

Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	MSc Physiotherapy (Pre-Registration)	Course Code	MSPPF
FHEQ level and credit of final award	180 Credits at FHEQ Level 7 120 Credits at FHEQ Level 6		
Intermediate awards titles	MSc Health Studies (awarded to those who complete all Level 7 units but do not complete the Level 6 practice-based learning unit HRS6004). PG Dip Health Studies. PG Cert Health Studies.		
FHEQ level and credit of intermediate award	MSc Health Studies (180 Credits at FHEQ Level 7 only). PG Dip Health Studies (120 Credits at FHEQ Level 7). PG Cert Health Studies (60 Credits at FHEQ Level 7). Agerotat and intermediate awards do not convey eligibility to apply for registration with the HCPC.		
Awarding Institution	Health Sciences University		
Teaching Institution	Health Sciences University		
Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition	Health and Care Professions (HCPC) approval and Chartered Society of Physiotherapists (CSP) accreditation.		
Duration of PSRB accreditation/ recognition where applicable	Health and Care Professions Council (HCPC) approved. Chartered Society Physiotherapy (CSP) – re accreditation due 2027		

Mode of study	Full-Time
Variants	None
Standalone Units	N/A
Distance Learning course	No
Standard length of course	2 Years
Language of delivery	English
Location of delivery	Health Sciences University (Bournemouth)
UCAS code (where applicable)	N/A
HECOS Code(s)	100252 Physiotherapy 101289 Rehabilitation Studies
Date Course initially approved	8 October 2020
Version number	2.0
Date this version approved	12/12/2025
Academic year from which this applies	2025-2026 Jan 2026 Cohort
Author	Louise Stanley, Course Lead

Course Overview

1. Admissions regulations and entry requirements

The admissions regulations for this Course are set out in the University's Recruitment, Selection and Admission Regulations published here: [Academic Regulations, Policies and Procedures | Health Sciences University](#)

These regulations include the general entry requirements.

The detailed entry requirements for the course may be found from the relevant course page on the University's website. <https://www.hsu.ac.uk/course/msc-physiotherapy-pre-registration/>

Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#) which can be found in the University's Recruitment, Selection and Admission Policy and Procedure for Taught Courses published here: <https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures>.

To be academically prepared and be capable in succeeding in this course, candidates will need a first or second class (2:1 or 2:2) BSc Hons degree in a relevant science-based subject. Examples of relevant subjects include sport and exercise science, sports rehabilitation, sports therapy, human biology, biomedical sciences, anatomy and physiology. Alternatively, an existing qualification in

nursing, midwifery or relevant allied health profession (e.g. osteopathy or chiropractic). In some cases where the undergraduate degree is not in a science or healthcare discipline, evidence of study in science, ideally biology, behavioural science, health professional education and/or research methodology should be demonstrated.

2. Additional entry requirements

Occupational Health

All students are required to undertake occupational health checks as part of the application process and are required to have specific vaccinations in order to be able to undertake placements while studying the course. Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively.

DBS

Students will have substantial access to children and vulnerable adults, and as such UK applicants are required to undertake an enhanced DBS check before being eligible to proceed onto the course. Overseas applicants will be requested to provide details of a relevant police check.

English Language

Students for whom English is not their first language must achieve a score of 7.0 overall or equivalent (with no element below 7.0) for the International English Language Test Score (IELTS) that is no more than 2 years old on application; or Test of English as a Foreign Language (TOEFL) with a minimum score of 100 with minimum scores of 24 in listening and reading, 23 in speaking and 27 in writing.

Interview Process

Normally, applicants will be interviewed as part of the admission process. HSU values individual's values and behaviours which are explored to demonstrate how their values and behaviours align to the NHS constitution. Interviews may include relevant stakeholders and service users' involvement in the interview process, to explore the suitability of the applicant to the profession and the associated regulatory expectations. The interview also provides an opportunity for students to ask questions about the course and profession.

3. Aims of the course

1. To develop competent, evidence-informed physiotherapists who are fit for award, practice, professional registration, and the responsibilities of their respective professions.
2. To foster strong professional identity, autonomy, accountability, resilience, and ethical awareness, underpinned by strategies for personal wellbeing and self-care.
3. To prepare graduates to deliver safe, compassionate, and person-centred physiotherapy practice using inclusive approaches to assess, plan, implement, and evaluate practice across diverse populations and settings.
4. To prepare graduates to become reflective, confident, and skilled physiotherapists who act with professionalism, uphold dignity, and promote health and wellbeing.
5. To create graduate physiotherapists who act as ambassadors for their profession, advocating for service users and the value of their discipline within healthcare and society.
6. To strengthen graduates' capabilities in clinical leadership, research, digital practice, and interprofessional collaboration, supporting innovation and advancement in healthcare
7. To promote independence in learning, self-directed development, and a commitment to lifelong learning and continued professional development.

8. To integrate theoretical knowledge with clinical application to enhance outcomes for service users and contribute to service improvement.	
4. Course Learning Outcomes – what students will be expected to achieve	
This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:	The methods used to enable outcomes to be achieved and demonstrated are as follows:
<p>Subject Knowledge and Understanding</p> <p>Having successfully completed this course students will be able to demonstrate knowledge and understanding of:</p> <p>A1 the biological, physiological, and biomechanical sciences underpinning physiotherapy practice.</p> <p>A2 scientific knowledge, critical thinking and values in contemporary physiotherapy practice.</p> <p>A3 the ethical, moral and legal frameworks and legislation relating to physiotherapy practice</p> <p>A4 the nature of contemporary physiotherapy rehabilitation and practice</p> <p>A5 the appropriateness of specific physiotherapy assessment tools and models of practice</p> <p>A6 the design of appropriate assessments, treatments and management plans for specific service-user groups</p> <p>A7 the wider determinants of health and wellbeing including psychological, social, cultural and political</p> <p>A8 the person-centred approach to healthcare and rehabilitation service delivery</p> <p>A9 the importance of training, supervision and mentoring, and when to make referrals</p> <p>A10 the importance of data collection, service evaluation, audit processes and quality assurance</p> <p>A11 the importance of psychology informed practice, emotion and patient mental health</p> <p>A12 the psychological responses to injury, trauma and rehabilitation</p> <p>A13 the key research methodologies, research design and data analyse techniques relating to health sciences.</p> <p>A14 the research process including research design and the application of ethical principles and data protection.</p>	<p>Teaching and Learning Methods</p> <p><u>Subject-based lectures, seminars and online sessions</u> provide theoretical input and provide opportunities to reinforce and extend knowledge and engage in group discussion and reflection.</p> <p><u>Guided online content and independent study</u> further develops knowledge through engagement with wider reading, application of evidence from primary sources, consolidates learning in preparation for assessment.</p> <p><u>Self-directed research</u> develops in-depth knowledge through pursuit of a line of inquiry related to students' personal or professional interest.</p> <p>Assessment Methods</p> <p>Case study reports, essays, reviews, presentations, practical examinations, research portfolio, research proposal dissertation, placement e-portfolio.</p>

