Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.
# 1. Introduction

Coventry University has a long-standing history in providing outstanding physiotherapy education, both at an undergraduate and post graduate level, as evidenced by our NSS scores. As an aspirational university, we are constantly reviewing our courses to provide an excellent student experience, improve our metrics and produce innovative and creative physiotherapists for the future. This is why we have been one of the first universities to develop undergraduate apprenticeship routes for physiotherapy.

Our physiotherapy course has exceptional resources housed in state-of-the-art facilities, including mock wards with interactive mannequins, operating theatre and community houses. These features allow the use of innovative teaching approaches including immersive high-fidelity simulation. Simulation events are delivered within all levels of the physiotherapy course through both uni-professional and inter-professional experiences. Authentic inter-professional education (IPE) is interwoven throughout the course to allow our physiotherapy students to develop an understanding of integrated working and learning which is essential to becoming collaborative, practice ready health professionals. Students record these learning experiences in an e-portfolio throughout the course, which provides a foundation for a professional lifelong learning commitment, fulfilling the requirements of the Health and Care Professions Council, and enhances employability upon graduation.

Another approach to simulation includes the involvement of service users in the delivery of the physiotherapy content. Service users may act as models within demonstrations of physiotherapy interventions, but they also act as co-creators for the course development and delivery, being involved from the admissions process to leading seminars and contributing to student assessments.

The course teaching and learning strategy is underpinned by Coventry University's Corporate Plan and Education Strategy, which includes the six pillars of transformative education. Many of our physiotherapy lecturers are research active and incorporate contemporary research into their teaching. To meet the demands of an ever changing global health care landscape, all health professionals need to be able to quickly and effectively ‘grab and grapple’ with a different array of evidence sources, to make safe decisions for their patients and service users. To enable this, physiotherapy students are provided with opportunities throughout their course to develop an in-depth understanding of evidence based practice and research. A new module at level 4 focuses on public health and will encourage students to consider the community in which the university is situated. Physiotherapy students will have opportunities to engage with and contribute to the local community during both university and practice based learning activities. For example, we are currently developing a sports injury clinic within our facilities where members of the public can receive sports rehabilitation from physiotherapy and sports therapy students. Coventry University also invites students to widen their vision of community to a global level and students will have the opportunity to take part in international activities such as online international learning events, field-trips and international exchanges with our international partnership institutions in Europe and further afield. These innovative teaching approaches are coupled with varied assessment strategies which have moved away from the traditional exam or essay and include opportunities for students to demonstrate their creativity and digital fluency in assessment tasks such as Vlogs, Blogs and video recordings. This approach to assessment allows a more inclusive curriculum where students with different learning preferences or learning difficulties will have the potential to succeed.

The teaching and learning approaches used within the course allow students to develop a wide range of practical and academic skills to meet the expanding role and diverse career pathways of physiotherapists within the contemporary healthcare setting. Students will learn to be autonomous, resilient, reflective, and adaptable lifelong learners who are able to work as practitioners within multi-disciplinary teams offering high quality patient-centred care. Building on feedback from existing students and stakeholders we have developed a course with increased community engagement, recognising the importance of public health within future health-care. In the modern healthcare context, the emotional resilience of healthcare professionals is important and so students are encouraged to explore their responses to stressful situations throughout the course to develop strategies to protect their mental well-being whilst on placements and in their future practice. Employability is currently considered with our level 6 students, but the new course includes more enterprise and entrepreneurialism skills to equip our students to work within public, private or third-tier organisations. As healthcare becomes more community focused the NHS has recognised that physiotherapists possess the skills needed to transform health and wellbeing.
Therefore, in level 6 of the new course, we will introduce students to the foundational principles of “first point of contact” skills, such as injection therapy and non-medical prescribing.

