

UNIVERSITY OF PLYMOUTH

Faculty of Health

School of Health Professions

Programme Specification

BSc (Hons) Physiotherapy

Academic Year 2021/22

Applying for accreditation by the Chartered Society of Physiotherapy
Leading to eligibility to apply for registration with the
Health and Care Professions Council

Date of Approval: 1st July 2020

Date of Implementation: Sept 2020

Year of first award: 2023

Contents

1. Final Award Title.....	5
2. Awarding Institution.....	5
3. Accrediting Bodies.....	5
4. Distinctive features of the programme.....	6
5. Relevant QAA Subject Benchmark Group(s).....	7
6. Programme Structure.....	8
7. Programme Aims.....	9
8. Programme Intended Learning Outcomes.....	11
9. Admissions Criteria, including APCL, APEL and DAS arrangements	12
9.1 Entry Requirements	13
9.2 Accreditation of Prior Learning (APL).....	15
9.3 Applicants with Special Needs	16
10. Progression Criteria for Final and Intermediate Awards	16
10.1 Incomplete study.....	16
10.2 Aegrotat Awards.....	17
10.3 Transfer to Integrated Masters.....	17
11. Non-Standard Regulations.....	19
12. Transition arrangements	20
Appendices.....	22
Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes.....	23
Appendix 2: HCPC Standards of education and training (SETs) cross-mapping document BSc (Hons) Physiotherapy.....	24
Appendix 3: HCPC Standards of proficiency mapping document BSc (Hons) Physiotherapy.....	39
Appendix 4: CSP Learning and Development Principles for Accreditation of Qualifying Programmes mapping	61
Appendix 5: CSP Physiotherapy Framework module mapping	63
Appendix 6: Module ILO's mapped against SEEC descriptors for BSc (Hons) Physiotherapy.....	73
Appendix 7: NHS KSF core dimensions mapping to BSc (Hons) Physiotherapy	74

1. Final award title: BSc (Hons) Physiotherapy

Interim exit awards:

Level/credits:	Award:
Less than 120 credits at FHEQ level 4	Transcript of academic achievement for Credit Accumulation Transfer Scheme (CAT)
120 Credits at FHEQ Level 4	Certificate of Higher Education
120 Credits at FHEQ Level 5	Diploma of Higher Education
80 or more credits at FHEQ Level 6	BSc Health and Social Care

UCAS code

B160

JACS code

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

2. Awarding Institution: University of Plymouth

Teaching institution(s): University of Plymouth

3. Accrediting bodies: Health and Care Professions Council (HCPC)
Chartered Society of Physiotherapy (CSP)

Summary of specific conditions/regulations:

Award and assessment governance will be managed in accordance with the University of Plymouth regulations and procedures. The normal University regulations in respect of progression and assessment are followed with the exception of additional requirements because of the professional nature of the programme.

Additional requirements because of the professional nature of the programme are listed under 11. Exceptions to Regulations.

Date of re-accreditation

4. Distinctive Features of the Programme and the Student Experience

Physiotherapy helps restore movement and function when someone is affected by injury, illness or disability and is a science-based profession, which takes a 'whole person' approach to health and wellbeing (CSP, 2019). This means that physiotherapy plays a key role in enabling people to improve their health, wellbeing and quality of life. Physiotherapists use their knowledge and skills to identify what is limiting an individual's movement, performance and function to then help individuals decide how best address their needs.

Recent Government drivers, such as the NHS Long Term Plan (NHS England, 2019), have identified physiotherapists as playing a key role in helping the NHS meet its growing and changing demands, whilst providing the most effective care for patients. This includes extended and specialist roles alongside medical consultants, or as First Contact Practitioners in primary care, following appropriate post-registration training and development.

The BSc (Hons) Physiotherapy is a full-time, three-year degree programme that provides students with a secure foundation of knowledge, sound clinical assessment/treatment, communication, interpersonal and interprofessional skills. The BSc (Hons) Physiotherapy programme is well established at the University of Plymouth, with continuous successful approval and accreditation, since 2004, from both the regulatory body for physiotherapists, the Health and Care Professions Council (HCPC) and the professional body, the Chartered Society of Physiotherapy (CSP).

The programme has evolved to reflect the contemporary needs and nature of modern healthcare, and to develop the physiotherapists of tomorrow. The curriculum uses real patient scenarios and enquiry-based learning, alongside practical skills classes, lectures and seminars, to make learning meaningful and develop clinical reasoning. Inter-professional working, critical appraisal of the evidence and reflective practice are all facilitated through both taught modules and the use of practice-based placements. Practice placements typically occur throughout the South West and are offered in a range of settings encompassing the diverse nature of physiotherapy practice. Placements are within each of the three years of the programme, are credit-rated and eligible to count towards the final degree classification.

The research-active and clinically engaged programme team support students on their journey to graduation and registration as a physiotherapist. Successful

completion of the programme leads to eligibility to apply for registration with the HCPC and membership of the CSP. The programme aims to develop physiotherapists who are:

- Safe, competent and confident
- Accountable and autonomous
- Life-long learners
- Research active
- Non-judgemental and anti-discriminatory

Summary of key distinctive features:

- Regular, 30-week academic year structure
- Highly integrated and progressive content and structure that aligns with current NHS and CSP directions, such as eHealth/mHealth
- 1st year placement
- Placements within all 3 years and integrated within the academic year
- Placements credit-rated
- Hands-on data collection research project
- Strong emphasis on exercise, physical activity and health promotion

5. Relevant QAA Subject Benchmark Group(s)

Whilst the Physiotherapy subject benchmark statement is from 2001 and no longer current and removed from QAA website, the Level Descriptors used are from the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision:

- FHEQ Level 4 aims to develop core knowledge and skills, in preparation for initial clinical practice.
- FHEQ Level 5 builds on the core knowledge and skills acquired at level 4 with increased opportunity to apply the development of clinical skills and practice.
- FHEQ Level 6 aims to develop in-depth knowledge of key issues in physiotherapy and wider clinical practice, focussing on the critical and analytical skills which underpin research and practice.

6. Programme Structure

The planned structure of the programme is as follows, with shared/inter-professional modules in green and placements in blue.

FHEQ Level	Semester 1				Semester 2			
Level 4	SOHP401 Preparation for practice – 20 credits	PHY401 Anatomy & Physiology for Health and Wellbeing – 20 credits		PHY403 Principles of Physiotherapy Practice – 30 credits		PHY405 Practice Placement 1 – 10 credits		
		PHY402 Applied Movement Science – 20 credits		PHY404 Evidence-Based Physiotherapy Practice – 20 credits				
Level 5	PHY501 Physiotherapy Practice 1 – 20 credits		PHY505 Practice Placement 2 – 10 credits		SOHP503 Project proposal - 20 credits	PHY503 Readiness for Rehabilitation – 20 credits	PHY506 Practice Placement 3 – 10 credits	PHY503 Readiness for Rehab (cont)
	PHY502 Physiotherapy Practice 2 – 20 credits							PHY504 Living and Staying Well – 20 credits
Level 6	SOHP605 Project Dissertation – 20 credits	PHY604 Practice Placement 4 – 10 credits	PHY601 Complex Case Management – 20 credits	SOHP605 Project (cont)	PHY605 Practice Placement 5 - 10 credits	PHY602 Contemporary Physio Practice – 20 credits	SOHP602 Inter-professional working in Health and Social Care - 20 credits	SOHP605 Project Dissertation (cont)
						PHY603 Public and Global Health – 20 credits		

7. Programme Aims

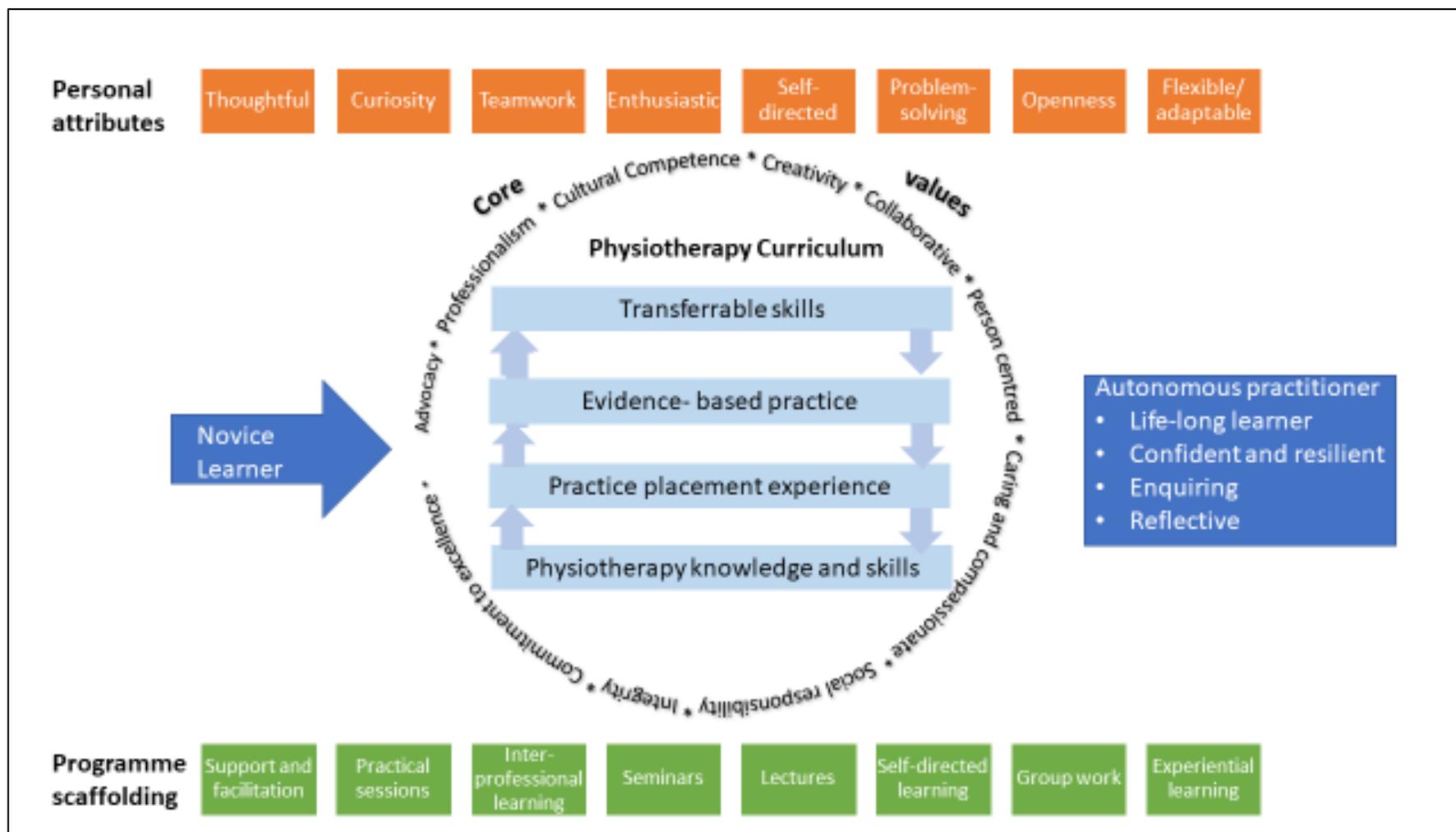
The over-arching aim of this programme is to offer a highly relevant and rewarding professional student experience, in order to prepare students for working within contemporary and diverse health and social care settings. Graduate practitioners will be cognisant of professional and inter-professional practice and able to contribute, if they so desire, to future research.

