

PROGRAMME SPECIFICATION

for the award of**MSc Physiotherapy (pre-registration)****Managed by the Faculty of Health and Life Sciences****Delivered by Department of Sport and Health Sciences**

Date approved:	
Applies to students commencing study in:	September 2016

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
Feb 2017		

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Language of study:	English
Final award:	MSc
Programme title:	Physiotherapy (Pre-registration)
Interim exit awards and award titles available:	None
Brookes course code:	HL50
UCAS code:	N/A
JACS code:	B160
HECoS code:	
Mode of delivery:	Full-time (face to face/on-campus)
Mode/s and duration of study:	Full-time
QAA subject benchmark statement/s which apply to the programme:	Quality Assurance Agency for Higher Education: Subject Benchmark Statements Physiotherapy (2001) UK Quality Code for Higher Education. Quality Assurance Agency (2011)
Professional accreditation attached to the programme:	Professional Body: The Chartered Society of Physiotherapy (CSP): http://www.csp.org.uk/ Regulatory Body: The Health and Care Professions Council (HCPC): http://www.hpcuk.org/
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

The fundamental aim of the MSc (Preregistration) Physiotherapy programme is to enable students to graduate with a Master's degree in Physiotherapy and be eligible to apply for registration as a Physiotherapist with the Health and Care Professions Council (HCPC). The title of Physiotherapist is protected by law and anyone using the title must be registered with the HCPC.

The MSc (Preregistration) Physiotherapy degree was established in 2011. It is an accelerated two year qualifying Masters degree, designed as an entry route into the Physiotherapy profession for graduates. It is a full cost programme that attracts home and International students and it runs in parallel with the established BSc (Hons) Physiotherapy programme. Post graduate students choosing to study at Oxford Brookes will benefit from Oxford's prestigious academic resources such as the Oxford University human dissection labs and international renowned libraries such as the Bodleian Library. Oxford Brookes University is a founder member of the Oxford Academic Health Science Network (<http://www.oxfordahsn.org/>) which brings together Oxford Brookes and Oxford University as well as the Oxford University NHS Trust, a key player in health care. In addition to the scientific partnerships with Oxford University, there are Intra University sports teams and active student societies which students can access.

The Physiotherapy programme sits within the Department of Sport and Health Sciences which houses a variety of cognate disciplines, such as occupational therapy, nutrition, sports science and sports coaching all with an overall focus on improving health and wellbeing. The research output from the Faculty is internationally renowned and is largely generated from two research centres. The Functional Food Centre undertakes leading edge research focussed on tackling obesity, improving glycaemic control and reducing inflammation, helping to improve the health and wellbeing of the global population. The Centre for Rehabilitation undertakes research through it's Movement Science Group and benefits from its own specialist clinical exercise and rehabilitation unit which provides a number of specific research opportunities for staff and students. Students have opportunities to develop academic, research, social and sporting partnerships with peers from across the programme disciplines and through Brookes Sport and Brookes Active. In preparation for preparing students to be socially active on graduation, students gain experience and develop skills for active citizenship by participating in our in house, outward facing clinics such as hand therapy clinic and the social service disability assessment clinic delivered by Social Service OTs.

The education philosophy describes a blended approach to learning using enquiry based techniques complemented by theoretical material as part of the scaffolding for learning. Alongside, the student will have the opportunity to practice the skills set for physiotherapists until skills become embedded and fully mastered. The enhancement of learning through technologies continues to advance and develop, enabling the use of contact time 'in the classroom' to be used more prudently. The masters' students will also be offered bespoke learning group work in order to enable acceleration of their learning and to foster a community where masters' level thinking is generated. There is dedicated space on the Virtual Learning Platform to facilitate communications between the masters' students and the module team, made possible by the graduate students' digital literacy. As with BSc students, the MSc (Preregistration) students will benefit from a focus on the development of personal literacies and so will be encouraged to participate in volunteering and team based sports. Students studying on the Oxford Brookes MSc (preregistration) Physiotherapy programme will experience 1000 hours in clinical placements taking advantage of the unique academic and health care environment in which the university is centrally positioned.

Staff profiles for members of the core teaching team can be found on the Department website (<http://www.shs.brookes.ac.uk/staff>).

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

1. Demonstrate a deep and systematic understanding of the relevant theoretical knowledge, concepts and scientific basis of physiotherapy including the physical, environmental, psychological and social factors that influence health and functional changes.
2. Synthesise evidence based knowledge from the biological, behavioural, and social sciences to provide context for effective physiotherapeutic interventions underpinning emerging roles of physiotherapy.
3. Validate and apply patient-centred clinical reasoning, to assess the needs of an individual and develop, implement and evaluate appropriate intervention strategies to meet their needs.