For many prospective students the most important aspect of any physiotherapy degree is the clinical component of the course. We are particularly proud of the feedback we receive from our practice partners about our students when they commence their practice placements. We are regularly informed that clinicians enjoy having Coventry students because they are so good at clinical reasoning and well prepared for placement. This is predominantly because our students do not start their clinical experience until the second year. This allows students to develop excellent foundational knowledge prior to their first placement so that they feel confident in their ability and are able to provide a positive contribution to any clinical environment. We have developed a close working relationship with our practice partners which ensures placement quality and capacity within both the NHS and private settings. These relationships are upheld by regular training events for our practice educators, so that we can support them in supporting our students during their placements. Our placements are sourced local to Coventry, but also further afield across the Midlands and Thames Valley region. We visit all of our students whilst they are on placement to ensure they are meeting their learning objectives and also to support our clinical colleagues who promote the transference of theory into practice. Placements are provided in a variety of clinical settings allowing the student to experience a wide range of educational and professional transformative learning opportunities in primary, secondary and tertiary care centres. Each student will complete 5 placements with a total clinical contact time which exceeds that recommended by the Chartered Society of Physiotherapy. Students are able to develop expertise across a broad spectrum of professional practice, culminating with the final placement which provides the opportunity to perform in a supervised environment at the level of a newly qualified physiotherapist.

The physiotherapy programme at Coventry is approved by the Health and Care Professions Council (HCPC) and accredited by the Chartered Society of Physiotherapy (CSP). It can be studied full time, part time or as an integrated degree apprenticeship with the student being sponsored by an employer. Our Flying Start scheme offers some great resources to help students on their way, at no extra cost. The beauty of the scheme is that the resources and experiences on offer are tailored to meet the needs of your specific course. The physiotherapy course team are excited about this new course and feel that it will serve to develop the physiotherapists of the future and will build upon the existing excellent metrics that the current course receives.
<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
</thead>
</table>
| BSC (Hons) Physiotherapy             | Full Time: 3 academic years  
Part time: 4 academic years  
Part time integrated apprenticeship route: 4 academic years | B160      | Level 6    |
| BSc Rehabilitation Studies (unclassified) | Fall back award                                                                      |           |            |
| Diploma Higher Education             | Fall back award                                                                      |           |            |
| Certificate Higher Education         | Fall back award                                                                      |           |            |

<table>
<thead>
<tr>
<th>Awarding Institution/Body</th>
<th>Coventry University.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Institution and Location of delivery</td>
<td>Coventry University</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Approval/Review Dates                | Date of first approval: 1989  
Date of last review: May 2013  
Date for next review: Academic Year 2027/8 |           |            |
| Accredited by                        | Health and Care Professions Council (HCPC)  
Chartered Society of Physiotherapy (CSP) |           |            |
| Accreditation Date and Duration      | Pending approved by Health and Care Professions Council  
Pending accredited by the Chartered Society of Physiotherapy |           |            |
| Benchmark Statement(s) and/or other external factors | Health and Care Professions Council - Standards of Proficiency: [link](http://www.hpc-uk.org/assets/documents/10000DBCStandards_of_Proficiency_Physiotherapists.pdf)  
Health and Care Professions Council - Standards for education and training (2017) [link](http://www.hpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5_v2.pdf)  
Simplified NHS Knowledge and Skills Framework [link](http://www.nhsemployers.org/SimplifiedKSF)  
Physiotherapy Apprenticeship Occupational Standard [link](https://www.instituteforapprenticeships.org/apprenticeship-standards/physiotherapist-degree/) |           |            |
| Course Specification                 | August 2018                                                                         |           |            |
| Course Director                      | Pippa Steele (Full Time)  
Cassie Hayes (Integrated Degree Apprenticeship and Part-time) |           |            |
12. Outline and Educational Aims of the Programme *

General Aim and Philosophy

To produce a safe, effective Physiotherapist who meets both the academic, clinical and personal requirements of the HCPC, Chartered Society of Physiotherapy, QAA and the University.

