## Programme Specification
### 2018 Entry

### A NATURE OF THE AWARD

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Programme Title</td>
<td>Physiotherapy</td>
</tr>
<tr>
<td>2</td>
<td>Final award</td>
<td>BSc (Hons) Physiotherapy</td>
</tr>
<tr>
<td>3</td>
<td>Intermediate awards</td>
<td>Certificate &amp; Diploma in Applied Health Studies</td>
</tr>
<tr>
<td>4</td>
<td>Awarding institution/body</td>
<td>St George’s Hospital Medical School, a constituent College of the University London</td>
</tr>
<tr>
<td>5</td>
<td>Teaching institution</td>
<td>The Faculty of Health Social Care and Education: Kingston University/St George’s, University of London</td>
</tr>
<tr>
<td>6</td>
<td>Programme accredited by</td>
<td>Health and Care Professions Council (HCPC) Chartered Society of Physiotherapy (CSP)</td>
</tr>
<tr>
<td>7</td>
<td>UCAS code</td>
<td>B160</td>
</tr>
</tbody>
</table>
| 9 | Frameworks for Higher Education Qualifications | Level 4 Undergraduate Certificate
Level 5 Undergraduate Diploma
Level 6 BSc (Hons) |
| 10 | Date specification produced | 2008 (last updated October 2017) |

### B FEATURES OF THE PROGRAMME

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1</td>
<td>Mode of study</td>
</tr>
<tr>
<td>2</td>
<td>Usual length of programme</td>
</tr>
<tr>
<td>3</td>
<td>Other features of the programme</td>
</tr>
</tbody>
</table>

### C EDUCATIONAL AIMS OF THE PROGRAMME

#### Aims Of the Course
In accordance with the strategic plan of the The Faculty of Health Social Care and Education, this course aims to ensure graduates:

- Develop relevant knowledge, understanding, skills, and professional behaviour in order to work as a safe, effective, autonomous physiotherapist.
- Promote empathy and sensitivity to engender a person centred approach to physiotherapy practice.
- Foster critical thinking, reflection, and skills of self-directed learning for lifelong personal and professional development.
• Are able to respond to changing political and societal contexts, in the delivery of effective, safe services which meet the needs of individuals and populations.
• Develop a critical awareness and systematic understanding of research methods used in health and social care research.
• Develop effective interprofessional working, and support high quality service delivery.
• Critically evaluate their effectiveness in relation to the delivery of person centred physiotherapy.

<table>
<thead>
<tr>
<th>D</th>
<th>LEARNING OUTCOMES OF THE PROGRAMME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Advanced knowledge and understanding of:</strong></td>
</tr>
<tr>
<td>1</td>
<td>Theoretical basis of Physiotherapy practice</td>
</tr>
<tr>
<td>2</td>
<td>Anatomical, biomedical and physiological principles related to human health and disease/ dysfunction</td>
</tr>
<tr>
<td>3</td>
<td>Current developments in the practice and theory of Physiotherapy</td>
</tr>
<tr>
<td>4</td>
<td>Fundamental concepts of psychosocial science relevant to the student becoming a member of the healthcare team, a practitioner and a healthcare educator</td>
</tr>
<tr>
<td>5</td>
<td>Theoretical and ethical basis of scientific research and clinical audit</td>
</tr>
<tr>
<td>6</td>
<td>The context of healthcare provision including the structure and policies of the NHS</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th></th>
<th><strong>Cognitive skills: the ability to</strong></th>
<th><strong>Related teaching and learning methods and strategies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand &amp; apply the skills of independent study &amp; enquiry</td>
<td>Keynote lectures, tutorials, IT based learning, student/ tutor-led, seminars: student/ tutor-led, directed study (facilitated by study packs/ handbooks/ IT based study guides), independent study, case- based and problem- based learning, clinical placement learning.</td>
</tr>
<tr>
<td>2</td>
<td>Apply strategies for appropriate selection of relevant information from a large body of knowledge</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Critically evaluate &amp; synthesise research literature &amp; a variety of types of information &amp; evidence in order to gain coherent understanding of theory &amp; practice</td>
<td>Assessment</td>
</tr>
</tbody>
</table>