The programme team have developed these aims following an underlying philosophy of the wider approach, across all Physiotherapy programmes, here at the University of Plymouth (see figure 7.1). These are in line with the fundamental professional, ethical, and legislative principles underpinning the Physiotherapy profession and Higher Education, including the CSP's Code of Members' Professional Values and Behaviour (CSP, 2019), Physiotherapy Framework (CSP, 2013) and Learning and Development Principles (CSP, 2015) such that they fulfil the HCPC's Standards of Proficiency (HCPC, 2013).

The programme is intended to develop practitioners who are:

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

Figure 7.1: Philosophy of Physiotherapy at the University of Plymouth



8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion graduates should have developed:

- 1) Systematic knowledge and critical understanding of the principles of evidence-based physiotherapy practice to meet the needs of diverse, contemporary environments and their populations.
- 2) Understanding of the contribution of the evidence base for physiotherapy practice and articulate the need for high quality research to benefit the profession.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) The skills of problem solving, critical evaluation, clinical reasoning and reflective practice.
- 2) The ability to critically analyse and interpret the evidence base to underpin sound clinical reasoning in making timely and informed decisions about the care of individuals.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) Employ the full range of generic, graduate and transferable skills to practice effectively across a variety of settings.
- 2) Effectively communicate complex information to a range of people in a variety of settings, using diverse media as appropriate.
- 3) Evaluate personal learning needs in the context of relevant professional and practice frameworks and formulating, implementing and evaluating development plans, which address these needs.

8.4. Employment related skills

On successful completion graduates should have developed:

- 1) The skills to promote, deliver and evaluate high quality, inclusive patient centred physiotherapy services through effective integration and multi-professional working.
- 2) The ability to work autonomously and with accountability in line with defined professional standards and expectations. This includes adherence to the Health and Care Professions Council Standards of Conduct, Performance

and Ethics (HCPC, 2016), and Standards of Proficiency (HCPC, 2013) and the Chartered Society of Physiotherapy's Code of Members' Professional Values and Behaviour (CSP, 2019).

8.5. Practical skills

On successful completion graduates should have developed:

- 1) The ability to safely, effectively and independently select, implement and evaluate appropriate physiotherapy skills in a range of environments, responding to varying complexity, predictability and contexts.
- 2) The skills to consistently deliver inclusive, holistic, ethical and non-discriminatory rehabilitation in a diverse range of sociological, economic and psychological contexts.

9. Admissions Criteria, including APL and Special Needs arrangements

It is University policy that applications are considered on an equal basis irrespective of age, disability, sexual orientation, marital or parental status, religion, social class, nationality or ethnic origin. Applications would normally be via UCAS and also include participation in a selection event, normally comprising an interview and group activity.

9.1 Entry Requirements

GCSE Profile

Normally 5 GCSEs grade C/4 or above to include Mathematics, English and Science and usually obtained in one sitting. Preference is given to applicants who have obtained these grades on application. Equivalent numeracy and literacy qualifications may be considered, but usually if part of other qualifications/study.

UCAS tariff

136 – 120 points, usually with a minimum of 40 points in a biological science. These may be obtained from a range of qualifications, potentially in combination, to be assessed on individual applications. The below list of examples is not exhaustive:

A level

Typically ABB, which must include Biology, Human Biology, PE or Applied Science. Excluding General Studies and Critical Thinking. AS levels are not normally accepted.

International Baccalaureate

33 overall with Higher Level Grade 6 in Biology or Sports, Exercise and Health Science.

GCSE equivalence: Higher Level = 4, Standard Level = 5 in Maths, English, and Science.

If overseas and not studying English within the IB, applicants must have IELTS 7.0 overall with 6.5 in all elements.

Access courses

Pass Access (e.g. science, health, nursing, or combined science) with 45 credits at level 3, 30 at Distinction and to include 12 level 3 credits biology. Remaining credits at level 3 must be at Merit.

BTEC RQF National Extended Diploma/ QCF Extended Diploma

BTEC National Extended Diplomas and Extended Diplomas are considered on an individual basis, depending on the units that are studied. They may be considered on their own or alongside A level biology, human biology, PE, or applied science, subject to the biological content of the BTEC units studied, which will be assessed on application.

Other qualifications

Equivalent qualifications may be considered, such as relevant Open University courses (e.g. SK299 Human Biology) if other academic points requirements are met, but are not in an appropriate biological science.

Applications from recent graduates

Applications are welcome from graduates who have successfully completed, or will complete a degree, or foundation degree, in a relevant area and normally studied within the last 5 years. A degree in an unrelated area would still be welcome if combined with an additional biological science-based qualification, such as an A level or OU SK299.

**Applicants who have not completed their studies in the English language:
IELTS**

7.0 overall with a minimum of 6.5 in any element. If applicants need to improve their English language to get onto a degree course at the University of Plymouth, they can book a [pre-sessional academic English course](#).

Other entry requirements:

Meeting the academic minimum is the first stage of an application being considered and evidence of academic study within the last five years is usually required. Applicants must also submit a personal statement and reference in order to be considered further. These are screened for the following elements and, if successful, would then normally lead to the offer of attendance at one of our selection events, which usually comprises an interview and group activity:

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

Health Screening

The work of a physiotherapist is physically demanding. All prospective students have to complete a health declaration form and some may be invited for an Occupational Health assessment. Applicants with disabilities will normally be invited for an early meeting to assess how the university can support them during the course.

Subsequently student are required to complete an annual health declaration and are also required to notify the programme whenever there is a change in their health so that appropriate referrals and support can be provided.

Disclosure and Barring Service (DBS)

Physiotherapists work with children and other vulnerable people and therefore any criminal record (including cautions) must be disclosed (none are considered spent in this case). The nature of certain criminal convictions will debar successful students from gaining registration as a physiotherapist. Applicants who have a criminal record are advised to discuss the matter further with the admissions tutor. All prospective students are subject to an enhanced DBS check before commencing the course, as

well as completing an annual declaration that their DBS remains unchanged. Any convictions, cautions, reprimands or warnings recorded on police central records since their last annual declaration should be notified to the University immediately.

9.2 Accreditation of Prior Learning (APL)

Credit for prior learning, whether certified (AP(C)L), or experiential (AP(E)L), may count towards the requirements of a named award up to the following maxima:

	Maximum APCL/APEL credits	Credit that must be studied on a University of Plymouth programme
Honours Degree	240 credits	120 credits, including at least 60 at Level 6

It is important to note that this maximum can only be applied in very specific and rare circumstances, such as transferring from a Physiotherapy programme at a different university. Additionally, AP(E)L is not usually applicable to Physiotherapy, due to the professional and regulatory requirements. The APL panel (see below) will carefully consider the type of prior learning as well as the manner in which this learning has been achieved. In particular, the panel will have to consider the Enquiry Based Learning curriculum approach of this physiotherapy programme and whether an applicant who has not been exposed to this approach to learning would be able to enter the programme with advanced standing.

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

Clinical placements successfully completed at another university can be considered for APL, but the overall experience of all core clinical areas must be considered as well as the length of placement undertaken.

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

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

A student seeking specific credit through APL will normally be required to pay a charge as specified on the University's website, although would not then pay for the taught module(s).

9.3 Applicants with Special Needs

The University is supportive of students with special needs and disabilities. Applicants are encouraged to disclose any needs or disability so that appropriate adjustments can be made in learning support and their individual needs met. A comprehensive procedure is in place involving Student Services and the admissions team to ensure that all applicants are treated equitably.

10. Progression criteria for Final and Intermediate Awards

Subject to successful completion of the programme requirements, students will normally graduate with a BSc (Hons) Physiotherapy after 3 years of full-time study (30 weeks per year, 90 in total). This requires passing of all modules at all levels, including all placements, with no compensation for any modules permitted.

There is the opportunity for students to leave the programme prior to completion and receive an exit award, or to potentially transfer to the Integrated Masters Physiotherapy programme, subject to meeting appropriate conditions.

Similarly, students may be able to transfer from another physiotherapy programme for direct entry into year 2 (level 5) or, rarely, year 3 (level 6), providing they meet the entry requirements for our programme and have the requisite amount of credits in the appropriate modules (including placement)

10.1 Incomplete study

Not all students may be able to complete the entire programme and employability or potential for future study is still paramount for any student who leaves with a different exit award. The programme therefore offers a range of interim exit awards for candidates who are not able to complete the whole curriculum. Exit awards will apply to students who decide they cannot continue and opt to achieve an exit level award, or those students whose studies are terminated due to academic achievement issues or University action following a Fitness to Practise Panel Procedure.

Only the BSc (Hons) Physiotherapy award will entitle graduates to apply for registration with the Health and Care Professions Council and full membership of the CSP. The other exit awards available do **not** offer this entitlement (see figure 10.1).

Exit awards and/or any corresponding transcript of academic achievement may be used towards other programmes of study, either as direct entry/transfer for advanced standing as part of an APL process, or count as a qualification towards entry requirements for standard entry. It is also possible that exit awards below the BSc (Hons) Physiotherapy may help with employment in non-registerable healthcare support worker roles, such as Physiotherapy Assistant or Technical Instructor positions.

