

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	BSc (Hons) Physiotherapy
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	Buckinghamshire New University
<b>Subject Cluster:</b>	Allied Health & Advanced Practice
<b>Award Title (including separate Pathway Award Titles where offered):</b>	BSc (Hons) Physiotherapy
<b>Pathways (if applicable)</b>	
<b>FHEQ level of final award:</b>	6
<b>Other award titles available (exit qualifications):</b>	Certificate in Applied Health Studies Diploma in Applied Health Studies
<b>Accreditation details:</b>	<p>1. Health and Care Professions Council (HCPC) approved</p> <p>The HCPC is the regulatory body who upholds the standards of training, education and continuing good practice.</p> <p>2. Chartered Society of Physiotherapy (CSP) accredited</p> <p>The CSP is the Physiotherapy profession's membership body, providing support and services to its members.</p> <p>Membership of Chartered Society of Physiotherapy</p> <p>All students are advised to become members of the CSP by the end of semester one. Students are required to fund their CSP membership for the duration of the programme. As well as providing educational resources and support services, student membership of CSP provides students with professional liability insurance.</p>
<b>Length of programme:</b>	3 years
<b>Mode(s) of Study:</b>	Full Time
<b>Mode of Delivery:</b>	In person (on-site) delivery
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	There is no relevant Subject Benchmark Statement.
<b>Other external reference points (e.g.</b>	Health and Care Professions Council (HCPC) Standards of Proficiency for Physiotherapists

<b>Apprenticeship Standard):</b>	Chartered Society of Physiotherapy (CSP)
<b>Course Code(s):</b>	BSPHYSFT
<b>UCAS Code(s):</b>	PHYS
<b>Approval date:</b>	April 2023
<b>Date of last update:</b>	

## 2. Programme Summary

The BSc (Hons) Physiotherapy programme is a three-year degree offering an entry route into the Physiotherapy profession. The programme has been designed to align with the skills, requirements, and standards the HCPC and CSP set. The programme uses an integrated blended learning approach using technology to support face-to-face teaching, requiring university attendance no more than three days a week. A dedicated space on the Virtual Learning Platform facilitates communication between the students and the programme team.

Face-to-face teaching supports clinical skills learning using purpose-built specialist teaching equipment and rooms, while blended learning supports digital literacy development. This is essential for working in current and future health and social care environments.

Professional competence and clinical skills will be addressed during the programme through practical skills sessions, workshops, and problem-based learning with multimedia resources to support reflection. In some modules, service users will be utilised to give their perspectives on the work environment. This will be further supported by online content and practice placement hours during the second and third years of study. These practice hours will take place in various locations with a range of physiotherapists/staff, reflecting the changing nature of the profession and the variety of settings in which physiotherapists may work.

The programme is delivered by academics with extensive clinical experience and guest lecturers who are experienced, clinicians.

## 3. Programme Aims and Learning Outcomes

### Programme Aims

This programme aims to:

1. Provide each student with an excellent educational experience both in the academic and clinical environments
2. Provide a stimulating, and academically sound education, enabling students to meet the physiotherapy profession's skills, competencies, and standards
3. Develop students' knowledge and awareness of the political, regulatory, economic, and institutional factors shaping physiotherapy practice delivery
4. Prepare students to practice within a complex context to assess new information relevant to a question and apply this knowledge to clinical problem-solving and scientific inquiry
5. Enable students to reflect on their practice and exercise professional autonomy following legislation, policies, procedures, and best practice

## Programme Learning Outcomes

### Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Reflect on your own performance and practice, including non-discriminatory practice, ensuring patient dignity is always maintained.
K2	Demonstrate knowledge and understanding of the biological, physical, behavioural, and clinical scientific basis of physiotherapy practice.
K3	Apply judgement in the assessment and treatment of individuals using a patient-centred approach with appropriate outcome measures.
K4	Evaluate and synthesize research, demonstrating the ability to use research to enhance clinical practice.
K5	Appraise and discuss the effects of Health and Social Care policies on practice, health, disability and intervention, and the impact of health and disease at physiological, individual, and societal levels.

### Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome
C1	Demonstrate proficiency in the skills required for safe and effective physiotherapy practice, including assessment, intervention, planning, intervention delivery, clinical management, problem solving, and leadership.
C2	Apply knowledge of service and organisational issues in various clinical settings to identify how clinical services may be enhanced while maintaining ethical, professional, and statutory regulatory codes.
C3	Demonstrate original application of scientific knowledge, together with practical understanding of how established research techniques are used to create and interpret knowledge within the discipline.
C4	Design and complete their research study as part of their dissertation, using the knowledge and skills of critical analysis and clinical innovation.

### Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
P1	Comply with all relevant professional standards, conduct, and regulations, demonstrating a critical understanding of the underlying theories.
P2	Maintain professional relationships within the physiotherapy discipline alongside other professions and external agencies.
P3	Conduct a client/patient relationship in a professional manner, demonstrating a critical awareness of equality, diversity, inclusion, ethical and legal issues.
P4	Integrate communication and motivational skills into individuals' and populations' care to facilitate self-management and promote health education.

## Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

ID	Learning Outcome
T1	Review one's own clinical experience to recognise and understand success or failure, demonstrating autonomy in taking appropriate steps towards improvement, and the independent learning ability required for continuing professional development.
T2	Demonstrate appropriate verbal and non-verbal, and written communication skills, where appropriate receiving, eliciting, evaluating, and transmitting information.
T3	Produce contemporaneous, coherent, and accurate clinical and professional records.
T4	Develop and utilise professional relationships across the scope of professional practice in order to work effectively within the interdisciplinary team, and where appropriate teaching and supervising others.
T5	Assess and manage risk in all aspects of professional practice.

## Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through face-to-face teaching, utilising specialist teaching equipment and spaces as required, to support clinical skills learning within the context of ethical responsibility (K1-5, P1-4). Professional competence and clinical skills will be addressed during the programme through practical skills sessions, workshops, and problem-based learning with multimedia resources to support reflection (P1-4, T1-4). In some modules, service users will be utilised to give their perspectives on the work environment. This will be further supported by online content and 1000 clinical placement hours (K1-5, T5). Through project work the attributes of leadership and creativity are fostered and an innovative approach to problem-solving is acquired (C1-4, T2, T5).

## 4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions.

The profile of students who would be suitable for the course:

- 5 GCSEs at grade C (level 4) or above, including English language or literature, mathematics, and a science subject.
- BBC at A-Level (Biology and one other natural science) OR equivalent\*.
- UCAS points. 112-136 points, though students without the required points (but have studied relevant subjects) may still be invited to attend the selection event.
- In addition to the above, candidates are required to have practical experience relating to Physiotherapy, such as shadowing, work placement, or healthcare work experience, as explained below.

*\*DDM at BTEC (level 3) from courses in Science or Health subject areas*

*\*International Baccalaureate – Must achieve 112 UCAS tariff points. 1 HL subject at grade 5 or above and 1 HL subject at grade 4 or above – to include a natural science. The remaining points come from a combination of HL, SL, and Core subjects.*

• For students, whose first language is not English, there is a requirement to achieve an IELTS tariff of 7 with no individual component below 6.5. This falls in line with the recommendations of the CSP and the HCPC.

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

### Pre-enrolment checks

All applicants will require a satisfactory occupational health assessment prior to acceptance on the course. Candidates who fail the occupational health assessment will not be given entry into the course. Please see further details in the applicant's guide on the University website.

Admission to the Physiotherapy degree programme is 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 after that, students are required to self-declare any Police cautions or convictions before each practice education module.

The DBS in the United Kingdom does not currently conduct overseas criminal record checks. Therefore, International applicants, those without British Citizenship and British Citizens with a significant overseas residency require a criminal record check or certificate of good conduct from their home/overseas country before entry onto the course. Where an equivalent check is provided, applicants must complete an enhanced police check with the DBS a year later.