Coursework: essays, reports, posters, presentations, clinical portfolio, clinical
<table>
<thead>
<tr>
<th></th>
<th>Utilise problem-solving skills in a variety of theoretical &amp; practical situations.</th>
<th>placement assessment, research proposal and project. Examinations: computer–based examinations, written examinations, practical examinations. Formative assessment is also incorporated throughout the programme.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Practical skills: the ability to</strong></td>
<td><strong>Related teaching and learning methods and strategies</strong></td>
</tr>
<tr>
<td>1</td>
<td>Undertake skilled competent, safe &amp; effective autonomous Physiotherapy practice in a variety of practice settings</td>
<td>Practical classes including demonstration and student practice Video- recordings to support peer learning/ assessment Clinical visits Clinical placements</td>
</tr>
<tr>
<td>2</td>
<td>Communicate effectively with individuals, relatives, carers &amp; other health care workers, establishing ethical &amp; therapeuic relationships fully compliant with the rules of professional conduct</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Implement non-discriminatory practice, which respects an individual’s beliefs &amp; identity &amp; ensures confidentiality</td>
<td><strong>Assessment</strong> Coursework: essays, reports, posters, presentations, clinical portfolio, clinical placement assessment, research proposal and project. Examinations: written examinations, practical examinations. Formative assessment is also incorporated throughout the programme via self and peer assessment</td>
</tr>
<tr>
<td>4</td>
<td>Collect data effectively from a verbal and physical examination of an individual and evaluate and interpret findings</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Negotiate, implement and justify holistic management plans with an individual or carer, which facilitate functional rehabilitation within a unique psychological and social context</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Effectively and safely apply transferable skills in the physiotherapy management of individuals, with continual analysis and clinical reasoning, evaluation of outcome and appropriate modification of intervention</td>
<td></td>
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<tr>
<td>7</td>
<td>Critically analyse, reflect, evaluate and interpret the evidence underpinning physiotherapy practice and initiate changes in practice appropriately</td>
<td></td>
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<tr>
<td>8</td>
<td>Contribute effectively to the holistic care of the individual within the framework of interdisciplinary working and understand the value of the contributions of other health and social care professionals</td>
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<tr>
<td>9</td>
<td>Educate and advise patients/ clients, members of the public and health and social care professionals on strategies for restoration and maintenance of optimal health and social well-being, showing understanding of the role of the Physiotherapist in health promotion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Transferable skills: the ability to</strong></td>
<td><strong>Related teaching and learning methods and strategies</strong></td>
</tr>
<tr>
<td>1</td>
<td>Communicate effectively with a wide range of individuals using a variety of means</td>
<td>Transferable/ Key skills are integrated</td>
</tr>
</tbody>
</table>
Evaluate own academic, personal, professional and clinical performance within the modules, including the clinical education elements and are related to relevant assessments as appropriate.

Demonstrate critical reasoning and problem-solving skills and make professional judgements in a variety of settings.

Manage change effectively and respond to changing demands.

Take responsibility for personal and professional learning and development.

Manage time and priorities workloads while recognising and managing personal emotions and stress levels.

Understand career opportunities and challenges ahead and begin to plan career path.

Discuss lifelong learning needs via such strategies as the Portfolio.

Demonstrate information management skills e.g. electronic patient records, data manipulation.

Programme structure and features

For full summary of the features of the programme see: [http://www.healthcare.ac.uk/courses/rehabilitation-sciences/physiotherapy/](http://www.healthcare.ac.uk/courses/rehabilitation-sciences/physiotherapy/)

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

Please see Appendix

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

To qualify for the award of BSc (Hons) Physiotherapy Honours degree, students must complete all the course requirements and must pass all modules. For up-to-date information, see the course regulations.

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

- Health and Care Professions Council (HCPC) Standards of Education and Training (2014) and the Standards of Proficiency (2013)
- Chartered Society of Physiotherapy (2010) Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy
- The QAA benchmarks: Physiotherapy

The QAA qualifications framework for England, Wales and Northern Ireland.

Aegrotat Awards

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

Alternative and Intermediate Awards

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

<table>
<thead>
<tr>
<th>F</th>
<th>General teaching and learning strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum is designed to enable students to move from some dependence to self-direction in order to take responsibility for their own learning as they progress through the course.</td>
<td></td>
</tr>
<tr>
<td>Opportunities for shared learning with students in other healthcare disciplines help to promote interprofessional team working.</td>
<td></td>
</tr>
<tr>
<td>Personal development and lifelong learning will be encouraged through academic study, practice and by pastoral support from the Personal Tutor, development of the knowledge and skills for reflective practice and the encouragement of self-directed learning activities.</td>
<td></td>
</tr>
<tr>
<td>Teaching strategies are informed by the course philosophy and by the recognition that the course participants are adult learners. Academic staff act as facilitators to focus and develop participants learning, building on the experience and skills within the group.</td>
<td></td>
</tr>
<tr>
<td>Lectures, Practical sessions, Seminars, Tutorials, Workshops, Directed Study, Case-based studies/Client focussed scenarios, Independent Project Work in Groups.</td>
<td></td>
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</tbody>
</table>

