

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	Integrated Masters in Physiotherapy
1.5 FHEQ Level:	4, 5, 6, 7
1.6 Programme Title:	Integrated Masters in Physiotherapy
1.7 Mode and Duration of Study:	Full Time – 4 Years
1.8 School:	Health & Wellbeing
1.9 HECoS Code:	100252
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	IMPH
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	Health and Care Professions Council (HCPC)
1.14 QAA Subject Benchmarking Group(s):	N/A
1.15 Other External Points of Reference:	QAA Master's Degree Characteristic Statement (2020) The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales, and Northern Ireland (FHEQ) QAA Higher Education Credit Framework for England: Advice on Academic Credit Arrangements (2021) Health and Care Professions Council (HCPC) Standards of Proficiency for Physiotherapists HCPC Standards of Education and Training HCPC Standards of Conduct, Performance & Ethics Chartered Society of Physiotherapy – Physiotherapy Framework
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	1000 hours of clinical placement in various healthcare settings. Students will complete these hours across 5 placement blocks, during

	these blocks students will complete the required assessments for modules PHYD06, PHYH01, PHYH06, PHYM03 and PHYM05.
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	June 2021
1.21 Date of Commencement:	September 2022
1.22 Review Date:	By August 2028

2. Programme Outline

The Integrated Masters in Physiotherapy (MPhysio) course is a four-year pre-registration integrated master course which has been designed for under-graduates entry. This will course will equip physiotherapy graduates with the skills and knowledge to work in the ever-evolving healthcare sector.

Due to a growing and ageing population with long term conditions and complex presentation in UK, there have been a bigger emphasis and need for physiotherapists in promoting health and wellbeing in primary care setting and supporting users and carers in community settings.

The curriculum is developed meticulously in collaboration between academics, clinical staff, service users and professional, educational and trade union body (Chartered Society of Physiotherapy), aiming to enable graduates to maximise their potential and meeting the professional competence in physiotherapy. The strong practical elements of this course will be taught in conjunction with relevant theory and background information. Students will gradually acquire a greater depth of learning and increased competency in deadline with people, meeting their needs and deciding on the most effective treatment to offer. This course is a values-based programme, meaning students will be encouraged to foster empathy and compassion for their clients and their problems.

The first-class health sciences teaching and research facilities at Plymouth Marjon University, in addition to external clinical placements, will enable students to develop and apply their knowledge in both theoretical and clinical settings. Their learning is supported with academic staff who hold both academic and professional practice qualifications and who continue to work in the sector as practitioners

Physiotherapist or Physical Therapist is a protected title in United Kingdom and is regulated by Health and Care Professions Council. Physiotherapists deal with human function and movement and help people to achieve their full physical potential. They use physical approaches to promote, maintain and restore wellbeing.

Successful completion of the Integrated Masters in Physiotherapy provides eligibility to apply for registration with the Health and Care Professions Council (HCPC) as a Physiotherapist.

2.1 Integrating Sustainability into the Curriculum

The programme team are responsible for embedding sustainability into the curriculum by considering the future impact of the lives of all students who pass through the programme. For example, we will reduce our impact on the environment through the use of e-learning, e-submission and e-books. We will promote student wellbeing and develop resilience, in the self and others. We implement this through adherence to the broad term of sustainability which

outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities and cultural diversity. The programme team works hard to develop and maintain strong regional partnerships with placement providers who are also the future employers of the physiotherapy students. The team also works alongside other university-wide agendas such as employability and student engagement to embed these concepts more widely.

Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves and others, which will enable them to clarify their own values as well as promote a sustainable future. Critical reflection and critical appraisal are integral to professional development and is fostered through reflexive accounts, learning journals, and discussion groups as well as in more traditional seminar sessions.

Higher Education is recognised as an important ground for application of sustainability skills. The team use a range of pedagogical approaches to bring these elements into the learning environment: real-world case studies, data-based learning and project based learning are used to develop systemic thinking and analysis.

There is an emphasis on participatory learning through peer and group learning opportunities. Experiential learning is fundamental to clinical placement learning. Simulations, role play and case-based learning develop creative thinking for future scenarios.

Collaborative learning is included through contributions from specialist guest speakers including physiotherapy service users, practice-based learning and interdisciplinary working.

3. Distinctive Features

The programme is offered as a 4-year full time pre-registration integrated undergraduate master programme. The Integrated Masters in Physiotherapy (MPhysio) is designed to develop a critical evaluation of the theory and practice of physiotherapy and to develop physiotherapists who are able to solve complex problems and think rigorously and independently in various health care settings. The degree is built on our expertise of a multidisciplinary professional model that integrates the principles of evidence-based practice with a holistic paradigm of patient-centred health care.

