</p> | |
| <p>All applicants who meet the academic and non-academic admissions criteria will be required to undertake a Multiple Mini Interview (MMI); the outcome of which will determine whether they are made an offer to study on the programme.</p> | |
| <p>Academic staff, practice colleagues, service users and current students are included in the design of MMI stations (i.e. questions/tasks/role play scenarios) and also as assessors (interviewers). MMI assessors receive training conducted by the Admissions Tutor and team.</p> | |
| <p>Occupational Health</p> | |
| <p>All offers of places on the BSc (Hons) Physiotherapy program are made subject to satisfactory health clearance and an agreement to undergo appropriate blood tests and immunisations. Candidates who are concerned about a health issue are strongly advised to contact the Occupational Health Team at St George's prior to applying.</p> | |
| <p>Disclosure and Barring Service (DBS)</p> | |
| <p>All applicants will be required to have an enhanced DBS disclosure. More information about this process will be sent to applicants as part of the Admissions process.</p> | |
| <p>Equal Opportunities and Disability</p> | |
| <p>Admission procedures are designed to be consistent with SGUL equal opportunities procedures. Students are encouraged to declare disability in order that they can access the support available to them.</p> | |

Duration

The minimum period of study for the award of a BSc (Hons) degree is 3 academic years full time. The maximum period of registration is 5 years. The period of study should normally be continuous, unless special agreement is given. This must be authorised by the Course Director. This may be on grounds of ill health, or other appropriate and adequate cause.

Enrolment

Enrolment to the degree is made through the SGUL Admissions team. All students must complete the registration formalities of SGUL and will be expected to sign a declaration that they intend to abide by the regulations for students of the SGUL. A disciplinary code will come into effect if students are observed to infringe the General Regulations or Programme Regulations.

J Career opportunities

Upon completing the course students will be eligible to apply for registration as a physiotherapist. Physiotherapists are able to work in a wide variety of health and social care settings including the NHS, private practice, charitable sector, industry, research and academia.

The BSc (Hons) Physiotherapy and interim and alternative exit awards may also lend themselves to future careers in areas such as public health, health promotion, health services management, medical sales and non-clinical roles in health and social care settings.

K Methods for evaluating and improving the quality and standards of teaching and learning

- Annual Programme Monitoring Report incorporating module reports derived from student module evaluations (and by feedback via the Student Staff Liaison Group) and External Examiners' reports
 - Approval at Undergraduate Programmes Committee
- National Student Survey and Student Experience Surveys
- Module feedback surveys
- Course Committees and Student Staff Liaison Group
- Annual monitoring process - Health and Care Professions Council and Chartered Society of Physiotherapy
- Peer review of teaching
- Review and revalidation processes
- Staff appraisal processes
- Staff development in teaching and learning and assessment
- Employer feedback including feedback from Practice Educators and Clinical Managers via Practice Education Liaison Meetings (PELM) and Course Committee meeting
- Practice placement audits
- Student Practice Placement Evaluations
- Quality Assurance and Enhancement Committee/ Senate
- Staff research and consultation activities

L Regulation of assessment

The assessments are currently regulated by St George's, University of London:

- Regulations for the BSc (Hons) Physiotherapy and by the General Regulations for Students and Programmes of Study (SGUL)
- See Course Regulations for the current Scheme of Assessment

- See BSc (Hons) Physiotherapy course landing pages in the virtual learning environment for the assessment calendar

| M | Indicators of quality and standards |
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| | <ul style="list-style-type: none">• Approval by the Health and Care Professions Council and the Chartered Society of Physiotherapy• Module and annual student evaluation, including NSS• Student feedback via Year Representatives and the Student Staff Liaison Group held once per term• Course Committee is held once per term with representation from Clinical Managers, Students and Service Users• External Examiners' annual reports are considered at Course Committee together with the responses made by the academic team to the recommendations. These are also reported to SGUL Quality Assurance and Enhancement Committee, the Health and Care Professions Council and to the Chartered Society of Physiotherapy• Annual student prizes:<ul style="list-style-type: none">○ Best clinical performance○ The Principal's Prize for the best overall performance |

Publication: This specification is available via the SGUL website and virtual learning environment.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the virtual student and module handbooks.

Key sources of information are:

- Course Documents and Important Information held in the BSc (Hons) Physiotherapy landing pages in the virtual learning environment
- Module guides or equivalent information held in module landing pages in the virtual learning environment
- St George's, University of London prospectus
- Course leaflets
- General Regulations for students already on programmes are available at <https://portal.sgul.ac.uk/org/lis/reg/student-centre/student-affairs-and-compliance-pages/student-affairs-and-compliance>

Appendix 1

Modules

| Code | Name | Credits |
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| AHP401 | Essentials for Allied Health Professionals | 30 |
| PTY401 | Principles of Physiotherapy Assessment | 30 |
| PTY402 | Pathology Health Promotion and Rehabilitation | 30 |
| AHP402 | Factors Influencing Professional Practice | 30 |
| | Total credits for year 1 | 120 |
| PTY502 | Musculoskeletal Physiotherapy | 20 |
| PTY503 | Neurological Physiotherapy | 20 |
| PTY501 | Cardiorespiratory Physiotherapy | 20 |
| PTY504 | Evaluation and Research | 30 |
| PTY505 | Reflective Practice (placements 1 and 2) | 30 |
| | Total credits for year 2 | 120 |
| PTY601 | Complex Management | 30 |
| AHP605 | Research Project | 30 |
| PTY603 | Critical Practice (placements 3, 4 and 5) | 30 |
| AHP610 | Quality and Innovation in Health and Social Care | 15 |
| PTY602 | Personalised and Professional Development | 15 |
| | Total credits for year 3 | 120 |
| | Overall Credits | 360 |