3.2 RESEARCH LITERACY

4. Critically assess the available scientific literature associated with physiotherapy practice in order to ensure effective application of therapeutic strategies and evidence based healthcare provision.
5. Utilise research and enquiry techniques to collect, analyse, interpret and apply relevant information to physiotherapy both in theory and in practice.
6. Autonomously complete a research project in the subject of physiotherapy, which may include the production of material of a publishable standard.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

7. Reflect on and analyse previous learning and experience and feed this forward into future professional practice development showing commitment to continuing personal and professional development and improving the quality of health care.
8. Employ initiative and take responsibility in leading others, solving problems in creative and innovative ways, and making decisions in challenging situations.
9. Work autonomously, demonstrating self-efficacy, as an effective physiotherapist within the legal, ethical and cultural context of health care.
10. Incorporates and embraces leadership strategies as a team leader and member to promote collaboration in both traditional and emerging health care settings.
11. Work effectively in partnership with individuals, families, groups, communities and with other health and social care providers to enable issues which affect the health and wellbeing of clients to be addressed effectively through interprofessional approaches.
12. Demonstrate a high degree of competence in working within and influencing, the managerial structure, working effectively to appraise rationalise, utilise human and fiscal resources.
13. Maintain a high standard of professional communication and interpersonal skills with clients, carers/families and members of a team based on a core values of professional practice

3.4 DIGITAL AND INFORMATION LITERACY

14. Maintain capacity in the use of information technology as a medium of therapeutic assessment, intervention, evaluation and research.
15. Exhibit competent handling of health informatics and the ethical consideration of their use and impact on patient care.

16. Demonstrate competency and promote quality assurance in practice in the use of information technology in the form of data handling and information governance within the therapeutic and research environments.

3.5 ACTIVE CITIZENSHIP

17. Critically evaluate the cultural, environmental, political, ethical, legal and economic factors that impact on health and well-being.

18. Create, maintain and promote social and physical environments and none discriminatory practices that promote and support the health and wellbeing of all individuals, families, groups and communities.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status
P49300	Human Movement and Dysfunction	20	7	Compulsory
P49308	CardioRespiratory Physiotherapy	20	7	Compulsory
P49301	Neurological Movement Control and Dysfunction	20	7	Compulsory
P40306	Applied Research Methods	10	7	Compulsory
P49313	Developing Values Based Professional Practice	10	7	Compulsory
P49305	Practice Placement 1	0	N/A	Compulsory
P49306	Practice Placement 2	0	N/A	Compulsory
P49307	Practice Placement 3	0	N/A	Compulsory
P49314	Health Wellbeing and Exercise	10	7	Compulsory
P49315	Physiotherapy Management of Long Term Conditions	10	7	Compulsory
P49412	Leadership and Collaborative practice	10	7	Compulsory
P49312	Dissertation	50	7	Compulsory
P49310	Practice Placement 4	0	N/A	Compulsory
P49316	Mastering Physiotherapy Practice	20	7	Compulsory
P49310	Practice Placement 5	0	N/A	Compulsory

4.2 PROGRESSION AND AWARD REQUIREMENTS

Students will normally be expected to follow the programme in sequence and must complete and pass all modules in the programme to attain the award.

- Year one modules must normally be passed before a student can enter year 2.
- Some modules are pre-requisites for other modules. This detail is provided in the student handbook.
- The student must have taken and passed the mandatory skills required for fitness to practice as a Physiotherapy student, prior to taking all practice education modules.
- There are no alternative exit awards other than the MSc Physiotherapy. Academic credit will be offered to all student who exit before completion of the Masters degree.

4.3 PROFESSIONAL REQUIREMENTS

All modules in the MSc (Preregistration) Physiotherapy programme have a compulsory status. Students are required to successfully pass a minimum of 1000 hours of assessed clinical practice.

SECTION 5: TEACHING AND ASSESSMENT

The course is delivered full time over 2 years with a varied mix of academic and clinical learning. The programme is linear and modular and all of the academic modules are compulsory and credit bearing. The enquiry based learning approach to delivery established from the outset ensures that students are fully engaged with all aspects of learning and develop the appropriate self-direction required of professional practice. Graduate students already practiced in independent learning and with high levels of self-motivation will be able to capitalise on these approaches to maximise the potential of enquiry based learning approaches, which will help them to meet the demands of the intense format of this programme.

Graduates from the programme will achieve outcomes relevant for employment as entry level physiotherapists including both the generic attributes articulated by Oxford Brookes and the specific professional outcomes articulated by the Health and Care Professions Council (HCPC) and the Chartered Society of Physiotherapy.

In the first year the curriculum focuses on the development of post graduate research literacies, profession specific knowledge and skills and the development of professional values. Mid way through the first year the students complete their first of five practice placements. In year two the physiotherapy modules broaden to evaluate current health drivers for example, the public health agenda and the increased focus on pre-habilitation and integrated community working. Collaborative practice education is essentially one of the pervasive themes in the practice modules, and this is further explored in the shared leadership module. Blocks of practice placements continue in year 2 and the students complete their dissertation.