Specific Aims

- To inspire the Physiotherapists of the future, creating practitioners whose creativity, innovation and entrepreneurialism will drive the profession and health-care forwards.
- To create a Physiotherapist who has the skills of problem-solving, enterprise, flexibility and resourcefulness to meet the changing needs of the future health care in a variety of settings.
- To develop a Physiotherapist who has the ability to work respectfully within a multi-disciplinary team providing healthcare that places the patient/client central to the therapeutic process.
- To create a Physiotherapist who is able to use evidence informed practice underpinning the design and execution of a programme of treatment, carried out sensitively in conjunction with the patient.
- To ensure that our Physiotherapy graduates demonstrate a high commitment to continued professional development, life-long learning and reflection on personal performance.

13 Course Learning Outcomes

On successful completion of the course the student will be able to:

- Demonstrate knowledge, skills and behaviours that reflect the HCPC and CSP attributes for a physiotherapist
- Implement physiotherapy principles in the prevention and management of illness and maintenance of health
- Deliver effective person-centred physiotherapy for people across the lifespan in a variety of contexts
- Be a reflective practitioner who is innovative, creative and who engages with the evolving technological, political and social landscapes
- Practice as a health care professional that can demonstrate intercultural competencies at a national and international level, and be able to reflect and appraise their own personal and professional intercultural development in order to enhance their lifelong learning.
- Appraise and create research as evidence informed practitioners within the context of health and social care
- Demonstrate collaborative capabilities that promote integrated learning and working, within public, private, and third sector organisations, for the health and well-being of people in our community.
- Be an emotionally intelligent and resilient individual, who is able to manage their own personal health and wellbeing
### 14 Course Structure and Requirements, Levels, Modules, Credits and Awards

#### 14.1 Course Structure

The structure of each mode of attendance is shown in the diagrams below and landscape views in Appendix 1.

<table>
<thead>
<tr>
<th>Level</th>
<th>Semester One</th>
<th>Semester Two</th>
<th>Semester Three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
<td>4001PH Introduction to Physiotherapy Assessment (10 credits)</td>
<td>4002PH Anatomy of the Lower Quadrant (10 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4000PH Pathophysiology (20 credits)</td>
<td>4005PH Health and Wellbeing in the Community (20 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4007PH Research and Study Skills (20 credits)</td>
<td>4006PH Physiotherapy Intervention and Management (20 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4003PH Anatomy of the Upper Quadrant (10 credits)</td>
<td>4004PH Movement Analysis, Physical Activity and Exercise (10 credits)</td>
<td>Community Engagement Experience</td>
</tr>
<tr>
<td><strong>Level 5</strong></td>
<td>5003PH Decision Making in Physiotherapy Practice (20 credits)</td>
<td>5004PH Clinical Reasoning for Physiotherapists (20 credits)</td>
<td>5002PH Developing towards Autonomous Practice (Placement 3)(20 credits)</td>
</tr>
<tr>
<td></td>
<td>5000PH Entering Practice (Placement 1) (20 credits)</td>
<td>5005PH Exploring values based physiotherapy in practice (10 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5006PH Becoming a Researcher (10 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5001PH Progressing Practice (Placement 2) (20 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>Level 6</strong></td>
<td>6000PH Engaging in Quality Practice (Placement 4) (20 credits)</td>
<td>6001PH Transition to Autonomous Practice (Placement 5) (20 credits).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6002PH Entrepreneurialism in the Workplace (10 credits)</td>
<td>6005PH Dissertation (20 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6003PH Advanced Research Skills (10 credits)</td>
<td>6007PH Leadership and Management for Healthcare Professionals (20 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6004PH Exploring Physiotherapy Practice (20 credits)</td>
<td>Community Engagement Experience (part-time route only)</td>
<td></td>
</tr>
</tbody>
</table>