## 5. Programme Structure

Pathway 1 or stand-alone course **[add further tables for each additional pathway]**

Level	Modules (Code, Title and Credits)	Exit Awards
<b>Level 4</b>	<p><b>Core modules:</b></p> <p>ALL4006 Research and Study Skills (20 credits)</p> <p>ALL4007 Applied Anatomy and Assessment of the Neuromusculoskeletal System (20 credits)</p> <p>ALL4008 Applied Pathophysiology (20 credits)</p> <p>ALL4011 Cardio-Respiratory and Pulmonary Conditions Management and Intervention (20 credits)</p> <p>ALL4010 Neurological Conditions Management and Intervention (20 credits)</p>	<p><b>Certificate of Higher Education</b>, awarded on achievement of 120 credits at Level 4</p> <p>CertHE Applied Health Studies</p>

	ALL4009 Neuromusculoskeletal Management and Intervention (20 credits)	
<b>Level 5</b>	<p><b>Core modules:</b>                  ALL5007 Professional Practice 1 (20 credits)                  ALL5008 Research Methods and Evidence-Informed Practice (20 credits)                  ALL5009 Practice Placement 1, 2, and 3 (40 credits)                  ALL5010 Physiotherapy Practice through the Life Cycle (20 credits)                  ALL5011 Public Health (20 credits)</p>	<p><b>Diploma of Higher Education</b>, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5</p> <p>DipHE Applied Health Studies</p>
<b>Level 6</b>	<p><b>Core modules:</b>                  ALL6006 Leadership and Management (20 credits)                  ALL6007 Professional Practice 2 (20 credits)                  ALL6008 Practice Placement 4 and 5 (40 credits)                  ALL6009 Dissertation - Physiotherapy (40 credits)</p>	<p><b>Ordinary Degree</b>, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p> <p><b>Honours Degree</b>, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6</p>

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

## 6. Learning, Teaching and Assessment

### Learning and teaching

#### **Teaching and learning strategies**

A blended learning approach is adopted throughout the programme for knowledge and skills acquisition and development. Students will attend the University three times a week when they are not on practice placement. The face-to-face contact is made up of practical classes, workshops, seminars, tutorials, and problem-based learning in small groups. As well as face-to-face contact, some of the theoretical components will be delivered online via different mediums including webinars, videos and discussion forums. The University's virtual learning environment (VLE) will support the students with online learning content, resources, and contemporary technologies, enhancing traditional face-to-face teaching. Independent study will be expected under the guidance of the module leader. This will include more extensive reading, lecture preparation and reading, and planning for assignment submission. Clinical skills are developed through simulations, clinical observations, seminars, tutorials, practical classes, e-learning resources, and practice placements. Students are given opportunities to develop their clinical skills across all academic and practice placements. The links between academic and clinical modules are consistently emphasised to enable students to develop and transfer their knowledge and skills across all aspects of the programme. Students will have a placement reflection day at the end of each placement. The day will allow them to undertake shared learning based on their clinical experiences from practice placements.

The programme uses a mobile app with an online portfolio to enable students to acquire the skills to engage in lifelong professional development. Students will take responsibility for appraising their performance, identifying their learning needs, developing action plans, and accessing appropriate learning resources to ensure that they maximise their learning potential and acquire transferable skills relevant to their practice.

The workplace is regarded as a forum for learning and development and will be an integral part of the learning and teaching strategies used in the programme. Opportunities for interprofessional learning will be maximised across modules to give opportunities for interprofessional debate.

Throughout the programme, every student will be allocated a personal tutor for their pastoral and academic needs per the University's personal tutor policy. The tutor will usually meet with the students at least twice during the academic year. They will also be available to meet with the student at other times if required.

#### **Practice Education**

Practice Placements are an essential part of the programme, and students must accrue 1000 practice hours to complete the course and to meet the CSP requirements. We offer an active learning one-week observational placement in year 1 of study and a simulation placement as the first practice placement block in year 2 – a unique opportunity to develop vital clinical skills, such as communication, handling, and assessment. Overall, there are five practice placement blocks, with one 4-week (20 hours/week) and two 6-week (40 hours/week) in year 2 and one 6-week and one 5-week (40 hours/week) in year 3. The placement blocks are in a variety of situations, including NHS hospitals, community services, private hospitals/clinics, and simulation labs. The placements are organised in liaison with a placement management service (PMP) which coordinates student placements for 11

Universities in the South East. Most placements are in Buckinghamshire and surrounding counties, but students may be allocated to hospitals or clinics throughout south-east England.