**Learning Strategies:**
- Student led seminars and case study presentations based on individual/group learning
- Participation in workshops, which facilitate group discussion and feedback; skills acquisition
- Acquisition of skills in a simulated environment
- Negotiation of learning contracts for practice
- Compilation of a reflective portfolio
- Self-directed study using reading lists, on-line technologies and resources, skills in information retrieval.
- Case-based scenarios and other problem-based learning strategies are also used
- Shared learning via group workshops, presentations, tutorials and discussion

A **Peer Assisted Learning** (PAL) system is a key process within the programme of study which is integrated into the student support and learning experience and is a means by which students can study and learn together. This process is also facilitated in the practice placement experience and has been consistently evaluated as being beneficial by the student body.

**Practice-Based Learning** provides students with exposure to inter-disciplinary working, the opportunity to participate in team meetings and case conferences etc. in a range of settings. Two PAL Practice experiences give the first year students the opportunity to meet patients, observe moving and handling and basic techniques in the practice setting.
and commence clinical reflection/reasoning. This process is organised and facilitated by 3rd year students who are already working in the practice setting.

**Shared Learning** is another feature of this course with opportunities in Year 1 and 3 primarily. The “Interprofessional Foundation Programme” and “Interprofessional debates and management” module in Year 3 are shared by a number of other healthcare students.

<table>
<thead>
<tr>
<th>G</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Assessment is an integral part of the continuous process of learning and development, with the purpose of enhancing students’ academic achievement overall university experience.</td>
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</table>

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

Assessment is designed to ensure the student has fulfilled the outcomes of the programme of study and has achieved the standard required for:
- The academic award of Bachelor of Science degree with Honours in Physiotherapy
- Eligibility to apply for Registration by the Health and Care Professions Council
- Eligibility to apply for Membership of the Chartered Society of Physiotherapy

**Assessing Student Performance**
A wide range of formative and summative assessments are used to assess integrated theory and skills, including:
- Written (computer or paper) examinations
- Essays and written assignments
- Presentations
- Posters
- Practical exams
- Reflective Portfolios
- Practice placement assessments
- Research projects

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

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

BSc (hons) Physiotherapy students have access to the educational, recreational and pastoral services provided by both SGUL and Kingston University. A wide range of services and facilities are available locally within the department and faculty and as well as wider provision from SGUL and KU.

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

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

**Pastoral Support:**
In addition to the support from student services, all students are also allocated a personal tutor at the beginning of the programme. A year tutor for each of years 1, 2 and 3 supports the group needs of the students. Guidance notes on expectations of personal tutor and tutees are available via the BSc (hons) Physiotherapy pages on CANVAS.

**Libraries:**
SGUL and KU libraries are available to BSc (hons) Physiotherapy Students. The SGUL library is the main library offering support and resources to BSc (hons) Physiotherapy students, however all libraries offer a wide range of Computing, Library and Media services along with other specialist academic resources. Further information about the libraries can be found here:

- [http://library.sgul.ac.uk/](http://library.sgul.ac.uk/)
- [http://www.kingston.ac.uk/library-and-learning-services/](http://www.kingston.ac.uk/library-and-learning-services/)

**Academic Support:**
Module leaders and other members of the module team will offer advice and support on issues related to the module and it’s assessment. Support will be offered for all students in the form of group tutorials within the module delivery. The Course Director supports all of these processes as appropriate.

**Learning Support:**
Additions learning support is available via the

- **Essential Skills Programme** – for support sessions run on topics such as mathematics, English, Science, IT skills (please see the Student Centre web pages)
- **Academic Skills Centre** – for one to one advice and guidance on draft assignments before submission. Students are support in developing skills such as grammar, referencing, academic structure, and plagiarism. (please see the Student Centre web pages)
- A special tutor is available within the faculty to assist students with English as an additional language.

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

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

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

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

**Specialist Academic Resources:**
Academic and teaching accommodation is located mainly on the SGUL campus and occasionally on the Kingston Hill Campus. The School of Rehabilitation Sciences has three dedicated rooms for theory and practical teaching and learning with adjacent storage facilities.