<p>A15 the advanced understanding of a specialised research area relating to physiotherapy practice</p>	
<p>Cognitive Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>B1 design appropriate assessments, treatments and management plans for specific service-user groups</p> <p>B2 evaluate and apply the scientific principles underpinning physiotherapy practice.</p> <p>B3 systematically evaluate the legal moral and ethical issues relevant to the clinical situation and be able to identify the impact on physiotherapy practice</p> <p>B4 critically reflect on practice ensuring an evidence-based approach to the professional role.</p> <p>B5 engage in the underlying principles of supervision.</p> <p>B6 analyse and interpret the information gained from the assessment of patients, apply problem solving and clinical reasoning to plan, prioritise and implement appropriate patient management procedures whilst effectively taking into account the wider biopsychosocial needs.</p> <p>B7 critically review research designs and methods which are used to generate evidence in physiotherapy.</p> <p>B8 demonstrate clinical reasoning skills based on judgements made from the collection, interrogation, and interpretation of data from a range of sources and provided by a variety of methods.</p> <p>B9 develop critical responses to existing theoretical discourses, methodologies and practices within physiotherapy.</p> <p>B10 Critically evaluate and apply research and evidence to inform practice that is current and relevant.</p>	<p>Teaching and Learning Methods</p> <p><u>Subject-based lectures, seminars and online sessions</u> provide theoretical input and provide opportunities to reinforce and extend knowledge and engage in group discussion and reflection.</p> <p><u>Skills-based workshops</u> integrating theory and practice.</p> <p><u>Guided online content and independent study</u> further develops knowledge through engagement with wider reading, application of evidence from primary sources, consolidates learning in preparation for assessment.</p> <p><u>Self-directed research</u> develops in-depth knowledge through pursuit of a line of inquiry related to students' personal or professional interest.</p> <p><u>Reflective learning</u> supported by practice educators on placement.</p> <p>Assessment Methods</p> <p>Case study reports, essays, reviews, presentations, practical examinations, research portfolio, research proposal, dissertation, placement e-portfolio.</p>

<p>Practical Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>C1 engage in continued learning and enable them to adapt to the challenges and opportunities of an ongoing career in physiotherapy.</p> <p>C2 practise within the legal, ethical, policy and professional frameworks relevant to physiotherapy</p> <p>C3 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care.</p> <p>C4 demonstrate the ability to manage their own caseload and work planning, organising, directing and facilitating appropriate action to ensure effective use of resources (financial, human, physical and technological).</p> <p>C5 apply appropriate assessment techniques taking into account the physical, psychological and cultural needs of the patients and the clinical context or environment that they are working in.</p> <p>C6 practice as an autonomous evidence-based professional, exercising their own professional judgement within their scope of knowledge.</p> <p>C7 demonstrate the levels of clinical decision-making necessary for autonomous practice.</p> <p>C8 advanced skills in data collection, analysis and interpretation of data</p> <p>C9 collecting and analysing data using appropriate techniques to draw conclusions.</p>	<p>Teaching and Learning Methods</p> <p><u>Skills-based workshops</u> integrating theory and practice.</p> <p><u>Self-directed research</u> develops in-depth knowledge through pursuit of a line of inquiry related to students' personal or professional interest.</p> <p><u>Reflective learning</u> supported by practice educators on placement.</p> <p>Assessment Methods</p> <p>Practical demonstrations and examinations, clinical viva, presentations, placement e-portfolio, research proposal, dissertation (RKE Project).</p>
<p>Transferable skills</p> <p>Having successfully completed this course students will be able to:</p> <p>D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind</p> <p>D2 take personal responsibility for working effectively independently and in partnership with others</p>	<p>Teaching and Learning Methods</p> <p><u>Skills-based workshops</u> integrating theory and practice.</p> <p><u>Independent study</u> further develops knowledge through engagement with wider reading, application of evidence from primary sources, and consolidates learning in preparation for assessment.</p>

<p>D3 use information and communications technology effectively, both in the practical situation and as a learning resource.</p> <p>D4 work effectively with others and perform as an effective member across a range of teams and/or physiotherapy settings</p> <p>D5 meet the care needs of individuals and their significant others sensitively and respectfully having regard to the impact of illness and trauma and to socio-cultural differences.</p> <p>D6 interpret numerical, statistical data and written instructions accurately and safely and maintain records appropriately</p> <p>D7 identify and present material and the evidence base to support a reasoned argument.</p> <p>D8 critically reflect on practice / subject area using research evidence ensuring an evidence-based approach to the professional role.</p>	<p><u>Reflective learning</u> supported by practice educators on placement.</p> <p>Assessment Methods</p> <p>Case study reports, essays, reviews, presentations, practical examinations, research portfolio, research proposal, dissertation, placement e-portfolio.</p>
<p>Professional competencies</p> <p>Having successfully completed this course students will be able to:</p> <p>E1 take appropriate steps to limit the harm of self and others by assessing risks accurately</p> <p>E2 maintain and manage records in accordance with applicable legislation, protocols and guidelines</p> <p>E3 communicate effectively with all stakeholders considering cultural and professional contexts and using appropriate formats and channels</p> <p>E4 manage and take responsibility for own learning and contribute to learning of others</p> <p>E5 advocate for and protect the interests of others by following relevant policies, respecting dignity and promoting equity</p> <p>E6 exercise initiative and personal responsibility, including decision-making in unpredictable contexts, to lead and manage complex professional activities and projects in diverse teams with increased accountability to all stakeholders</p>	<p>Teaching and Learning Methods</p> <p><u>Subject-based lectures, seminars and online sessions</u> provide theoretical input and provide opportunities to reinforce and extend knowledge and engage in group discussion and reflection.</p> <p><u>Skills-based workshops</u> integrating theory and practice.</p> <p><u>Self-directed research</u> develops in-depth knowledge through pursuit of a line of inquiry related to students' personal or professional interest.</p> <p><u>Reflective learning</u> supported by practice educators on placement and by workshop tutors.</p> <p><u>Placement-based learning</u> and clinically based tutorials promote application of learning in work-based professional contexts.</p> <p>Assessment Methods</p> <p>Placement e-portfolio, reports, reviews, presentations, demonstrations and examinations, clinical vivo, dissertation, essays, case studies.</p>