10.2 Aegrotat Awards

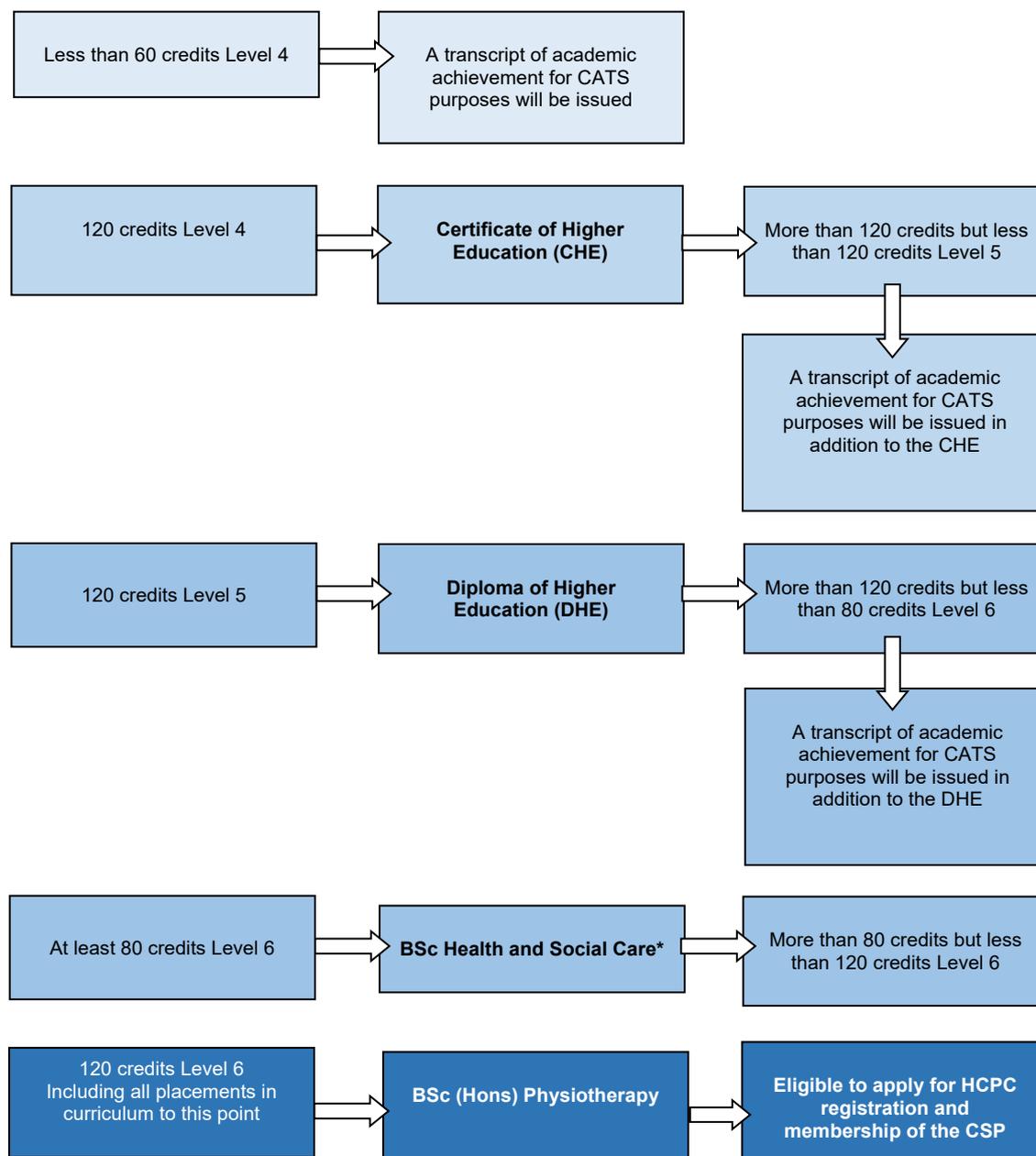
An aegrotat award is not permitted in Physiotherapy and any award apart from the BSc (Hons) Physiotherapy will **not** carry the title of Physiotherapy and will **not** confer eligibility to apply for registration on the Health and Care Professions Council register.

10.3 Transfer to Integrated Masters

The 4-year Integrated Masters Physiotherapy programme has integrated teaching and learning with the BSc (Hons) Physiotherapy programme. Students forecasted to successfully complete year 2 (level 5) of the BSc (Hons) Physiotherapy programme, may apply to transfer to year 3 (level 6) of the Integrated Masters programme. This will be subject to the following conditions:

- Place(s) being available on the Integrated Masters programme
- Average attainment across all academic modules of 60% and normally not including modules requiring resitting or resubmission
- Demonstration of consistent and appropriate professional behaviour across all modules, including placement.

Figure: 10.1 BSc (Hons) Physiotherapy progression and stepping off points including exit awards



Note: exit awards after completion of either FHEQ Level 4 or Level 5 do **not** confer eligibility to apply for registration with the Health and Care Professions Council.

*BSc Health and Social Care may be awarded to students who have not achieved all of year 3 of their programme, but have 80 or more than FHEQ Level 6 credits. This award does not confer eligibility to apply for registration with the Health and Care Professions Council.

11. Non-Standard Regulations

The following non-standard regulations are applied to this award:

1. All elements and components of assessment within the programme must be achieved, with a minimum of 40% for all percentage-weighted assessments.
2. There is no compensation within or across modules.
3. Successful completion of the programme is defined as the achievement of both theory and practice elements, and the completion of the required number of hours: normally a minimum of 1000 practice hours. Practice hours of referred placements do not count towards the 1000 hours.
4. Where a student has been referred in a placement, they are permitted one opportunity to retrieve the placement on a subsequent occasion, in another setting and at a time to be agreed with the placement area and programme lead.
5. Students are required to pass each level of practice education before moving onto the next level of practice education.
6. Students are normally required to pass at least three placements at their first attempt; failure to do so will prevent progression and the student will be withdrawn with the appropriate exit award.
7. An Aegrotat award of BSc (Hons) Physiotherapy is not permitted as this is a registerable qualification with the HCPC; other aegrotat awards may be considered.
8. The following exit awards are permitted:

Level/credits:	Award:
Less than 120 credits at level 4	Transcript of academic achievement for Credit Accumulation Transfer Scheme (CAT)
120 Credits at Level 4	Certificate of Higher Education
120 Credits at Level 4 plus 120 Credits at Level 5	Diploma of Higher Education
120 Credits at Level 4 plus 120 Credits at Level 5 plus 80 or more credits at Level 6	BSc Health and Social Care

12. Transitional Arrangements

The new, approved programme will commence from the 2020/21 academic year intake, with the existing BSc programme rolling out for the remaining years 2 (in 2020/21) and 3 (2020/21 and 2021/22). Whilst the new programme does retain some similar modules (e.g. Applied Movement Science) to the outgoing programme, or similar content within new modules, there are some that are entirely new and, additionally, the number and length of the placements has changed. Therefore, students who were enrolled on the previous version of the programme and who return to study after a break, or who have to re-sit modules with attendance, will be reviewed by the Programme Lead and have the learning outcomes of what they have achieved mapped in relation to the new programme and its requirements. Assistance will be given to such students to complete their programme within the permitted period and may take the form of attendance of appropriate learning on the new programme, study packs and personal tutor support.

It is not envisaged that students on the previous BSc programme will be able to apply to transition to the MPhysio programme, with several differences as described above. In particular, the new BSc/MPhysio programme year 3, where students on the MPhysio undertake their individual project proposal and planning for their Masters project, occurs a year later than year 3 on the current BSc programme.

The new BSc programme has been designed with predominantly one assessment element per module, whereas the outgoing programme historically has had two assessment elements per module (≥ 20 credits), with feedback from students and staff highlighting potential assessment overload. However, the programme team had already begun reviewing the current BSc programme ahead of the 2019/20 academic year in order to attempt to address this feedback and aid parity with the new programme and the student experience. Some modules have been already amended via the minor change process and it is therefore now proposed to amend all remaining modules, with the exception of practice placements and interprofessional modules (see table 12.1), whilst still addressing the Assessed Learning Outcomes.

Table 12.1: Table of changes to module assessments for the outgoing programme as part of transitional arrangements (ISPE = Individual Standardised Practical Examination; OSCE = Objective Structure Clinical Examination)

FHEQ Level	Module	Previous assessment	New assessment (modified to ensure all existing module assessed learning outcomes are met)
Level 5	PHY216	ISPE (50%) & MCQ Exam (50%)	ISPE (100%)
	PHY217	ISPE (50%) & Case study coursework (50%)	ISPE (100%)
	PHY218	ISPE (50%) & Coursework (50%)	Coursework (100%)
Level 6	PHY322	OSCE (50%) & Coursework (50%)	OSCE (100%)
	PHY323	Poster (50%) & Presentation (50%)	Poster presentation (100%)

Appendices

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes

Appendix 2: Standards of education and training (SETs) cross-mapping document BSc (Hons) Physiotherapy

Appendix 3: Standards of proficiency mapping document BSc (Hons) Physiotherapy

Appendix 4: CSP Learning and Development Principles for Accreditation of Qualifying Programmes mapping

Appendix 5: CSP Physiotherapy Framework module mapping

Appendix 6: Module ILO's mapped against SEEC descriptors for BSc (Hons) Physiotherapy

Appendix 7: NHS KSF core dimensions mapping to BSc (Hons) Physiotherapy

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)												Compensation Y/N	Assessment Element(s) and weightings [KIS definition] E1- exam E2 – clinical exam C1- coursework P1 - practical
		Knowledge & understanding		Cognitive & intellectual skills		Key & transferable skills			Employment related skills		Practical skills				
		1	2	1	2	1	2	3	1	2	1	2			
FHEQ Level 4	SoHP401	X		X		X	X	X	X					N	C1 100%
	PHY401	X		X		X	X	X						N	E1 100%
	PHY402	X		X		X	X							N	E2 100%
	PHY403	X	X	X	X	X	X	X				X	X	N	E2 100%
	PHY404	X	X	X	X	X	X	X						N	C1 100%
	PHY405	X	X	X	X	X	X	X	X					N	P1 100%
Level 4 LOs		X	X	X	X	X	X	X	X			X	X		
FHEQ Level 5	PHY501	X	X		X	X	X		X			X	X	N	E2 100%
	PHY502	X	X		X	X		X	X			X	X	N	E2 100%
	PHY505	X	X	X	X	X	X	X	X			X	X	N	P1 100%
	PHY506	X	X	X	X	X	X	X	X			X	X	N	P1 100%
	SOHP503	X	X					X						N	E1 50% C1 50%
	PHY503	X	X		X	X	X		X			X	X	N	C1 100%
	PHY504	X	X	X	X	X			X			X		N	P1 100%
Level 5 LOs		X	X	X	X	X	X	X	X			X	X		
FHEQ Level 6	PHY604	X	X	X	X	X	X	X	X			X	X	N	P1 100%
	PHY605	X	X	X	X	X	X	X	X	X		X	X	N	P1 100%
	PHY601	X	X	X	X	X	X	X	X			X	X	N	E2 100%
	PHY602	X	X	X	X	X	X	X	X			X		N	P1 100%
	PHY603	X	X	X	X	X	X	X	X			X		N	C1 100%
	SOHP602	X	X	X	X	X	X	X	X	X				N	C1 100%
	SOHP605	X	X	X	X	X	X	X	X	X				N	C1 100%
Level 6 LOs		X	X	X	X	X	X	X	X	X		X	X		
Confirmed Award LOs		X	X	X	X	X	X	X	X	X		X	X		

Appendix 2: Standards of education and training (SETs) cross-mapping document BSc (Hons) Physiotherapy

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
Level of qualification for entry to the Register		Key: <ul style="list-style-type: none"> • Approval Document (AD) • Programme Specification Document (PSD) • Operational Specification Document (OSD) • Practice Placement Handbook (PPHB) • Section (S) • University of Plymouth (UoP) • School of Health Professions (SoHP)
<p>1.1 The Council normally expects that the threshold entry routes to the Register will be the following.</p> <p>Bachelor degree with honours for:</p> <ul style="list-style-type: none"> – Physiotherapists 	<p>The award titles that will allow graduates to apply for registration with HCPC will be:</p> <ul style="list-style-type: none"> • BSc (Hons) Physiotherapy 	AD S1 PSD S1 OSD S8
Programme admissions		
<p>2.1 The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.</p>	<p>Information (written and verbal) proffered at Open Days and VBR events</p>	University Website: https://www.plymouth.ac.uk/study/applicant-journey/apply-to-plymouth Printed prospectus AD S5 PSD S9 OSD S1.2

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
2.2 The selection and entry criteria must include appropriate academic and professional entry standards.	Clear guidance on selection and entry criteria	PSD S9 OSD S1.2
2.3 The admissions process must ensure that applicants have a good command of English.	Requirement of IELTS: 7.0 overall with 6.5 in all elements	PSD S9.1
2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks.	Requirement for enhanced DBS check	PSD S9.1 PPHB S3.9.3
2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.	Requirement for Occupational health assessment and clearance	PSD S9.1 PPHB S3.16.2 & S3.16.3
2.6 There must be an appropriate and effective process for assessing applicants' prior learning and experience.	Requirement to verify qualifications through UoP admissions team Accreditation of Prior Learning (APL) process	AD S5 PSD S9 OSD S1.2
2.7 The education provider must ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.	Adherence to the Equality Act 2010	AD S5 OSD S2.3 & S6.3 PPHB S3.16.4 & 3.16.5

