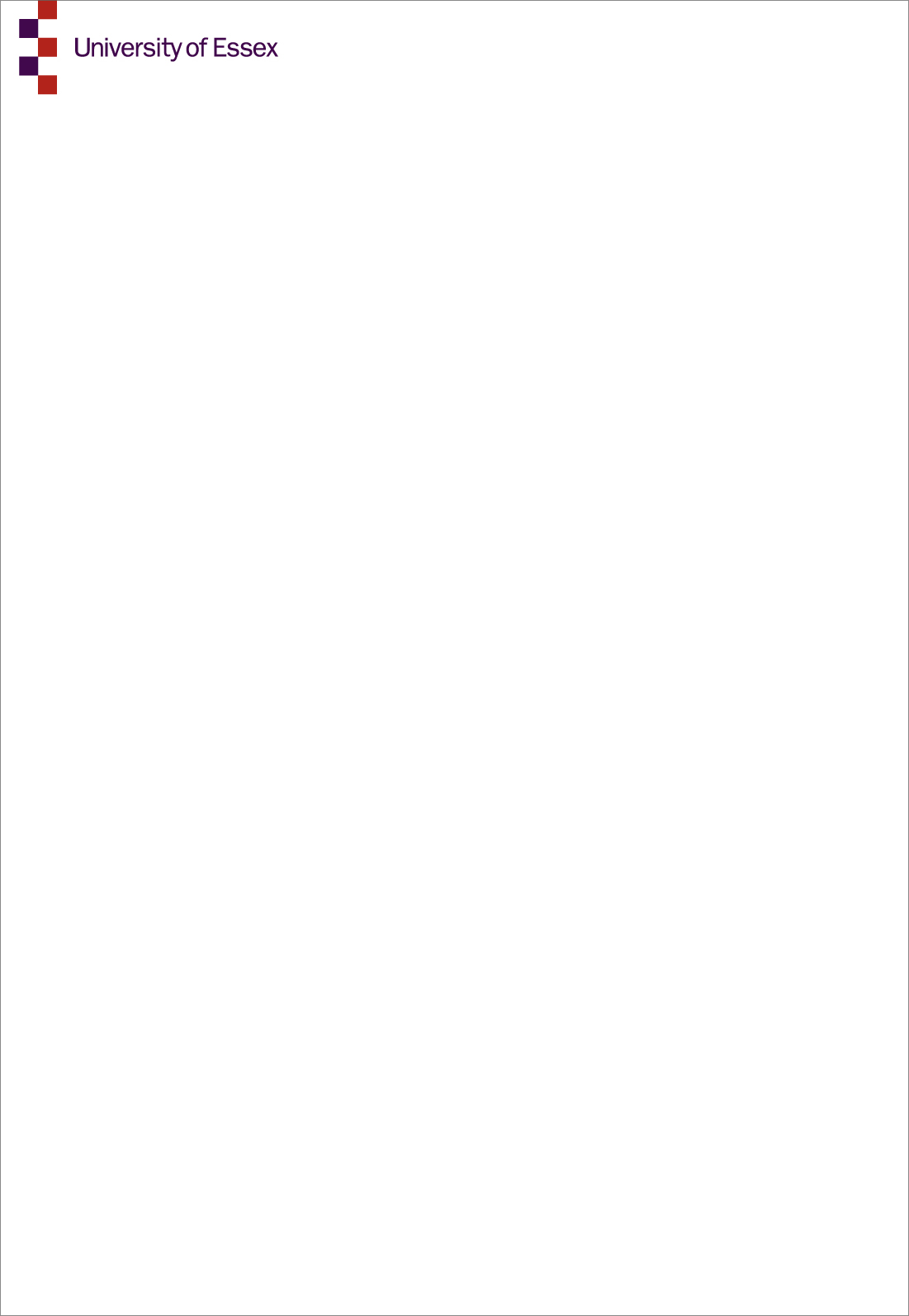
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**BSc (Hons) Physiotherapy Degree Apprenticeship Programme Handbook**

**October 2024 Intake**

**Document Control Table**

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# Key Terminology

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| Term | Definition |
| End point assessment | An assessment of the knowledge, skills and behaviours that the apprentice has learned throughout an apprenticeship, which confirms that they are occupationally competent. |
| Off the job learning | Training received by the apprentice, during their normal working hours for the purpose of achieving the approved apprenticeship standard. Apprentices will be required to complete and submit a log of the off-the-job training hours completed.  Examples of off-the -job training include; attendance at academic teaching, practice placements and weekly study days.  Apprentices must complete at least 6 hours of Off the job learning per week over the course of the entire programme. And be able to demonstrate some active learning every four weeks. |
| On the job learning | Training received by the apprentice during the apprentice’s normal working hours for the purpose of enabling the apprentice to perform the work to which the agreement or arrangement relates. Examples of on-the-job training include; local mandatory training or specific equipment training. |
| Placement | A discrete period of assessed, full time study in the practice environment undertaking tasks that develop the apprentice’s practice towards that of a qualified therapist. Apprentices are supernumerary and work under supervision from a qualified healthcare professional. Placements occur outside of the apprentice’s usual working team/service. Placements are an integral part of ‘off-the-job’ training. |
| Practice educator | A named health care professional responsible for the supervision and assessment of the apprentice during a placement. This should not be the same person as their workplace mentor. |
| Workplace mentor | A named mentor from within workplace to provide pastoral support associated with ‘on-the-job training and supervision for progress towards gateway. |
| Written agreement (The training plan) | The university must have a written agreement in place with the employer at the start of the apprenticeship. It outlines all the contractual obligations, payment schedule and employer’s commitment to offering practice placements. This is also referred to as The Contract. |

# Section A

## Programme specification

|  |  |
| --- | --- |
| Awarding Body/Institution | University of Essex |
| Teaching Institution | University of Essex |
| **Professional accreditation by** | Health and Care Professions Council (HCPC)  Chartered Society of Physiotherapy (CSP) |
| **Final Award** | BSc (Hons) Physiotherapy Degree Apprenticeship with eligibility to apply for registration with the HCPC and CSP |
| **NQF Level** | 6 |
| **Full time / part time** | Full time |
| **Programme Title** | BSc (Hons) Physiotherapy Integrated Degree Apprenticeship |
| **Relevant QAA Subject Benchmark Group(s)**  **Other Reference Points** | FHED Level 6 Descriptors  Apprenticeship standard ST0519 v1.2  Physiotherapy Apprenticeship standard ST0519  CSP: Accreditation of Qualifying Programmes in Physiotherapy: Quality Assurance Processes  CSP: Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy  CSP: Physiotherapy Framework – entry level and experienced graduate attributes  HCPC: Standards of Education and Training  HCPC: Standards of Practice for Physiotherapists  NHS Constitution |
| **Publication/Revision Date** | September 2024/August 2025 |
| **Admissions Criteria** | Usual entry requirements are:  -GCSE (or equivalent) mathematics, English language and a science subject at grade C or grade 4 or above.  Or a level 2 functional skills in English and Maths.  Plus one of the following Level 3 qualifications, which must have a strong science component (not social science).   * 115 UCAS points from A levels (including at least 40 points from a natural science subject such as biology, human biology, or physical education). We do not accept AS levels or General Studies. * DDM from BTEC National qualifications.   Other level 3 qualifications will be considered on a case by case basis.  Alongside academic criteria, applicants must demonstrate:  - Knowledge of the scope of Physiotherapy and practice settings, NHS values as outlined in the NHS constitution  -Effective communication skills. Applicants must be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System (IELTS), with no element below 6.5: we may also ask for IELTS wherever this is required.  - Current employment within a relevant professional practice setting with agreement from the employer to be supported.  - How learning from recent, relevant work experience has prepared them for apprenticeship study and professional practice.  Satisfactory Disclosures and Barring Service (DBS)  check and satisfactory Occupational Health check. |