| **BSc (Hons) Physiotherapy – Part time and Apprenticeship route.** |
|---|---|---|
| **Level 4** (year 1) | 4007PH Research and Study skills (20 credits) | 4000PH Pathophysiology (20 credits) |
| | 4003PH Anatomy of the Upper Quadrant (10 credits) | 4002PH Anatomy of the Lower Quadrant (10 credits) |
| | | 4001PH Introduction to Physiotherapy Assessment (10 credits) | 4006PH Physiotherapy Intervention and Management (20 credits) |
| | | | 4004PH Movement Analysis, Physical Activity and Exercise (10 credits) |
| **Level 4/5** (year 2) | 5003PH Decision Making in Physiotherapy Practice (20 credits) | 4005PH Health and Wellbeing in the Community (20 credits) |
| | 5000PH Entering Practice (Placement 1) (20 credits) | 5004PH Clinical Reasoning for Physiotherapists (20 credits) |
| | | Community Engagement Experience (part-time route only) | |
| **Level 5/6** (year 3) | 6002PH Entrepreneurialism in the workplace (10 credits) | 5001PH Progressing in practice (Placement 2) (20 credits) |
| | 6004PH Exploring Physiotherapy Practice (20 credits) (6008Ph: Apprentice 10 credits) | 5005PH Exploring values-based physiotherapy in practice (10 credits) |
| | | 5006PH Becoming a Researcher (10 credits) | 5002PH Developing towards Autonomous Practice (Placement 3)(20 credits) |
| **Level 6** (year 4) | 6000PH Engaging in Quality Practice (Placement 4) (20 credits) | 6001PH Transition to Autonomous Practice (Placement 5) (20 credits) (6006PH: Apprentice 10 credits) |
| | 6003PH Advanced Research Skills (10 credits) | 6005PH Dissertation (20 credits) |
| | | 6007PH Leadership and Management for Healthcare Professionals (20 credits) | 6009PH Apprentice: End Point Assessment (20 credits). |

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**Note:** The diagrams and landscape views are not included in this text representation. They are provided in Appendix 1.
The programme is approved by HCPC and accredited by the CSP. On successful completion of the programme, students will be eligible to apply for registration of the HCPC as a physiotherapist. Students are required to comply with the Code of Conduct of both the HCPC and CSP at undergraduate level. On successful completion of this course students are eligible to apply to the HCPC for registration. The physiotherapy course will be offered as a three year full-time programme or a four year part-time programme. It can also be studied as an Integrated Degree Apprenticeship, if sponsored by your employer. All modules are compulsory and attendance is compulsory throughout the course. Modules may be composed of 10 or 20 credits.

Integrated Degree Apprenticeship

Apprentices will take 340 credits followed by an additional 20 credits in a separate module that comprises the End Point Assessment (EPA) module in line with the apprenticeship route requirements. Apprentices will attend the university on day release from their employer. Apprentices study hours within the university may not necessarily be the same as the full-time students for each module. This reflects that fact that they will be expected to augment their learning from the university with “on-the-job” learning within their service delivery. This integration of “off-the-job” and “on-the-job” training will be facilitated by a workplace mentor, allocated by the employer, working closely with the university teaching team. Three-way meetings between the University, student and employer will be held once a semester to discuss progress. This process, along with ensuring quality, will help the employer to demonstrate that the student has a minimum of 20% off-the-job training as required by the Institute of Apprentices.

Apprentices will be required to complete placements across a broad spectrum of physiotherapy practice. It is anticipated that much of this practice may be completed within their place of employment, but in some instances, apprentices may need to be allocated learning away from their employers. The organising of these placements will be administered by the University.

14.2 Practice Placement

All students and apprentices will be required to undertake clinical placements occurring throughout year two and three of the full-time programme, and three and four on the part time route, and there is integration between University and placement-based learning. During the theoretical component of the course students will complete their statutory and mandatory training, including CPR and manual handling practical sessions within a package entitled “Preparation for Practice”.

The CSP requires that placement should make progressively greater demands on students in terms of competencies. Therefore, this is written into the learning outcomes and assessment of the placement modules and thus students will complete placements sequentially.

There are 30 weeks of practice-based education, giving a total of clinical hours; well in excess of the minimum required by the CSP. This clinical experience is delivered as five placements in a variety of health and social care setting. Placements are positioned within the programme calendar to allow for blocks of university-based study to equip students with the knowledge and skills required for clinical practice and to support the progression of students towards becoming an autonomous qualified practitioner.