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
Programme governance, management and leadership		
3.1 The programme must be sustainable and fit for purpose.	Awareness of staffing, content and demands	AD S1, S4.1.4 & S6.4.2
3.2 The programme must be effectively managed.	Clear management structure and strategy	AD S5, 7.1 & S9
3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.	Appropriate recruitment to this post. Clear management structure and strategy.	AD S5, 7.1 & S9
3.4 The programme must have regular and effective monitoring and evaluation systems in place.	Audit processes in place. University annual programme review process. Module student feedback process. Annual student perception questionnaire (SPQ) and NSS	AD S5 & S6.6.4 OSD S1.2 & S4.4 PPHB S3.4 & S4.2.6
3.5 There must be regular and effective collaboration between the education provider and practice education providers.	Multiple points of contact and linking	AD S3.2 OSD S1.2 PPHB S3.5.3, 3.8, 3.9.1 & 3.14.1

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.	The role of the Practice Placement Lead and Practice Placement Team. Annual placement capacity meetings with providers.	AD S9 OSD S1.2 PPHB S3.3 & 3.9.1.1
3.7 Service users and carers must be involved in the programme.	Regular School Service user group meetings and Stakeholder events. Service users deliver teaching sessions on several modules	AD S2, 2.2, 3.2, 4.1.4, 6.4.1, 6.4.2 & 6.4.3 OSD S1.2 PPHB S2.1, 2.3 & 3.8
3.8 Learners must be involved in the programme.	Module evaluation, SPQ/NSS, Student Representative system via staff-student liaison meetings, programme committees.	AD S3.2, 4.1.4, 4.2, 5, 6.3, 6.4.2, 6.4.3, 6.5, 6.5.2 & 6.6.4 OSD S1.2, 1.3.2 & 1.3.3 PPHB S3.4 & 3.16.1
3.9 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.	Workload planning and recruitment of appropriately qualified staff across the range of clinical subjects	AD S4.2, 6.2 & 7
3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.	Appropriate diversity of recruitment	AD S9 Staff CVs
3.11 An effective programme must be in place to ensure the continuing professional and academic	Personal Development Plan for all staff and CPD opportunities	AD S7.2

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
development of educators, appropriate to their role in the programme.		OSD S1.2 PPHB S3.8
3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.	Online resources including library electronic access, Digital Learning Environment/Moodle content capture system (Panopto). Provision of printed practical workbooks.	UoP website: https://www.plymouth.ac.uk/student-life/services/student-services AD S6.3, 6.4.1, 6.4.5 & 7.5 OSD S1.2, 2.1, 6.1 & 6.2 PPHB S3.8, 3.9.2 & 3.14.2
3.13 There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings.	Learning support strategies provided generically through UoP website; Disability Services and H&WB services and at school level through pastoral care via personal tutoring system	UoP website: https://www.plymouth.ac.uk/student-life/services/student-services AD S1 & 6.5.2 OSD S6.2
3.14 The programme must implement and monitor equality and diversity policies in relation to learners.	Programme developed in line with current Equality legislation and routinely audited. Use of case scenarios as part of EBL that promote diversity and cultural awareness	AD S6.6.2 & 6.7.2 OSD S2.3 & 6.3
3.15 There must be a thorough and effective process in place for receiving and responding to learner complaints.	Complaints and appeal processes with UoP Staff student meetings with elected student	UoP website: https://www.plymouth.ac.uk/student-life/your-studies/essential-information/complaints-

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
	representatives throughout the programmes	appeals OSD S1.2, 1.3.2 & 7
3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.	Monitoring of attendance; Faculty Fitness to Practice processes	UoP website: https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi/poppi-health/policies-procedures-and-guidelines AD S5 & 6.5.2 PSD S10.1 & 11 OSD S1.2, 6.1, 6.2 & 8 PPHB S3.10.3, 3.13.1, 3.13.3 & 3.16.7
3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.	Safe clinical practice guidelines; Placement Incidents and Concerns Policy; Placement support process with named placement link tutor	UoP website: https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi/poppi-health/policies-procedures-and-guidelines AD S6.4.2 & 6.5.2 PSD S7 PPHB S3
3.18 The education provider must ensure	Clear and rigorous progression statements and	AD S6.9

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.	eligibility criteria for registration	PSD S10 & 11 OSD S8
Programme design and delivery		
4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.	Learning outcomes developed in line with regulations and mapped to SOPs	UoP website: https://www.plymouth.ac.uk/students-and-family/governance/central-quality-office AD S5, 6.1 & 6.3 PSD S8 & 13 OSD Appendix 1 PPHB S2.3
4.2 The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.	Development of programmes in line with regulations	UoP website: https://www.plymouth.ac.uk/students-and-family/governance/central-quality-office AD S4.1.2, 4.1.4, 5 & 6 PSD S4 OSD S1.2, 2.1 & 3 PPHB S3, 3.9.3, 3.13.3 & 3.13.4
4.3 The programme must reflect the philosophy, core values, skills and knowledge base as	Consistency of information across all aspects of documentation	UoP website: https://www.plymouth.ac.uk/students-and-family/governance/central-quality-office

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
articulated in any relevant curriculum guidance.		family/governance/central-quality-office AD S3.2 & 6 PSD S7 PPHB S2.1
4.4 The curriculum must remain relevant to current practice.	Adherence to guidance from governing agencies (NHS, CSP, HCPC); use of evidence-based practice; programme relationship to practice placement providers	AD S2.2, 5, 6.4.3 & 6.4.5 PSD S4 PPHB S2
4.5 Integration of theory and practice must be central to the programme.	Integration of theoretical sessions, practical sessions and practice placements throughout all 3 years	AD S6 PSD S4,6 & 7 OSD S2 PPHB S2.7
4.6 The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.	Teaching and learning mapped to learning outcomes for each module	PSD S13 OSD Appendix 1 All DMR documents
4.7 The delivery of the programme must support and develop autonomous and reflective thinking.	Embedded in learning objectives and programme delivery; use of Enquiry Based Learning approach	AD S6 PSD S7 & 8 OSD S2.1 PPHB S2 & 3.13.6

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
<p>4.8 The delivery of the programme must support and develop evidence-based practice.</p>	<p>Evidence-based practice is embedded in the programme philosophy through didactic teaching, EBL, assignment choices and research pathways. Reflected through the learning outcomes.</p>	<p>AD S2, 3, 4, 6 & 7 PSD 4 & 8 OSD 2.1, 4 & 6.1 PPHB S2 & 3.13.6</p>
<p>4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.</p>	<p>Interprofessional teaching and learning embedded in the programmes, with interprofessional modules in all years</p>	<p>AD S4.1, 6.2.1, 6.3, 6.4.3, 6.4.4, 6.5.2, 6.5.3, 7.2.2 & 7.6 PSD S4 OSD S4.2 PPHB S2.1, 2.3, 2.6, 2.7.1 & 3.14.2</p>
<p>4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.</p>	<p>Developed in line with HCPC and GDPR regulations</p>	<p>UoP website: https://www.plymouth.ac.uk/students-and-family/governance/central-quality-office AD S7.5 PPHB S 4.2.1</p>
<p>4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in</p>	<p>Attendance policy linked to fitness to practise via module and programme information Attendance recorded for all sessions via online register of attendance (S3)</p>	<p>UoP website: https://www.plymouth.ac.uk/students-and-family/governance/student-handbook/engagement-and-attendance-</p>

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
place.	UoP policies and procedures for national and international students	monitoring AD S6.5.2 OSD S2.1 PPHB S3.11 & 3.22
Practice-based learning		
5.1 Practice-based learning must be integral to the programme.	Practice placements throughout all 3 years; 1000 hours of practice-based learning is embedded in the curriculum	AD S5 & 6 PSD S4 OSD S1.2, 2.1 & 4 PPHB All sections
5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.	Practice Placement Lead role and practice placement team ensure this is achieved	AD S5 & 6 PSD S4 OSD S1.2, 2.1 & 4 PPHB All sections
5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.	Practice Placement Lead role and practice placement team ensure this is achieved through Clinical educator education UoP portal 'POPPI'	UoP website: https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi/poppi-health/placement-learning-support-for-students

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
		AD S3.2 OSD S1.2 PPHB S3
<p>5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.</p>	<p>Practice placement lead and team ensure safety and support through risk assessment, link tutors and training</p> <p>UoP portal 'POPPI'</p>	<p>UoP website: https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi/poppi-health/placement-learning-support-for-students</p> <p>PPHB S3 & 4.2.5 (S3.9.1.1 Service level agreements)</p>
<p>5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.</p>	<p>Work load planning to identify requirement and appropriate recruitment strategies</p>	<p>AD S7.4 & 8 OSD S1.2 PPHB S3.5</p>
<p>5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.</p>	<p>Clinical Educator training days, HCPC registration is a mandatory requirement</p> <p>UoP portal 'POPPI'</p>	<p>UoP website: https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi/poppi-health/placement-learning-support-for-students</p>

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
		OSD S1.2 PPHB S3.7
<p>5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.</p>	<p>Clinical educator training developed by Practice placement team UoP portal 'POPPI'</p>	<p>UoP website: https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi/poppi-health/placement-learning-support-for-students PPHB S3.7</p>
<p>5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.</p>	<p>Practice placement team development of essential resources and training UoP portal 'POPPI'</p>	<p>UoP website: https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi/poppi-health/placement-learning-support-for-students PPHB S3.8-3.10</p>
Assessment		

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
<p>6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.</p>	<p>Learning outcomes developed in line with and mapped against HCPC ‘Standards of Proficiency’</p> <p>UoP assessment policy</p>	<p>UoP website: https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations</p> <p>AD S2.2, 5 & 6</p> <p>PSD S8 & Appendix 2</p> <p>PPHB S3.9.2</p>
<p>6.2 Assessment throughout the programme must ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.</p>	<p>Development of programmes in line with regulations.</p> <p>Various forms of assessment including OSCE to simulate clinical practice and practice placements, where professional behaviour is and assessed part of the criteria.</p>	<p>UoP website: https://www.plymouth.ac.uk/students-and-family/governance/central-quality-office</p> <p>AD S4.1.2, 4.1.4, 5 & 6</p> <p>PSD S4</p> <p>OSD S1.2, 2.1 & 3</p> <p>PPHB S3, 3.9.3, 3.13.3 & 3.13.4</p>
<p>6.3 Assessments must provide an objective, fair and reliable measure of learners’ progression and achievement.</p>	<p>Adherence to UoP assessment policy</p> <p>Assessment strategy in line with HCPC requirements and aligned to learning outcomes</p>	<p>UoP website: https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations</p> <p>AD S6.5.3</p> <p>OSD S2.2 2.3 & 3</p> <p>PPHB S2.7</p>