# Section B

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| Programme Aims | | |
| * To produce apprentices and graduates who are competent physiotherapy practitioners with sound reasoning skills able to work independently and as part of an interdisciplinary team * To effectively develop the knowledge, skills, behaviours and values required of physiotherapists reflecting the requirements of the regulatory and professional bodies for physiotherapy * To provide a challenging learning environment including practice placements for students to build on their critical enquiry and independent learning skills in the passage to becoming physiotherapy practitioners who are responsive to current and future health care needs * To enable apprentices to construct personal theoretical frameworks for physiotherapy practice critically drawing on the evolving evidence base * To draw on apprentices’ high level of motivation, their confidence to challenge and pursue learning needs to master complex areas of knowledge * To enable apprentices to become autonomous professionals committed to their own and the physiotherapy profession’s development * To develop apprentices’ capacity to lead and initiate change within, and on behalf of the physiotherapy profession * To provide opportunities for shared learning with other health care professionals. | | |
| Programme Outcomes | | |
| **A** | **Knowledge and Understanding**  *By the end of the programme students will be able to:*  **A1**Identify and explain the scientific knowledge base of physiotherapy practice and identify the gaps, uncertainties, defining features, contexts and the evolving nature of physiotherapy  **A2**: Identify and explain, in sufficient detail, significant theories, principles, values and concepts underpinning current professional activity  **A3**: Identify appropriately the political, cultural, social, economic, institutional and professional issues that influence team working and professional practice  **A4:** Identify and explain the psychological processes and the role of emotion in personal effectiveness  **A5:** demonstrate understanding of the theories and practice of reflective learning and its role in personal and professional development  **A6:** demonstrate knowledge and understanding of one or more aspects of physiotherapy practice, informed by current research and scholarly activity  **A7** demonstrate understanding of physiotherapy research | **Learning and teaching strategies**  A1-A5 are achieved through:  Lectures and seminars which introduce material in a structured manner with an opportunity for class discussion  Individual assignment and group work utilising enquiry-based learning approaches  Short, structured practical tasks to be completed in the workplace.  A5 is further supported by directed personal reflection of placements and through tutorial support and supervision  **Assessment methods**  A1-5 are assessed by coursework, written and multiple choice examination, and practical examination/ viva voce  A6 and 7 are assessed by a literature review and a detailed research project |
| **B** | **Intellectual/Cognitive Skills**  *By the end of the programme students will be able to:*  **B1** Critically analyse, evaluate and summarise physiotherapy practice/education/health care issues, informed by current and innovative developments, with recognition of the need to promote quality and equality for all physiotherapy service users  **B2** Justify a range of physiotherapy skills, techniques and approaches thus being able to respond to the individual needs of physiotherapy service users  **B3** Deal with complex, unpredictable ethical and professional issues, making informed judgements on matters that may not explicitly be addressed within existing codes, standards and protocols  **B4** Begin to develop original and creative responses to change, problems and issues  **B5** Practise in ways that draw heavily on reflection of practice and evidence  **B6** Pose research questions and develop a research plan  **B7** Reflect on and evaluate personal and professional goals in order to identify lifelong learning within a framework of continuing professional development | **Learning and teaching strategies**  B1-B5 are achieved through a combination of group and individual activities. Lectures and seminars are used to introduce new material and explore within a group setting. Practical skills classes and workshops are used to integrate the theory and practice of physiotherapy.  Directed personal study time enables the Apprentice to deepen and strengthen this learning  **Assessment methods**  B1-B6 are assessed by coursework, objective structured clinical examinations and vivas and research including a substantive literature review and research project  B7 is assessed through the submission of a reflective portfolio |
| **C** | **Practical Skills**  *By the end of the programme students will be able to:*  **C1** Demonstrate competence in the core areas of physiotherapy practice  **C2** Demonstrate autonomy and initiative in professional activity putting patient care at the centre of practice  **C3** Act autonomously in planning, implementing and evaluating the outcomes of professional activity, inviting and using feedback from others to inform this process    **C4** Identify and discuss the management of clinical risk in a range of physiotherapy practice settings  **C5** Demonstrate originality and creativity in applying knowledge, understanding and approaches in physiotherapy practice /education /management/ leadership  **C6** Practise in a range of contexts, including those within which there is uncertainty or unpredictability | **Learning and teaching strategies**  C1-C6 are placement based learning, supported by clinically based tutorials and short structured tasks to be completed in the work place.    C6 is achieved through reflective learning using portfolio and supported by personal tutorials and supervision  **Assessment methods**  C1 –6 are assessed by practice assessment forms and integrated vivas |
| **D** | **Key skills**  *By the end of the programme students will be able to demonstrate knowledge and understanding of:*  **D1** Communication:   1. Use a range of advanced communication skills that are appropriate to physiotherapy and multidisciplinary team working 2. Demonstrate effective, adaptable and confident communication with a range of different audiences and individuals   **D2** Information Technology:   1. Use the Internet 2. Access data via library, professional bodies etc 3. Use audiovisual presentation tools and techniques   **D3** Numeracy:   1. Interpret statistical information 2. Use statistics to analyse data 3. Use software packages to support data analysis     **D4** Problem solving:   1. Identify and analyse problems emerging from theory and practice   **D5** Working with others:   1. Motivate and engender partnership working 2. Demonstrate a strong awareness of personal limitations and scope of practice 3. Take responsibility for one’s own work and significant responsibility for the work of others 4. Put the person at the centre of practice 5. Respect and promote diversity 6. Facilitate the learning and development of others   **D6** Improving own learning and performance:   1. Demonstrate an aptitude for continuing to advance knowledge, understanding and skills in line with identified learning needs, 2. Identify, conceptualise, define and evaluate new and abstract ideas within professional practice/education/management | **Learning and teaching strategies**  D1 is supported in small group discussion and seminars. Tutorial time is allocated for individual discussion  D2 commences in welcome week and through seminar presentations  D3 is supported in seminars where students present and analyse work. Tutorial time is allocated for individual discussion and problem solving  D4 is practised throughout the course. Apprentices work through given problems or derived from the Apprentice’s practice  D5 is facilitated by the use of collaborative group work, during seminars and workplace activities.  D6 is achieved through feedback on coursework and individual tutorial time.  **Assessment methods**  D1 is assessed by coursework, essay, presentation, literature review, research project and vivas  D2 is assessed through use of word-processing and ability to cite references from internet sources Practical assessments are also included which test students’ skills. The use of information technology during presentations is encouraged  D3 is assessed through course work, essay and research project  D4 is assessed through coursework, essay, viva and research project  D5 and D6 are assessed through course work, oral presentations and practice assessment forms |

## Curriculum framework

## Definition of a Physiotherapist to influence the curriculum framework/model

Physiotherapy is a science-based health care profession committed to extending applying, evaluating and reviewing the evidence that underpins and informs its practice. Physiotherapists adopt a ‘whole person’ approach to maximise the potential of a person’s function and movement. Thus, physiotherapists not only help people stay independent for as long possible after illness or injury, but also help maintain health for people of all ages; preventing disease and managing pain. Patient involvement is at the core of this approach and as such, key attributes a physiotherapist must possess include the ability to empower, relate and educate people to facilitate change in their health and wellbeing. Physiotherapists are autonomous professionals, able to act as first-contact practitioners, as well as accepting referrals from other health care professionals. Consequently, central to physiotherapy practice is the making of clinical judgement and informed interpretation of clinical information.

## Curriculum framework/model

The programme, which is patient-focused, service-led and apprentice-centered, has been developed as a result of consultation with managers, physiotherapists, practice educators, physiotherapy students/recent graduates and service users. It has been written to reflect contemporary health and social care practice and allows for the development of indicative content and course delivery to ensure that changes in physiotherapy practice can be incorporated during the period of validation.

Using a spiral curriculum, we seek to develop the complexity of the apprentices’ knowledge, with a central spine of reflective practice being developed and used to strengthen the reciprocal benefits of participating in research and practice led learning simultaneously. The programme requires apprentices map their personal/professional development against the apprenticeship standard knowledge, skills and behaviors (KSB’s), providing a further springboard for ongoing continual professional awareness and development. In summary, this programme seeks to produce physiotherapists who can be defined as professionals who work in increasingly complex environments and demonstrate effective problem solving and critical thinking skills, underpinned by a sound physiotherapy knowledge base and appropriate professional skills. They must possess self-directed learning habits that will enable them to continue as reflective practitioners and lifelong learners maintaining their fitness to practice throughout their careers.

The curriculum focuses on the Learning and Development Principles identified in the CSP’s Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (CSP 2015):

1. Qualifying programmes should aim to develop the knowledge, skills, behaviour and values required to practise physiotherapy at newly qualified level, while nurturing the skills, behaviour and values that will enhance career long development and practice.
2. Flexibility and local need will determine programme design decisions, within nationally agreed boundaries.
3. The learning process experienced by students should prepare them well for initial practice upon qualification, to promote continued learning and enable them to adapt to the challenges and opportunities of an ongoing career in physiotherapy.
4. Learning, teaching and assessment approaches should be adopted that facilitate the development of high-level cognitive skills.
5. Opportunities for inter-professional learning with students from other disciplines should be made available in both university and practice settings.
6. Each apprentice should experience a balanced sequence of practice placements, representing a diverse range of settings in which they are likely to practice on qualification. The placements should make progressively greater demands in terms of competencies, such that successful completion will ensure graduates can practise as autonomous newly qualified practitioners.
7. A programme should be based on models of physiotherapy practice that are person centred, appropriate to the settings and roles in which graduates will practise.
8. The programme should support the development of a questioning and evaluative practitioner who has the knowledge and skills to use and gather evidence in practice and contribute to the discovery of new knowledge.
9. Learning opportunities should be sustained by resources that make their delivery and development viable and supported by an appropriate programme of management that enables and promotes peer review and collaboration, and evaluation of delivery and ongoing development.

Apprentices on the BSc (Hons) Physiotherapy Degree Apprenticeship programme are expected to be fully aware of and adhere to the values outlined within the NHS Constitution (2015) the Health and Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (2016), the Chartered Society of Physiotherapy (CSP) Code of Professional Values and Behaviour (2011).

## Programme aims, structure, content, teaching/learning, assessment and evaluation

## Aims

* To produce apprentices and graduates who are competent physiotherapy practitioners with sound reasoning skills able to work independently and as part of an interdisciplinary team
* To effectively develop the knowledge, skills, behaviours and values required of physiotherapists reflecting the requirements of the regulatory and professional bodies for physiotherapy
* To provide a challenging learning environment including practice placements for students to build on their critical enquiry and independent learning skills in the passage to becoming physiotherapy practitioners who are responsive to current and future health care needs
* To enable apprentices to construct personal theoretical frameworks for physiotherapy practice critically drawing on the evolving evidence base
* To draw on apprentices’ high level of motivation, their confidence to challenge and pursue learning needs to master complex areas of knowledge
* To enable apprentices to become autonomous professionals committed to their own and the physiotherapy profession’s development
* To develop apprentices’ capacity to lead and initiate change within, and on behalf of the physiotherapy profession
* To provide opportunities for shared learning with other pre-registration health care professionals

The BSc (Hons) Physiotherapy Degree Apprenticeship programme Learning Outcomes are mapped to Modules in Appendix A.

The Programme Outcomes are mapped to the CSP Physiotherapy Framework (2013) in Appendix B showing how graduates meet the knowledge, skills, behaviour and values articulated within the framework.

The Programme Modules are mapped to the CSP Physiotherapy Framework (2013) in Appendix C showing how students develop the knowledge, skills, behaviour and values articulated within the framework.

The Programme Modules are mapped to the Physiotherapy Apprenticeship Standard (ST0519) in Appendix D showing where apprentices mastery of KSB’s is assessed within the curriculum.

## Programme Structure

The BSc (Hons) Physiotherapy Degree Apprenticeship programme takes 44 months to complete. It has been designed to offer continuous and progressively challenging integration of theory into practice and practice into theory, which is reflected in the learning outcomes, teaching approach and assessment strategy for each module. In line with the apprenticeship model, apprentices spend approximately 60% of their time in their workplace completing the tasks set out in their job description by their employer, and 40% either attending university teaching, developing practice skills, completing personal study tasks or attending practice placements. Apprentices are required to be working at least 30 hours a week to undertake the programme and it has been designed based on 37.5 hours.

The programme consists of 40 weeks per year (See Appendix E for indicative year outlines), including an induction week at the beginning of years 1,2 and 3. University teaching takes place, full time in two-week blocks spread throughout the year. There are six blocks in year 1, four in year 2, three in year 3 and 1 in year 4. During the university academic term, when not on block release, apprentices have 1 day per week dedicated to personal OTJ/. The programme adopts a progressive approach to the development of physiotherapy knowledge and skills and supports employers and apprentices integrate new skills and knowledge into daily work activities via regular tripartite reviews.

In year two, a 5 week practice placement is completed. In year three, one 6 week and one 5 week practice placement is undertaken. And a final 6 week practice placement is completed in year four to enable apprentices to apply and consolidate current skills and knowledge and receive support and supervision to develop new skills and build new knowledge.

## Programme Content

The academic programme comprises eight modules focused on non-propositional knowledge development, and three modules focused on propositional knowledge development.

Each practice placement is a separate credit bearing module. The practice placement experience is arranged to start after the key professional craft knowledge and skills have been developed. Two of the placement modules are assessed at Level 5 and two at Level 6.

