

Programme Specification

MSc Physiotherapy (Pre-registration) (2020-21)

This specification provides a concise summary of the main features of the programme 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.

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| Awarding Institution | University of Southampton |
| Teaching Institution | University of Southampton |
| Mode of Study | Full-time |
| Duration in years | 2 |
| Accreditation details | Chartered Society of Physiotherapy (CSP) Health and Care Professions Council (HCPC) |
| Final award | Master of Science (MSc) |
| Name of award | Physiotherapy (Pre-registration) |
| Interim Exit awards | Postgraduate Certificate of Health Studies Postgraduate Diploma of Health Studies Postgraduate Diploma Physiotherapy (with eligibility for registration) |
| FHEQ level of final award | Level 7 |
| UCAS code | N/A |
| Programme code | 8325 |
| QAA Subject Benchmark or other external reference | Physiotherapy 2001, Subjects Allied to Medicine 2001 |
| Programme Lead | Ruth Turk |

Programme Overview

Brief outline of the programme

Introduction: School of Health sciences Learning and Teaching Philosophy

The School of Health Sciences' Learning, Teaching and Assessment Strategy consists of an underpinning philosophy that reflects a collaborative process that underpins everyone's academic work within the School. The School will strive to present a cohesive approach, whereby emphasis is placed on the learning experience from the learners' point of view.

The curriculum design and pedagogical approaches employed for the physiotherapy programmes are driven by the need to develop learners who are independent, intrinsically motivated and assertive enquirers with a capacity for reflective and critical analysis of their own and other professionals' practice. All modules of study will contain aspects of theory, evidence based professional practice and support for the critical enquiry along with a framework for the contextual learning to take place (Biggs 2011). Clinical placements will be threaded through curricula, so

that theory can be used to inform practice and practice can be used to inform theory. The approach aims to achieve the 4 essential characteristics in the design of a curriculum: Cumulative, Integrated, Progressive and Consistent (Engel 1991; Walker et al 2015).

We have adopted a student-centred approach that encourages active participation in all learning activities that is facilitated by academic and practice educators. This fulfils the University of Southampton's vision of putting learners at the centre of learning and embeds the skills of learning for life, which contributes to the professional and academic goals of continuous professional development.

An ethos of collaborative, interprofessional learning is established between departments and across disciplines through shared/joint modules of learning. In shared learning students undertaking different modules come together to share some of the learning and teaching activities, and resources. Joint learning refers to modules that are undertaken in their entirety by students on multiple programmes.

This occurs within and across all professional programmes, e.g. specific modules of study, tutorials, seminars, clinical skills and simulated practice, and in practice placements. The importance of an inter-professional approach to health and social care is emphasized and reflects current approaches to health care. The main drive behind these developments is the view that those who learn together will be better prepared to work together (WHO 1988).

MSc Physiotherapy programme overview

By undertaking the MSc at the University of Southampton you will become a graduate physiotherapist in two years and on completion you will be able to demonstrate clinical, research and management excellence. You will be an excellent communicator and practitioner, capable of managing complex cases with multiple pathologies across an aging population, and a pro-active ambassador of health promotion. As an MSc Physiotherapy graduate from Southampton you will be able to critically evaluate evidence based practice, be able to investigate topics to great depth, be innovative and create new methods of practice and research, and be resilient and adaptable to the evolving demands of an ever changing healthcare industry to lead the profession forwards. Our aim is to enable you to plan, deliver and lead contemporary high quality innovative healthcare in order to meet the challenging and complex needs of individuals and populations.