<p>E7 demonstrate knowledge, qualities and behaviours required to practise autonomously in a safe and effective manner within the physiotherapy scope of practice according to the requirements of the professional regulator</p> <p>E8 articulate a personal value-framework cohesive with the physiotherapist's professional standards and societal norms.</p>	
<p>Intermediate Exit Award Outcomes</p> <p>MSc Health Studies</p> <p>Subject Knowledge and Understanding</p> <p>Having successfully completed this course students will be able to demonstrate knowledge and understanding of:</p> <p>A1 the biological, physiological, and biomechanical sciences underpinning physiotherapy practice.</p> <p>A2 scientific knowledge, critical thinking and values in contemporary physiotherapy practice.</p> <p>A3 the ethical, moral and legal frameworks and legislation relating to physiotherapy practice</p> <p>A4 the nature of contemporary physiotherapy rehabilitation and practice</p> <p>A5 the appropriateness of specific physiotherapy assessment tools and models of practice</p> <p>A6 the design of appropriate assessments, treatments and management plans for specific service-user groups</p> <p>A7 the wider determinants of health and wellbeing including psychological, social, cultural and political</p> <p>A8 the person-centred approach to healthcare and rehabilitation service delivery</p> <p>A9 the importance of training, supervision and mentoring, and when to make referrals</p> <p>A10 the importance of data collection, service evaluation, audit processes and quality assurance</p> <p>A11 the importance of psychology informed practice, emotion and patient mental health</p> <p>A12 the psychological responses to injury, trauma and rehabilitation</p> <p>A13 the key research methodologies, research design and data analyse techniques relating to health sciences.</p> <p>A14 the research process including research design and the application of ethical principles and data protection.</p> <p>A15 the advanced understanding of a specialised research area relating to physiotherapy practice</p> <p>Cognitive Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>B1 design appropriate assessments, treatments and management plans for specific service-user groups</p> <p>B2 evaluate and apply the scientific principles underpinning physiotherapy practice.</p> <p>B3 systematically evaluate the legal moral and ethical issues relevant to the clinical situation and be able to identify the impact on physiotherapy practice</p>	

- B4 critically reflect on practice ensuring an evidence-based approach to the professional role.
- B5 engage in the underlying principles of supervision.
- B6 analyse and interpret the information gained from the assessment of patients, apply problem solving and clinical reasoning to plan, prioritise and implement appropriate patient management procedures whilst effectively taking into account the wider biopsychosocial needs.
- B7 critically review research designs and methods which are used to generate evidence in physiotherapy.
- B8 demonstrate clinical reasoning skills based on judgements made from the collection, interrogation, and interpretation of data from a range of sources and provided by a variety of methods.
- B9 develop critical responses to existing theoretical discourses, methodologies and practices within physiotherapy.
- B10 Critically evaluate, and apply research and evidence to inform practice that is current and relevant

Practical Skills

Having successfully completed this course students will be able to:

- C1 engage in continued learning and enable them to adapt to the challenges and opportunities of an ongoing career in physiotherapy.
- C2 practise within the legal, ethical, policy and professional frameworks relevant to physiotherapy
- C3 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care.
- C5 apply appropriate assessment techniques taking into account the physical, psychological and cultural needs of the patients and the clinical context or environment that they are working in.
- C8 advanced skills in data collection, analysis and interpretation of data
- C9 collecting and analysing data using appropriate techniques to draw conclusions

Transferable skills

Having successfully completed this course students will be able to:

- D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind
- D2 take personal responsibility for working effectively independently and in partnership with others
- D3 use information and communications technology effectively, both in the practical situation and as a learning resource.
- D4 work effectively with others and perform as an effective member across a range of teams and/or physiotherapy settings
- D5 meet the care needs of individuals and their significant others sensitively and respectfully having regard to the impact of illness and trauma and to socio-cultural differences.
- D6 interpret numerical, statistical data and written instructions accurately and safely and maintain records appropriately
- D7 identify and present material and the evidence base to support a reasoned argument.
- D8 critically reflect on practice / subject area using research evidence ensuring an evidence-based approach to the professional role.

Professional competencies

Having successfully completed this course students will be able to

- E1 take appropriate steps to limit the harm of self and others by assessing risks accurately
- E2 maintain and manage records in accordance with applicable legislation, protocols and guidelines
- E3 communicate effectively with all stakeholders considering cultural and professional contexts and using appropriate formats and channels
- E4 manage and take responsibility for own learning and contribute to learning of others
- E5 advocate for and protect the interests of others by following relevant policies, respecting dignity and promoting equity
- E6 exercise initiative and personal responsibility, including decision-making in unpredictable contexts, to lead and manage complex professional activities and projects in diverse teams with increased accountability to all stakeholders

PGDip Health Studies

Subject Knowledge and Understanding

Having successfully completed this course students will be able to demonstrate knowledge and understanding of:

- A1 the biological, physiological, and biomechanical sciences underpinning physiotherapy practice.
- A2 scientific knowledge, critical thinking and values in contemporary physiotherapy practice.
- A3 the ethical, moral and legal frameworks and legislation relating to physiotherapy practice
- A4 the nature of contemporary physiotherapy rehabilitation and practice
- A5 the appropriateness of specific physiotherapy assessment tools and models of practice
- A6 the design of appropriate assessments, treatments and management plans for specific service-user groups
- A7 the wider determinants of health and wellbeing including psychological, social, cultural and political
- A8 the person-centred approach to healthcare and rehabilitation service delivery
- A9 the importance of training, supervision and mentoring, and when to make referrals
- A10 the importance of data collection, service evaluation, audit processes and quality assurance
- A11 the importance of psychology informed practice, emotion and patient mental health
- A12 the psychological responses to injury, trauma and rehabilitation

Cognitive Skills

Having successfully completed this course students will be able to:

- B1 design appropriate assessments, treatments and management plans for specific service-user groups
- B2 evaluate and apply the scientific principles underpinning physiotherapy practice.
- B3 systematically evaluate the legal moral and ethical issues relevant to the clinical situation and be able to identify the impact on physiotherapy practice
- B4 critically reflect on practice ensuring an evidence-based approach to the professional role.
- B5 engage in the underlying principles of supervision.