Within SGUL, there is an additional provision of seminar and tutorial rooms for small and large groups, and well-equipped lecture theatres. Physiotherapy students have access to the dissection rooms in the Department of Anatomy. Students also utilise facilities at Kingston University for some interprofessional studies.

The Faculty subscribes to the Placement Management Partnership (PMP), which involves collaboration between all physiotherapy education providers in London and maximises the availability of practice placements.

Students and Staff have access to the CANVAS Virtual Learning Environment (VLE) to support teaching and enhance learning. The Moodle VLE is also used to support the Interprofessional Foundation Programme in Year 1.

**Virtual Handbook:**
A number of documents are available within the course landing pages in CANVAS that constitute the student handbook and are updated annually. Similar information is available via CANVAS for individual modules.
### Administrative Support:
A full range of services are provided for the support of this programme including:

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

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

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

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

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

- The Students’ Union [https://www.sgsu.org.uk/](https://www.sgsu.org.uk/)
- Student ‘families’ / Mums and Dads (via the Students’ Union)
- The Physio Society

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

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

<table>
<thead>
<tr>
<th>I</th>
<th>Criteria for admissions</th>
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<tbody>
<tr>
<td>Details for admissions are updated annually via the programme website <a href="http://www.healthcare.ac.uk/courses/rehabilitation-sciences/physiotherapy/">http://www.healthcare.ac.uk/courses/rehabilitation-sciences/physiotherapy/</a> and in the course regulations.</td>
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</table>

### Roles and Responsibilities
There is a designated Admissions Tutor responsible for recruitment, selection and admissions to the programme. The Admissions Tutor has delegated responsibility for ensuring that all aspects of the admissions policy are implemented and maintained. The role of the Admissions Tutor includes oversight of the recruitment and selection processes outlined below.

**Selection and Entry Requirements**
Recruitment to the course follows the Faculty’s philosophy and welcomes applications from prospective students from a diversity of backgrounds with the intention of widening access. Applicants are admitted to the programme where there is a reasonable expectation that they will be able to fulfil the learning outcomes and achieve the required standard for the award.

Candidates must be at least 18 years of age on admission and must meet the minimum academic and English language requirements set out in the course regulations.

It is now recognised that applicants face extreme difficulty in securing Physiotherapy work experience. It has been decided that applicants should not be penalised for a lack of work experience provided that they demonstrate knowledge and understanding of work in a health or social care setting.

All applicants who meet the academic and non-academic admissions criteria will be required to attend an interview prior to being considered an offer of a place on the course.

Places are offered subsequent to Multi Mini Interview (MMIs) processors. Assessors are drawn from Academic staff, practice colleagues, service users and current students. The academic team, clinical colleagues and service users receive training on interviews conducted by the Admissions Tutor and team.

**Occupational Health**
All offers of places on the BSc (hons) Physiotherapy program are made subject to satisfactory health clearance and an agreement to undergo appropriate blood tests and immunisations. Candidates who are concerned about a health issue are strongly advised to contact the Occupational Health Team at St George’s prior to applying.

**Disclosure and Barring Service (DBS)**
All applicants will be required to have an enhanced DBS disclosure. More information about this process will be sent to applicants as part of the Admissions process.

**Equal Opportunities and Disability**
Admission procedures are designed to be consistent with SGUL equal opportunities procedures. Students are encouraged to declare disability in order that they can access the support available to them.

**Duration**
The minimum period of study for the award of a BSc (Hons) degree is three academic years full time. The maximum period of registration is five years. The period of study should normally be continuous, unless special agreement is given. This must be authorised by the Course Director. This may be on grounds of ill health, or other appropriate and adequate cause.
Enrolment
Enrolment to the degree is made through the Faculty of Health Social Care and Education. All students must complete the registration formalities of SGUL and will be expected to sign a declaration that they intend to abide by the regulations for students of the SGUL. Students will also register with Kingston University in order to gain access to library, computing and other facilities. A disciplinary code will come into effect if students are observed to infringe the General Regulations or Programme Regulations.