- Three placements are undertaken within stage 2: 5000PH; 5001PH and 5003PH
- Two placements are undertaken within stage 3: 6000PH and 6001PH

Clinical experience during these practice placements gives the student the opportunity to undertake clinical placements across the diversity of professional practice. In the three/four years, a total of 360 credits are normally taken to achieve the award. In order to meet Institute for Apprenticeships’ requirements, apprentices will also be allocated a work place mentor by their employer to offer support during their development. Three-way meetings between the University, student and employer will be held once a semester to discuss progress. This process along with ensuring quality, will help the employer to demonstrate that the student has a minimum of 20% off job training as required by the Institute of Apprentices. Apprentices will not undertake practice placements with their employers, this will be separate and administered by the University.

14.3 Progression on the BSc (Hons) Physiotherapy course

Progression on the programme is in line with the university’s academic regulations and at the discretion of the PAB:
Eligibility for HCPC Registration

All aspects of the course have been designed to meet the validation process of the Health and Care Professions Council, the accreditation process of the Chartered Society of Physiotherapy and to fulfil the requirements of the physiotherapy apprenticeship standard. The programme is approved by HCPC and on successful completion of the programme, students will be eligible to apply for registration by the HCPC.

All students follow the BSc (Hons) programme. Classifications are based upon the normal University calculation. For students to graduate and to be eligible to apply for registration as a physiotherapist with the HCPC all modules on the BSc (Hons) physiotherapy course must be passed. Apprentices will also be required to pass the end point assessment as per the physiotherapy apprenticeship standard.

Those students who are not eligible for registration with the Health and Care Professions Council may be awarded the degree BSc Rehabilitation Studies, subject to meeting the criteria. The named award is BSc, which does not confer eligibility to apply for registration with the HCPC. In such cases where an aegrotat degree is awarded, it should be noted that this does not confer eligibility to apply for registration.

There are no specific stepping off points and stepping on points, however, a student may under special circumstances be allowed to temporary withdraw from the course with a view to resuming at a specified later date which falls into the time constraints of completion of the course and is within the general university regulations. If a student permanently withdraws, after completion of the required number of modules, they may be eligible for the award of Certificate of Higher Education or Diploma of Higher Education.

14.5 Cascade of Awards:

```
BSc (Hons) Physiotherapy
↓
BSc Rehabilitation Studies (unclassified)
↓
Diploma of Higher Education
↓
Certificate of Higher Education
```

Fall-back awards are as detailed:

14.5.1 BSc Rehabilitation Studies
This will be awarded to those students who:

- Are considered unsuitable to apply for HCPC registration as a result of the outcome of the Faculty Professional Suitability and Fitness to Practise Panel
- Have passed a minimum of 300 credits, to include a minimum of 80 credits at level 6

14.8.2 Diploma of Higher Education
This will be awarded to students who have passed a minimum of 240 credits, to include a minimum of a 100 credits at level 4 and 100 credits at level 5.

14.8.3 Certificate of Higher Education
This will be awarded to students who gain 120 credits to include a minimum of 100 credits at level 4.

15 Criteria for Admission and Selection Procedure

UCAS entry profiles may be found by searching for the relevant course on the UCAS website, then clicking on 'Entry profile’

In addition, for International students, normally IELTS of 7 (with a minimum of 6.5 in each area) are required for admission. All students who meet the admission criteria are interviewed following a values-based recruitment process.

Enrolment is subject to a satisfactory Enhanced Disclosure and Barring Service check (https://share.coventry.ac.uk/students/HLS/Pages/Disclosure-and-Barring-Service.aspx) and an Occupational Health assessment (https://share.coventry.ac.uk/students/HLS/Pages/Occupational-Health.aspx), to assess fitness to undertake the clinical component of the degree.

FOR APPRENTICESHIP ROUTE:

An apprenticeship is a paid job, which includes a minimum of 20% off-job training. Students undertaking the apprenticeship route of this course are therefore required to be employed in a role which includes agreement from their employer to fund and support them to undertake the degree at Coventry University.