This contemporary course is designed for students to be a competent chartered physiotherapist in meeting the Health and Care Professions Council (HCPC) Standard of Proficiency for physiotherapist and Chartered Society of Physiotherapy Framework.

This 4-year full time pre-registration integrated undergraduate master programme will develop the knowledge and skills of students beyond that associate with a traditional three-year physiotherapy programme. The course balances academic and practice-based demands to prepare students for healthcare roles in the public and independent sector. This programme has encompassed the on-going change in healthcare delivery models with the aims of training physiotherapists well suited in a transforming healthcare system.

The course encourages lifelong learning and emphasises the importance of Continuing Professional Development by utilising self-directed learning and reflection in a programme designed to support learners. Student's theoretical and work-based learning is reviewed and supported by highly specialised staff and peers alike in an encouraging and critically supportive environment which utilises the context of professional examples, discussions and placement.

The course has established extensive connections with various placement providers, enabling access to a range of real-life situations in both clinical and community environments as well as access to simulation suites, this embedded work-based approach enables students to focus on their practice within the sector, communicating effectively and developing skills which will allow them to flourish both academically and in the workplace.

4. Programme Aims

The central aim of the programme is to enable students to develop into competent, confident physiotherapists who are aware of professional and inter-professional practice and are fit for practice and can be recommended to the Health and Care Professions Council for registration. Students will develop an understanding of their own learning needs and leadership qualities.

The proposed Integrated Master in Physiotherapy degree at Plymouth Marjon University has been designed to enable students to meet the standards of proficiency for physiotherapists set by the Health and Care Professions Council (HCPC):

<https://www.hcpc-uk.org/standards/standards-of-proficiency/physiotherapists/>

The aims of the programme are to:

1. Develop knowledge, skills, and attributes in order for students to become autonomous, accountable and resilient physiotherapists
2. Evaluate current issues across the sector to problem solve and enhance practice.
3. be able to practise within the legal and ethical boundaries of the physiotherapy profession
4. Develop reflective skills to promote effective practice in partnership with patients in a diverse and evolving health and social care context.
5. Provide opportunities to learn with and from other healthcare professionals to enable the development of competence in inter professional practice.
6. Prepare you to meet the requirements for registration with the Health and Care Professions Council and the University's criteria for the named award.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. A mastery of the complex concepts and principles, knowledge and critical analytical skills related to physiotherapy.
2. A comprehensive and systematic understanding of anatomy and physiology to support individuals to maximise their potential, and to contribute effectively to the provision of physiotherapy.
3. A deep, comprehensive and systematic of psychological and sociological perspectives as relevant to clients, carers and their context.
4. The ability to develop a deep, critical and systematic understanding of how physiotherapy can affect both the health and functional capacity of patients with various disorders.
5. A deep and systematic understanding of the moral, ethical and legal issues which underpin professional practice especially in the clinical setting.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

6. The ability to critically and systematically analyse and apply evidence-base practice.

7. The ability to critically analyse , synthesise and present complex clinical information from a substantial range of sources.
8. The ability to critically analyse and evaluate complex, incomplete or contradictory theory and research data.
9. Critical reasoning and problem-solving skills (including hypothesis-based assessment and differential diagnosis in both academic and practice settings taking account of relevant social, cultural, psychological, and ethical issues.
10. The ability to critically analyse and interpret information gained from the assessment process, flexibly and creatively apply problem solving and clinical reasoning to plan, prioritise and implement.

Practical skills:

By the end of this programme students should be able to demonstrate:

11. The ability to work autonomously and with accountability in line with defined professional standards and expectations.
12. The ability to proactively promote, deliver, and critically evaluate high quality, inclusive patient centre physiotherapy services through effective integration and multi-professional working.
13. The ability to act autonomously in planning and implementing tasks at a professional or equivalent level within situations which are complex and unpredictable relevant to the role of a registered physiotherapist.
14. Critically evaluation of the impact of different professional responsibilities and approaches for both straightforward and complex work, in one- to-one and in group and team situations to plan, organise, allocate, review and evaluate their own practice.
15. Delivery of inclusive, holistic, ethical and non-discriminatory physiotherapy in a diverse range of contexts consistently.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

16. The ability to adapt and employ their own communication, interpersonal and transferrable skills appropriately across a variety of settings.
17. The ability to work autonomously and with accountability in line with defined physiotherapy professional standards and expectations.
18. The ability to deal with complex issues systematically and creatively, synthesise information for client case notes, audit, research and presentation of information employing appropriate ICT tools and resources systemically and critically.
19. The ability to critically evaluate personal learning needs in the context of physiotherapy practice frameworks and formulating, implementing and evaluating continuous professional development plans.
20. Self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at both professional and non-specialist audience level.
21. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
22. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).
23. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).

24. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts (level 7).

6. Learning and Teaching Methods

Lectures will be complemented by small and large group discussions and debates, various forms of group work, as well as independent project work. Self-directed distance learning will be guided by tutor-stimulated discussion based on clinically rich case scenarios. Students will have a reflective practice portfolio to help consider how learning on the course can be translated into everyday work and practice. The practical element of the programme will utilise a combination of both work and practice-based learning, as well as utilising simulated and clinical practice to enhance students' understanding.

The programme places assessment at the heart of learning by using clinical scenarios to facilitate problem-solving, critical analysis and evidence-based care. The scenarios act as both the focus for learning and assessment, embedding assessment within the learning process. The programme will encompass a combination of oral and written modes which will be used to assess students' progress throughout the programme of study.

Method	Description
Blended Learning	The delivery of learning opportunities using a range of methods such as attendance at lectures in university, flexible and distributed learning including virtual learning environment (VLE), self-directed study etc.
Group Discussions	A focus groupwork together to discuss opinions and gauge their responses to specific stimuli.
Group Work	Group work is a form of voluntary association of students benefiting from cooperative learning, which enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, and critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behaviour and judgement.
Independent Learning	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Lecture	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories, and equations. Usually, the lecturer will stand at the front of the room and recite information relevant to the lecture's content.
Observation	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
Personal and Professional Development Planning	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Practical Sessions	Student activity, e.g. learning a skill or group work. This can also include laboratory sessions in the biomechanics and physiology laboratories.
Seminar	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised, and debates can be conducted.
Tutorials	One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.
Work Based Tasks	Learning events which take place within a working environment enabling learners to develop 'real' skills and practices. There will be a mandatory 1000 hours of clinical practice.

Workshops	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.
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6.1 e-Learning

The Integrated Masters in Physiotherapy programme team recognise the increasing contribution that digital resources make to the learning experiences of students. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The team utilise digital technology to support student development and to ensure they engage with digital technologies within modules across the four years of the programme. Students will have open access to extensive computer facilities within the University to support their studies.

7. Modes of Assessment

The Plymouth Marjon University Learning and Teaching Strategy has a commitment to ensure that efficiency and effectiveness of assessments are maximised, and all assessments are fit for purpose, in accordance with the University's Student Regulations Framework.

The progress of the students will be tracked and reviewed through different modes of assessment. The assessments will enable the strengths, weakness and learning needs of students being identified.

A variety of assessments will be used throughout the degree programme including different types of coursework, examination, practical examination and presentation. Formative assessments will be included within each module and will be provided in the module VLE.

This programme is subject to programme-specific regulations in addition to the generic university regulations. In order to ensure students meet the core professional requirements, each element is a core clinical competency in which the student must demonstrate a pass mark to be deemed fit for practice.

Method	Description
Case Study	An analysis of a real-life example within the field related to Physiotherapy.
Common Placement Assessment	The placement performance will be assessed by utilising the Common Placement Assessment Form (CPAF) which is a standardised assessment form proposed by the Chartered Society of Physiotherapy (CSP) . All physiotherapy students out on placement in all practice settings will be assessed with the CPAF.
Essay	A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor.
Literature Review	A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation. An essay style assignment critically evaluating literature pertinent to a topic.
Master Thesis	An in-depth independent study of 15000 words (or equivalent), approved by the module leader, following a topic of the students' choice.
Poster	A poster presentation will allow learners using visual cues to highlight important findings and key discussion points.
Practical Examination	A form of performance-based examination used to measure the clinical knowledge and skills of the students. During a practical examination, candidates are observed and evaluated in case scenarios.
Presentation	Presentation of data/information/critical analysis in a visual or verbal format to include brief verbal delivery and defence of questions posed on the topic specific to the information contained in the poster. Assesses knowledge of selected topic and communication skills.
Research Proposal	A research proposal will require learners to select a topic through analysis and synthesis of knowledge, literature and research methodology. Learners will propose a way to answer a research question.
Reflective Portfolio	A reflective portfolio will consist of a number of reflective practices. A reflective practice is an evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is the relevant to the students' experiences. This may be as a result of a placement, event, work experience, etc.
Report	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research. A structured written account of a laboratory practical with analysis and discussion of results.
Written Examination	Usually takes the form of essay questions, but also other forms, such as multiple choice questions, short answer questions, or any combination, which are taken under examination conditions.