In addition to the University being part of the PMP, we have existing placement contracts with the following hospitals:

- Imperial College Healthcare NHS Trust
- London North West University Healthcare NHS Trust
- Chelsea and Westminster Hospital NHS Foundation Trust
- Hillingdon Hospitals NHE Foundation Trust
- The Royal Brompton & Harefield
- West London NHS Trust
- Central & North West London
- Central London Community Healthcare NHE Trust
- Hounslow and Richmond Community Healthcare NHS Trust
- Buckinghamshire Healthcare NHS Trust
- Frimley Health NHS Foundation Trust
- Berkshire Healthcare Foundation Trust
- Oxford Health NHS Foundation Trust

A senior lecturer in physiotherapy will act as the physiotherapy Placement Co-ordinator. They will oversee the administrative process, ensure that practice educators are up to date with relevant practice educator training, allocate Link Tutors to students before they go out on placement, and oversee student support while on placement. The Placement Co-ordinator will also lead the pre- and post-clinical lectures. Additionally, the Placement Co-ordinator will represent the University at the London clinical educator's forum and liaise with PMP for student allocation. A dedicated Placement Administrator will do all placement-related administration.

While students are in a practice placement, their Link Tutors will maintain regular contact with them and their Practice Educators and visit them at least twice each placement. This will enable an effective line of communication for feedback regarding student performance and ensure the smooth running and coordination of placements for the students.

**Consent:** Before students participate as service users in practical and clinical teaching, they must provide consent in line with the University's consent procedure.

### **Pre-clinical Immunisations**

Students must have completed all relevant immunisations as requested by the Practice Placement Co-ordinator. Failure to complete the immunisations by week 1 of year 2 may result in the award of a fail against the 1st Placement Assessment Block. Continued failure to meet the requirement for immunisations may lead to the student being referred to the Fitness-to-Practice panel which may ultimately withdraw the student from the programme.

**Mandatory Training:** The programme team will arrange for the students to have compulsory clinical training consisting of moving and handling, basic life support, and infection control. A copy of all mandatory training must be submitted to the Placement Co-ordinator a week before placement commences. Where a student fails to produce the required documentation, their placement will be deferred and recorded as a 'none attendance' (DNA) in the practice placement block. Usually, this will extend their programme duration except in extenuating circumstances.

### **Attendance Requirements on the Programme**

Students are expected to attend at least 80% of each module's hours in line with similar programmes in the University and 1,000 placement hours to meet CSP's placement requirements. The attendance will be monitored, and students not achieving the minimum number of hours may fail the module/s or the programme.

## Assessment

The following assessment activities are used on this programme:

- Viva exams with a focus on the evaluation and application of theoretical knowledge
- Practical exams (OSCE) with a focus on skills and theory
- Written exams
- Written coursework with a focus on critical evaluation and analytical writing
- Online portfolios with a focus on critical analysis, reflective practice, and professional development
- Clinical case studies
- Research literacies are assessed sequentially in the first and second-year research modules and the final dissertation module.

All modules will include online activities for students to engage in providing them with formative feedback on their work feeding forward into their summative assessments. Other forms of formative feedback include peer feedback, discussions, and in-class (face-to-face) interactions. Feedback from exams will be provided to students within the 3-week turnaround as per the University expectation.

Assessments on the BSc Physiotherapy programme will have a pass mark of 40%. Condonement or compensation of failure in any module is not permitted. Students who fail any clinical module will not be able to progress to the Placement module until all pre-requisites have been successfully completed. Students will be permitted no more than two attempts at a module unless there are Extenuating Circumstances.

## Practice Placement Assessment

Practice placement is assessed within the practice placement modules in year 2 and 3, and it is the responsibility of the practice educator. The assessment is continuous, and criterion-referenced. The first practice visits from University staff (Link Tutors) are normally undertaken in the middle of the placement and usually coincide with the midway 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 the Link Tutor's input.

## Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) per year or 'stage' of the course.