Academic Assessment

The academic module assessments have been developed to compliment enquiry based learning thereby encouraging transferable learning that emulates professional practice as far as possible. Self-assessment and reflective accounts will form a key component where appropriate, in order to develop critical self-awareness and academic literacy in addition to profession specific skills. Viva assessments with a focus on evaluation of skills and theory will be key in the first year within the three core physiotherapy modules. Students will be required to engage in 'on line' assessments of the theory and evidence base and to demonstrate their acquisition and application of practice and communications skills in a Viva. In the second year practical vivas will continue with enhanced demands with a focus on critical thinking and clinical reasoning. Additionally professional skills such as report writing and the justification, articulation and defence of clinical decisions will be developed. Research literacies are assessed sequentially in the first year research methods module and the final dissertation module.

Practice Assessment

Practice is assessed within the five clinical placement modules. Practice assessment is developmental, continuous and criterion referenced, and is the responsibility of the clinical educator. Clinical visits from University staff (Link Lecturers) are undertaken normally in the middle of the placement and usually coincide with the mid way formative assessment. This allows the student to receive feedback on performance to that point and to provide feed forward on areas that may require further development in the remaining time on placement. A final indicative grade is provided and discussed with the student towards the end of the placement with Link Lecturer input when required. All practice modules in the Master's degree are non-credit rated and are pass/fail.

Dual level teaching and Masters level learning in tutorials

The pre-registration Masters students will normally be taught the theoretical components alongside the undergraduate students in the profession specific modules. The practical components of the degree are bespoke to the MSc students and allow the appropriate acceleration of learning. This level 7 learning experience within practicals and tutorials allows a more critical and evidence based approach which thus develops professional competence and post-graduate attributes. This approach will require

the student to actively engage in self-directed enquiry which will help them to be critical learners who can engage in professional discourse. This supports employability in a marketplace that demands adaptability, continuous development and leadership.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Prior qualifications necessary for entry to the programme, including English language requirements.

Qualification	Minimum entry requirements grade/points
GCSE	5 Passes at grade C or above in GCSE to include English, Maths and Science at grade C or above
PLUS	
Degree	Normally a BSc honours degree 2:1 or above in a science based subject in: Anatomy, Biological Sciences, Biology, Kinesiology, Exercise, Physiology or Sport
IELTS:	An IELTS score of 7 (with a minimum of 6.5 in all components) is required where English is not the main language. Equivalent English language qualifications will be considered.

Applicants who have appropriate prior learning can be considered for advanced standing on the programme.

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Admission to the Physiotherapy degree programmes are subject to the Rehabilitation of Offenders Act (1994) section 4 (2) Exemption Order 1975 and DHSS HC 88 (9) guidelines regarding child protection and police checks. All applicants are required as a condition of acceptance to satisfactorily complete a criminal record disclaimer form and give their permission for us to obtain an enhanced police check with the Disclosure and Barring Screening Service (DBS). Each year thereafter students are required to self-declare any Police cautions or conviction before each practice education module.

Applicants from overseas are required to provide a satisfactory enhanced police check with the DBS or an equivalent from their home country. Where an equivalent check is provided applicants are required to complete an enhanced police check with the DBS a year later.

SECTION 7: PREPARATION FOR EMPLOYMENT

Employers are regarded as key stakeholders in the programme and as such they work in partnership with the University in the development and delivery of many aspects of the course. Employers are involved in the selection of students for entry onto the programme as panel members at interview, they contribute to aspects of programme development by being panel members on programme development teams, they often provide specialist lecturing services, and they feature in the quality assurance mechanisms for the programme by feeding into module and annual reviews.

As with other professional practice programmes, practice is embedded in the curriculum and links with employers are sustained and robust and the programme team liaises continually with a range of potential employer as they are key players in the provision of clinical placements.

The award of MSc Physiotherapy (Pre-registration) provides eligibility to apply for registration with the HCPC. Registration with the HCPC is compulsory for working as a Physiotherapist in the UK. Future careers prospects include clinical specialisation, management, research or education. As the course is fully accredited by the CSP, graduates may work overseas subject to local registration requirements.

Most UK-based Physiotherapy graduates become employed within the NHS. A common choice of first job is a rotational post, which gives newly qualified physiotherapists the opportunity to work in different aspects of physiotherapy over a series of four or 6 monthly postings. Many physiotherapists subsequently move into more specialist areas of practice, research, teaching, health promotion or management. Some physiotherapists go on to consultant posts within the NHS, whereas others may build their own private practices, become sports specialists or researchers. The range of career opportunities is very wide.

An increasing number of employment roles are evolving which are related to health and wellbeing in the private, voluntary and independent sectors. The team are attentive and work with the University careers department to prepare students for physiotherapy specific job applications and interviews. Professional profiling and portfolio development is embedded through the programme in readiness for employment. Commonly students pursue employment overseas. The programme team support students in the application process for registration to work as a physiotherapist outside of the United Kingdom.