The MSc physiotherapy curriculum has been designed with ongoing involvement from stakeholders: clinical practitioners/managers and service users (patients and carers) to ensure that it is relevant to current and future practice; and physiotherapy students, to ensure a balanced, stimulating and well-organized programme of learning. It is based on principles of a constructivist approach; that is, you are actively involved in your learning. Some of the key professional modules are undertaken through shared learning with the BSc cohort and so this aspect of your learning follows the three progressive levels which are based on Blooms' taxonomy 2001: gaining knowledge and understanding, analysis and application, and synthesis and the creation of new concepts. We progressively develop your professional clinical skills from novice to being a competent practitioner ready to work autonomously in the healthcare workplace by the end of your course according to professional competencies (Health and Care Professions Council / Chartered Society of Physiotherapy). The theoretical content builds iteratively alongside 1,125 hours of clinical placement over the two year MSc programme so that you achieve the programme aims.

In addition, your learning is supplemented with MSc specific seminars that use the principles of "guided discovery learning", (this is where we encourage you to draw upon your previous knowledge and experience to search for new information). In these sessions, you will work in small groups guided by a lecturer, to discuss case studies with their associated healthcare problems, and form your own learning needs. Using self-directed learning you will gather, evaluate and synthesise information, and present this to the whole MSc cohort in a plenary session. The skills developed in these sessions will be utilised throughout your MSc programme, including your masters level research project, and are transferrable to all clinical learning scenarios you will face during the programme and beyond into your future practice.

In year 1, you will begin your programme of study in January and join students from the School of Health Sciences (Occupational therapy, Midwifery and Nursing) in an Introduction Professional Practice. In this module you will learn about core values and skills that underpin professional practice and the innovative thinking required for future professional leaders.

You will join the BSc Physiotherapy students for the Clinical Assessment and Treatment module and learn the clinical knowledge and skills of the three domain subjects of musculoskeletal (MSk), cardiovascular and-respiratory (CVR) and neurology (Neuro). You will begin to apply this knowledge to common clinical conditions by using case studies, so that you can develop your knowledge and skills to assess and manage simple clinical problems. In addition, in separate MSc seminars using the guided discovery approach, you will have additional case studies in which to apply these concepts and explore the physiotherapy evidence base.

In the Critical Inquiry – Research Protocol module you will develop your knowledge of quantitative and qualitative research methods from your previous degree. This module is jointly taught with other professions from the school. You will be guided in choosing an original line of enquiry; decide upon the research methodology you wish to use and write a protocol.

Over the summer you will undertake placement 1 and 2, each for 6 weeks, which could be in a hospital, health centre or a community setting.

You will also start Critical Inquiry – Research Project which continues through your second year. This involves ethics submission, data collection, analysis, and writing up of a paper and research project file.

You will return from placement and join the BSc students for the Managing Clinical cases CVR, neuro, MSk and Special Client groups (SCG) in which your knowledge of assessment and treatment is developed further by learning new assessment and treatment skills and applying to more complex clinical problems. The principles of assessment, treatment and clinical reasoning are applied to conditions involved in specialist areas of practice (SCG). These conditions are those that affect client populations across the life-span e.g. paediatrics and elderly care, and concepts of more complex multi-pathology are introduced. You will also have additional facilitated seminars using the guided discovery approach to explore the evidence for management based on more complex case studies. You will then undertake clinical placements 3 and 4, each of 6 weeks duration separated by Christmas holidays in either a hospital, health centre or community setting.

In your second year, you will continue with Managing Clinical cases CVR, neuro, MSk and Special Client groups (SCG). You will then join the BSc students for the shared Integrated Clinical Cases module, in which you will apply the concepts of assessment and treatment to multi-pathological case studies across the aging population to develop your clinical reasoning by evaluating the evidence base. This module includes the development of interpersonal skills that promote patient engagement with healthcare and enhance motivation for self-management (cognitive behavioural therapy and motivational interviewing). You will then go on your final placement (5) for 6 weeks in either a hospital, health centre or community setting.

On your return to the university, in Managing Complex Clinical Cases, shared with the BSc students, you will explore practice and the underpinning evidence-base applied to complex cases in the three specialities of MSk, CVR and Neuro. This module will be supplemented with facilitated case studies using the guided discovery approach to further examine the evidence base in more depth so as to justify your treatment approach with patients who can present with multiple, different and challenging health care needs so as to prepare you for the demands of future practice.