B6 analyse and interpret the information gained from the assessment of patients, apply problem solving and clinical reasoning to plan, prioritise and implement appropriate patient management procedures whilst effectively taking into account the wider biopsychosocial needs.

B7 critically review research designs and methods which are used to generate evidence in physiotherapy.

B10 Critically evaluate, and apply research and evidence to inform practice that is current and relevant

Practical Skills

Having successfully completed this course students will be able to:

C1 engage in continued learning and enable them to adapt to the challenges and opportunities of an ongoing career in physiotherapy.

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Having successfully completed this course students will be able to:

D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind

D2 take personal responsibility for working effectively independently and in partnership with others

D3 use information and communications technology effectively, both in the practical situation and as a learning resource.

D4 work effectively with others and perform as an effective member across a range of teams and/or physiotherapy settings

D5 meet the care needs of individuals and their significant others sensitively and respectfully having regard to the impact of illness and trauma and to socio-cultural differences.

Professional competencies

Having successfully completed this course students will be able to

E1 take appropriate steps to limit the harm of self and others by assessing risks accurately

E2 maintain and manage records in accordance with applicable legislation, protocols and guidelines

E3 communicate effectively with all stakeholders considering cultural and professional contexts and using appropriate formats and channels

E4 manage and take responsibility for own learning and contribute to learning of others

E5 advocate for and protect the interests of others by following relevant policies, respecting dignity and promoting equity

PGCert Health Studies

Subject Knowledge and Understanding

Having successfully completed this course students will be able to demonstrate knowledge and understanding of:

- A1 the biological, physiological, and biomechanical sciences underpinning physiotherapy practice.
- A2 scientific knowledge, critical thinking and values in contemporary physiotherapy practice.
- A3 the ethical, moral and legal frameworks and legislation relating to physiotherapy practice
- A4 the nature of contemporary physiotherapy rehabilitation and practice
- A5 the appropriateness of specific physiotherapy assessment tools and models of practice
- A6 the design of appropriate assessments, treatments and management plans for specific service-user groups

Cognitive Skills

Having successfully completed this course students will be able to:

- B1 design appropriate assessments, treatments and management plans for specific service-user groups
- B2 evaluate and apply the scientific principles underpinning physiotherapy practice.
- B3 systematically evaluate the legal moral and ethical issues relevant to the clinical situation and be able to identify the impact on physiotherapy practice

Practical Skills

Having successfully completed this course students will be able to:

- C1 engage in continued learning and enable them to adapt to the challenges and opportunities of an ongoing career in physiotherapy.
- C2 practise within the legal, ethical, policy and professional frameworks relevant to physiotherapy

Transferable skills

Having successfully completed this course students will be able to:

- D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind
- D2 take personal responsibility for working effectively independently and in partnership with others

Professional competencies

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- E1 take appropriate steps to limit the harm of self and others by assessing risks accurately
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- E4 manage and take responsibility for own learning and contribute to learning of others

Course Structure

5. Outline of course content

MSc Physiotherapy (Pre-Registration) Course Specifics

The MSc Physiotherapy (Pre-Registration) is a full-time, two-year postgraduate programme designed for graduates with a relevant first degree (see section 1) who wish to qualify as a Physiotherapist.

The course is two years full-time, starting in January and finishing in December, with students eligible to apply for HCPC registration following assessment boards in the January following their final year of study. The aim of the course is to provide a challenging and rewarding educational experience that enables students to develop as competent, evidence-based and patient-centred physiotherapists, capable of making a valuable contribution to their chosen workplace.

This qualifying programme comprises **180 Level 7 (postgraduate)** credits and **120 Level 6 (undergraduate)** credits, structured as follows:

Level 7 Units (Year 1)

- HRS7001 Research and Evaluative Methods (20 Level 7 Credits)*
- HRS7002 Essentials of Professional Practice (10 Level 7 Credits)*
- HRS7003 Promoting Health and Wellbeing through Collaborative Practice (10 Level 7 Credits)*
- HRS7021 Human Science in Practice (10 Level 7 Credits)
- HRS7022 Foundations of Assessment, Movement & Management (20 Level 7 Credits)
- HRS7023 Clinically Reasoning Cardiorespiratory Prevention & Management (10 Level 7 Credits)
- HRS7024 Optimising Function in Neurological Conditions (10 Level 7 Credits)

Level 7 Units (Year 2)

- HRS7000 RKE Project (40 Level 7 Credits)*
- HRS7004 Leadership and Innovation (10 Level 7 Credits)*
- HRS7025 Managing Complexity in Physiotherapy Practice (20 Level 7 Credits)
- HRS7026 Physiotherapy for Long Term Conditions (20 Level 7 Credits)

Level 6 Units (Practice-Based Learning) (Years 1 & 2)

- HRS6004 Physiotherapy Practice Learning Years 1 & 2 (120 Level 6 Credits) which includes all practice learning placements.

Key

**Interprofessional unit*

Learning, teaching and assessment strategies and methods

The MSc Physiotherapy (Pre-Registration) Learning, Teaching and Assessment approach is underpinned by a philosophy of collaboration, digital connectivity and innovation, which is reflected in the School of Health & Rehabilitation's academic work, research and strategic plan. The School aims to deliver a learner-centred approach, encouraging continuing professional development (CPD), reflexivity and competency within a defined framework. Key professional and higher education descriptors, including empirical work in healthcare, will be used to inform the curriculum design.

The curriculum design and pedagogical approaches for the course have been determined by the requirement to develop learners who have high levels of clinical reasoning, advanced use of knowledge, adaptability and creativity with a broad repertoire of skills that demonstrate a confident and self-analytical

approach to practice. All the course units will therefore contain elements of theory, evidenced based practice and critical enquiry, which will be encouraged and developed throughout the course within a contextual learning framework. This will prepare the learner for entry into clinical practice at key points throughout the course, so that theory will inform practice and practice will inform theory. Reflexivity will be used to foster experiential learning, exploring the relationship between theory and practice, using identified reflective frameworks to develop deep and life-long learning, as well as preparing learners for registration with the Health and Care Professions Council (HCPC). This learner-centred curriculum design focuses on the individual learner with the aim to empower and motivate the learner to engage and shape their knowledge, enabling them to make informed choices. The latter will be facilitated by academic and practice educators.

The importance of an interprofessional approach to health and social care will be emphasised in the MSc Physiotherapy (Pre-Registration) units to reflect current approaches to healthcare. For example, within a rehabilitative approach to several health related and complex conditions.