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
<p>6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme.</p>	<p>UoP awards regulations and SoHP specific regulations and exceptions</p>	<p>UoP website: https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations AD S5 & 6.9 PSD S1, 3, 10 & 11 OSD S8</p>
<p>6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.</p>	<p>Assessments aligned to learning outcomes</p>	<p>UoP website: https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations AD S1, 6.5.3 & 6.7 PSD S13 OSD S2.2 & 2.3 PPHB S2.7 All DMRs</p>
<p>6.6 There must be an effective process in place for learners to make academic appeals.</p>	<p>UoP academic appeals policy SoHP procedure</p>	<p>UoP website: https://www.plymouth.ac.uk/student-life/your-studies/essential-information/complaints-appeals/academic-appeal</p>

Standard of education and training (SET)	How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (eg Programme spec, page 7, paragraph 4)
		AD S5
<p>6.7 The education provider must ensure that at least one external examiner for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.</p>	<p>UoP policy for external examiners SoHP procedure, role and expectations of EEs</p>	<p>UoP website: https://www.plymouth.ac.uk/students-and-family/governance/central-quality-office/external-examiners AD S3.2, 4.1.4, 5, 6.7 & 7.2.2 OSD S 1.2 & 3</p>

Appendix 3: Standards of proficiency mapping document BSc (Hons) Physiotherapy

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Key: <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
Registrant physiotherapists must:	
1 be able to practise safely and effectively within their scope of practice	
1.1 know the limits of their practice and when to seek advice or refer to another professional	DMR Practice Placement 1-5; SoHP401, SoHP602 LOs: KU1, CI 1&2, KT 1, ER 2, P 1&2
1.2 recognise the need to manage their own workload and resources effectively and be able to practise accordingly	DMR Practice Placement 1-5, SoHP401, SoHP602, PHY601 LOs: KU1, CI 1&2, KT 1, ER 2, P 1&2
2 be able to practise within the legal and ethical boundaries of their profession	
2.1 understand the need to act in the best interests of service users at all times	DMRs: Practice placements 1-5, SoHP401, SoHP602 LO's: KU 1, CI 2, ER 1&2, P 1&2
2.2 understand what is required of them by the Health and Care Professions Council	DMRs: SoHP401, SoHP602 LOs: ER 2

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Key: <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
2.3 understand the need to respect and uphold the rights, dignity, values, and autonomy of service users including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing	DMRs: SoHP401, SoHP602, PHY504, PHY601, PHY602 LOs: KU1&2, CI 1&2, KT 1,2,& 3, ER 1&2, P 1&2
2.4 recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility	DMRs: Practice placements 1-5, SoHP401, SoHP602 LOs: KU 1, CI 1&2, KT 1&2, ER 1&2, P 1&2
2.5 know about current legislation applicable to the work of their profession	DMRs: SoHP401, SoHP602, PHY602, PHY603 LOs: ER 2
2.6 understand the importance of and be able to obtain informed consent	DMRs: Practice placements 1-5, SoHP401, SoHP602, LOs: ER 2, P 2
2.7 be able to exercise a professional duty of care	DMRs: Practice placements 1-5, SoHP401, SoHP602 LOS: ER 2
3 be able to maintain fitness to practise	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	<p>Key:</p> <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
3.1 understand the need to maintain high standards of personal and professional conduct	DMRs: Practice placements 1-5, SoHP401, SoHP602 LOs: CI 1&2, KT 3, ER 2
3.2 understand the importance of maintaining their own health	DMRs: SoHP401, SoHP602 Moving and Handling Mandatory training LOs: ER 2
3.3 understand both the need to keep skills and knowledge up to date and the importance of career-long learning	DMRs: SoHP401, SoHP602, PHY404, SOHP503, SOHP605, PHY602 LOs: KU 2, CI 1&2, KT 1&3, ER 2
4 be able to practise as an autonomous professional, exercising their own professional judgement	
4.1 be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem	DMRs: Practice placements 1-5, PHY501, PHY502, PHY503, PHY504, PHY601 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1&2, P 1&2

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Key: <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
4.2 be able to make reasoned decisions to initiate, continue, modify or cease techniques or procedures, and record the decisions and reasoning appropriately	DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1&2, P 1&2
4.3 be able to initiate resolution of problems and be able to exercise personal initiative	DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1&2, P 1&2
4.4 recognise that they are personally responsible for and must be able to justify their decisions	DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1&2, P 1&2
4.5 be able to make and receive appropriate referrals	DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1&2, P 1&2
4.6 understand the importance of participation in training, supervision and mentoring	DMRs: Practice placements 1-5 Mandatory Moving and Handling, Basic Life Support LOs: CI 1, KT 1&3, ER 2
5 be aware of the impact of culture, equality, and diversity on practice	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Key: <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
5.1 understand the requirement to adapt practice to meet the needs of different groups and individuals	DMRs: Practice placements 1-5, PHY503, PHY504, PHY601, PHY602, PHY603 LOs: KU 1, CI 1, KT 1&2, ER 1, P 1&2
5.2 be able to recognise the need to identify and take account of the physical, psychological, social and cultural needs of individuals and communities	DMRs: Practice placements 1-5, PHY503, PHY504, PHY601, PHY602, PHY603 LOs: KU 1, CI 1, KT 1&2, ER 1, P 1&2
6 be able to practise in a non-discriminatory manner	DMRs: Practice placements 1-5, PHY501, PHY502, PHY503, PHY504, PHY601, PHY602, PHY603, SoHP401, SoHP602 LOs: KU 1, ER 2, P 1&2
7 understand the importance of and be able to maintain confidentiality	
7.1 be aware of the limits of the concept of confidentiality	DMRs: SoHP401, SoHP602, Practice placements 1-5 LOs: ER 2
7.2 understand the principles of information governance and be aware of the safe and effective use of health and social care information	DMRs: SoHP401, SoHP602, LOs: ER 2

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Key: <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
7.3 be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public	DMRs: SoHP401, SoHP602, LOs: ER 2
8 be able to communicate effectively	
8.1 be able to demonstrate effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to service users, colleagues, and others	DMRs: Practice placements 1-5, SoHP401, SoHP602 LOs: KT 1&2, ER 1&2, P 1&2
8.2 be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5	IELTs score via Admissions – see section 9 of programme spec
8.3 understand how communication skills affect assessment and engagement of service users and how the means of communication should be modified to address and take account of factors such as age, capacity, learning ability and physical ability	DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY501, PHY502, PHY503, PHY504, PHY601, PHY602, PHY603 LOs: KT 1&2, ER 1&2, P 1&2

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	<p>Key:</p> <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
<p>8.4 be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others</p>	<p>DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY501, PHY502, PHY503, PHY504, PHY601, PHY602, PHY603 LOs: KU 1, KT 1&2, ER 1&2, P 1&2</p>
<p>8.5 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs</p>	<p>DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY501, PHY502, PHY503, PHY504, PHY601, PHY602, PHY603 LOs: KU 1, KT 1&2, ER 1&2, P 1&2</p>
<p>8.6 understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions</p>	<p>DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY501, PHY502, PHY503, PHY504, PHY601, PHY602, PHY603 LOs: KU 1, KT 1&2, ER 1&2, P 1&2</p>
<p>8.7 understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible</p>	<p>DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY501, PHY502, PHY503, PHY504, PHY601, PHY602, PHY603 LOs: KU 1, KT 1&2, ER 1&2, P 1&2</p>
<p>8.8 recognise the need to use interpersonal skills to encourage the active participation of service users</p>	<p>DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY501, PHY502, PHY503, PHY504, PHY601, PHY602, PHY603 LOs: KU 1, KT 1&2, ER 1&2, P 1&2</p>

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	<p>Key:</p> <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
9 be able to work appropriately with others	
9.1 be able to work, where appropriate, in partnership with service users, other professionals, support staff and others	DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY601, PHY602, PHY603 LOs: KU 1, KT 1&2, ER 1&2, P 1&2
9.2 understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team	DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY601, PHY602, PHY603 LOs: KU 1, KT 1&2, ER 1&2, P 1&2
9.3 understand the need to engage service users and carers in planning and evaluating diagnostics, and therapeutic interventions to meet their needs and goals	DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY601, PHY602, PHY603 LOs: KU 1, KT 1&2, ER 1&2, P 1&2
9.4 be able to contribute effectively to work undertaken as part of a multi-disciplinary team	DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY601, PHY602, PHY603 LOs: KU 1, KT 1&2, ER 1&2, P 1&2

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Key: <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
9.5 understand the need to agree the goals, priorities and methods of physiotherapy intervention in partnership with the service user	DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY601, PHY602, PHY603 LOs: KU 1, KT 1&2, ER 1&2, P 1&2
10 be able to maintain records appropriately	
10.1 be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines	DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY601 LOs: KT 1&2, ER 1&2, P 1&2
10.2 recognise the need to manage records and all other information in accordance with applicable legislation, protocols, and guidelines	DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY601 LOs: KT 1&2, ER 1&2, P 1&2
11 be able to reflect on and review practice	
11.1 understand the value of reflection on practice and the need to record the outcome of such reflection	DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY404 LOs: CI 1, KT 1&3, P 1&2

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Key: <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
11.2 recognise the value of case conferences and other methods of review	DMRs: Practice placements 1-5, SoHP401, SoHP602, PHY404, PHY601 LOs: CI 1, KT 1&3, P 1&2
12 be able to assure the quality of their practice	
12.1 be able to engage in evidence-based practice, evaluate practice systematically, and participate in audit procedures	DMRs: PHY404, PHY503, PHY504, PHY601, SOHP503, SOHP605 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1&2
12.2 be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care	DMRs: PHY404, PHY503, PHY504, PHY601, SOHP503, SOHP605 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1&2
12.3 be aware of the role of audit and review in quality management, including quality control, quality assurance, and the use of appropriate outcome measures	DMRs: PHY404, PHY503, PHY504, PHY601, SOHP503, SOHP605 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1&2
12.4 be able to maintain an effective audit trail and work towards continual improvement	DMRs: PHY601, SOHP503, SOHP605 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1,2&3

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Key: <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
12.5 be aware of, and be able to participate in quality assurance programmes, where appropriate	DMRs: PHY601, SOHP503, SOHP605 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1&2
12.6 be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user	DMRs: Practice placements 1-5, PHY501, PHY502, PHY404, PHY503, PHY504, PHY601, SOHP503, SOHP605 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1&2, P 1&2
12.7 recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes	DMRs: Practice placements 1-5, PHY501, PHY502, PHY404, PHY503, PHY504, PHY601, SOHP503, SOHP605 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1&2, P 1&2
12.8 be able to evaluate intervention plans to ensure that they meet the physiotherapy needs of service users, informed by changes in circumstances and health status	DMRs: Practice placements 1-5, PHY501, PHY502, PHY404, PHY503, PHY504, PHY601, SOHP503, SOHP605 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1&2, P 1&2
13 understand the key concepts of the knowledge base relevant to their profession	
13.1 recognise the role of other professions in health and social care	DMRs: Practice placements 1-5, PHY503, PHY504, PHY601 LOs: KT 1&2, ER 1, P 1&2