The course aims to foster apprentice’s competencies in key or transferable skills (see table below). These skills are taught, developed and assessed throughout the programme, and are embedded in the outcomes for each module.

|  |
| --- |
| **Key or transferable skills** |
| **Literacy** – generating and presenting information that is comprehensible to others |
| **Numeracy** – manipulating and interpreting data and significance for care delivery and application of evidence based practice |
| **Communication** – engaging confidently in professional communication using appropriate strategies. |
| **Information Management and Technology** – the application of information technology and management that takes account of legal and ethical considerations. |
| **Working with Others** – working effectively in partnership with peers, colleagues, and others as appropriate. |
| **Problem Solving** – extending to situations where clinical decision-making has to be made on the basis of limited information. |
| **Life-long learning** – refining the skills and attitudes necessary to continue learning in a range of professional settings. |

It is acknowledged that the required content, hours and assessment of some modules exceed those expected of standard university modules. This is because the programme requires apprentices to meet the requirements for professional registration.

## Teaching and learning

The teaching and learning strategy is based on beliefs and values that:

Learning achieved in the university and the practice setting is of equal importance and should be wholly integrated.

Adult learners are most productive when learning is perceived to be relevant to current priorities, their past experiences are utilised in the learning process, the educator functions as a facilitator rather than a didactic instructor, and opportunities to be self-directed are provided. As outlined in our [Student Charter](https://www.essex.ac.uk/student/values/student-charter), apprentices are expected to be active participants in all aspects of their learning journey, making full use of all the learning resources and opportunities available including lectures, tutorials and on- the-job learning tasks.

Based on these beliefs and values, the following methods will be used to facilitate learning:

**A: Integrative Nature of the Programme**

The philosophy of the programme focuses on integration and reflection upon knowledge and experience to develop understanding. The need for integration to be experienced and demonstrated within the apprenticeship is therefore essential. Although the individual academic modules could be taken as discrete units of study, the contents of the modules have been designed to encourage apprentices to experience the integrative nature of the knowledge and skills base. Constructivism is therefore the theoretical underpinning of the programme. Early academic modules create the foundations upon which knowledge and skills are built, and as the programme progresses, the aim becomes development of knowledge, understanding and skills through the introduction of more complex scenarios. Throughout the programme, apprentices are encouraged to learn vicariously through the sharing of experiences of applying knowledge and skills in their individual workplaces. This spiral curriculum is also supported by layering the subject matter within modules so that each topic builds upon the next.

In addition to the individual modules, apprentices have access to support and tutorial networks within the university and a named workplace mentor to support and facilitate the integration of knowledge and experience, enabling the identification of skills and learning needs at an individual and group level.

Workplace mentors, programme lead and apprentices will meet regularly throughout the year to undertake tripartite/progress reviews in which individual apprentices’ learning, development needs and achievements are identified and planned for. Regular tripartite/progress reviews are mandatory.

To further enforce the integration of practice and theory; knowledge and experience, each academic module includes a series of short, discreet, within scope of practice tasks for apprentices to complete during their daily work activities. The outcomes of which are used as a springboard for academic teaching sessions and progress towards module outcomes.

**B: Professional Craft skills**

Professional craft skills are taught, developed and assessed initially in the practical skills laboratory e.g. taking a clear history and conducting an appropriate examination. The organisation of the physiotherapy modules allows apprentices to develop their current and new skills. It is acknowledged that a pre-registration programme in physiotherapy requires students to develop an extensive range of practical skills. This progressive learning of physiotherapy skills enables Apprentices to commence practice placements with confidence.

At the commencement of each placement, the apprentice will be able to present to their practice educator a practical skills journal, their personal learning outcomes to be achieved at the end of that placement and their particular learning concerns in relation to practical skills via a learning contract.

Apprentices are expected to take responsibility for their learning, highlighting their weakness and learning needs to their practice educator and requesting appropriate assistance from the academic team.

Apprentices will also be expected to pro-actively highlight their strengths, weaknesses and learning needs, and discuss plans to address and integrate them into their daily work activities as part of tripartite reviews.

Apprentices will be asked to sign a consent form at the start of year 1 (Appendix H) indicating their willingness to participate in the learning of practical skills.

During practical sessions, students must adhere to ‘Professional Clinical Appearance Code of Practice’. This includes guidance on appropriate footwear, dress, hair, nails and jewellery. Any specific requests for reasonable adjustments will be considered individually.

Apprentices are required to abide by the Physiotherapy Lab Rules which are displayed in the lab and presented at induction.

The academic modules provide the underpinning core knowledge and skills of the profession at level 4 and relate individual subjects to physiotherapy. At levels 5 and 6 the academic subjects integrate with the professional knowledge to promote the theory and practice of physiotherapy.

**C: Person development**

Physiotherapy requires more than technical skills and scientific knowledge. It involves the use of self for the purpose of development of understanding. The concept of continuing professional development is introduced from the commencement of the programme, and the apprentices are required to compile an e-portfolio to evidence their learning throughout the programme and will be mapped to the CSP Framework (2013). The e-portfolio will include reflections on evolving practice during each practice placement and through daily work activities.

Reflective learning develops self-knowledge by facilitating understanding of the relationships between feelings, beliefs, knowledge and action (John 1998). As the apprentice progresses, becoming increasingly proficient in making on-the-spot decisions and clinical judgements, reflexive levels of practice will enable development beyond expertise. Through reflection in action, they will be facilitated to employ a process similar to an action research cycle of planning, action, fact finding about the result the action, thus integrating research into their everyday practice (Rolfe 1998) and evidencing this ability in their e-portfolio. Personal development will also in from tripartite review discussions.

**D: Preparation for placement**

Practice placement modules account for 90 credits within the degree. Apprentices will have the opportunity to undertake a minimum of 825 hours of practice placement experience. During practice placements, apprentices have the opportunity to work with qualified physiotherapists and other healthcare professionals to consolidate learning, gain new experiences and refine their skills, developing their scope of practice. Learning and teaching within practice placements are facilitated by interactive experiences, enabling the personal and professional growth as a physiotherapist within a variety of settings. The environment is supportive, enabling the apprentice to rehearse skills with constructive feedback to assists his/her development towards professional competence. Care is taken to ensure the experiences of the apprentice are sufficiently challenging to their practical, intellectual, imaginative and creative powers. Emphasis is placed on a learning experience which promotes transference of knowledge and skills from the classroom to practice, and between practice settings. Reflective space ensures apprentices incorporate a sense of professional identity (roles, values and attitudes), clinical leadership, critical problem-solving and a growing sense of self-awareness (as well as an awareness of others).

Practice placements also provide critical appraisal and feedback on the apprentices’ developing KSB’s and guidance from highly skilled therapists. Supervision during these modules is undertaken by experienced clinicians who meet the criteria laid down in the Practice Placement Handbook.

**E: Propositional skills**

The programmes enquiry-based modules provide the apprentice with the knowledge and skills of research and scientific grounding. This grounding underpins the use of evidence to inform practice and help gain a greater understanding of the scientific basis of the profession. Enquiry and questioning are encouraged throughout the programme, so that ‘research’ skills become integrated in daily practice and demonstrated to be of practical value to the developing therapist.

Each apprentice will be allocated a research supervisor to assist them with their research project. While all modules will provide apprentices with insights into the most recently published research into the subjects studied, the progression of modules focusing on physiotherapy will facilitate the development of the analytical, evaluative, and reflective skills necessary to a qualified and competent practitioner.

**G. Research strategy**

Research is one of the key propositional skills embedded throughout the programme. There are specific research modules running alongside other key learning activities. Where possible learning activities in the research modules will be related to learning in other modules. For example, when learning about a particular assessment technique, concepts such as sensitivity and specificity will be discussed in the research modules, enabling apprentices to use and apply their research knowledge to research in physiotherapy practice at the earliest opportunity. The focus throughout will be on applied research; moving from finding research, to understanding research and using research findings to inform practice to ultimately carrying out a small element of research within the research project module.

For the research project apprentices will choose from the following options:

1. Linking into the pre-existing research activities of their project supervisor and contributing to projects that already have ethical approval or data to analyse.
2. A literature or systematic review.
3. Primary data collection and analysis or secondary data analysis.

There is an Annual Physiotherapy Research Conference at the end of term where research project candidates from all our pre-reg physiotherapy programmes will have a poster exhibited and the opportunity to verbally present their work to an audience or peers, staff and local clinicians.

**H. Inter-professional education**

Beyond inter-professional working experience in the workplace and during practice placements, apprentices have the opportunity to learn about and consider the wider settings and professionals involved in healthcare. Module such as physiotherapy led interventions allows apprentices to explore a fictional community of individuals with differing health needs, accessed via different services. One of the key assessed learning outcomes from physiotherapy led interventions is the expectation apprentices will understand the scope of physiotherapy practice in relation to the wider multi-disciplinary team, beyond that they will have experienced in their employed role. In the module promoting health & activity, apprentices will consider larger community and population level health promotion activities, with opportunities to visit clinical settings that are involved in health promotion. These may include the university community, charities, schools, and private businesses. These experiences will provide opportunities to learn from the widest range of professionals, thus preparing them for the extensive range of health and social care professionals they may work with in their future careers.

**I. The use of Service Users in teaching and learning**

The university has a Service Users Reference Group (SURG) with the following mission statement: ‘Involving people with lived experience of impairments and long-term health conditions, and using health and social care services, provides experiential knowledge that is valuable and cannot be substituted by traditional classroom study. The expertise that is shared by people with lived experience is vital in developing student understanding, so they are able to develop person centered and inclusive practices as a professional. People with lived experience offer a unique insight that is equal to that of academic study’.

The SURG is run from the School of Health & Social Care, but the Physiotherapy team has a named member of academic staff on the group, who attends all meetings, and liaises with service users on matters concerning the Physiotherapy programmes. The SURG is made up of service users, careers and volunteers who generously share their perspectives and are involved with teaching sessions across the programme, applicant interviews, curriculum development, research activity and more. SURG group members are given a university email address and have access to a range of e-learning modules, to prepare them for their role and offer some development opportunities. These modules include equality and diversity, unconscious bias, safeguarding and disability awareness. Service Users are invited to all Programme Committee meetings and have had an instrumental role in writing the programme ethos and mission statement. They contribute widely across a number of programme modules, sharing their personal experiences and enabling students to develop an appreciation of the Service User’s perspective. Service Users will also be involved in the assessment of student work for the module Promoting Health & Activity.

**J. Digital Literacy**

We recognise that digital literacy skills are indispensable in current and future workforce and healthcare systems, and as such, are expected by employers. As healthcare practitioners’ physiotherapists need to be competent and confident in their digital literacy skills to ensure they are able to provide the best care for their patients. As such, the development of these skills is embedded throughout the programme.

Our learning, teaching and assessment activities seek to improve and enhance digital skills by involving opportunities for building digital competence:

1) ICT proficiency; using word processing, PowerPoint, Moodle throughout all modules and themes

2) information, data and media literacies; database searching, excel, statistical packages initially taught in propositional skills theme and then applied to all modules and themes as appropriate

3) digital creation, problem solving and innovation; narrated PowerPoint presentations blogs, vlogs, podcasts in both professional craft skills and preparation for practice themes

4) digital communication, collaboration and participation; online collaboration tools such as Moodle, social media, video conferencing such as Zoom throughout all modules and themes

5) digital learning and development; personal development e-portfolio developed throughout the person development theme

6) digital identity and well-being; personal development and preparation for practice themes, (particularly the employability content), blogs, electronic CV.