Interprofessional learning will be embedded in the theory of interdisciplinary and multidisciplinary teamworking and how this is applied to practice.

Formal teaching methods will vary depending on the relevant learning outcomes of specific units, but will include the following activity types:

- Lectures (*Scheduled*)
- Seminars (*Scheduled*)
- Tutorials (*Scheduled*)
- Project Supervision (*Scheduled*)
- Practical Classes and Workshops (*Scheduled*)
- Guided Independent Study (*Independent*)

In addition, a variety of other teaching and learning methods will also be employed. These may include:

- Guest Speakers
- Small Group Learning Activities and Projects
- Simulated learning activities

Interprofessional Learning and Education

A key feature of the programme is its strong commitment to interprofessional education (IPE) and collaborative practice. Students will learn with, from, and about other allied health professionals to promote effective teamwork and improve health outcomes. The philosophy of collaborative learning is embedded across the School and is realised both in taught units and in practice-based opportunities.

Shared learning is structured through four interprofessional units (HRS7000, HRS7001, HRS7002, HRS7003, and HRS7004), where students from physiotherapy, podiatry, dietetics, and speech and language therapy programmes come together to engage in joint learning activities. Some units, such as HRS7000 and HRS7001, integrate elements of teaching and resources across courses, while others; for example, Essentials of Professional Practice (HRS7002), Promoting Health & Wellbeing through Collaborative Practice (HRS7003), and Leadership and Innovation in Practice (HRS7004) are designed to be completed collaboratively in their entirety. These shared units enable students to develop a deeper appreciation of different professional roles and perspectives, while also building skills in communication, negotiation, and teamwork.

Beyond formal units, interprofessional learning is further embedded through clinical skills sessions, tutorials, and practice-based learning. Within these contexts, students experience collaboration in action by working in multidisciplinary and interprofessional teams. Practice placements, in particular, provide opportunities to engage with a variety of healthcare professionals across diverse settings, supporting students to apply their knowledge, refine their professional identity, and understand the value of interdisciplinary roles and responsibilities. These experiences ensure graduates are equipped to deliver safe, compassionate, and coordinated care in line with contemporary service models, and to act as effective collaborators within the wider healthcare workforce.

This integrated approach reflects the HCPC's standards of proficiency, which require graduates to demonstrate the ability to work in partnership with colleagues, service users, and carers, and to contribute effectively to multidisciplinary teamworking in order to optimise health outcomes.

6. Placements, work-based learning or other special features of the course

Students will undertake a minimum of 1000 hours of practice placements. These 1000 hours will be achieved through a variety of practice learning experiences delivered across the two years to complete unit Physiotherapy Practice Learning (HRS6004). To gain a comprehensive skill set, practice learning should occur in a variety of clinical (NHS, private practice and voluntary sectors) or non-clinical (this may include simulated environments or research and leadership settings), with diverse service users and supported by an allocated practice educator, who will be a registered healthcare professional to support and give feedback to the student. Students can expect to travel or in some cases if travel is not feasible due to distance to stay in short term accommodation during practice learning placements.

Practice learning is assessed by the Common Placement Assessment Form (CPAF). The CPAF is now a mandatory and standardised assessment tool for all physiotherapy programmes in the UK. Launched in September 2021 by The Chartered Society of Physiotherapy (CSP) to provide a consistent approach to assessing student physiotherapists on placement, the CPAF is used across all practice settings and supports student ownership of their learning and encourages reflection throughout the placement duration. Practice learning is assessed at level 6 and all practice learning periods are marked as either pass or fail. Students will attend 4 practice placements commencing in year 1 with some practice placements delivered in a block period over the summer period in year 1 and across Summer or Autumn in year 2. Students may also undertake part time practice learning placements alongside academic units during the Autumn semester of year 1 and into year 2.

If a student is unable to attend placement due to illness, injury, or unforeseen circumstances, they must follow the absence reporting procedure and provide appropriate evidence. Missed placements will be rescheduled, usually in the following academic year. Students concerned about the impact on their academic progress will be offered support and guidance. If they feel unable to proceed with elements of the course requirements, then they will be advised to repeat the units accordingly.

Mandatory Training and Occupational Health Compliance

All students are required to complete and maintain compliance with mandatory training in order to be eligible to attend practice learning placements. Non-compliance with mandatory training requirements may result in students being unable to complete the Physiotherapy Practice Learning units and therefore unable to attend a practice learning setting. Mandatory training requirements are ongoing throughout both years of the programme, and students are responsible for ensuring their training remains current at all times. In addition, students must comply with occupational health requirements, including reporting any changes to their health and wellbeing that may affect their occupational health clearance to attend placement. Failure to remain up to date and compliant with either mandatory training or occupational health requirements may prevent students from progressing to or completing practice learning placements.

7. Course structure, levels, units, credit and award

The level of study, units and credits required for the course and for final and intermediate exit awards are set out in the **course diagram** provided at [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between the Learning Outcomes for units and the overarching Learning Outcomes of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

University courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). Ten University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Teams seminars, online discussion forums, webinars, e-mail or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified timeframe.

Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example, are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email is another example of contact time.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks,

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning.

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

In a typical week, students on this course will normally have around 10-14 hours of contact time, that may include lectures, seminars, labs, practical's, workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Students will have around 10 hours of tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions. This may vary specifically for practical led units, HRS7022 Foundations of Assessment, Movement & Management, HRS7023 Clinically Reasoning Cardiorespiratory Prevention & Management, HRS7024 Optimising function in neurological conditions, HRS7025 Managing Complexity in Physiotherapy Practice and HRS7026 Physiotherapy for Long Term Conditions.

In addition to contact time and guided non-contact hours, students are expected to undertake around 14-20 hours of independent study per week. This includes time for revisions/preparation for assessments, as well as activities such as private reading and researching. More detail about student workload is provided in unit specifications.

The needs of students with protected characteristics will be taken into consideration, and reasonable adjustments will be made, provided that these do not compromise academic standards as expressed

through the learning outcomes or the requirements of the professional, statutory and regulatory body. For example, if a learning outcome requires a student to present or deliver education, students are expected to be able to undertake this, as this forms a core part of the assessed competence.

Students will receive both explanatory and diagnostic feedback, as well as grades. All assessments will be anchored in clearly articulated learning outcomes and assessment criteria; with specific assessment criteria for each summative mode of assessment published on the Virtual Learning Environment (VLE) at the outset of each unit. The MSc Physiotherapy (pre-registration) course team are committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively.