Students on the apprenticeship route are required to:
Remain in their paid apprenticeship role for the duration of the course
Achieve the entry requirement for the course, including level 2 English and mathematics (equivalent to GCSE grade C or above)
Undertake the course selection process in accordance with the Faculty Policy and procedures
Have satisfactory Disclosure and Barring Service (DBS) clearance in accordance with the Faculty Policy and procedures
Have satisfactory Occupational Health Screening Check clearance in accordance with the Faculty Policy and procedures.

Students should be aware that if at any time during the course they are no longer employed in their apprenticeship role, for example if they change jobs, are made redundant or are dismissed for their job, they will be withdrawn from the course. However, in these circumstances, the student may be able to continue the course as a fee-paying student if they still meet the entry criteria for the course.

Accreditation of Prior Learning (APL) and Accreditation of Prior (Experiential) Learning AP(E)L.

The Accreditation scheme provides the opportunity for applicants to make claims for both certificated and experiential (non-certificate) learning. Accreditation for prior learning (APL) and Accreditation of Prior (Experiential) Learning AP(E)L is in accordance with University regulations. Students on the programme shall submit an APL/AP(E)L portfolio on admission and will be permitted to present further evidence from their work experience or employer training, during the course for consideration.

16 Academic Regulations and Regulations of Assessment

This Course conforms to the standard University Regulations: Mode E undergraduate regulations.

17 Indicators of Quality Enhancement

The following are key indicators of quality and standards:
The programme is subject to ongoing review by the HCPC and CSP which involves subject experts external to the University as well as the university’s quality review process. The views of stakeholders, including current and former students, managers of physiotherapy services and service users have been actively sought to inform this process.
The latest accreditation by the Chartered Society of Physiotherapy was gained in May 2013 and continuing accreditation is being sought through this periodic review.
The Health and Care Professions Council annual monitoring in November 2017 confirmed that:
  • The course continues to meet the HCPC standards of education and training. Students who successfully complete the programme continue to be eligible to apply for HCPC registration.
The External Examiners report annually on the programme and their views are considered as part of the course quality enhancement and monitoring process (CQEM). The External Examiner will be an experienced HCPC Registered physiotherapist, and from another organisation (HE). The External will receive a sample of all theoretical coursework submitted by students, which will have been marked and moderated internally.
The External Examiner will also be invited into the University to observe OSCEs (Observed Structured Clinical Examinations) to review inter-assessor reliability and validity of the criteria utilised to assess this examination. Practice Documents will also be reviewed by the External and opportunities offered to meet with Mentors/Clinical Educators/Fieldwork Educators to examine the process of practice assessments.

The External Examiner is also offered the opportunity to comment upon all coursework assessments prior to approval of these assessments at Course Change Quality Group. The External will attend Subject and Programme Assessment Boards, which take place each semester (Subject Assessment Board) and each semester/annually for Programme Boards. An annual report is produced by the External Examiner which indicates the quality of coursework sampled and the processes involved in the assessment of theory and practice.

Informal feedback on the quality and standards of teaching and learning within the course is facilitated by the ongoing dialogue between student representatives and the course team within the physiotherapy student forum, which meets five times per year. Student representatives are nominated to formally represent the views of their cohort and are also represented at the Board of Study. In addition views are sought from students through module and course evaluation questionnaires.

Employability of students
  • The programme has excellent links with local employers who provide input to course management and development via twice yearly meetings of professional practice coordinators.
  • The DLHE (Destination of leavers from higher education) data for 2017 shows 97.4% for the School of Nursing, Midwifery and Health for positive destinations.

Outcomes from the National Student Survey (NSS) 2017
  • This shows overall satisfaction of 97.6% for the physiotherapy programme.

Coventry University has achieved a Gold rating in the first ever Teaching Excellence Framework (TEF) report, The TEF judging panel noted that Coventry, where the focus on outstanding teaching and student experience sits alongside developing research excellence, has:
  • Consistently outstanding student support services to all students, in particular those from disadvantaged backgrounds that support retention and progression
  • A rigorous and critical approach to assessment and feedback that effectively supports students from all backgrounds towards progression and attainment
  • An outstanding institutional culture that places emphasis on recognising and rewarding excellent teaching
  • An outstanding focus on employability and developing entrepreneurship skills that are highly valued by employers.