The integration of developing of digital capabilities into the curriculum supports apprentices to produce an e-portfolio that evidences the skills they’ve developed to show case to future employers.

We recognise apprentices will commence their studies with varying levels of digital skills and study experience. To help ensure they are prepared for the digital expectations of higher education and programme curriculum pre-registration they will receive links to support video’s introducing them to key university systems such as Moodle, university and email accounts and Find your way @Essex.

Once registered, they will have access to a specific Digital Skills for Learners Moodle page which introduces them to all the Universities’ online learning, assessment and support systems.

**K: Equality, diversity and inclusivity (EDI):**

The university has a Equality, Diversity, and Inclusion Policy (2019-2025) which articulates a commitment to “addressing under-representation where it exists, celebrating the diversity of our students and staff, nurturing communities of belonging in which all are accepted without exception, and promoting inclusion, well-being, resilience and empowerment to enable everyone to reach their full potential.” The school has appointed an Inclusivity Lead and an EDI committee to ensure the school ‘s activities, polices and process “place people at the centre of processes and systems and expect judgement and decision-making to be based on the principles of dignity and respect and our institutional values.” and uphold the University’s Equality and Diversity Code of Practice.

The school and EDI committee have been recognised for it’s commitment to advancing gender equality in higher education for staff and students with a bronze Athena Swan award, and have an active decolonising the curriculum work stream.

The programme is similarly committed to placing people at the centre of it’s activities. We strive to ensure our teaching resources introduce learners to a broad a range of protected characteristics and frames of reference. One mechanism for achieving this is ‘Civitas Street’. A fictional community upon whom staff draw to develop case studies for contextualising their teaching and learning activities.

We are aware our teaching staff are primarily white Caucasian and a significant proportion of SRES students are from BAME backgrounds. We proactively seek to invite guest speakers and lecturers to assist our leaners appreciate the diversity within the physiotherapy and health care community. To support this, within personal development modules apprentices are facilitated and supported to explore and challenge their own frames of reference, reflecting upon how they have and do impact upon their professional practices and relationships, specifically in relation to racism and sexism.

The university has published a code of practice to provide clarity for apprentices on what may be considered ‘standard’ expectation of professional clinical appearance, and how this maybe reasonably adjusted when on campus, or to account for an individual’s religion , beliefs, or body image. Such reasonable accommodations may be requested by apprentices when undertaking academic study in campus and when on practice placements with partner organisations. <https://www.essex.ac.uk/-/media/documents/about/governance/professional-clinical-appearance-code-of-practice.pdf>

Admissions criteria have been articulated to promote flexibility in how applicants can demonstrate achievement of the academic entry criteria and encourage potential applicants with non-traditional level 3 qualifications to apply. Equality and diversity data of applicants, including their employing institutions, and attainment of apprentices will be proactively monitored and reported upon, including comparisons to university and other professional apprenticeship data.

**L: Support**

General information around support services for apprentices can be found in the undergraduate handbook. Additionally, apprentices may be able to access funding through the Education and Skills Funding Agency (ESFA) to support specific learning needs.

Each apprentice is allocated a personal tutor prior to commencement of the programme, and they can approach that tutor for information, advice and guidance. Personal Tutors meet with tutees at the start of their course and arrange meetings (individually and/ or in small groups) each term (and a minimum of three times per year). Apprentices may make additional arrangements to see their personal tutors at any other mutually agreed time. Use of email is also an effective way of communicating with a personal tutor and it should not be presumed that your personal tutor will be in the University every day or available to meet with apprentices.  Personal Tutors use the Learner Engagement Activity Portal (LEAP) data to discuss engagement and progress with tutees, and a record of meetings and any other contacts with tutees are recorded in LEAP.

The university also runs a [mentor scheme](https://www.essex.ac.uk/student/mentoring), and we have an SRES Peer Mentor co-ordinator to organise mentors for any students who would like a mentor.

Each apprentice is also be allocated a workplace mentor by their employer prior to the programme commencing. Workplace mentors work within local supervision structures to provide supervision and facilitate opportunity associated with on-the-job training, learning and development of the knowledge and skills outlined in the apprenticeship standard.

Workplace mentors work alongside the academic team to support the apprentice for the duration of the apprenticeship. It is recommended that the mentor is not the apprentice’s line manager and should be a registered HCPC healthcare professional.

The role and responsibilities of a workplace mentor are summarised below and are different to those of a practice educator.

**Workplace mentor roles and responsibilities:**

◼ Undertake relevant training provided by the University and workplace to ensure they are aware of appropriate policies and procedures relating to apprenticeships, what is expected from the apprentice in the workplace and at university and develop themselves as mentors.

◼ Familiarise themselves with the Course, Placement and Apprenticeship Handbooks; associated ePAD review paperwork and Learning Agreement.

◼ Familiarise themselves with the apprenticeship standard, British Values, safeguarding (e.g., knowledge of ‘Prevent’ and how to raise a concern) and the associated knowledge, skills, and behaviours which the apprentice will need to demonstrate to them.

◼ Have a sound knowledge and understanding of what the apprentice is learning during their academic studies and help the apprentice to use this to inform their own practice.

◼ Be prepared for and participate in regular progress reviews in line with the Education and Skills Funding Agency requirements [at least every 12 weeks] and ensuring any actions highlighted are facilitated. (Duration approximately 1 hr for each review in addition to mentor support and does not include the final gateway review).

◼ Develop a transparent, honest, and open relationship with the apprentice to facilitate a safe learning environment in the workplace.

◼ Provide regular, critical and honest feedback to facilitate the professional development and scope of practice\* of the apprentice.

◼ Support the apprentice to increase the use of their initiative and to take increasing responsibility for their own learning and development as they progress through the programme.

◼ Facilitate the apprentice to record and evidence their developing scope of practice. Ensuring a record of ‘active learning’ during every 4-week period is documented in the ePAD. And a portfolio of examples of developing KSB expertise in the workplace is maintained to inform preparation for end point assessment.

◼ Support the apprentice to recognise, participate in and document opportunities for learning within day-to-day duties in their workplace.

◼ Support the apprentice to ensure their workload and scope of practice is developing and at an appropriate level, so they can balance the demands of work and study, and maintain a positive level of wellbeing.

◼ Ensure appropriate levels of supervision are in place when apprentices are developing higher level risk assessment and intervention skills. Including countersigning apprentice documentation until the apprentice has demonstrated satisfactory competence at the skill and evidenced this in the ePAD. Mentors should work with employers to define any local high-risk skills and map these to the KSB’s.

◼ Ensure there are clear, timely communications with the university, the employer and the apprentices’ colleagues about their developing scope of practice.  And take steps to mitigate and identify challenges early, communicate promptly and ensure an action plan is put in place to provide enhanced support where required.

◼ Promote a positive perception of apprenticeships as a route into registered health and social care employment

◼ Contribute to the decision as to whether the apprentice is ready to go through the gateway review to End-Point Assessment and support the quality assurance processes for the ongoing development of the programme[s].

* **Employer support**

Apprentices will be required to work a minimum of 30 hours a week and undertake a minimum of 40% off-the-job hours (after statutory leave has been deducted). Off the job learning hours consist of: attending university teaching, completing practice placement and 1 day per week study leave during university term time when not on block release. A written agreement called the Training Plan between the university and employer outlines their responsibilities for the duration of the apprenticeship. This is signed by the employer and university prior to the apprentice starting the programme. Apprentices should discuss any changes in their circumstances (e.g., contract or working hours, carers leave, maternity/paternity) directly with the employer in the first instance. The employer must inform the university because an individual scheme of study may be required. In the event of an apprentice leaving their employment or being made redundant the employer must inform the university. The learner should discuss any associated costs such as, membership, travel and accommodation for placement with their employer to establish if any funding is available. Further information can be found in the Employers Handbook.

**Tripartite/Progress Review meetings**

Three-way progress meetings will occur regularly (approximately every 12 weeks) in which the employer representative (e.g. workplace mentor), apprentice and university representative (e.g. programmme lead) meet to agree individual learning needs, review progress against the apprenticeship standard, any pastoral and safeguarding needs throughout the programme. Any changes to academic or workplace progression, including a change to workplace mentors, and placement setting planning will be discussed during this process. These meetings are document on the apprentices ePAD.

**M: Academic tutorials**

## Academic tutorials provide the opportunity to clarify issues, consolidate learning and facilitate understanding. Module leaders provide the specific module support within modules (Appendix G). Students have the opportunity for formative feedback on assessments. Assessment

a) Aims of Assessment

* To assess apprentice performance in relation to the learning outcomes identified in the CSP Physiotherapy Framework and KSB’s
* To recognise the achievement of the apprentice for fitness for practise, purpose and award enabling access to the CSP professional register and eligibility for registration with the HCPC.
* To be an integrated part of the overall learning and teaching process thereby facilitating integration of knowledge and skills with professional judgement and experience in completing the trajectory from novice to competent practitioner.
* To track and promote the continuous life-long learning processes of the student, valuing improvement and accomplishments over deficiencies (Wenzel et al 1998, Boud & Falcikov 2007), enabling an understanding of their own learning styles and needs and acknowledging their accountability for their personal and professional development.

**b) Key Elements of the Assessment Strategy**

The academic programme/’Off-the-job’ learning

The learning outcomes reflect the main themes of each module and incorporate the key transferable skills of the programme. Formative and summative assessment methods will be used to assess the progress of the apprentice throughout the programme as follows:

Formative assessment of the integration of theory and practice is utilised primarily to give students feedback and to monitor progress. Formative feedback is delivered in a variety of ways including face-to-face sessions, tutorials, written feedback and audio-recorded feedback.

Summative assessment establishes student achievement within each module or at the end of the course. These results contribute to the final award in Levels 5 and 6.

Apprentice’s personal, professional and academic progress and development will be obtained from: self-assessment through profiling, reflection and practice documents; peer-assessment through group projects and feedback; and via the practice assessments, through observation and feedback on performance in practice and academic assignments and presentations and during personal tutorial time. In addition, at the commencement of each practice placement and during tri partite progress reviews, each apprentice is required to discuss personal learning needs.

The apprenticeship standard (End Point Assessment)

This apprenticeship has a fully integrated End Point Assessment (EPA). Meaning the EPA will use the assessment arrangements set out here, for the academic programme, and be completed simultaneously throughout the programme. Apprentices are not required to carry out additional assessment for EPA.

The EPA period is expected to take approximately 1 month and is the process by which it is agreed if the Apprentice has successfully completed the apprenticeship.

The EPA period constitutes a gateway review and assessment.