9. Staff delivering the course

Students will be taught by academic staff and qualified professional practitioners with relevant expertise, ensuring that teaching is informed by contemporary practice, research, and professional standards. Staff deliver subjects within their own areas of expertise and, where appropriate, hold professional registration with their relevant regulatory body. For example, staff delivering interprofessional units are HCPC-registered allied health professionals (AHPs) or hold equivalent relevant professional qualifications/registrations. Specialist expertise beyond the core teaching teams is also provided through associate and guest lecturers.

The majority of academic staff involved in teaching on the courses also hold (or are working towards) Advance HE Fellowship or a Postgraduate Certificate in Higher Education Teaching and Learning, reflecting their commitment to high-quality pedagogy.

During practice placements, students are supervised and assessed by appropriately qualified and professionally registered practitioners in line with Health Sciences University (HSU) placement policy and the requirements of the relevant PSRB. Practice educators receive training and support, including access to the electronic placement portfolios and training from University teams and regional placement support platforms. In physiotherapy practice educators have access to an electronic version of the [Common Placement Assessment Form \(CPAF\)](#) to ensure consistency in assessment, and are further supported by University staff and central training on student assessment.

HSU also supports the [Safe Learning Environment Charter \(SLEC\)](#), a framework developed by [NHS England](#) to foster positive safety cultures and promote continuous learning in healthcare education. The SLEC emphasises respect, inclusivity, and support for learners, ensuring they feel valued, safe, and empowered to raise concerns. This commitment underpins both on-campus and placement-based learning.

10. Progression and assessment regulations

The regulations for this course are the University's standard Assessment Regulations which are published here: <https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures/>.

Specific assessment regulations for the MSc Physiotherapy (Pre-Registration) require that:

- a) Students who do not attend at least 80% of scheduled unit learning activities will not normally be permitted to take the assessment for that unit and will fail the unit. Students will then be required to repeat the unit with attendance at the next available opportunity. Students' attendance will be monitored by the Course Lead and Unit Lead at mid unit to ensure compliance and identify students who may require attendance support.
- b) Students are not normally permitted to progress to Year 2 unless all first-year units have successfully been completed and passed with the exception of unit HRS6004 (which is delivered over the two years of the course).

- c) Students must successfully pass all four CPAF portfolio assessments in order to complete unit HRS6004. Students will be deemed to have failed the unit if they fail any CPAF portfolio assessment; however, under this variation to regulations, students are permitted to undertake a reassessment or repeat of a maximum of one CPAF portfolio assessment. Failure of any CPAF portfolio assessment, following the permitted maximum of one repeat, will result in failure of the unit, with consideration of an appropriate exit award where applicable.
- d) Students must pass unit HRS6004 to be awarded the MSc Physiotherapy (Pre-Registration) award. Where students fail unit HRS6004, they may be eligible for an appropriate Exit Award.
- e) The completed hours of a failed practice-learning component do not count towards the minimum requirement of completing 1000 practice-based learning hours.
- f) Students who fail a practice-based learning component on grounds of fitness to practise are not permitted an opportunity for reassessment unless / until appropriate mitigation has been put in place and / or the University's Fitness to Practise Policy and Procedures have concluded.
- g) Condonement of a failure in a unit is not permitted.
- h) Students are only permitted to repeat a maximum of 20 credits from the following profession specific units per academic year: HRS7021, HRS7022, HRS7023, HRS7024, HRS7025, HRS7026.

The award of MSc Physiotherapy (Pre-Registration) leads to eligibility to apply for registration with the appropriate professional body.

The award of MSc Health Studies, PG Cert Health Studies and PG Dip Health Studies will NOT confer eligibility to apply for professional registration as a Physiotherapist.

11. Employment progression routes

Graduates of the MSc Physiotherapy (Pre-registration) programme are eligible to apply for registration with the Health and Care Professions Council (HCPC) as practising Physiotherapists and become members of the Chartered Society of Physiotherapy (CSP). This professional registration enables graduates to work in a wide variety of settings, including publicly funded services such as the NHS, as well as in private practice, charitable organisations, and independent healthcare providers.

Physiotherapists work with people across the lifespan and in a broad range of contexts, including acute hospitals, community health teams, rehabilitation centres, schools, occupational health services, sports and exercise settings, and mental health care. Once suitably experienced, graduates also have the option to establish their own practice, specialise in advanced clinical roles, engage in consultancy, or contribute to research, policy, and education within the profession.

The course is designed to support students in gaining experience, both academically and in practice, across the four pillars of practice: clinical, research, education, and leadership. This integrated approach enables graduates to enter the workforce as well-rounded practitioners who are adaptable, resilient, and equipped to respond to the evolving nature of health and care.

12. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Course Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** published here: [Important information and additional costs](#) and is included in Appendix 5.

13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually and midway through units via Mid Unit Student Evaluation (MUSE) to give feedback on individual units and on the course as a whole.
- Taking part in focus groups as arranged by course leader.
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives.
- Serving as a student representative on Course Consideration panels for course approval/review.
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel.
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually).

The ways in which the quality of the University's courses are monitored and assured, both inside and outside the institution, are:

- Annual monitoring of units and courses.
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report.
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board.
- Professional body accreditation and annual reporting to professional body

14. Inclusivity statement

The University is committed to being an institution where students and staff from all backgrounds can flourish. We recognise the importance of equality of opportunity and promoting diversity, in accordance with our [Equality, Diversity, Inclusion and Belonging Policy](#). We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

The University seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

15. External reference points

This course is designed at academic level and is referenced to the following external benchmarks to ensure the course aims and learning outcomes were developed appropriately to match the characteristics of master's graduates:

- UK Quality Code for Higher Education – FHEQ (2024)
- QAA Master's Degree Characteristics Statement (2020)
- SEEC Credit Level Descriptors (2021)

Regulatory Standards – HCPC

- HCPC Standards of Proficiency for Physiotherapists (2023)
- HCPC Standards of Conduct, Performance and Ethics (2024)
- HCPC Guidance on Conduct and Ethics for Students (2024)
- HCPC Standards of Education and Training Guidance (2017)

Professional Body – CSP

- Physiotherapy Framework (updated 2020)
- Learning and Development Principles for CSP Accreditation (2020)
- CSP Code of Professional Values and Behaviour (2019)

Sector-Wide & Strategic Frameworks

- AHP Strategy for England (NHS, 2022–2027)
- Health and Care Digital Capabilities Framework (NHS, 2018)
- TOPOL Review: Digital Competency for AHPs (2020)

16. Internal reference points and policy frameworks

University Strategic Plan

University Course Design Framework

University Assessment Feedback Policy

The course conforms fully with the University's academic policies and procedures applicable to Taught Courses.