<b>COURSE STAGE</b>	<b>SCHEDULED ACTIVITIES (HOURS)</b>	<b>GUIDED INDEPENDENT STUDY (HOURS)</b>	<b>PLACEMENT / STUDY ABROAD / WORK BASED LEARNING (HOURS)</b>
<b>YEAR ONE</b>	320	840	40
<b>YEAR TWO</b>	220	420	560

<b>YEAR THREE</b>	240	520	440 (to complete the required 1000 hours)
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## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

- [Regulations for Taught Degree programmes \(applicable to new BNU students\)](#)
- Condonement or compensation of failure in any module is not permitted
- Students who fail any clinical module will not be able to progress to the Placement module until all pre-requisites have been successfully completed
- There will be an interim assessment board to ratify level 5 clinical modules.

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader
- Physiotherapy Programme Boards

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment

- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The PSRB Standards of Proficiency (SOP) for Physiotherapists
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy
- Level 4-6 SEEC Descriptors (2021) for Higher Education available at [www.seec.org.uk](http://www.seec.org.uk)
- Health and Care Professions Council (2014) Standards of Proficiency For Physiotherapists [https://www.hcpc-uk.org/assets/documents/10000DBCStandards\\_of\\_Proficiency\\_Physiotherapists.pdf](https://www.hcpc-uk.org/assets/documents/10000DBCStandards_of_Proficiency_Physiotherapists.pdf)
- Health and Care Professions Council: Standards of Education and Training. [http://www.hpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5\\_v2.pdf](http://www.hpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5_v2.pdf)
- Health and Care Professions Council (2016) Standards of Conduct, performance and Ethics <http://www.hcpc-uk.org/assets/documents/10004EDFStandardsofconduct,performanceandethics.pdf>
- Chartered Society of Physiotherapy Code of Values and Behaviours <http://www.csp.org.uk/publications/code-members-professional-values-behaviour>
- Chartered Society of Physiotherapy (2013) Quality Assurance Standards for Physiotherapy Service Delivery <http://www.csp.org.uk/publications/quality-assurance-standards>
- Health and Care Professions Council Standards of Continuing Professional Development. <http://www.hpc-uk.org/registrants/cpd/standards/>

### Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Operates in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information sources.	X			X	X	X	X							X						X
Acts with initiative in decision-making and accessing support within professional or given guidelines, accepting full accountability for outcomes.	X	X	X		X								XX			X	X			
Has a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. Demonstrates an					X		X				X	X								

understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.																			
Designs and undertakes substantial investigations to address significant areas of theory and/or practice. Selects appropriate advanced methodological approaches and critically evaluates their effectiveness	X	X		X	X		X						X						
Undertakes analysis of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative approaches.			X				X	X								X		X	
Autonomously adapts performance to multiple contexts.																X	X	X	
Incorporates a critical ethical dimension to their practice, managing the											X	X			X	X	X		

implications of ethical dilemmas. Works proactively with others to formulate solutions.																				
Uses personal reflection to analyse self and own actions. Makes connections between known and unknown areas, to allow for adaptation and change.	X											X	X							

### Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Level 4</b>																				
Research and Study Skills				X				X	X											
Applied Anatomy and Assessment of the Neuromusculoskeletal System		X				X					X		X			X				
Applied Pathophysiology		X				X														
Neuromusculoskeletal Management and Intervention	X		X			X					X		X	X		X	X	X		X
Neurological Conditions Management and Intervention	X		X			X					X		X	X		X	X	X		X
Cardio-Respiratory and Pulmonary Conditions Management and Intervention	X		X			X					X		X	X		X	X	X		X
<b>Level 5</b>																				
Professional Practice 1				X			X				X	X	X			X	X		X	X

Research Methods and Evidence-Informed Practice				X				X	X													
Practice Placement 1, 2, and 3	X				X		X					X	X	X	X		X	X	X	X	X	
Physiotherapy Practice through the Life Cycle	X	X			X																	
Public Health	X	X			X								X								X	
<b>Level 6</b>																						
Leadership and Management																	X			X	X	
Professional Practice 2					X			X					X	X	X			X	X		X	X
Practice Placement 4 and 5	X				X		X					X	X	X	X		X	X	X	X	X	
Dissertation - Physiotherapy					X			X	X													