The gateway review is a tripartite/progress meeting in which it is identified if an Apprentice has:

* Successfully completed all academic modules to be eligible for the award of the BSc (Hons) degree in Physiotherapy
* Achieved English and mathematics at level 2
* And is consistently working at or above the level set out in the apprenticeship standard.

Once gateway review is satisfactorily completed and passed, end point assessment is arranged.

End point assessment begins with the programme examination board and finishes when the Programme Lead submits the required documentation to HCPC confirming the names of apprentices completing the programme.

**c) Methods of assessment**

It has been recognised that learning behaviour is profoundly influenced by the assessment methods employed (McLachlan, 2006). To ensure a balanced learning, a wide variety of assessment methods within a coherent framework will be employed and may include:

* Vivas which may include Objective Structured Practical Examinations (OSPE)
* Seminars and Oral Presentations
* Essays
* Poster Presentations (Group and Individual)
* Case studies/patient information
* Practice Reflective Accounts
* Practice/Practical Assessments
* Reflective Portfolio development
* Research proposal
* Critical analysis of research papers
* Critical literature review

**d) Timing of Assessments**

Apprentices will be informed at the beginning of the academic year of the schedule for assessments for all modules to be taken in that year. Assessments will be distributed throughout the year where possible, in order to moderate work load.

**e) Assessment Strategies for Practice Placements**

Assessment of the practice of physiotherapy will occur in the practice setting and undertaken by the Practice Educator(s). For 30 credit placement modules, assessment of associated academic work will be undertaken by the academic team. **All practice placements must be passed for successful completion of the programme.** However, apprentices can retake a practice placement in the case of failure at the first attempt.

In the event of failure of a practice placement, arrangements for the apprentice to repeat the placement at a suitable time and in an appropriate location will be agreed between the employer and placement lead. Whenever possible the next scheduled placement will be the repeat placement. The repeat placement will be capped at 40%. A second failure of the repeat placement will normally result in termination of programme registration. **Two failed placements are permitted to be retaken as a second attempt.** Apprentices who fail more than two placements will normally be required to leave the programme. If an apprentice withdraws themself from a placement without university sanction it will be deemed a fail and the repeat placement will be capped at 40%.

**f) Professional Conduct**

All apprentices registered for this programme are required to register for student membership with the Chartered Society of Physiotherapy (CSP). As such they are required to adhere to the Code of Professional Values and Behaviour. As student member they will have access to the Code of Professional Values and Behaviour (CSP 2011) and the CSP Knowledge, Skills, Behaviours and Values which are articulated in The Physiotherapy Framework (CSP 2013). Apprentices are also expected to be aware of and adhere to the principles of the Health and Care Professions Council (HCPC) Standards of conduct, performance and ethics (2016) and the values within the NHS Constitution (2015).

The university has a clear process for the management of [Professional Suitability and Fitness to Practice](https://www.essex.ac.uk/student/values/fitness-to-practise) .

**g) Rules of progression**

The pass mark for all modules is 40%. See Rules of Assessment in Undergraduate Handbook

**h) Late submission of coursework assignments**

See departmental guidelines on the submission of coursework in the Undergraduate Handbook.

**i) Re-entry to Written Examination and Coursework Assignments**

A candidate will, as of right**,** be permitted two re-entries of all failed examination or assessment components. Candidates for re-entry will normally be assessed by the same methods as at the first attempt. The Board of Examiners may, at its discretion, make special arrangements, as it deems appropriate in cases where it is impracticable for a candidate to be reassessed by the same methods as at the first attempt.

Failure at reassessment will normally lead to an apprentice’s registration on the course of study being terminated.

Candidates who have to resubmit course work or retake an examination may continue on the programme until such time as the Board has considered the results of the reassessment.

A candidate who re-enters any one component of a module will be considered for the purposes of final assessment to have obtained a maximum score of 40% for that component of the module assignment. The overall module mark gained on first submission will stand, if this is higher than the minimum pass mark.

**j) Attendance**

Apprentices **must** attend all elements of academic and placement modules. Failure to attend may mean they are not eligible to be entered for assessment. Absences are recorded and this information will be used when completing job reference requests.

Students should arrive before the start of any off- the job teaching/learning session and be ready to start on time.

SRES departmental Procedure for Managing Late, Partial or Poor Attendance is detailed on the student programme moodle page. In addition to these departmental procedures, and in keeping with apprenticeship funding rules, apprentice absence from any off- the-job learning will be reported to their employer.

Apprentices must maintain an up-to-date record of all off-the-job learning activities completed using the sheet provided. This record should be kept in and submitted as part of their e-portfolio and made available for tripartite reviews.

**k) Interruption during the programme**

Interruptions during the programme shall be taken as a continuous period inclusive of the first day of absence regardless of any singular or composite reason.

Where the interruption is more than twenty one days but less than six weeks, this should normally be completed prior to the end of the Programme. Should it be necessary for an apprentice to interrupt their attendance on the Programme for a period of more than six-weeks in total, they may be allowed, with employer agreement to re-register and re-join the programme at an appropriate point.

**l) Aegrotat Award**

No provision for the Award of Aegrotat degrees may be made resulting in eligibility to apply for registration with the HCPC or CSP.

**m) Late Submission and Extenuating Circumstances**

See departmental guidelines on Late Submission of Coursework and Extenuating Circumstances Policy in the Undergraduate Handbook.

**n) Withdrawal/Failure to Attend Examinations**

See departmental guidelines in the Undergraduate Handbook.

**o) Guidance on Assessment**

Apprentices will be provided with comprehensive written guidelines, for all written and practical coursework assignments. Assessment proformas (standard level descriptors) are in place for written and oral assignments and will be made available to the students prior to assessment. Tutorials will be arranged for class discussion and forums (where appropriate) on Moodle can be accessed by apprentice to post general questions relating to assignments.

**p) Maximum Period**

The maximum time for completion of all undergraduate programmes at the University of Essex is the length of the programme plus 2 years.

## Evaluation

The BSc (Hons) Physiotherapy Degree Apprenticeship programme undergoes constant monitoring and evaluation at a number of levels.

Apprentices are encouraged to evaluate each module using the standard school module evaluation form. This evaluation feeds into the Module Lead’s end of module report which is submitted to the SRES Education committee for review. The Module Lead’s report also prompts the staff involved in the module to evaluate the whole module as well as specific sessions and facilitates reflection and the subsequent development of an action plan for improvements. A summary of the apprentices’ feedback, evaluation and module leads action plan is posted on Moodle to enable students to see the impact of their feedback.

Class representatives are encouraged to feedback any general school or programme issues in the Student Voice Groups which are held 3 times a year.

On completion of the programme the Programme Lead facilitates the opportunity for apprentices to reflect and provide feedback on the programme as a whole. This information helps informs the future developments in the programme.

The university Apprenticeship Hub request apprentice employers complete an annual satisfaction survey. The results and outcomes of which are shared with the programme lead.

Formal and informal feedback and evaluation from placement educators, placement providers, employers, and workplace mentors occurs through; programme committee meetings, placement visits, placement educator training days, meetings with managers and clinicians, clinicians involved in teaching on the programme and clinicians involved in interviewing potential students.

Formal and informal feedback from service users involved in the programme through teaching, interviewing or the university service user group informs programme monitoring processes.

The University of Essex, CSP and HCPC yearly Annual Monitoring processes are complied with.

## Practice based learning

**Introduction**

Learning in and from physiotherapy practice forms an indispensable part of the physiotherapy learning process and is integral to the apprenticeship model.

The programme harnesses learning from practice experiences in three key ways:

1. For each academic module, completion of discrete, short tasks are set for completion ‘on-the-job’. These tasks based on activities typical of the scope of practice of a therapy support worker and would be considered within the apprentices’ scope of practice. These tasks facilitate the apprentices to view their work tasks through the theoretical lens and perspectives studied in the module and in this was contribute to achievement of module learning outcomes. Tasks are set and monitored by the module lead, and supported in the workplace by the apprentices’ workplace mentor.
2. Completion of four practice placement modules. During placements apprentices work under the supervision of a HCPC registered practitioner (called a practice educator) to develop and apply their knowledge and skills to new settings and situations. Thereby developing their scope of practice towards that of qualified Physiotherapist, and mastery of the knowledge, skills and behaviours set out in the Apprenticeship Standard.
3. Learning through practice, during placements or through the working day, is usually unpredictable and opportunistic. To ensure apprentices have opportunity to capture and receive acknowledgement for this learning they will develop an e-portfolio. The e-portfolio may include: a signed log of physiotherapy skills they have practiced and applied on placements and in the workplace; skills scans; reflective accounts aboutkey learning moments that have influenced their professional practice; clinical reasoning forms to show case how their practice decision making has been applied in different settings and developed over time

Practice-based learning in points 1 and 3 are discussed above. The remainder of this section expands upon expectations and assessment of the practice placements referred to in 2.

Experience gained through practice enables the acquisition of new knowledge and skills as well as the application, consolidation and reflection upon the learning gained in the university environment. Therefore, the aim of practice placement learning is to offer apprentices opportunities to develop core clinical and transferable skills across a range of clinical specialities and client groups. The Health and Care Professions Council (HCPC) states within their Standards of Education and Training, Standard 5.12, that within practice learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

The course integrates practice placements into the academic curriculum to provide apprentices with the opportunity to experience development, application, and reflection upon practice across a variety of areas of contemporary physiotherapy, outside of their work environment. Apprentices will gain experience in a wide variety of placement settings; for example, acute care, out-patients, community care, research laboratories and virtual settings. It is anticipated apprentices will have encountered and worked with many different patient groups by the end of their programme. It is important to note the diversity of placement settings students should not expect to develop identical profiles. In addition, apprentices should be aware that in physiotherapy practice it is common for clinical caseloads in a single service to be mixed. Placements are, therefore, not specialism specific in the traditional sense.

Placements aim to promote the development of competence in physiotherapy practice, encourage effective clinical reasoning and facilitate the integration of theory with practical skills. Final placements aim to consolidate practice and prepare the apprentice for the transition to independent autonomous practitioner.

Placements are assessed by practice educators at academic levels five and six.

* Placement one is worth 15 credits and assessed at level 5.
* Placement two is worth 30 credits and assessed at level 5.
* Placement three is worth 15 credits and assessed at level 6.
* Placement four is worth 30 credits and assessed at level 6.

Apprentices are scheduled to undertake an average of 37.5 hours of placement activity per week. Level 5 placements are 187.5 hours long and level 6 placements are 225 hours long. This equates to 825 hours dedicated to practice-based learning in settings other than those in which the apprentice is employed. A cumulative record is kept of the completed hours to ensure the apprentice meets professional requirements.

CSP learning and development principles state pre-registration learners must participate in a notional 1000 hours of assessed practice-based education activities. The remaining 175 hours will be allocated to daily work activities and evidenced through their e-portfolio, ePADs and tripartite reviews. These hours will be assessed as part of the employer sign off at End Point Assessment Gateway.