8. Exemptions to University Regulations

- In order to successfully achieve the final award of Integrated Master of Physiotherapy and subsequently be eligible to register as a physiotherapist with HCPC, all students must successfully complete all elements of each module with a mark of no less than 40% in levels 4,5 and 6; and no less than 50% in level 7.
- All assessment tasks of each module must be passed in order to pass the module and any assessments which involve a practical or reflective element are non-anonymously marked.
- Students are not permitted to trail failed work, or deferred work, into the next progression year.
- Any deferred or resit work must be submitted in a gap year with or without attendance as agreed at the Progression and Award Board (PAB). If it is a placement module or clinical hours, the student would be changed to part-time study mode for the duration of the placement or clinical hours with attendance so that they are registered for insurance purposes and compliance clearance.
- Students who fail the clinical placement in any year are permitted only one placement retrieval opportunity per module in the same academic year.
- A student with Extenuating Circumstances will be allowed to re-sit one assessment following the re-sit board and before the Semester C board, for one module only, subject to passing all other elements of assessment across the stage of the programme.

9. Work-Based Learning/Placement Learning

To comply with the training standards of the professional body, 1000 clinical hours must be completed by physiotherapy students in various clinical settings where each student will be supervised and assessed by a physiotherapist or health care professional.

These hours will be completed within the clinical placement modules (PHYD06, PHYH01, PHYH06, PHYM03 and PHYM05). Students will undertake one placement module at level 5 and two placement modules at both Level 6 & 7, each clinical placement block will be 6 weeks in duration (typically 37.5 hours/week), with a minimum of 200 hours typically for each placement block.

The university will seek to offer support to students in retrieving placement hours where possible, for example providing support to replicate placement within the Summer semester, however this is not guaranteed'

A total of 1000 hours will still need to be fulfilled by the end of level 7.

10. Programme Structure

Level 4

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/Optional	Condonable/Non-Condonable
PHYC01	Personal and professional development	20	50% Coursework 50% Practical Examination	A	Compulsory	Non-Condonable
PHYC02	Physiotherapy assessment and intervention	20	100% Practical Examination	A	Compulsory	Non-Condonable

PHYC03	Anatomy, Physiology and Pathology	20	100% Written Examination	A	Compulsory	Non-Condonable
PHYC04	Foundation in Physiotherapy Practice	20	40% Practical Examination 60% Coursework	B	Compulsory	Non-Condonable
PHYC05	Anatomy and Biomechanics	20	50% Written Examination 50% Coursework	B	Compulsory	Non-Condonable
PHYC06	Principles of Activity & Exercise	20	50% Practical Examination 50% Coursework	B	Compulsory	Non-Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/Optional	Condonable/Non-Condonable
PHYD01	Integrated Physiotherapy Studies	20	100% Practical Examination	A	Compulsory	Non-Condonable
PHYD02	Health Behaviour and psychology	20	50% Coursework 50% Practical Examination	A	Compulsory	Non-Condonable
PHYD03	Community Physiotherapy	20	50% Practical Examination 50% Coursework	B	Compulsory	Non-Condonable
PHYD04	Physiotherapy in Primary Care	20	50% Practical Examination 50% Coursework	B	Compulsory	Non-Condonable
PHYD05	Extended Rehabilitation	20	50% Practical examination 50% Coursework	A	Compulsory	Non-Condonable
PHYD06	Clinical Placement 1	20	80% Coursework 20% Coursework	B	Compulsory	Non-Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/Optional	Condonable/Non-Condonable
PHYH01	Clinical Placement 2	20	80% Coursework 20% Coursework	A	Compulsory	Non-Condonable
PHYH02	Leadership and Interprofessional Learning	20	50% Practical Examination 50% Coursework	A	Compulsory	Non-Condonable
PHYH03	Acute care	20	50% Coursework 50% Practical Examination	A	Compulsory	Non-Condonable

PHYH04	Research methodology	20	50% Coursework 50% Written Examination	B	Compulsory	Non-Condonable
PHYH05	Physiotherapy for long term conditions	20	50% Practical examination 50% Coursework	B	Compulsory	Non-Condonable
PHYH06	Clinical Placement 3	20	80% Coursework 20% Coursework	B	Compulsory	Non-Condonable

Level 7

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/Optional	Condonable/Non-Condonable
PHYM01	Master project	40	70% Coursework 30% Practical Examination	X	Compulsory	Non-Condonable
PHYM02	Complex patient management and pathways	20	50% Coursework 50% Practical Examination	A	Compulsory	Non-Condonable
PHYM03	Clinical Placement 4	20	80% Coursework 20% Coursework	A	Compulsory	Non-Condonable
PHYM04	Enhancing Services and Practice	20	50% Practical Examination 50% Coursework	B	Compulsory	Non-Condonable
PHYM05	Clinical Placement 5	20	80% Coursework 20% Coursework	B	Compulsory	Non-Condonable

Key: Semester X = A & B

Exit points:

- Students exiting at the end of Level 4 will be awarded the Certificate in Healthcare studies.
- Students exiting at the end of level 5 will be awarded the Diploma in Healthcare studies.
- Students exiting at level 6 will be awarded the BSc in Healthcare studies.