Record of Modifications

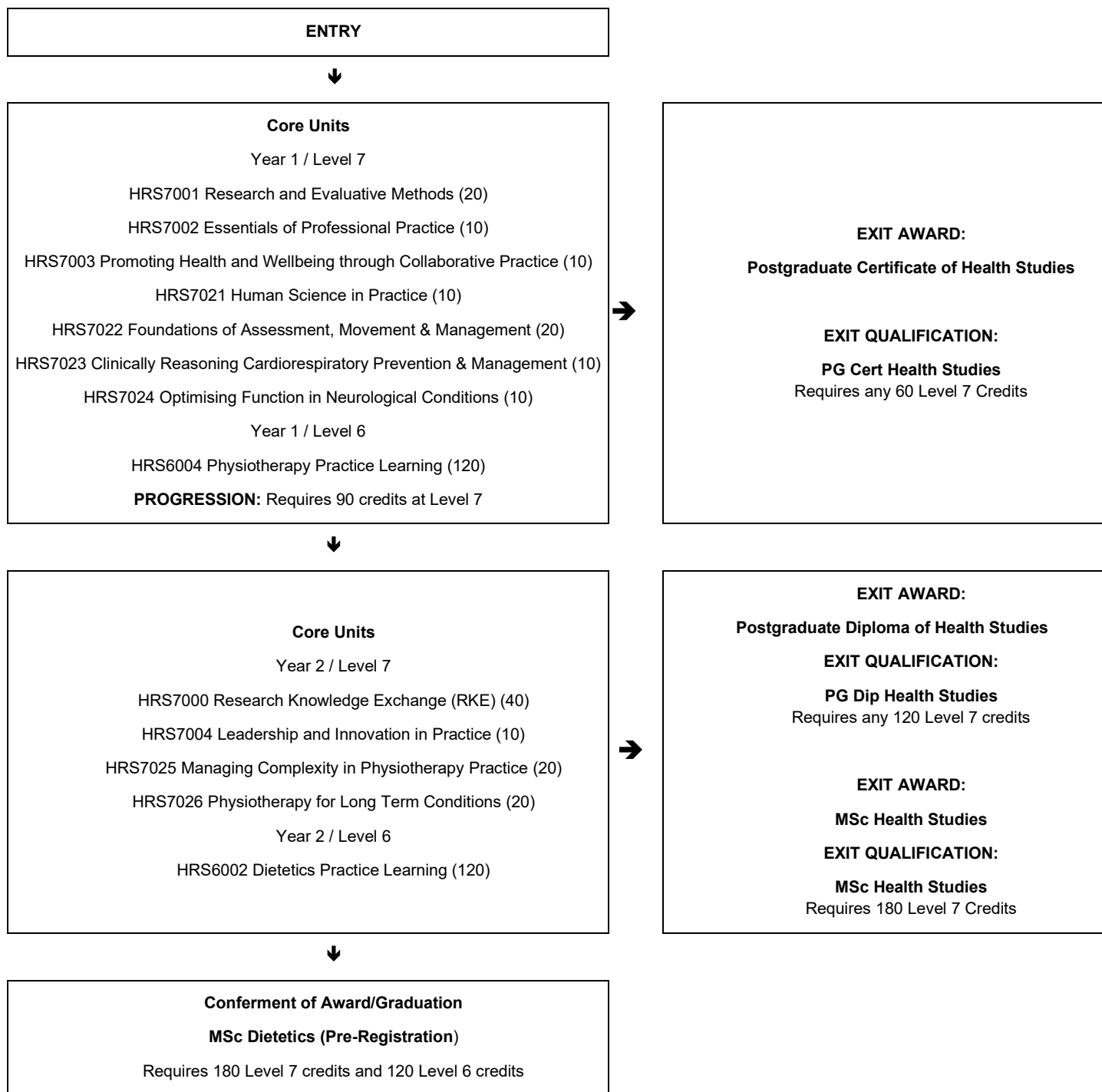
Course level

Description of Modification	Date approved	Intake to which modification applies

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

Appendix 1: MSc Physiotherapy (pre-registration)



Appendix 2: Learning outcomes mapping

This table shows where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course [Intended Learning Outcomes](#)).

Appendix 2A: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be demonstrated by successful completion of a unit.

		Subject Knowledge and Understanding														
Unit Code	Unit title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15
HRS6004	Physiotherapy Practice Learning				D	D	DA		D	D	D	D	D			
HRS7000	RKE Project (shared)													D	DA	DA
HRS7001	Research and Evaluative Methods (shared)		D											TDA	TDA	
HRS7002	Essentials of Professional Practice		TDA	TDA												
HRS7003	Promoting Health & Wellbeing through Collaborative Practice						DA	TDA	TDA		D	TDA	TDA			
HRS7004	Leadership & Innovation in Practice									TDA	TDA					
HRS7021	Human Science in Practice	TDA	D													
HRS7022	Foundations of assessment, movement & management				TDA	TDA	TDA		D							
HRS7023	Clinically reasoning cardiorespiratory prevention & management				D	TDA	TDA		TDA							
HRS7024	Optimising Function in Neurological Conditions	TDA	TDA	DA	TDA	DA	DA	DA	DA	TDA	D	DA	DA	DA	DA	

HRS7025	Managing Complexity in Physiotherapy Practice		D			DA	DA			TDA	TDA					
HRS7026	Physiotherapy for Long Term Conditions				D			TDA	TDA							

T – Taught / D – Developed / A – Assessed

Appendix 2B: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be demonstrated by successful completion of a unit.

		Intellectual Skills														
Unit Code	Unit title	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10					
HRS6004	Physiotherapy Practice Learning		DA	D	DA	DA	DA		DA	DA						
HRS7000	RKE Project										DA					
HRS7001	Research and Evaluative Methods							TDA			TDA					
HRS7002	Essentials of Professional Practice	TD		TDA												
HRS7003	Promoting Health & Wellbeing through Collaborative Practice	TDA	D	DA	TDA	DA					TDA					
HRS7004	Leadership & Innovation in Practice			DA	TDA		DA		DA	DA	TDA					
HRS7021	Human Science in Practice		D													
HRS7022	Foundations of Assessment, Movement & Management	TDA	TDA	DA	TDA		TDA	D	TDA							
HRS7023	Clinically Reasoning Cardiorespiratory Prevention & Management	TDA	TDA	D	TDA		TDA		TDA							
HRS7024	Optimising Function in Neurological Conditions	TDA	TDA	D	TDA		TDA		TDA							

HRS7025	Managing Complexity in Physiotherapy Practice	TDA	TDA	DA	DA	D	DA	D	DA	DA	DA					
HRS7026	Physiotherapy for Long Term Conditions		TDA	D			DA		TDA	TDA	TDA					

Appendix 2C: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be demonstrated by successful completion of a unit.