**Assessment of Practice Placements**

Apprentices placement activity is assessed by practice educators at level 5 or level 6.

Apprentices performances are assessed, and numerical grades awarded in ten domains of practice by the practice educator. These domains are grouped into three key areas of practice: Personal Skills, Interpersonal Skills and Decision making & implementation skills.

Using the scores awarded for the constituent domains the university calculates a score for each area of practice and an overall placement grade.

The overall placement mark is calculated using the following weightings: personal development: 30%; interpersonal skills: 30%; decision making and implementation: 40%.

If, at the final assessment, students are marked at less than 40% (fail) in any one domain.

they will automatically fail the whole placement (see placement handbook for further details on domain marking and pass/failing expectations).

Students’ professional behaviours and responsibilities are also assessed and awarded a pass/fail.

Students must pass the professional behaviours and responsibilities AND the domains of practice sections to achieve an overall placement pass.

For the two 15 credit practice placements modules the educators CPAF assessment constitutes 100% of the module mark.

For the two 30 credit practice placement modules apprentices complete an accompanying piece of academic work assessed by the academic team. This constitutes 25% of the module mark and the final placement mark constitutes the remaining 75%.

**Failure of a practice placement**

In the event of failure of a practice placement, arrangements for the apprentice to repeat the practice experience at a suitable time and in an appropriate location will be arranged in negotiation with their employer. Wherever possible the next scheduled placement will be the repeat placement. The repeat placement will be capped at 40%. A second failure of the repeat placement will normally result in termination of programme registration. Two failed practice placements are permitted to be retaken as a second attempt. Failure of more than two practice placements will normally be result in termination of programme registration. If an apprentice withdraws themself from a placement without university sanction it will be deemed a fail and the repeat placement will be capped at 40%.

Further information about Practice Placements can be found in the Practice Placements Handbook.

# Section C

## Course structure

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 1**  **Module Code** |  |  |  |  |
| **Module Title** | **FHEQ Level** | **Credits** | **Status** |
| SE117 | Applied anatomy and pathophysiology | 4 | 30 | Core |
| SE119 | Practice based decision making | 4 | 30 | Core |
| SE120 | Understanding self and others | 4 | 30 | Core |
| SE118 | Physiotherapy led assessment | 4 | 30 | Core |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 2**  **Module Code** |  |  |  |  |
| **Module Title** | **FHEQ Level** | **Credits** | **Status**  **(core/comp/opt)** |
| SE231 | Developing self and others | 5 | 15 | Core |
| SE232 | Physiotherapy led interventions | 5 | 30 | Core |
| SE234 | Research Methods | 5 | 15 | Core |
| SE233 | Promoting health and activity | 5 | 15 | Core |
| SE213 | Practice placement one | 5 | 15 | Core |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 3**  **Module Code** |  |  |  |  |
| **Module Title** | **FHEQ Level** | **Credits** | **Status**  **(core/comp/opt)** |
| SE240 | Practice placement two | 5 | 30 | Core |
| SE343 | Research project | 6 | 30 | Core |
| SE341 | Leadership of self and others | 6 | 15 | Core |
| SE312 | Practice placement three | 6 | 15 | Core |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 4**  **Module Code** |  |  |  |  |
| **Module Title** | **FHEQ Level** | **Credits** | **Status**  **(core/comp/opt)** |
| SE342 | Preparation for professional practice | 6 | 30 | Core |
| SE348 | Practice placement four | 6 | 30 | Core |

# Section D

## Rules of assessment

|  |
| --- |
| **Web Page Address:** |
| <http://www.essex.ac.uk/students/exams-and-coursework/ppg/ug/default.aspx>  (See Rules of Assessment Document for your cohort and relevant BSc Physiotherapy variation) |
| **Rules of Assessment:** |
| Exit routes:  120 Credits – Level 4: Certificate of Higher Education  120 Credits – Level 5: Diploma in Higher Education  90 Credits – Level 6 BSc Rehabilitation Studies\*\*  The above awards DO NOT provide recipients the eligibility to register with the Health and Care Professions Council or apply for membership of the Chartered Society of Physiotherapy.  Students must achieve all 360 credits to achieve the BSc (Hons) Physiotherapy Integrated Degree Apprenticeship award to have eligibility to register with the Health and Care Professions Council or apply for membership of the Chartered Society of Physiotherapy. |

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# Appendix A

## BSc (Hons) Physiotherapy Modules mapped to Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Code | Name | |  | Knowledge and Understanding | | | | | | | | | | | | | | Intellectual/Cognitive Skills | | | | | | | | | | |
| A1 | | A2 | | A3 | | A4 | | A5 | | A6 | | A7 | | B1 | | B2 | B3 | B4 | | B5 | | B6 | | B7 |
| SE123 | Understanding self & others | 30 | | DA | | DA | | DA | | DA | | DA | |  | |  | |  | |  | D |  | |  | |  | | DA |
| SE121 | Applied Anatomy & Physiology | 30 | | DA | | D | |  | |  | |  | | D | |  | |  | |  |  |  | |  | |  | |  |
| SE124 | Physiotherapy led assessment | 30 | | DA | | DA | | D | | D | | D | | D | |  | |  | | DA |  | D | | D | |  | |  |
| SE122 | Practice based decision making | 30 | | DA | | DA | |  | |  | | D | |  | | DA | |  | | D |  |  | | DA | | D | |  |
| SE235 | Developing self and others | 30 | | DA | | DA | | DA | | DA | | DA | |  | |  | |  | |  | D | D | |  | |  | | DA |
| SE236 | Physiotherapy led intervention | 15 | | DA | | DA | | D | | D | |  | | D | |  | |  | | DA |  | DA | | D | |  | |  |
| SE238 | Promoting health and activity | 15 | | DA | | DA | | DA | | DA | | D | | D | |  | | DA | | DA | DA | DA | | DA | |  | |  |
| SE237 | Research Methods | 15 | | DA | | D | |  | |  | |  | | DA | | DA | |  | |  |  |  | |  | | DA | |  |
| SE344 | Leadership of self and others | 30 | | DA | | DA | | DA | | DA | | DA | | DA | |  | | DA | |  | DA | DA | | D | |  | | DA |
| SE347 | Preparation for professional practice | 30 | | DA | | DA | | DA | | D | | DA | |  | | D | | DA | |  |  |  | |  | |  | | DA |
| SE345 | Research project | 30 | | DA | | DA | |  | |  | |  | | DA | | DA | | D | |  | DA | DA | | DA | | DA | |  |
|  | Placements 1-4 | 15 | | DA | | DA | | DA | | DA | | DA | | D | |  | |  | | DA | D | DA | | DA | |  | | DA |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Code | Name |  | | | Practical Skills | | | | | | | | | | | | Key Skills | | | | | | | | | | | | |
| C1 | | C2 | | C3 | | C4 | | C5 | | C6 | | D1 | | D2 | | D3 | | D4 | | D5 | | D6 | | |
| SE123 | Understanding self & others | 30 | | |  | | D | | D | | D | |  | |  | | DA | | DA | |  | | DA | | DA | | DA | | |
| SE121 | Applied Anatomy & Physiology | 30 | | | DA | |  | |  | |  | |  | |  | | DA | | D | |  | |  | |  | | D | | |
| SE124 | Physiotherapy led assessment | 30 | | | DA | | DA | | DA | | DA | |  | |  | | DA | | D | |  | | DA | | DA | | D | | |
| SE122 | Practice based decision making | 30 | | | D | |  | |  | |  | | D | |  | | DA | | DA | |  | | D | | DA | | D | | |
| SE235 | Developing self and others | 30 | | | *D* | | D | | D | | D | |  | |  | | DA | | DA | |  | | D | | DA | | DA | | |
| SE236 | Physiotherapy led intervention | 15 | | | DA | | DA | | DA | | DA | | D | |  | | DA | | D | |  | | DA | | DA | | D | | |
| SE238 | Promoting health and activity | 15 | | | DA | | DA | | D | | D | | DA | | *DA* | | DA | | DA | |  | | DA | | DA | | D | | |
| SE237 | Research Methods | 15 | | |  | | D | | D | | D | | D | |  | | DA | | DA | | DA | | DA | |  | | DA | | |
| SE344 | Leadership of self and others | 30 | | |  | | DA | | DA | | DA | | DA | |  | | DA | | DA | |  | | DA | | DA | | DA | | |
| SE342 | Preparation for professional practice | 30 | | | D | |  | | D | |  | |  | | D | | DA | | DA | |  | | DA | | DA | | DA | | |
| SE345 | Research project | 30 | | |  | |  | |  | |  | | DA | |  | | DA | | DA | | DA | | DA | | D | | DA | | |
|  | Placements 1-4 | 15 | | | DA | | DA | | DA | | DA | | DA | | DA | | DA | | DA | | D | | DA | | DA | | DA | | |

A= assessed D= developed

# Appendix B

Programme outcomes mapped to the CSP Physiotherapy Framework (2013) showing how graduates meet the knowledge, skills, behaviour and values articulated within the framework