18 Additional Information

Enrolled students have access to additional, key sources of information about the course and student support including,

Faculty / School Handbook
Course and Professional Practice Handbook
Module Information Directory and Module Guides
Study Support information
HUB Student Centre and Student Services
SIGMA for maths support
Centre for Academic Writing (CAW)
CU Moodle
### 19: Modules Mapped against Course Learning Outcomes

<table>
<thead>
<tr>
<th>Module credit level</th>
<th>Module Code (App)</th>
<th>Title</th>
<th>Credit Value</th>
<th>Mandatory/Optional</th>
<th>Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4001PH</td>
<td>Introduction to Physiotherapy assessment</td>
<td>10</td>
<td>Mandatory</td>
<td>1 2 3 4 5 6 7 8</td>
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<tr>
<td>4</td>
<td>4000PH</td>
<td>Pathophysiology</td>
<td>20</td>
<td>Mandatory</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>4</td>
<td>4002PH</td>
<td>Anatomy of the Lower Quadrant</td>
<td>10</td>
<td>Mandatory</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>4</td>
<td>4007PH</td>
<td>Research and Study Skills</td>
<td>20</td>
<td>Mandatory</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>4</td>
<td>4005PH</td>
<td>Health and Wellbeing in the Community</td>
<td>20</td>
<td>Mandatory</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>4</td>
<td>4003PH</td>
<td>Anatomy of the Upper Quadrant</td>
<td>10</td>
<td>Mandatory</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>4</td>
<td>4004PH</td>
<td>Movement Analysis, Physical Activity and Exercise</td>
<td>10</td>
<td>Mandatory</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>5003PH</td>
<td>Decision Making in Physiotherapy Practice</td>
<td>20</td>
<td>Mandatory</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>5000PH</td>
<td>Entering Practice (Placement 1)</td>
<td>20</td>
<td>Mandatory</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>5004PH</td>
<td>Clinical Reasoning for Physiotherapists</td>
<td>20</td>
<td>Mandatory</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>5005PH</td>
<td>Exploring value- based physiotherapy in practice (10)</td>
<td>10</td>
<td>Mandatory</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>5001PH</td>
<td>Progressing Practice (Placement 2)</td>
<td>20</td>
<td>Mandatory</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>5</td>
<td>5006PH</td>
<td>Becoming a Researcher</td>
<td>10</td>
<td>Mandatory</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>5002PH</td>
<td>Developing towards Autonomous Practice (placement 3)</td>
<td>20</td>
<td>Mandatory</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>6</td>
<td>6000PH</td>
<td>Engaging in Quality Practice (Placement 4)</td>
<td>20</td>
<td>Mandatory</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>6</td>
<td>6002PH</td>
<td>Entrepreneurialism in the workplace</td>
<td>10</td>
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<tr>
<td>6</td>
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<td>Advanced Research Skills</td>
<td>10</td>
<td>Mandatory</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>6</td>
<td>6004PH (6008PH App)</td>
<td>Exploring Physiotherapy Practice</td>
<td>20</td>
<td>Mandatory</td>
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<tr>
<td>6</td>
<td>6001PH (6006PH App)</td>
<td>Transition to Autonomous Practice (Placement 5)</td>
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<tr>
<td>6</td>
<td>6005PH</td>
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<td>20</td>
<td>Mandatory</td>
<td>✓ ✓</td>
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<td>6</td>
<td>6007PH</td>
<td>Leadership and Management for Healthcare Professionals</td>
<td>20</td>
<td>Mandatory</td>
<td>✓ ✓ ✓ ✓</td>
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<tr>
<td>6</td>
<td>6009PH</td>
<td>End Point Assessment (Apprenticeship only)</td>
<td>20</td>
<td>Mandatory</td>
<td>✓ ✓ ✓ ✓</td>
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</tbody>
</table>