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	<p>Key:</p> <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
<p>13.2 be aware of the principles and applications of scientific enquiry, including the evaluation of the efficacy of interventions and the research process</p>	<p>DMRs: PHY404, PHY503, PHY504, PHY601, SOHP503, SOHP605 LOs: KU 1&2, CI 1&2, KT 1&2, ER 1&2</p>
<p>13.3 understand the concept of leadership and its application to practice</p>	<p>DMR: SOHP602, Practice Placements LOs: CI 1, KT 1&3, ER 1</p>
<p>13.4 understand the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction, relevant to their profession</p>	<p>DMRs: PHY401, PHY402, PHY403, PHY501, PHY502, PHY503, PHY504, PHY601 LOs: KU 1&2, CI 1&2</p>
<p>13.5 understand the theoretical basis of, and the variety of approaches to, assessment and intervention</p>	<p>DMRs: PHY401, PHY402, PHY403, PHY501, PHY502, PHY503, PHY504, PHY601 LOs: KU 1&2, CI 1&2, ER 1</p>

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	<p>Key:</p> <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
<p>13.6 understand the following aspects of biological science:</p> <ul style="list-style-type: none"> – normal human anatomy and physiology, including the dynamic relationships of human structure and function as related to the neuromuscular, musculoskeletal, cardio-vascular and respiratory systems – patterns of human growth and development across the lifespan – factors influencing individual variations in human ability and health status – how the application of physiotherapy can cause physiological and structural change 	<p>DMRs: PHY401, PHY402, PHY403, PHY501, PHY502, PHY503, PHY504, PHY601</p> <p>LOs: KU 1&2, CI 1&2</p>

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	<p>Key:</p> <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
<p>13.7 understand the following aspects of physical science:</p> <ul style="list-style-type: none"> – the principles and theories from physics, biomechanics, applied exercise science and ergonomics that can be applied to physiotherapy – the means by which the physical sciences can inform the understanding and analysis of movement and function – the principles and application of measurement techniques based on biomechanics or electrophysiology – the application of anthropometric and ergonomic principles 	<p>DMRs: PHY401, PHY402, PHY403, PHY501, PHY502, PHY503, PHY504, PHY601</p> <p>LOs: KU 1&2, CI 1&2</p>

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	<p>Key:</p> <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
<p>13.8 understand the following aspects of clinical science:</p> <ul style="list-style-type: none"> – pathological changes and related clinical features commonly encountered in physiotherapy practice – physiological, structural, behavioural and functional changes that can result from physiotherapy intervention and disease progression – the specific contribution that physiotherapy can potentially make to enhancing individuals' functional ability, together with the evidence base for this – the different concepts and approaches that inform the development of physiotherapy intervention 	<p>DMRs: PHY401, PHY402, PHY403, PHY501, PHY502, PHY503, PHY504, PHY601</p> <p>LOs: KU 1&2, CI 1&2</p>

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Key: <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
<p>13.9 understand the following aspects of behavioural science:</p> <ul style="list-style-type: none"> – psychological, social and cultural factors that influence an individual in health and illness, including their responses to the management of their health status and related physiotherapy interventions – how psychology, sociology and cultural diversity inform an understanding of health, illness and health care in the context of physiotherapy and the incorporation of this knowledge into physiotherapy practice – theories of communication relevant to effective interaction with service users, carers, colleagues, managers and other health and social care professionals – theories of team working 	<p>DMRs: PHY403, PHY501, PHY502, PHY503, PHY504, PHY601, PHY602, PHY603, SoHP401, SoHP602</p> <p>LOs: KU 1&2, CI 1&2, KT 1&2, ER 1, P 1</p>
<p>14 be able to draw on appropriate knowledge and skills to inform practice</p>	
<p>14.1 understand the structure and function of health and social care services in the UK</p>	<p>DMRs: SoHP401, SoHP602, PHY602, PHY603</p> <p>LOs: KU 1, ER 1, P 1</p>

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	<p>Key:</p> <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
14.2 be able to deliver and evaluate physiotherapy programmes	DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2
14.3 be able to gather appropriate information	DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2
14.4 be able to select and use appropriate assessment techniques	DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2
14.5 be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment	DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2
14.6 be able to undertake or arrange investigations as appropriate	DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2
14.7 be able to analyse and critically evaluate the information collected	DMRs: Practice placements 1-5, PHY601 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2
14.8 be able to form a diagnosis on the basis of physiotherapy assessment	DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Key: <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
14.9 be able to demonstrate a logical and systematic approach to problem solving	DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2
14.10 be able to use research, reasoning and problem solving skills to determine appropriate actions	DMRs: Practice placements 1-5, PHY501, PHY502, PHY404, PHY503, PHY504, PHY601 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2
14.11 be able to formulate specific and appropriate management plans including the setting of timescales	DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2
14.12 be able to apply problem solving and clinical reasoning to assessment findings to plan and prioritise appropriate physiotherapy	DMRs: Practice placements 1-5, PHY501, PHY502, PHY404, PHY503, PHY504, PHY601 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2
14.13 recognise the need to discuss, and be able to explain the rationale for, the use of physiotherapy interventions	DMRs: Practice placements 1-5, PHY501, PHY502, PHY404, PHY503, PHY504, PHY601 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2
14.14 be able to set goals and construct specific individual and group physiotherapy programmes	DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	<p>Key:</p> <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
<p>14.15 be able to conduct appropriate diagnostic or monitoring procedures, interventions, therapy, or other actions safely and effectively</p>	<p>DMRs: Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2</p>
<p>14.16 be able to select, plan, implement and manage physiotherapy interventions aimed at the facilitation and restoration of movement and function</p>	<p>DMRs: Practice placements 1-5, PHY501, PHY502, PHY404, PHY503, PHY504, PHY601 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2</p>
<p>14.17 know how to position or immobilise service users for safe and effective interventions</p>	<p>DMRs: Practice placements 1-5, PHY501, PHY502, PHY404, PHY503, PHY504, PHY601 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2</p>
<p>14.18 be able to select and apply safe and effective physiotherapy-specific practice skills including manual therapy, exercise and movement, electrotherapeutic modalities and kindred approaches</p>	<p>DMRs: Practice placements 1-5, PHY501, PHY502, PHY404, PHY503, PHY504, PHY601 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2</p>
<p>14.19 be able to change their practice as needed to take account of new developments or changing contexts</p>	<p>DMRs: Practice placements 1-5, PHY602, PHY603 LOs: KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2</p>

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Key: <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
14.20 recognise the value of research to the critical evaluation of practice	DMRs: PHY404, SOHP503, SOHP605 LOs: KU 1&2, CI 1&2, KT 1, ER 1
14.21 be aware of a range of research methodologies	DMRs: PHY404, SOHP503, SOHP605 LOs: KU 1&2, CI 1&2, KT 1, ER 1
14.22 be able to evaluate research and other evidence to inform their own practice	DMRs: PHY404, SOHP503, SOHP605 LOs: KU 1&2, CI 1&2, KT 1, ER 1
14.23 be able to use information and communication technologies appropriate to their practice	DMRs: PHY602, Practice placements 1-5 LOs: KT 1&2, ER 1, P 1&2
14.24 know and be able to apply the key concepts which are relevant to safe and effective practice as a supplementary prescriber in order to have their name annotated on the Register (this standard applies only to registrants who are eligible to have their names annotated on the Register)	
15 be able to establish and maintain a safe practice environment	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Key: <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
15.1 understand the need to maintain the safety of both service users and those involved in their care	DMRs: Practice placements 1-5, PHY403, PHY501, PHY502, PHY503, PHY504, PHY601 LOs: KU 1&2, CI 1&2, KT 1,2&3, P 1&2
15.2 know and be able to apply appropriate moving and handling techniques	Mandatory Moving and Handling training DMRs: PHY403, PHY501, PHY502 LOs: KU 1&2, CI 1&2, KT 1&3, ER 2, P1&2
15.3 be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these	DMRs: PHY403, PHY501, PHY502, Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1&3, ER 2, P1&2
15.4 be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation	Mandatory Moving and Handling and Basic Life support training DMRs: PHY403, PHY501, PHY502, Practice placements 1-5 LOs: KU 1&2, CI 1&2, KT 1&3, ER 2, P1&2
15.5 be able to select appropriate personal protective equipment and use it correctly	DMRs: Practice Placements 1-5, PHY601 LOs: KU 1&2, CI 1&2, KT 1&3, ER 2, P1&2

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Key: <ul style="list-style-type: none"> • School of Health Professions (SoHP) • Definitive Module Record (DMR) • Learning outcomes (LO): <ul style="list-style-type: none"> ○ Knowledge and Understanding (KU) ○ Cognitive and Intellectual skills (CI) ○ Key and transferable skills (KT) ○ Employment related skills (ER) ○ Practical skills (P)
15.6 be able to establish safe environments for practice, which minimise risks to service users, those treating them and others, including the use of hazard control and particularly infection control	DMRs: Practice Placements 1-5, PHY601 LOs: KU 1&2, CI 1&2, KT 1&3, ER 2, P1&2

Appendix 4: CSP Learning and Development Principles for Accreditation of Qualifying Programmes mapping

Learning and Development Principles	Summary/evidence of how/where met
<p>Principle 1: Programme Outcomes Qualifying programmes should aim to develop the knowledge, skills, behaviour and values (KSBV) required to practise physiotherapy at newly qualified level (NHS Band 5 or equivalent), while nurturing the skills, behaviour and values that will enhance career-long development and practice.</p>	<p>See Programme Aims and Learning Outcomes in Programme Specification document. All university and placement modules contribute. SOHP401 introduces reflective practice from the outset of the programme and, together with SOHP602, additionally consider professionalism and professional behaviour in a wider and interprofessional context. Personal tutor system and provision of final year careers sessions continue CPD and portfolio keeping.</p>
<p>Principle 2: Programme design Flexibility and local need will determine programme design decisions, within nationally agreed boundaries.</p>	<p>Stakeholder consultation as part of programme design and continues through the quality assurance and review processes (e.g. Programme Committee, Placement Capacity meetings etc.) → see Operational Specification document. Appropriate mechanisms for step-on, step-off and progression → see Programme Specification document. Integration of theory and practice elements throughout all years.</p>
<p>Principle 3: The learning process The learning process experienced by students should prepare them well for initial practice upon qualification, to promote continued learning and enable them to adapt to the challenges and opportunities of an ongoing career in physiotherapy.</p>	<p>See Programme and Operational Specification documents Diversity of curriculum, including interprofessional modules and placement experience. Use of Enquiry-Based/Problem-Based Learning (EBL/PBL) and simulated case scenarios. Use of student-led Peer Assisted Learning Scheme (PALS).</p>
<p>Principle 4: Learning, teaching and assessment strategies Learning, teaching and assessment approaches should be adopted that facilitate the development of high level cognitive skills.</p>	<p>See Programme and Operational Specification documents Diversity of curriculum, including interprofessional modules (SOHP401, SOHP503, SOHP602, SOHP605) and placement experience. Use of Enquiry-Based/Problem-Based Learning (EBL/PBL) and simulated case scenarios. Diversity of assessments, to help with additional skills, such as posters and presentations alongside practical skills assessment and coursework</p>
<p>Principle 5: Interprofessional education</p>	<p>Interprofessional modules embedded in each year (SOHP401, SOHP503, SOHP602, SOHP605). Use of Enquiry-Based/Problem-Based Learning (EBL/PBL) and simulated case scenarios.</p>