In Influencing Innovation and Change a joint inter-professional module with the other healthcare students, you will critically evaluate what leadership is and how it is applied to influence change in healthcare settings. You will discuss and analyse concepts, across the five broad themes of leadership, teamwork, change and innovation, service improvement, risk error and quality management to prepare you with the skills to transform and affect positive change in healthcare services/systems through innovation.

You will complete your studies with a viva of your research project and a presentation of your work at a student led conference.

Learning and teaching

The delivery of the MSc physiotherapy curriculum is underpinned by the School of Health Sciences Learning and Teaching Philosophy. The Physiotherapy team are committed to providing a student centred, friendly, supportive and receptive environment in which students will be able to reach their full potential and assume responsibility for their own learning. Our teaching is underpinned with our own School's research agenda and you will have an opportunity to work with an academic supervisor to create your own research project that will contribute to their research or a larger project. Our research areas include mechanisms of movement and development of technologies in health and musculoskeletal disorders, communication and decision-making in

health encounters; mechanisms associated with neurological disease processes and recovery; development of new neurorehabilitation technology for treatment and assessment.

A blended learning approach has been adopted and our staff use a combination of: lectures, practicals, seminars, simulation, workshops and online resources to suit many different learning styles so that our students can acquire knowledge and skills in a contextual and integrated manner. The majority of the teaching will be delivered with the BSc cohort and there will also be opportunities to learn with and from other healthcare professionals on clinical placement so that you develop competence in inter-professional practice, to enable you to become a competent, autonomous, reflective, ethical physiotherapist on completion of the programme.

The School of Health Sciences provides a learning environment that will help you to reach your potential, both academically and clinically. Teaching and student learning benefits from a wide range of resources and an evidence base that is underpinned with our own School's research agenda. The curriculum is values-based and special emphasis is placed on the humanitarian virtues of care, empathy and compassion as outlined by the NHS constitution. Modules will be taught as profession specific, shared or joint: in a shared module, students undertaking different modules come together to share some of the learning and teaching activities. Joint modules are undertaken by students on different health care programmes, the intention of these modules is to develop interprofessional understanding and working, with the overarching outcome of facilitating work in complex interprofessional teams and providing a coordinated, integrated approach to patient/ client care.

Your specific physiotherapy professional skill development, is facilitated by clinical experts in our School teaching team with support from current clinical staff from practice. These skills are further developed whilst on over 1000 hours of clinical placements.

The MSc seminars will focus on specific case studies to achieve the MSc learning outcomes. These sessions are structured in the beginning so as to facilitate your questioning and the development of your reasoning skills. In these sessions a lecturer with expertise will enable you to question the case study and as the course progresses you will become more independent in this process. In these small plenaries, you will have the opportunity to practice searching and critiquing literature, sharing your findings within the group with short presentations. As you continue in your programme these sessions are tailored to suit your learning needs and other styles of disseminating your findings can be utilised e.g. demonstrating a practical skill, having a professional discussion, and creating a poster.

Assessment

The MSc Physiotherapy curriculum draws upon the School of Health Sciences philosophy, which is based on pedagogical principles and uses innovative approaches to produce a cohesive strategy of student centred learning throughout the programme. The entire assessment process will be integral to the individual student-learning journey. It recognises the diversity of learning and takes into account of the variety of student learning styles. The aim is to promote student assessment literacy, engagement and enthusiasm, facilitate progression and enable students to fulfil their potential. We will champion and inspire students to achieve the highest academic standards in order to produce world-class graduates who also have the skills, values and attitudes required to deliver expert client care and become the next generation of leaders in healthcare.