**Notes:**
- App: Apprenticeship
- Credit Values and Mandatory/Optional status vary across different units for each module.
Appendix 1  Programme Structure Diagrams: Full-time January Intake Structure Diagram

<table>
<thead>
<tr>
<th>phsyiotherapy theory &amp; skills modules</th>
<th>Inter-professional modules</th>
<th>Research modules</th>
<th>placement modules</th>
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</tr>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Semester 3</td>
<td></td>
</tr>
</tbody>
</table>

**Level 4**

- 4007PH: Research and Study Skills (20)
- 4000PH: Pathophysiology (20) (IPES)
- 4003PH: Anatomy of the Upper Quadrant (10)
- 4001PH: Intro to Physiotherapy Ax (10) (IPES)

**Level 5**

- 5003PH: Decision Making in Physiotherapy Practice (20) (IPES)
- 5000PH: Entering Practice (Placement 1) (20)
- 5004PH: Clinical Reasoning for Physiotherapists (20) (IPES)
- 5005PH: Becoming a Researcher (10)
- 5006PH: Exploring values based physiotherapy in practice (10)

**Level 6**

- 6000PH: Engaging in Quality Practice (Placement 4) (20)
- 6003PH: Advanced Research Skills (10)
- 6002PH: Entrepreneurism in the workplace (10) (IPES)
- 6004PH: Exploring Physiotherapy Practice (20)

**Course Details**

- 4005PH: Health and Wellbeing in the Community (20) (IPES)*
- 4002PH: Anatomy of the Lower Quadrant (10)
- 4004PH: Movement Analysis, Physical Activity and Exercise (10)
- 4006PH: Physiotherapy Intervention and Management (20)
- 5001PH: Progressing Practice (Placement 2) (20)
- 5002PH: Developing Towards Autonomous Practice (Placement 3) (20)
- 6007PH: Leadership and Management (20) (IPES)
- 6005PH: Dissertation (20)

* IPES = Inter-professional Education Simulation Event
### Integrated Apprenticeship Structure Diagram

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

#### Level 4 (Year 2)

- **4003PH: Anatomy - Upper Quadrant (10)**
- **4007PH: Research and Study Skills (20)**
- **4000PH: Pathophysiology (20) (IPES)**
- **4002PH: Anatomy - Lower Quadrant (10)**
- **4001PH: Introduction to Physiotherapy Assessment (10) (IPES)**
- **4004PH: Movement Analysis, Physical Activity and Exercise (10)**
- **4006PH: Physiotherapy Intervention and Management (20)**

#### Level 4.5 (Year 2)

- **5004PH: Decision Making in Physiotherapy Practice (20) (IPES)**
- **5000PH: Entering Practice (Placement 1) (20)**
- **5004PH: Clinical Reasoning for Physiotherapists (20) (IPES)**
- **5005PH: Clinical Reasoning for Physiotherapy Practice in the Community (20) (IPES)**
- **5006PH: Clinical Decision Making in Physiotherapy Practice (Placement 2) (20)**

#### Level 5 (Year 3)

- **6002PH: Entrepreneurism in the Workplace (10) (IPES)**
- **5006PH: Becoming a Researcher (10)**
- **5005PH: Exploring Practice: Placement 2 (20)**
- **5003PH: Developing Towards Autonomous Practice: Placement 3 (20)**
- **6008PH: Exploring Physiotherapy Practice (10)**

#### Level 5.5 (Year 3)

- **5001PH: Developing Practice: Placement 2 (20)**
- **5001PH: Developing Towards Autonomous Practice: Placement 3 (20)**

#### Level 6 (Year 4)

- **6003PH: Advanced Research Skills (10)**
- **6006PH: Transition to Autonomous Practice: Placement 5 (10)**
- **6007PH: Leadership and Management for Healthcare Professionals (20) (IPES)**
- **6003PH: Advanced Research Skills (10)**
- **6005PH: End Point Assessment (20)**
- **6009PH: End Point Assessment (20)**

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**HLSU204**