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CSP Physiotherapy Framework | Programme Outcomes | | | | | | | | | | | | | |
| Knowledge and Understanding | | | | | | | Intellectual/Cognitive Skills | | | | | | |
| A1 | A2 | A3 | A4 | A5 | A6 | A7 | B1 | B2 | B3 | B4 | B5 | B6 | B7 |
| Physiotherapy values | P | P | P | P | P | P | P | P | P | P | P | P | P | P |
| Knowledge and understanding of physiotherapy | P | P | P | P |  |  |  | P | P | P | P | P |  |  |
| Self awareness |  | P |  | P | P |  |  |  |  |  |  | P |  | P |
| Political awareness | P | P | P |  |  |  |  | P |  | P | P |  |  |  |
| Professional specific practical skills | P | P |  |  |  |  |  | P | P | P | P |  |  |  |
| Communicating |  |  |  |  |  |  |  |  |  | P | P | P | P | P |
| Helping others learn and develop |  |  | P |  |  |  |  |  |  |  |  |  |  |  |
| Managing self and others |  |  |  | P | P |  |  |  |  |  |  | P |  |  |
| Promoting integration and team work |  | P | P |  |  |  |  |  |  |  |  |  |  |  |
| Putting the person at the centre of practice |  |  |  |  |  |  |  | P | P | P | P |  |  |  |
| Respecting and promoting diversity |  |  |  |  |  |  |  |  |  | P |  |  |  |  |
| Ensuring quality | P | P |  |  | P |  |  | P |  |  |  |  |  |  |
| Improving and developing services |  |  |  |  |  |  | P | P | P | P |  |  |  |  |
| Lifelong learning |  |  |  |  | P |  |  |  |  |  |  | P |  | P |
| Practice decision making |  |  |  |  |  |  |  | P | P | P | P |  |  |  |
| Researching and evaluating practice |  |  |  |  |  | P | P | P |  |  | P | P | P |  |
| Using evidence to lead practice |  |  |  |  |  | P | P | P |  |  | P |  | P |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CSP Physiotherapy Framework | Programme Outcomes | | | | | | | | | | | |
| Practical Skills | | | | | | Key Skills | | | | | |
| C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 |
| Physiotherapy values | P | P | P | P | P | P | P |  |  | P | P | P |
| Knowledge and understanding of physiotherapy | P | P | P | P | P | P | P | P |  | P | P | P |
| Self awareness |  |  |  |  |  |  |  |  |  |  | P | P |
| Political awareness |  |  | P |  | P | P |  |  |  |  |  |  |
| Professional specific practical skills | P | P | P | P | P | P | P | P | P | P |  |  |
| Communicating | P |  |  |  |  |  | P | P |  |  | P |  |
| Helping others learn and develop |  |  |  |  |  |  | P |  |  |  | P |  |
| Managing self and others |  |  |  |  |  |  |  |  |  |  | P | P |
| Promoting integration and team work |  |  |  |  |  |  | P |  |  |  | P |  |
| Putting the person at the centre of practice |  | P |  |  |  |  |  |  |  |  | P |  |
| Respecting and promoting diversity |  |  |  |  |  |  |  |  |  |  | P |  |
| Ensuring quality |  |  | P |  | P |  |  |  | P |  |  |  |
| Improving and developing services |  |  |  |  |  |  |  |  | P |  |  |  |
| Lifelong learning |  |  |  |  |  |  |  | P |  | P |  | P |
| Practice decision making | P | P | P | P | P | P |  |  |  | P |  | P |
| Researching and evaluating practice |  |  |  |  | P |  |  | P | P | P |  | P |
| Using evidence to lead practice |  |  |  |  |  |  |  |  |  |  |  | P |

# Appendix C

BSc (Hons) Physiotherapy Modules mapped to the CSP Physiotherapy Framework (2013) showing how students develop the knowledge, skills, behaviour and values articulated within the framework

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CSP Physiotherapy Framework | Programme Modules | | | | | | | | | | | | |
| Understanding Self and Others | Applied Anatomy and Pathophysiology | Physiotherapy led assessment | Practice based decision making | Physiotherapy led interventions | Promoting health and activity | Research methods | Developing self and others | Leadership of self and others | Research project | Preparation for professional practice | Practice Placements 1-4 |
| Physiotherapy values | P | P | P | P | P | P | P | P | P | P | P | P |
| Knowledge and understanding of physiotherapy | P | P | P | P | P | P |  | P | P | P | P | P |
| Self awareness | P | P | P | P | P | P |  | P | P | P | P | P |
| Political awareness |  |  |  |  |  | P |  | P | P |  | P |  |
| Professional specific practical skills |  | P | P | P | P | P |  |  |  |  | P | P |
| Behaviours, knowledge and skills for interacting | P | P | P | P | P | P | P | P | P | P | P | P |
| Helping others learn and develop |  | P | P |  | P | P |  | P | P | P | P | P |
| Managing self and others | P |  |  |  |  | P |  | P | P | P | P | P |
| Promoting integration and team work | P | P | P |  | P | P | P | P | P | P | P | P |
| Putting the person at the centre of practice | P | P | P |  | P | P |  | P | P |  | P | P |
| Respecting and promoting diversity | P | P | P |  | P | P |  | P | P |  | P | P |
| Ensuring quality |  |  |  | P |  |  | P | P |  |  | P | P |
| Improving and developing services |  |  |  | P |  |  |  | P |  |  | P | P |
| Lifelong learning | P | P | P | P | P | P | P | P | P | P | P | P |
| Practice decision making |  |  | P | P | P | P | P | P |  | P | P | P |
| Researching and evaluating practice |  |  |  | P |  | P | P | P | P | P | P | P |
| Using evidence to lead practice |  |  | P | P | P | P | P | P | P | P | P | P |

## The Programme Modules mapped to the CSP 4 pillars of practice (2020)

## Showing how apprentices develop the knowledge, skills, behaviour and experiences across each core pillar

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | CSP 4 pillars of Practice | | | |
| Clinical | Education | Leadership | Research |
| SE117 | Applied anatomy & pathophysiology | ü |  |  |  |
| SE118 | Physiotherapy led assessment | ü |  |  |  |
| SE119 | Practice based decision making |  |  |  | ü |
| SE120 | Understanding self & others | ü |  | ü |  |
| SE231 | Developing self & others |  | ü | ü |  |
| SE232 | Physiotherapy led interventions | ü | ü |  |  |
| SE233 | Promoting Health & Activity | ü | ü |  |  |
| SE234 | Research Methods |  |  |  | ü |
| SE341 | Leadership of self & others |  |  | ü |  |
| SE342 | Preparation for professional practice | ü | ü | ü |  |
| SE343 | Research project |  |  |  | ü |
|  | Practice placements 1-4 | ü | ü | ü | ü |

# Appendix D

**Modules mapped to Physiotherapy Apprenticeship Standard** *showing where Apprentice’ss mastery of KSB’s are examined.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Where in Programme Module(s) Assessed | [**Apprenticeship Standard ST0519 (v 1.2) 2023**](https://www.instituteforapprenticeships.org/apprenticeship-standards/physiotherapist-v1-2#K9) | | | |
| **Name and code** | **Duties** | **Knowledge** | **Skills** | **Behaviour** |
| **Placement Modules SE213, SE240, SE312, SE348** **CPAF**  **SE342 – preparation for practice**  **SE120 – understanding self and others**  **SE231 – developing self and others** | **1** Practise safely and effectively within the scope of practice and within the legal and ethical boundaries of the profession | K1, K2, K3, K4, K5, K6 | S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11 | B1  B2  B3  B4  B5  B6  B7 |
| **Placement Modules SE213, SE240, SE312, SE348** **CPAF**  **SE120 – understanding self and others** | **2** Look after own health and wellbeing, seeking appropriate support where necessary | K7 K8 | S12 S13 |  |
| **Placement Modules SE213, SE240, SE312, SE348** **CPAF**  **SE342 – preparation for practice**  **(delegation assessment task)**  **SE119 – practice based decision making**  **SE232 – physiotherapy led interventions**  **SE118  - physiotherapy led assessment**    **?se341? SE343?** | **3** Practise as an autonomous professional, exercising professional judgement | K9 | S14 S15 S16  S17 S18 S19  S20 |  |
| **Placement Modules SE213, SE240, SE312, SE348** **CPAF**    **SE120 – understanding self and others**  **SE231 – developing self and others**  **SE341 – leadership of self and others** | **4** Practise in a non-discriminatory and inclusive manner recognising the impact of culture, equality and diversity, and challenge discrimination | K10 K11 K12  K13 K14 | S21 S22 S23  S24 |  |
| **Placement Modules SE213, SE240, SE312, SE348**    **SE118 - physiotherapy led assessment**  **SE232 – physiotherapy led interventions**  **SE342 – Research methods**  **SE233 – Promoting health and activity**  **SE231 – Developing self and others** | **5** Communicate effectively, maintaining confidentiality and records appropriately | K15 K16 K17  K18 K19 K20  K21 | S25 S26 S27  S28 S29 S30  S31 S32 S33 |  |
| **Placement Modules SE213, SE240, SE312, SE348**  **SE341 – Leadership of self and others**  **SE231 – Developing self and others** | **6** Work appropriately with others | K22 K23 K24  K25 K26 K27 | S34 S35 S36  S37 S38 S39  S40 |  |
| **Placement Modules SE213, SE240, SE312, SE348**  **SE231 – Developing self and others**  **SE341 – Leadership of self and others**  **SE342 -Preparation for practice** | **7** Reflect on, review and assure the quality of own practice | K28 K29 K30 | S41 S42 S43  S44 S45 S46  S47 |  |
| **Placement Modules SE213, SE240, SE312, SE348**    **SE117 – Applied anatomy and pathophysiology**  **SE118 – Physio led assessment**  **SE232 – physio led interventions**  **SE234 - research methods**  **SE119 – practice based decision making**  **SE343 – research project**  **SE341 – leadership of self and others**  **SE233 – promoting health and physical activity** | **8** Draw on appropriate knowledge and skills to inform practice and apply the key concepts of the knowledge base relevant to the profession | K31 K32 K33  K34 K35 K36  K37 K38 K39  K40 K41 | S48 S49 S50  S51 S52 S53  S54 S55 S56  S57 S58 S59  S60 S61 S62  S63 S64 S65  S66 |  |
| **Placement Modules SE213, SE240, SE312, SE348**  **SE118 – physio led assessment**  **SE232 – physio led interventions** | **9** Establish and maintain a safe practice environment | K42 K43 K44 | S67 S68 S69  S70 S71 |  |
| **Placement Modules SE213, SE240, SE312, SE348**  **SE233 – prompting health and physical activity** | **10** Promote public health and prevent ill health. | K45 K46 | S72 S73 |  |

# Appendix E

## Visual representation of year outlines

# A picture containing timeline Description automatically generatedChart, bar chart Description automatically generated

# Appendix F

## BSc (Hons) Physiotherapy Personal tutorials

Each apprentice is allocated a personal tutor prior to commencement of the programme, and they can approach that tutor for information, advice and guidance meet with tutees at the start of their course and arrange meetings (individually and/ or in small groups) each term (and a minimum of three times per year). Apprentices may make additional arrangements to see their personal tutors at any other mutually agreed time. Use of email is also an effective way of communicating with a personal tutor and it should not be presumed that your personal tutor will be in the University every day or available to meet with students.  Personal Tutors use the Learner Engagement Activity Portal (LEAP) data to discuss engagement and progress with tutees, and a record of meetings and any other contacts with tutees are recorded in LEAP.

|  |  |  |
| --- | --- | --- |
| Name | Full time / part time | Contact |
| Nick Clark | Full time | [n.clark@essex.ac.uk](mailto:n.clark@essex.ac.uk) |
| Jackie Clarke | 0.8 WTE  (M-Th) | [jeclarke@essex.ac.uk](mailto:jeclarke@essex.ac.uk) |
| Izzie Easton | 0.8 WTE  (M-Th) | [eeaston@essex.ac.uk](mailto:eeaston@essex.ac.uk) |
| Jo Etherton | Full time | [jethera@essex.ac.uk](mailto:jethera@essex.ac.uk) |
| Adrian Mallows | Full time | [amallows@essex.ac.uk](mailto:amallows@essex.ac.uk) |
| Jay Matthams | Full time | [jay.matthams@essex.ac.uk](mailto:jay.matthams@essex.ac.uk) |
| Debbie Miles | Full time | [djmiles@essex.ac.uk](mailto:djmiles@essex.ac.uk) |
| Brad Neal | Full time | [b.neal@essex.ac.uk](mailto:b.neal@essex.ac.uk) |
| Kate Pittaccio | Full time | [kp19988@essex.ac.uk](file:///C:\Users\djmiles\Box\Physiotherapy%20Team%20resources\Programme%20Handbooks\2023-24\kp19988@essex.ac.uk) |
| James Roberts | Full time | [j.roberts@essex.ac.uk](mailto:j.roberts@essex.ac.uk) |

It is anticipated that, where possible, the first meeting between tutor and tutee will take place during the apprentices first two weeks on the programme. Meetings can take as required thereafter.