Therefore, the MSc physiotherapy programme uses many different styles of assessment ranging from essays, case reports, multiple choice exams, presentations and viva's, observed structured practical examinations (OSPE's), and a research project. These assessments incrementally develop both academic and professional skills and develop professional values and attitudes. The links between the assessment themes provide a coherent pathway for students, facilitating academic and practice development to promote transfer of knowledge between these two domains. Each of the modules have formative assessments which are not marked but enable students to gain feedback on their learning and are linked directly to summative assessments which are marked and graded. Written feedback is given to students on their assessments, on what they did well, what didn't go so well, and how they can improve.

Special Features of the programme

The MSc programme involves mandatory placements in all years. The placements are organised by the University and will take place with regional healthcare providers; as such students will need to travel to placements/arrange accommodation. Insurance for students on placement and the necessary immunisation/vaccination is provided by the University. Whilst on clinical placement learning is undertaken with a Physiotherapist Supervisor but also alongside other healthcare professionals so you can acquire an understanding of the professional role of others

in the multi-disciplinary team (MDT). Whilst on placement you will be supported by an academic lecturer who visits you on placement approximately at week 3 to discuss your learning. All practice placements are graded and some contribute towards the final classification of your Master's degree.

From the beginning of year 1, you will develop a research protocol under the guidance of our world-renowned academics. You will progress the idea to actively undertake a research project, culminating in the production of a research paper which may be submitted for publication if appropriate. Your final assessment will be a viva to discuss your findings and your programme will conclude with an MSc conference, where you will be expected to present your research findings.

Interim Exit awards:

Postgraduate Certificate of Health Studies

Postgraduate Diploma of Health Studies

Postgraduate Diploma Physiotherapy (with eligibility for registration)

Postgraduate Certificate of Health Studies

A Postgraduate Certificate of Health Studies may be awarded on achievement of 30 ECTS (10 of which may be at level 6) to include programme outcomes A1-7, B7, B9, C1, C2, C5, C7, C9 & E1.

Postgraduate Diploma of Health Studies

A Postgraduate Diploma of Health Studies may be awarded on achievement of 60 ECTS (15 of which may be at level 6) to include programme learning outcomes A1-7, B7, B8, B9, C1, C2, C5, C7, C8, C9, C10 & E1. Typically, a student receiving this exit award has not successfully completed all of the placement modules and associated programme learning outcomes as such they will not be eligible for registration.

Postgraduate Diploma Physiotherapy (with eligibility for registration)

A Postgraduate Diploma Physiotherapy (with eligibility for registration) may be awarded on the achievement of 67.5 ECTS (15 of which may be at level 6) to include programme learning outcomes A1-7, B7-9, C1-10, E1-11. To achieve the Postgraduate Diploma Physiotherapy (with eligibility for registration) students must successfully complete all modules in the programme (including all placement modules) with the exception of the Critical Inquiry (Research Project 30 ECTS) module.

Preparation for the Course

In order to prepare you for the two-year accelerated programme, you will be asked to attend a 'kick-start day' ten weeks prior to the course starting. Here you will be provided with learning material for anatomy and physiology, applied sciences and research methods. During this one-day event, you will have the opportunity to meet the teaching team and your peers who are already undertaking the MSc programme. Key reading lists and online resources will also be specified at this point.

On arrival to the course, you will undertake an induction period. You will have mandatory lectures from the faculty (health and safety) as well as further introduction to the course. The induction will also involve shared learning activities with your BSc peers, including anatomy and physiology relevant to the Health Sciences and Clinical Assessment and Treatment (MSc) modules that will be undertaken prior to your first clinical placement.

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

Educational Aims of the Programme

The aims of the programme are to: The MSc programme builds on your existing learning from a previous suitable undergraduate degree. It is anticipated that by using your advanced scholarly thinking, and your previous experience of learning, that we can help facilitate you to become a self-regulated learner so that you can monitor your own thoughts, feelings and actions to develop your own evaluative judgement (Boud et al 2018). We believe that having the ability to judge your own work, and that of others is what makes studying for a Master's different to the BSc programme and it will help you to prepare you for lifelong learning and your ability

to become a successful professional (Boud and Falchikov 2007). Through the guided discovery learning process, you will be able to progress and be a competent, independent learner so that you can develop your understanding, skills and attitudes. The programme will also utilise your existing research skills so as to develop advanced critical and analytical competence that you can consistently apply to current research and enable you to be proactive in auditing practice, generating research proposals and evaluating the efficacy of your practice.