These exit qualifications do not provide students with the eligibility to apply for registration with the Health and Care Professions Council (HCPC).

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
PHYC01	Personal and professional development	D E F H
PHYC02	Physiotherapy assessment and intervention	A E
PHYC03	Anatomy, Physiology and Pathology	A
PHYC04	Foundation in Physiotherapy Practice	A B F
PHYC05	Anatomy and Biomechanics	A
PHYC06	Principles of Activity & Exercise	A, B, G

Threads Level 5

Module Code	Module Title	Thread
PHYD01	Integrated Physiotherapy Studies	PHYD01
PHYD02	Health Behaviour and psychology	PHYD02
PHYD03	Intermediate Care and community physiotherapy	PHYD03
PHYD04	Physiotherapy in primary care	PHYD04
PHYD05	Extended Rehabilitation	PHYD05
PHYD06	Clinical placement 1	PHYD01

Threads Level 6

Module Code	Module Title	Thread
PHYH01	Clinical Placement 2	A B D E F G
PHYH02	Leadership and Interprofessional Learning	E G H I
PHYH03	Acute care	A E H
PHYH04	Research methodology	A C H
PHYH05	Physiotherapy for long term conditions	A B C E H
PHYH06	Clinical Placement 3	A B D E F G

Threads Level 7

Module Code	Module Title	Thread
PHYM01	Masters Project (40 Credits)	A C G H
PHYM02	Complex patient management and pathways	A B E H
PHYM03	Clinical Placement 4	A B D E F G
PHYM04	Enhancing Services and Practice	E G H I
PHYM05	Clinical Placement 5	A B D E F G

Key:

- A. Critical theory, research perspectives, skills for learning
- B. Health, Safety & Security
- C. Quality and Service Improvement
- D. Equality & Diversity
- E. Communication Skills, including effective inter disciplinary communication
- F. Ethics
- G. Employability and Career Readiness
- H. Professional Development and Practice
- I. Leadership and Integration of Care

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

Health Care Professions Council (HCPC)

12. Professional Advisory Group

A Professional Advisors in Clinical Education (PACE) group for the programme has been established and this group will meet each semester and will comprise of representatives from practice education partners and student representatives. PACE will facilitate the collaborative reporting and discussion regarding the quality and suitability of placements for students. PACE members have access to information to assist with the triangulation of soft and hard intelligence that may identify emerging patterns and trends about placement areas. Outcomes from discussions at this group will inform annual programme monitoring.

13. Academic Progression Opportunities

Students will have the opportunity to pursue post graduate education, for example, Master of Philosophy (M.Phil) or Doctor of Philosophy (Ph.D). Students will be made aware that post graduate progression is available within the context of lifelong learning and relationships with Alumni often results in further study in the future.

14. Employability and Career Progression Opportunities

The team work closely with the Marjon Futures Team who help students find enriching careers and allow students to understand that the University experience is the beginning of a life of opportunity. Marjon Futures help students to plan their career and develop key employability skills which are highly valued by employers such as volunteering, enterprising and professional developments. Students on the programme will have access to Futures online which provides a range of programmes and awards to support students develop these important employability skills.

According to data from Office for Students (<https://discoveruni.gov.uk/>), employability for physiotherapy graduates has been shown to be excellent.

While NHS is traditionally the biggest employer for physiotherapists in UK, there are an increasing variety of opportunities for work in different healthcare and other workplace settings such as private hospitals, private practice, education, research and industry.

New graduates are typically employed at a Band 5, progressing to Band 6 and beyond over time within the NHS structure.

Employability skills include:

- **Analytical thinking and innovation** – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.

- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- **Reasoning, problem-solving and ideation** – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills:

- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. Canvas). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service

- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

The programme was developed under the guidance and advice from the professional body and trade union for physiotherapists in the United Kingdom (Chartered Society of Physiotherapy – CSP) from the inception of the programme. The Programme Learning Outcomes have been developed with guidance from CSP to align to the Physiotherapy Framework.

Feedback from academics, clinical staff, potential future employers and service users have been and will continue to be sought to shape and improve the programme.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