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

Methods for evaluating and improving the quality and standards of teaching and learning
- Annual Monitoring Report incorporating Module reports derived from student module evaluations (and by feedback via the Student Staff Consultative Committee) and Visiting Examiners’ reports
  - Approval at Course Committee then to Faculty Quality Committee
- National Student Survey
- Course Committees and Student Staff Consultative Committee
- Annual monitoring process - Health and Care Professions Council
- Peer review of teaching
- Review and revalidation processes
- Staff appraisal processes
- Staff development in teaching and learning and assessment
- Employer feedback including feedback from Practice Educators and Clinical Managers via Practice Liaison meetings and London Physiotherapy Managers Forum (LPMF).
- Managers meetings
- Practice placement audit
- Faculty Quality Committee/ Quality Assurance and Enhancement Committee/ Senate/ Faculty Teaching and Learning Committee
- Staff research and consultation activities

Regulation of assessment
The assessments are currently regulated by the St George’s, University of London SGUL:
- Regulations for the BSc (Hons) Physiotherapy and by the General Regulations for Students and Programmes of Study (SGUL)
- See Course Regulations for the current Scheme of Assessment
- See BSc (hons) Physiotherapy course landing pages in the virtual learning environment for the assessment calendar
**Indicators of quality and standards**

- QAA reports (most recent: 2011)
- Contract Performance Monitoring with NHS London SHA: annual reviews
- Approval by the Health Professions Council and the Chartered Society of Physiotherapy (periodic review successfully completed April 2013)
- Module and annual student evaluation
- Student feedback via Set Representatives and the Student Staff Consultative Committee held once per term.
- Course Committee is held once per term with representation from Clinical Managers, Students and Service Users.
- Visiting Examiners annual reports are considered at Course Committee together with the responses made by the academic team to the recommendations. These are also reported to St George’s Hospital SGUL Academic Quality Committee, the Health and Care Professions Council and to the Chartered Society of Physiotherapy.
- Prizes:
  - Best clinical performance
  - Best overall performance

**Publication:** This specification is available in the following locations: SGUL website; VLE; and student handbook.

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

**Key sources of information are:**

- Course Documents and Important Information held in the BSc (hons) Physiotherapy landing pages in the virtual learning environment
- Module guides or equivalent information held in module landing pages in the virtual learning environment
- St George’s, University of London prospectus and the Kingston University prospectus
- Faculty of Health Social Care and Education webpage [http://www.healthcare.ac.uk/courses/rehabilitation-sciences/physiotherapy/](http://www.healthcare.ac.uk/courses/rehabilitation-sciences/physiotherapy/) and associated direct links to SGUL and KU websites
- Course leaflets
- QAA subject review reports
<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PT4001 Interprofessional Foundation Programme (IFP)</td>
<td>30 Credits</td>
</tr>
<tr>
<td>PT4002 Assessment, Structure &amp; Function</td>
<td>30 Credits</td>
</tr>
<tr>
<td>PT4004 Factors Influencing Professional Practice (FIPP)</td>
<td>30 Credits</td>
</tr>
<tr>
<td>PT4003 Pathology, Health Promotion &amp; Rehabilitation</td>
<td>30 Credits</td>
</tr>
<tr>
<td><strong>Sub Total credits Year 1 (level 4)</strong></td>
<td><strong>120 Credits</strong></td>
</tr>
<tr>
<td>PT2014 Integrating Clinical Concepts</td>
<td>30 Credits</td>
</tr>
<tr>
<td>PT2009 Management of Musculoskeletal Dysfunction</td>
<td>30 Credits</td>
</tr>
<tr>
<td>PT2010 Management of Complex Cardio-Respiratory Dysfunction</td>
<td>15 Credits</td>
</tr>
<tr>
<td>PT2011 Neurological Rehabilitation</td>
<td>15 Credits</td>
</tr>
<tr>
<td>PT2013 Research Methods in Health &amp; Social Care</td>
<td>15 Credits</td>
</tr>
<tr>
<td>PT2015 Practice Placements 1 2 3</td>
<td>15 Credits</td>
</tr>
<tr>
<td><strong>Sub Total credits Year 2 (level 5)</strong></td>
<td><strong>120 Credits</strong></td>
</tr>
<tr>
<td>PT3007 Physiotherapy Practice in Context</td>
<td>30 Credits</td>
</tr>
<tr>
<td>PT3009 Research in Practice</td>
<td>30 Credits</td>
</tr>
<tr>
<td>PT3010 Interprofessional Management &amp; Debates</td>
<td>15 Credits</td>
</tr>
<tr>
<td>PT3011 Critical Reflection &amp; Reasoning</td>
<td>15 Credits</td>
</tr>
<tr>
<td>PT3015 Practice Placements 4 5 6</td>
<td>30 Credits</td>
</tr>
<tr>
<td><strong>Sub Total credits Year 3 (level 6)</strong></td>
<td><strong>120 Credits</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>360 Credits</strong></td>
</tr>
</tbody>
</table>