<p>Opportunities for interprofessional learning with students from other disciplines should be made available in both university and practice settings.</p>	<p>Diversity of placement providers and settings, e.g. integrated community rehab teams.</p>
<p>Principle 6: Practice placements Each student should experience a balanced sequence of practice placements, representing a diverse range of settings in which they are likely to practise on qualification. The placements should make progressively greater demands in terms of competencies, such that successful completion will ensure graduates can practise as autonomous newly qualified practitioners.</p>	<p>See placement handbook</p> <p>Normal expectation to complete 1000 hours, with placements provided across all years Step in placement learning outcomes and marking criteria commensurate with year. Diversity of placements across NHS and non-NHS providers, across specialities and clinical contexts and across urban and rural areas.</p>
<p>Principle 7: Models of practice A programme should be based on models of physiotherapy practice that are person-centred, appropriate to the settings and roles in which graduates will practise.</p>	<p>Key drivers and priorities such as exercise prescription, health behaviour change, public health and long-term conditions feature strongly (e.g. modules PHY503, PHY504, PHY602, PHY603). SOHP401 and SOHP602 additionally consider the wider and interprofessional context including team working.</p>
<p>Principle 8: Research, critical evaluation and appraisal The programme should support the development of a questioning and evaluative practitioner who has the knowledge and skills to use and gather evidence in practice, and contribute to the discovery of new knowledge.</p>	<p>Evidence-based practice integrated throughout all years of the curriculum. Use of Enquiry-Based/Problem-Based Learning (EBL/PBL) and simulated case scenarios. Introduction to general research methods principles (SOHP503). Development of research proposal (SOHP503), data collection and presentation of results and findings (SOHP605).</p>
<p>Principle 9: Resources & programme management Learning opportunities should be sustained by resources that make their delivery and development viable, and supported by an appropriate programme management that enables and promotes peer review and collaboration, and evaluation of delivery and on-going development.</p>	<p>Established teaching and support team, within a wider established School and Faculty structure, with programme lead, year tutors etc. → see Operational Specification document. Established quality assurance and annual review processes, such as via Programme Committee meetings → see Operational Specification document. Engagement and compliance with CSP Annual Quality Review and HCPC Annual Monitoring processes</p>

Appendix 5: CSP Physiotherapy Framework module mapping

Physiotherapy values	Module mapping	
<p>Values are defined as a set of ideals that motivates and informs an individual's behaviour and actions. At the heart of physiotherapy practice is a set of values - shared by all CSP members - regardless of their occupational role, practice setting, or level of practice.</p> <p>The values at the heart of physiotherapy practice are:</p> <ul style="list-style-type: none"> • Altruism; • Advocacy; • Honesty and integrity; • Compassion and caring; • Accountability for decision making and actions; • Fulfilment of duty of care and social responsibility; • Commitment to excellence <p>These values inform the behaviour of CSP members, and the knowledge (theoretical and applied) and skills that the physiotherapy workforce uses and develops.</p>	<p>All placement modules SOHP401, PHY403, PHY404, PHY501, PHY502, PHY503, PHY504, SOHP503, PHY601, PHY602, PHY603, SOHP602, SOHP605</p>	
Knowledge and understanding of physiotherapy	entry-level graduate	Module mapping
<p>Demonstrate knowledge and understanding that is relevant to their area of practice and that underpins their individual scope of practice</p> <p>The core knowledge of physiotherapy for entry-level practice includes:</p> <ul style="list-style-type: none"> • the structure and function of the human body; • health, disease, disorder and dysfunction; • the principles and applications of scientific enquiry; • the role of other professions in health and social care; • the biomedical, behavioural, physical and social science bases of physiotherapy and how they inform practice; • the theories underpinning the approaches used in physiotherapy practice; • the ethical principles underpinning physiotherapy practice; 	<p>practice within complex and generally predictable contexts which requires the application of current physiotherapy knowledge</p> <p>working to consolidate the knowledge gained from qualifying physiotherapy programme</p>	<p>All university modules</p> <p>All placement modules</p>

<ul style="list-style-type: none"> the legal and policy frameworks governing physiotherapy practice in the UK. 		
Self-awareness	entry-level graduate	Module mapping
<p>A conscious knowledge and understanding of one's self which is developed through reflective practice.</p> <p><i>Self-awareness</i> describes the behaviour, knowledge and skills required to: identify personal values, preferences and ways of working (e.g. likes and dislikes; strengths and weaknesses; emotions and prejudices; personal scope of practice), and understand how these can affect the individual's behaviour, judgement, and practice.</p>	<p>demonstrate self-awareness by using reflection on personal practice and feedback from others to identify and articulate their personal values, preferences and ways of working, and with guidance, analyse how these may influence behaviour, judgement and practice.</p>	<p>All placement modules</p> <p>SOHP401, SOHP503, SOHP602, SOHP605</p> <p>Plus working with personal tutor to develop portfolio</p>
Political awareness	entry-level graduate	Module mapping
<p>Knowledge and understanding of the political, social, economic and institutional factors shaping the health and wellbeing economy and how they inform the design/delivery of physiotherapy.</p> <p><i>Political awareness</i> describes the behaviour, knowledge and skills required to:</p> <ul style="list-style-type: none"> identify the political, social, economic and institutional factors influencing the delivery and organisation of health and social care and the design, delivery and development of physiotherapy; engage with the implementation and development of policy. 	<p>knowledge of the political, social, economic and institutional factors shaping the health and wellbeing economy and how they inform the delivery of physiotherapy across the UK.</p> <p>participate in professional networks and relevant discussions to inform the implementation and development of policies specific to physiotherapy practice.</p>	<p>All placement modules</p> <p>SOHP401, PHY403, PHY404, PHY501, PHY502, PHY503, PHY504, PHY601, PHY602, PHY603, SOHP602</p>
PHYSIOTHERAPY PRACTICE SKILLS		
Profession-specific practice skills	entry-level graduate	Module mapping

<p>These relate to physiotherapy's scope of practice and primary aim of maximising individuals' movement potential. Approaches that fall within the scope of physiotherapy practice include:</p> <ul style="list-style-type: none"> • manual therapy (e.g. manipulation, massage, mobilisation techniques); • exercise and movement (e.g. resisted exercise, functional activity, ACBT, hydrotherapy) • electrotherapeutic modalities • kindred approaches (e.g. acupuncture, injection therapy) <p>Although an individual's skill-base will evolve according to their experiences and context of practice, physiotherapists must demonstrate how these skills relate to physiotherapy and their personal scope of practice</p> <p><i>Generic practical and technical skills:</i> These practical and technical skills are shared with other workers in health, social care and education e.g. First Aid, Manual handling.</p>	<p>working to consolidate and refine the performance of complex skills gained from qualifying physiotherapy programme</p> <p>modify a technique in response to feedback (e.g. from a client, peer, supervisor)</p> <p>evaluate own performance</p>	<p>All placement modules</p> <p>PHY403, PHY404, PHY501, PHY502, PHY503, PHY504, PHY601, PHY602, PHY603</p>
BEHAVIOURS, KNOWLEDGE AND SKILLS: FOR INTERACTING AND FOR PROBLEM-SOLVING and DECISION-MAKING		
BEHAVIOURS, KNOWLEDGE AND SKILLS FOR INTERACTING	entry-level graduate	Module mapping
<p><i>Communicating</i> The interactive process of constructing and sharing information, ideas and meaning through the use of a common system of symbols, signs and behaviours.</p> <p><i>Communicating</i> describes the behaviour, knowledge and skills required to:</p> <ul style="list-style-type: none"> • facilitate the sharing of information, advice and ideas with a range of people, using a variety of media (including spoken, non-verbal, written and e-based); 	<p>use a wide range of routine and some advanced communication skills to share information, ideas, problems and solutions, with both specialist and non-specialist audiences.</p> <p>modify communication in response to feedback (e.g. from a client, peer, supervisor) to meet the needs of different</p>	<p>All placement modules</p> <p>SOHP401, PHY403, PHY404, PHY501, PHY502, PHY503, PHY504, SOHP503, SOHP602, SOHP605, PHY601, PHY602, PHY603</p>

<ul style="list-style-type: none"> • modify communication to meet individuals' preferences and needs; • engage with technology, particularly the effective and efficient use of Information and Communication Technology 	<p>audiences and to enhance user involvement.</p> <p>use a range of ICT to support and enhance practice</p>	
<p><i>Helping others learn and develop</i></p>	<p>entry-level graduate</p>	<p>Module mapping</p>
<p>The process of working with individuals and/or groups to create activities and opportunities to promote learning and development.</p> <p><i>Helping others learn and develop</i> describes the behaviour, knowledge and skills required to:</p> <ul style="list-style-type: none"> • assess the learner's needs and preferences; • design materials/experiences that facilitate learning and development; • deliver materials/experiences that facilitate learning; • evaluate the effectiveness of the learning and development experience; • reflect on the learning and development process. 	<p>with guidance, plan and deliver learning activities to a specified range of individuals/groups</p> <p>apply appropriate approaches to learning and teaching(techniques and material) to meet learners' needs.</p> <p>with guidance, predetermined criteria to assess a learner's performance and progress and provide them with appropriate feedback.</p> <p>with guidance, reflect on learning and teaching performance and use this evaluation to inform future practice.</p>	<p>All placement modules</p> <p>SOHP401, PHY503, PHY602</p>
<p><i>Managing self and others</i></p>	<p>entry-level graduate</p>	<p>Module mapping</p>
<p>The process of planning, prioritising, organising, directing/facilitating action and evaluating performance. This process may involve the organisation of financial, human, physical and technological resources.</p> <p><i>Managing self and others</i> describes the behaviour, knowledge and skills required to:</p>	<p>exercise autonomy and initiative in accordance with current professional codes and practices seeking guidance where appropriate.</p> <p>take some responsibility for the work of others (e.g. delegation of tasks to support workers) and for a range of resources</p>	<p>All university modules</p> <p>All placement modules</p>

<ul style="list-style-type: none"> • plan, prioritise and organise personal workload/activities and use of resources to fulfil work requirements and commitments; • adapt personal behaviour and actions in response to the demands of the situation; • evaluate the effectiveness of performance (own and others); • lead and inspire others. 	<p>modify personal behaviour and actions in response to feedback to meet the demands of the situation and to enhance own performance</p> <p>with guidance, reflect on personal performance and use this evaluation to inform future practice.</p> <p>take the lead in implementing agreed plans designed to bring about change, development and/or new thinking in complex but predictable contexts.</p>	
<p>Promoting integration and teamwork</p>	<p>entry-level graduate</p>	<p>Module mapping</p>
<p>The process of working with others to achieve shared goals.</p> <p><i>Promoting integration and teamwork</i> describes the behaviour, knowledge and skills required to:</p> <ul style="list-style-type: none"> • build, maintain and promote effective interpersonal relationships; • work collaboratively with others to achieve shared goals; • work with others to maintain and develop the effective performance of teams/networks. 	<p>participate in and develop professional networks to foster collaboration, share information and ideas to enhance practice.</p> <p>work effectively with others to meet the responsibilities of professional practice.</p> <p>reflect on experiences of collaborative working, and with guidance, use this information to identify solutions to maintain and develop the effective performance of teams/networks.</p>	<p>All placement modules</p> <p>SOHP401, PHY403, PHY404, SOHP503, PHY501, PHY502, PHY503, PHY504, SOHP602, SOHP605, PHY601, PHY602, PHY603</p>
<p>Putting the person at the centre of practice</p>	<p>entry-level graduate</p>	<p>Module mapping</p>
<p>The process of developing an understanding of an individual and their lived experience, and using that understanding to tailor practice to the needs of that person</p>	<p>demonstrate respect for the individual by acknowledging their unique needs, preferences and values, autonomy and independence in accordance with</p>	<p>All placement modules</p> <p>SOHP401, PHY403, PHY404, PHY501, PHY502, PHY503,</p>