The aims of the MSc programme are to:

- Build on your existing learning to develop your understanding, skills and attitudes to enable you to become independent learners and competent, autonomous, reflective, ethical physiotherapists utilising advanced scholarly thinking which you will use to promote progress in your professional practice.
- Develop competence in applying professional skills to the practice of physiotherapy.
- Extend key, transferable skills for general use in graduate employment so that you become accomplished autonomous practitioners in team and independent situations.
- Build on your existing research skills to develop advanced critical and analytical competence so that you consistently apply current research in practice and enable you to be proactive in auditing practice, generating research proposals and evaluating the efficacy of your practice.
- Provide you with the opportunities to learn with and from other healthcare professionals so that you develop competence in inter-professional practice. You will have advanced group participation skills and abilities to appraise groups/team function.
- Refine independent study and life-long learning skills, accentuating the use of appropriate information technology and sophisticated learning resources.
- Develop reflective skills in order to practice in partnership with patients in a diverse and changing health and social care arena to influence future healthcare provision.
- Prepare you to meet the registration requirements for the Health & Care Professions Council and the University criteria for the award of a Master's degree

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of the MSc in Physiotherapy, you will be able to demonstrate a deep and systematic understanding of the following topics and their interrelationship in common clinical presentations treated by physiotherapy. You will be able to demonstrate an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted:

- A1. Human anatomy and physiology linking their relationships to human structure and function
- A2. The pathological and disease processes and related clinical features of conditions commonly encountered by physiotherapists
- A3. Psychosocial concepts and factors that influence patient care in health and illness and underpin therapeutic practices
- A4. The physics, biomechanics, applied exercise science, ergonomics, and theoretical basis of diagnostic, therapeutic and management skills that can be applied to physiotherapy practice
- A5. The evidence based practice relevant to physiotherapy
- A6. The context of healthcare provision including structure, drivers, policies service/organisational issues and factors of the NHS that influences the management of self and others
- A7. The utilisation of clinical research, audit and governance

Subject Specific Intellectual and Research Skills

On successful completion of the MSc in Physiotherapy, you will be able to conceptualise ideas and apply critical thinking displaying a level of mastery in the following topic areas. You will be able to critically evaluate existing theories, methodologies or practice and suggest new concepts or approaches. You will be able to undertake substantial investigations to address significant areas of theory and/or practice, and creatively synthesise these new concepts to the existing knowledge:

- B1. The formation of reasoned judgements and a clinical diagnosis on the basis of a physiotherapy assessment integrating clinical notes, patient interview and physical examination
- B2. Effective communication with patients, relatives, carers and healthcare professionals to establish successful therapeutic alliances
- B3. Utilising clinical reasoning and the best available information and evidence to design and implement appropriate and effective short and long term management strategies and care plans appropriate physiotherapy
- B4. The ability to monitor patient progress through evaluation of outcomes and appropriate modification of care plans
- B5. The ability to reflect on clinical decisions in light of current evidence, accepted care protocols, and legal and statutory requirements
- B6. An understanding of health and safety at work requirements and be able to conduct risk assessments
- B7. Engagement in debate and discussion in areas of professional controversy and future professional development areas
- B8. The ability to construct reasoned arguments concerning the funding and ethics of modern health & social care
- B9. The formulation of a research question, a research design and implementation of the research process and dissemination

Transferable and Generic Skills

On successful completion of this programme you will be able to take responsibility for your own learning and development in the following transferrable and generic skills. You will be able to critically analyse your own capabilities and reflect on your performance and feedback and on those of others:

- C1. Communicate effectively in a variety of forms to a variety of audiences
- C2. Critically evaluate academic, clinical and professional performance and utilise research skills
- C3. Effectively manage time and prioritise workload to sustain efficient and effective practice
- C4. Work in both individual and team working practice situations, developing autonomy and leadership skills; interact and assist other health care professionals through effective participation in inter-professional approaches to health care delivery
- C5. Utilise problem solving, critical analysis and research skills
- C6. Respond to independent and team working environments through developing autonomy and leadership skills
- C7. Apply the skills needed for academic study and enquiry
- C8. Apply skills of numeracy, pictographic representation and manipulation of data using appropriate software
- C9. Access and acknowledge information from written and electronic sources
- C10. Recognise the significance of clinical effectiveness in the delivery of physiotherapy

Disciplinary Specific Learning Outcomes

On successful completion of this programme you will be able to identify, justify and use appropriate methods of assessment and treatment skills, demonstrating professional judgement by applying critical thinking and evaluation in a range of complex clinical situations, in the following ways:

- E1. Understand the legal responsibilities and ethical considerations of professional clinical physiotherapy practice and professional self-regulation
- E2. Apply appropriate physiotherapy assessment and clinical decision-making to choose an appropriate physiotherapy intervention(s)
- E3. Apply an appropriate physiotherapy intervention safely and effectively in the core areas of physiotherapy practice
- E4. Discuss goal setting and appropriate outcomes of intervention that are patient centred
- E5. Use manual therapy safely and effectively in the application of mobilisation, manipulation, massage, respiratory and neurological therapy techniques
- E6. Use electrotherapeutic modalities safely and effectively in the selection and application of a range of modalities based on the therapeutic use of electrical, thermal, light, sonic and magnetic energy
- E7. Work in partnership with a range of clients/patients and carers and in a variety of health, community, private and third sector settings
- E8. Communicate effectively with patients/clients, including those with challenging behaviours or communication difficulties
- E9. Demonstrate the ability to use education and teaching skills appropriate to the prevention of illness and injury and in health promotion
- E10. Obtain and record informed consent for patient assessment and treatment
- E11. Maintain accurate records that conform to medico-legal requirements and current data protection legislation

Programme Structure

The programme structure is detailed in the table below (further information is included in individual module profiles). The programme is divided into study modules of 7.5 and 15 ECTS credits. Each credit represents approximately 25 hours of student learning so a 7.5 credit module will require 187.5 hours of student effort. The award of MSc Physiotherapy with registration is obtained upon completions of a minimum of 82.5 ECTS credits at the appropriate levels. Successful completion of this programme provides eligibility to apply for registration with the Health and Care Professions Council (HCPC). It is a legal requirement that anyone who wishes to practice using a title protected by the Health Professions Order 2001 is on the HCPC Register. For more information, please see the HCPC website at: www.hcpc-uk.org.uk.

The programme commences in January of each year to coincide with the start of a university semester and students will graduate as a physiotherapist following a period of two years full time study of 47/48 weeks per year. Embedded in the programme are clinical placements of over 1,125 hours, making a total of some 96 weeks of study in two years within various healthcare settings. The clinical placements will be assessed at Level 4, 5 and level 6 in recognition of the fact that students will not achieve mastery in clinical practice. Students will be expected to integrate what they learn during the clinical placements into the university based modules.

Practice placement modules are Pass/Fail.

Your programme will culminate in an MSc conference where you will have the opportunity to present your research findings.