		Practical Skills														
Unit Code	Unit title	C1	C2	C3	C4	C5	C6	C7	C8	C9						
HRS6004	Physiotherapy Practice Learning	DA	DA	DA	DA	DA	DA	DA								
HRS7000	RKE Project								DA	DA						
HRS7001	Research and Evaluative Methods								TDA	TDA						
HRS7002	Essentials of Professional Practice	TA	TD	T			T	T								
HRS7003	Promoting Health & Wellbeing through Collaborative Practice	D	DA	TDA	DA	TDA										
HRS7004	Leadership & Innovation in Practice	TDA	DA	DA	DA		DA	DA	DA							
HRS7021	Human Science in Practice	T	D	T												
HRS7022	Foundations of Assessment, Movement & Management	D	D	D		TA										
HRS7023	Clinically Reasoning Cardiorespiratory Prevention & Management	D	D	D	D	TDA	DA	DA		TDA						
HRS7024	Optimising Function in Neurological Conditions	D		D		TDA	DA	DA								

HRS7025	Managing Complexity in Physiotherapy Practice	D	DA	TDA	DA	DA	DA	DA								
HRS7026	Physiotherapy for Long Term Conditions		D	TDA	TDA											

Appendix 2D: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be demonstrated by successful completion of a unit.

			Transferable Skills														
Unit Code	Unit title	D1	D2	D3	D4	D5	D6	D7	D8	E1	E2	E3	E4	E5	E6	E7	E8
HRS6004	Physiotherapy Practice Learning	DA	DA		DA	DA			DA	TDA	D				TDA	TDA	
HRS7000	RKE Project						DA							D			
HRS7001	Research and Evaluative Methods						TDA	D						D			
HRS7002	Essentials of Professional Practice	T	TA	TDA	TDA			D	TDA		D	D	TDA	TDA	TDA	TDA	TDA
HRS7003	Promoting Health & Wellbeing through Collaborative Practice	D	DA	TDA	TDA				DA				TDA	TDA	TDA		
HRS7004	Leadership & Innovation in Practice	D	TDA	TDA	TDA	D	DA	TDA	DA	D		TDA	TDA	TDA	TDA		
HRS7021	Human Science in Practice												D T				
HRS7022	Foundations of Assessment, Movement & Management	DA	D	T						TDA	TDA	D	D	DA	TDA	TDA	D
HRS7023	Clinically Reasoning Cardiorespiratory Prevention & Management	DA	D	TDA	TDA	TD	TDA	TDA	TDA	TDA	TD			D	D	D	
HRS7024	Optimising Function in Neurological Conditions	DA	D	D	TDA	TDA		TDA	TDA	TDA	TD			D	D	D	

HRS7025	Managing Complexity in Physiotherapy Practice	DA	DA	TDA	D	TDA	TDA	DA									
HRS7026	Physiotherapy for Long Term Conditions	D	D	TDA	DA	TDA		TDA	TDA	D	D			TDA	D	D	D

Appendix 3: Course Summary

* If this box is marked 'yes,' then a requirement is set by the relevant professional body which must be applied in the assessment of the component and/ or unit. See relevant Unit Specification for further information.

Unit Details						Assessment Element Weightings										Estimated Learning Hours			
Unit No	Unit Title	Version No,	Core / Optional	Pre/Co Requisite	Credits & Level	Ex1	Ex2	Cw1	Cw2	Cw3	Cw4	Prac1	Prac2	Prac3	PSRB Requirement Applies	Student Contact Time	Tutor Guided Time	Independent Study Time	Placement Study Time
HRS6004	Physiotherapy Practice Learning	1.0	Core	N/A	120 (6)			P/F	P/F	P/F	P/F	P/F			Y	0	0	0	1000
HRS7000	RKE Project	1.0	Core	N/A	40 (7)			100%							Y	16	44	340	0
HRS7001	Research and Evaluative Methods	1.0	Core	N/A	20 (7)			100%							Y	32	64	104	0
HRS7002	Essentials of Professional Practice	1.0	Core	N/A	10 (7)			100%							Y	24	24	52	0
HRS7003	Promoting Health and Wellbeing through Collaborative Practice	1.0	Core	N/A	10 (7)			100%							Y	24	24	52	0
HRS7004	Leadership and Innovation	1.0	Core	N/A	10 (7)			P/F 100%							N	24	24	52	0
HRS7021	Human Science in Practice	2.0	Core	N/A	10 (7)	100%									Y	24	24	52	0
HRS7022	Foundations of Assessment, Movement and Management	1.0	Core	N/A	20 (7)	30%						70%			Y	60	96	44	0

HRS7023	Clinical Reasoning Cardiorespiratory Physiotherapy: Prevention and Management	1.0	Core	N/A	10 (7)							100%			Y	30	40	30	0
HRS7024	Optimising Function in Neurological Conditions	1.0	Core	N/A	10 (7)							100%			Y	30	40	30	0
HRS7025	Managing Complexity in Physiotherapy Practice	1.0	Core	HRS7021 HRS7022 HRS7023 HRS7024	20 (7)							40%	30%	30%	Y	60	96	44	0
HRS7026	Physiotherapy for Long Term Conditions	1.0	Core	HRS7021 HRS7022 HRS7023 HRS7024	20 (7)							100%			Y	60	96	44	0

Progression requirements:

HRS7021, HRS7022, HRS7023 & HRS7024 required prior to progression to 2nd year units HRS7025 Managing Complexity in Physiotherapy Practice and HRS7026 Physiotherapy for Long Term Conditions.

Compliance with all mandatory training & occupational health requirements prior to and during Physiotherapy Practice Learning (HRS6004).

Exit qualifications:

MSc Health Studies: Requires 180 credits at Level 7 (excluding HRS6002)

PG Dip Health Studies: Requires 120 Level 7 credits

PG Cert Health Studies: Requires 60 Level 7 credits