<p><i>Putting the person at the centre of practice</i> describes the behaviour, knowledge and skills required to:</p> <ul style="list-style-type: none"> • demonstrate respect for the individual; • provide information and support that enables an individual to make informed choices; • involve individuals in shaping the design and delivery of their service. 	<p>legislation, policies, procedures and best practice.</p> <p>provide information and support that empowers an individual to make an informed choice and to exercise their autonomy in accordance with legislation, policies, procedures and best practice.</p> <p>involve individuals in shaping the design and delivery of their service by working in accordance with policies and processes that promote a culture of service user involvement.</p>	<p>PHY504, SOHP602, PHY601, PHY602, PHY603</p>
<p><i>Respecting and promoting diversity</i></p>	<p>entry-level graduate</p>	<p>Module mapping</p>
<p>The process of recognising, respecting and valuing people's differences (e.g. age, disability, gender, race, religion and belief, sexuality) and applying this to daily work and decision making</p> <p><i>Respecting and promoting diversity</i> describes the behaviour, knowledge and skills required to:</p> <ul style="list-style-type: none"> • respect and value diversity; • examine own values and principles to avoid discriminatory behaviour and to minimise the potential negative effects of individual differences; • work constructively with people of all backgrounds and orientations; • promote a non-discriminatory culture that values diversity, and enables individuals to contribute and realise their full potential. 	<p>respect and value diversity by working in accordance with legislation, policies, procedures and best practice.</p> <p>identify and articulate their own values and principles, and with guidance, evaluate how these may differ from other individuals/groups, and use this understanding to maintain high standards of practice even in situations of personal incompatibility.</p> <p>work constructively with people of all backgrounds and orientations by recognising and responding to individuals' expressed beliefs, preferences and choices.</p>	<p>All placement modules</p> <p>SOHP401, PHY403, PHY404, PHY501, PHY502, PHY503, PHY504, SOHP602, PHY601, PHY602, PHY603</p>

	identify discriminatory behaviour and take appropriate action to challenge this behaviour.	
BEHAVIOURS, KNOWLEDGE AND SKILLS FOR PROBLEM-SOLVING AND DECISION MAKING		
<i>Ensuring quality</i>	entry-level graduate	Module mapping
<p>The process of maintaining the effectiveness, efficiency and quality of a service provided.</p> <p><i>Ensuring quality</i> describes the behaviour, knowledge and skills required to:</p> <ul style="list-style-type: none"> • fulfil the requirements of the legal and policy frameworks governing practice; • recognise situations where the effectiveness, efficiency and quality of a service are compromised, and take appropriate action; • critically reflect on practice. 	<p>fulfil the requirements of the legal and policy frameworks governing professional practice.</p> <p>with guidance, recognise situations where the effectiveness, efficiency and quality of a service are compromised, and with support, take appropriate action to challenge the situation</p> <p>with guidance, reflect on personal performance and use this evaluation to enhance the effectiveness, efficiency and quality of future practice.</p>	<p>All placement modules</p> <p>SOHP401, PHY403, PHY404, PHY501, PHY502, PHY503, PHY504, SOHP602, PHY601, PHY602, PHY603</p>
<i>Improving and developing services</i>	entry-level graduate	Module mapping
<p>The process of improving the effectiveness, efficiency and quality of the service provided.</p> <p><i>Improving and developing services</i> describes the behaviour, knowledge and skills required to:</p> <ul style="list-style-type: none"> • critically evaluate practice and use this appraisal to inform service improvement, development and redesign; • develop innovative and sustainable recommendations to improve the quality of service • plan, facilitate and manage change; • critically evaluate the process and outcome. 	<p>with guidance, critically evaluate practice, and share the outcome of this appraisal with relevant personnel</p> <p>use a problem-solving approach to develop safe and effective recommendations for improving the quality of professional practice in predictable contexts.</p>	<p>All placement modules</p> <p>SOHP401, PHY403, PHY404, SOHP503, PHY501, PHY502, PHY503, PHY504, SOHP602, SOHP605, PHY601, PHY602, PHY603</p>

	<p>contribute to change and development within the profession or service at a local level.</p> <p>with guidance, reflect on the change process, and use this information to appraise the outcome and inform future practice.</p>	
Lifelong learning	entry-level graduate	Module mapping
<p>The process of learning and development directed towards maintenance and enhancement of professional competence</p> <p><i>Lifelong learning</i> describes the behaviour, knowledge and skills required to:</p> <ul style="list-style-type: none"> • assess personal learning and development needs and preferences; • develop and engage in a personalised plan designed to meet those needs; • reflect on the learning process; • document process. 	<p>demonstrate self-awareness of learning preferences, and with guidance can identify personal learning and development needs</p> <p>independently advance personal knowledge, understanding and skills in line with identified learning needs, and with guidance and support, can use a variety of learning and development resources and opportunities.</p> <p>reflect on personal learning and development, and with guidance and support, use this information to inform the planning and management of future learning and development experiences.</p> <p>with guidance and support, record the outcome of personal learning and development in a format that meets personal preferences and professional requirements.</p>	<p>All placement modules</p> <p>SOHP401, PHY404, SOHP503, PHY503, PHY504, SOHP602, SOHP605, PHY601, PHY602, PHY603</p> <p>Plus working with personal tutor to develop portfolio</p>
Practice decision making	entry-level graduate	Module mapping

<p>The context-dependent thinking and decision making processes used in professional practice to guide practice actions</p> <p><i>Practice decision making</i> describes the behaviour, knowledge and skills required to:</p> <ul style="list-style-type: none"> • collect information from a variety of sources relevant to the decision making situation; • process and analyse the information collected; • draw reasoned conclusions and make informed judgements to address issues/resolve problems in practice; • critically evaluate the decision making process. 	<p>efficient and effective use of a wide range of routine and some specialised approaches and techniques to systematically collect information from a variety of sources relevant to the situation.</p> <p>process and critically analyse information in complex and predictable situations where data/information comes from a range of sources or is incomplete.</p> <p>draw reasoned conclusions, supported by current policy and evidence-based thinking, and make informed judgements to address ethical and professional issues in complex and predictable situations.</p> <p>with guidance, reflect on their decision making process and use this evaluation to appraise the outcome and to inform future practice.</p>	<p>All placement modules</p> <p>SOHP401, PHY403, PHY404, SOHP503, PHY501, PHY502, PHY503, PHY504, SOHP602, SOHP605, PHY601, PHY602, PHY603</p>
<p>Researching and evaluating practice</p>	<p>entry-level graduate</p>	<p>Module mapping</p>
<p>Systematic processes of collecting, analysing, and synthesising information to evaluate current practice and generate new understandings about practice</p> <p><i>Researching and evaluating practice</i> describes the behaviour, knowledge and skills required to:</p> <ul style="list-style-type: none"> • design, plan, conduct and manage the research/evaluation process; 	<p>with guidance, plan, conduct and manage evaluation and research projects to address a specific issue arising from practice.</p> <p>with guidance, apply a range of standard research methods/tools of enquiry showing an appreciation of related ethical considerations.</p>	<p>All placement modules</p> <p>SOHP401, PHY403, PHY404, SOHP503, PHY501, PHY502, PHY503, PHY504, SOHP602, SOHP605, PHY601, PHY602, PHY603</p>

<ul style="list-style-type: none"> • use methods of enquiry to collect and interpret data in order to address problems or issues arising from practice; • critically evaluate the research/evaluation process; • communicate the outcome of the research/evaluation process. <p><i>Research</i> is defined as a study or investigation undertaken based on a systematic understanding and critical awareness of knowledge which generates new knowledge.</p> <p><i>Evaluation</i> is defined as the systematic process of using specific standards/criteria to make reasoned judgements about the quality of something/someone.</p>	<p>with guidance, reflect on the research process, and use this information to appraise the project and inform future practice.</p> <p>identify, and with support, promote the practical and professional applications of completed work, and seek opportunities to share and disseminate findings to both specialist and non-specialist audiences.</p>	
<p><i>Using evidence to lead practice</i></p>	<p>entry-level graduate</p>	<p>Module mapping</p>
<p>The process of analysing, synthesising and evaluating the best- available evidence, and integrating it with individual expertise and service users’ needs and preferences to inform practice</p> <p><i>Using evidence to lead practice</i> describes the behaviour, knowledge and skills required to:</p> <ul style="list-style-type: none"> • systematically search for evidence; • critically appraise evidence and use the information to address problems and issues arising in practice. 	<p>with guidance, use a range of approaches and techniques to systematically search for evidence from a variety of sources relevant to the situation.</p> <p>critically evaluate current research and scholarship and with guidance, use the appraisal to address specific issues arising in professional practice.</p>	<p>All placement modules</p> <p>SOHP401, PHY403, PHY404, SOHP503, PHY501, PHY502, PHY503, PHY504, SOHP602, SOHP605, PHY601, PHY602, PHY603</p>

Appendix 6: Module ILO's mapped against SEEC descriptors for BSc (Hons) Physiotherapy

FHEQ Level	SEEC Descriptors	ILO's Key: Learning outcomes (LO): <ul style="list-style-type: none">• Knowledge and Understanding (KU)• Cognitive and Intellectual skills (CI)• Key and transferable skills (KT)• Employment related skills (ER)• Practical skills (P)
4	Setting; Knowledge and Understanding; Cognitive Skills; Performance and Practice; Personal and Enabling Skills.	KU 1, ER 1&2, P 1
5	Setting; Knowledge and Understanding; Cognitive Skills; Performance and Practice; Personal and Enabling Skills.	KU 1, CI 1&2, KT 1&2, ER 1&2, P 1
6	Setting; Knowledge and Understanding; Cognitive Skills; Performance and Practice; Personal and Enabling Skills.	KU 1&2, CI 1&2, KT 1,2&3, ER 1&2, P 1&2

Appendix 7: KSF core dimensions mapping to BSc (Hons) Physiotherapy

<i>KSF</i>	<i>SOHP401</i>	<i>PHY401</i>	<i>PHY402</i>	<i>PHY403</i>	<i>PHY404</i>	<i>PHY405</i>	<i>PHY501</i>	<i>PHY502</i>	<i>SOHP 503</i>	<i>PHY503</i>	<i>PHY505</i>	<i>PHY506</i>	<i>PHY504</i>	<i>SOHP605</i>	<i>PHY604</i>	<i>PHY601</i>	<i>PHY605</i>	<i>PHY602</i>	<i>PHY603</i>	<i>SOHP602</i>
Core 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Core 2	X					X			X		X	X		X	X		X			X
Core 3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Core 4	X				X	X			X	X	X	X	X	X	X	X	X	X	X	X
Core 5	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Core 6	X			X	X	X	X	X		X	X	X	X		X	X	X	X	X	X

NHS KSF DIMENSIONS

- Core 1: Communication
- Core 2: Personal and People Development
- Core 3: Health, Safety and Security
- Core 4: Service Improvement
- Core 5: Quality
- Core 6: Equality and Diversity