The emphasis is on the apprentice to contact their personal tutor to arrange any additional meetings throughout their time on the programme.

# Appendix G

## BSc (Hons) Physiotherapy Integrated Degree Apprenticeship Module leaders

|  |  |  |
| --- | --- | --- |
| **Module code** | **Module title** | **Module leader** |
| SE123 | Understanding self and others | Jackie Clarke |
| SE121 | Applied Anatomy and Pathophysiology | Jo Etherton |
| SE122 | Practice based decision making | Izze Easton |
| SE124 | Physiotherapy led assessment | Adrian Mallows |
| SE235 | Developing self and others | James Roberts |
| SE237 | Research methods | Kate Pittatcio |
| SE238 | Promoting health and activity | Adrian Mallows |
| SE236 | Physiotherapy led interventions | Nick Calrke |
| SE344 | Leading self and others | Debbie Miles |
| SE345 | Research project | Jo Jackson/Jo Etherton |
| SE347 | Preparation for professional practce | James Roberts |
|  | Practice placements 1-4 | Jo Etherton |

# Appendix H

|  |
| --- |
| **University of Essex**  **School of Sport, Rehabilitation & Exercise Sciences**  **PHYSIOTHERAPY** Consent to participate in practical skills |

As part of the learning experience physiotherapy apprentices are required to learn, develop and practice practical skills. To do this, apprentices will undertake activities both as a practitioner and subject (or model). Before participating in practical skills classes, apprentices must read the following and then sign the declaration at the end.

Each practical skill will be introduced in a formal teaching environment by an experienced physiotherapist (or other health care practitioner) holding a recognised qualification, which is deemed appropriate by the University of Essex. While teaching, the tutor will explain the known risks and limitations of the practical procedure(s).

**Health**

1. Apprentices participating in practical skills classes must confirm that they are currently in good health. An apprentice who has ever had, or currently has, any of the conditions listed below should notify the programme leader using the attached declaration form. :

1. Any type of heart disease, recurrent chest pain, undue breathlessness on exertion, raised blood pressure or other cardiovascular disease
2. Serious or recurrent respiratory disorder including persistent cough, asthma, bronchitis, TB, chest infections
3. Any type of blood disorder, including anaemia
4. Any type of glandular disorder including glandular fever, diabetes, thyroid disease
5. A disorder of bones, joints or muscles, including arthritis, prolapsed discs, sciatica
6. Kidney disease
7. Any type of disease of the nervous system including vertigo, fainting fits, epilepsy, paralysis, persistent or recurrent headaches
8. Any type of hernia
9. Any other chronic illness or disability

2. If an apprentice develops any of the above conditions during his/her course, he/she should notify the programme leader as soon as possible and before participating in any practical class.

3. An apprentice who has a confirmed pregnancy must inform the programme lead as soon as possible and should also inform the practical skills tutor before undertaking any activity as either practitioner or subject (model) during any practical procedure.

4. It is important that apprentices bear in mind that they have an **individual, personal responsibility** to ascertain the precautions and contra-indications associated with a particular practical skill. In the normal course of events, this can be done by discussing any concerns with the lecturer involved.

5. Should any information regarding an apprentice's health status be discovered during a practical procedure, it is **his/her** responsibility to seek appropriate advice. The university’s practical skills classes are intended solely for instruction and any health information about an individual discovered should not be treated as a diagnosis nor should practical training be viewed as treatment. A student should refer to his/her General Practitioner or other appropriate health professional. Having received appropriate advice, the apprentice should then notify their programme lead of any condition affecting his/her participation in practical classes.

**General**

6. Where an apprentice feels unable to participate as either practitioner or subject in any of the skills, for whatever reason, it is the **apprentice’s responsibility** to inform either the programme lead or member of staff who is teaching that particular skill. The programme lead may require the apprentice to give reasons for his/her non-participation.

7. Apprentices should understand that in order to undertake some practical procedures effectively, it may be necessary to remove clothing which may otherwise prevent observation and/or examination. (There are showering and changing facilities within Physiotherapy Teaching Room 1 and also within the Sports Centre).

8. An apprentice who has moral, cultural or religious objections to acting as a volunteer subject or whose cultural or religious beliefs place a restriction on his/her participation in practical classes should raise his/her concerns with the programme lead as soon as possible.

9. Each apprentice should satisfy him/her self that the known risks and limitations of the practical procedure(s) have been explained to him/her prior to experiencing the practical procedure for the first time.

10i. Each apprentice must accept that, when acting as a subject, it is his/her responsibility to inform the practitioner should he/she experience any untoward symptoms (such as pain or discomfort) during the procedure. When acting as a practitioner, it is the student’s responsibility to stop the procedure immediately should the subject indicate such symptoms or request that it should be stopped.

10ii. Specifically, subject / practitioner responsibilities are defined as:

**subject:** feedback regarding procedure e.g. discomfort or pain; alteration of sensation; onset of visual disturbance; onset of dizziness; any other changes.

**practitioner:** adherence to guidelines of good practice i.e.:

i. appropriate assessment

ii. explanation of procedure

iii.appropriate relative positioning of subject /practitioner

iv. application of skill appropriate to practitioner / student experience

v. assessment of outcome from both subject and practitioner

11. An apprentice acting as subject has the right, at any time, to withdraw from the procedure, or part thereof. The apprentice’s academic progress will not be affected by a withdrawal. An apprentice acting as a practitioner may also withdraw, however as practical training forms an integral part of the course the student’s academic progress may be affected.

Should any untoward reaction/response develop during a practical skills training session, the following procedure should be followed.

**1. Cease practice**

In the event of the development of any recognised complications either during or subsequent to the practical procedure, the procedure will be stopped and / or not repeated on that occasion. With the mutual agreement of the apprentice and the programme lead or a delegated representative, such a procedure may be undertaken at a later date.

**2. Advice**

Initial formal advice regarding the management of any complication will be given in the first instance by an experienced physiotherapist holding a recognised qualification, which is deemed appropriate by the University of Essex

**3. Referral**

The apprentice should refer to an appropriate source. Sources deemed appropriate are a suitably qualified physiotherapist; a General Practitioner, University of Essex, Occupational Health Advisor; or the university Counselling Service.

**4. Data Protection and Confidentiality**

Information relating to a person’s health or religious or cultural beliefs may be sensitive data. By providing such information to the programme leader and/or practical skills tutor (either on the attached declaration or otherwise), the student agrees that the information will be passed to the tutors of the practical skills classes and as necessary within the School of Spot, Rehabilitation & Exercise Sciences for the purpose of conducting and administrating the practical skills classes. The student requests that, other than as set out above, the information provided is kept confidential.

**Declaration**

Apprentice agreement to participate in practical skills classes

I have read and fully understand the University of Essex document “Physiotherapy, Consent to Participate in Practical Skills” and declare that I am willing and able to take part as a subject (model) and/or practitioner in any and all practical components of the Physiotherapy programme. I have also read, understood and agree with the section headed “Data Protection and Confidentiality”.

I understand that it is **my** responsibility to inform the University of Essex of any change in health status occurring since completion of this consent form and any subsequent change during the next academic session. University of Essex cannot be liable where there has been incomplete or non-declaration of any change in health status.

Signature of Apprentice. : Date:

Full name:

Signature of Tutor: Date:

Name of Tutor:

Relevant Information to be identified below

# Appendix I

**The School of Sport, Rehabilitation & Exercise Sciences**

**Physiotherapy Programmes**

## Consent form for assessment purposes

**Audio/Video recording for assessment purposes:**

Audio/Video recording is considered important within the assessment of a number of modules within the physiotherapy programmes. Before audio/video recording occurs anyone taking part will be asked for their consent and will be asked to read and sign this document.

**What is this recording and why are we making it?**

The word recording refers to taking and storing of audio/video materials and/or recordings. Audio/video recordings within assessments are considered important for marking purposes and for use by external examiners. The recording taking place is for SRES and is intended to be used for marking purposes and also for potentially sharing with future students as good quality example presentations (therefore only recordings with high marks will ever be shared in this way).

**Why do we need your written consent?**

It is important to secure consent for recordings to be taken in order to safeguard the rights of people and their materials, and exercise a high standard of professionalism and ethical practice in relation to people’s rights. The digital age enables recordings to be easily reproduced and therefore you need to be aware of the following information before you give permission for the audio/video recording to be made:

* Who is recording the assessment
* Why the assessment is being recorded
* What is the intended use of the recording

You are entitled to keep a copy of this form and so please let us know if you would like a copy. The University of Essex will keep the original signed copy in a secure location. This will be in a locked room/filing cabinet and/or a digital recording kept on a password protected computer. The recordings will be retained for a maximum of five years.

**Who will see the recording?**

The recording will be made available to staff within the physiotherapy team at the University of Essex and the named External Examiner for marking purposes only. It will also potentially be shared with future students as a good quality example presentation. However, please note that only recordings with high marks will be shared in this way, and further consent for this purpose will be sought from you once your marks have been awarded.

**What if you do not consent or withdraw consent?**

Should you decide that you do not want to give consent or choose to withdraw your consent later, written records alone (for example, posters, business plans) will be kept and used for marking purposes. These may not be as robust as those combined with audio recording, which can be used as forms of evidence in the event of any appeals.

**If I agree, what happens next?**

Having read this information sheet, please feel free to ask any questions.

If you are willing to give your consent, we will ask you to sign the consent form below to say that:

1. You have understood this information
2. You are willing to give your consent for the taking and use of the recording along the lines described.

NB- You may withdraw this consent at any time, for all, or selected modules, but it remains your responsibility to inform the relevant module lead(s) in writing of this decision.

**Declaration:**

I have read the information provided above. I understand that I will be recorded within the assessment for relevant modules, and the recording will be made available to staff within the physiotherapy team at the University of Essex and the External Examiner. I understand that I am able to withdraw this consent at any time, via written communication with the relevant module lead(s). In addition the recording will also potentially be shared with future students as a good quality example presentation. However, I understand that only recordings with high marks will be shared in this way, and that further consent for this purpose will be sought from me once my marks have been awarded.

**I AGREE / DO NOT AGREE (delete as applicable) for audio/video recordings to be taken during formative and summative assessments on my Physiotherapy programme at the University of Essex.**

**MSc / BSc / Apprenticeship**

**Cohort:**

**Print Name:**

**Signed:**

**Date:**