The programme structure table is below:

Part I

| Code | Module Title | ECTS | Type |
|----------|--|------|------|
| HSGM6000 | An Introduction to Professional Practice (Level 7) 2020-21 | 7.5 | Core |
| PSIO6041 | Clinical Assessment and Treatment MSc 2020-21 | 15 | Core |
| HSGM6001 | Critical Inquiry - Research Protocol 2020-21 | 7.5 | Core |
| PSIO1034 | Practice Placement 1 Physio 2020-21 | 10 | Core |

Part II

| Code | Module Title | ECTS | Type |
|----------|---|------|------|
| PSIO6042 | Managing Clinical Cases (MSc) (NMS/SCG/CVR/Neuro) 2020-21 | 15 | Core |
| PSIO2034 | Practice Placement 2 Physio 2020-21 | 10 | Core |
| PSIO2035 | Practice Placement 3 Physio 2020-21 | 10 | Core |
| HSGM6003 | Critical Inquiry - Research Project 2021-22 | 30 | Core |
| HSGM6002 | Influencing Innovation and Change (Level 7) 2021-22 | 7.5 | Core |
| PSIO6043 | Integrated Clinical Cases (MSc) 2021-22 | 7.5 | Core |
| PSIO6044 | Managing Complex Cases (MSc) 2021-22 | 7.5 | Core |
| PSIO3044 | Practice Placement 4 Physio 2021-22 | 10 | Core |
| PSIO3045 | Practice Placement 5 Physio 2021-22 | 10 | Core |

Progression Requirements

The programme follows the University's regulations for [*Progression, Determination and Classification of Results: Postgraduate Master's Programmes*](#). Any exemptions or variations to the University regulations, approved by AQSC are located in [*section VI of the University Calendar*](#).

Support for Student Learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up to date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.

- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

The School of Health Sciences provides a learning environment that will help you to reach your full potential, both academically and clinically. To support your learning, we use the Blackboard learning platform (<https://blackboard.soton.ac.uk/>) for all modules and here you will find lecture material and supplementary learning materials such as links to useful websites, on line learning resources and wherever possible we video record lectures via Panopto and link these to the blackboard repository.

Our teaching is underpinned with our own School's research agenda and a wide range of resources: we have a new research laboratory which includes a gait lab and force platform. We have new multi-functional skills rooms and two hospital simulation wards in building 67 in which we undertake simulated practice using both high fidelity computerised manikins and simulated patients. We also bring in expert patients and clinical experts to support the teaching so that all skills are clinically relevant and evidence based. In addition, the University has a dissecting room (Centre for Learning Anatomical Sciences) where you will have the opportunity to spend time examining cadavers and other anatomical specimens to facilitate your anatomical learning. This is supplemented with our Anatomage Table (a large iPad with 3D anatomy specimens) and access to Anatomy TV and apps.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme.
- Acting as a student representative on various committees, e.g. Staff/Student Liaison Committees, School Programmes Committee OR providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation.
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group.

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

Career Opportunities

Physiotherapy is a rewarding field, which involves understanding and practising the science behind human movement.

This MSc (pre-registration) in physiotherapy gives you everything you need to make a solid start to your career.

Upon graduating you are most likely to find employment within the National Health Service. However, there are

also job opportunities in private practice, the armed forces, sport and industry.
This is due in part to our widely held reputation as a centre for learning excellence.
More information about careers in physiotherapy can be found on the NHS Careers website

External Examiner(s) for the programme

Name: Mr Barry Pryer - University of Essex

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

| Type | Details |
|---|---|
| Approved Calculators | Candidates may use calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers. The University approved models are Casio FX-570 and Casio FX-85GT Plus. These may be purchased from any source and no longer need to carry the University logo. |
| Placement: Accommodation and Travel | This programme involves mandatory placements in all years. The placements are organised by the University and will take place within a variety of health, social and charity-based organisations. You may be required to travel / arrange accommodation during each placement. Students who are on an eligible programme may be entitled to claim travel and accommodation expenses incurred over and above daily travel costs to the University. The costs must be related to essential practice placements. |
| Conference expenses | Accommodation & Travel Conference attendance is not normally expected as part of the Physiotherapy programme. If you decide to attend conferences then you will normally be expected to cover the cost of accommodation, travel and admission. |
| Lab Coats | Re: laboratory equipment above, you will need provide yourselves with laboratory coat for use in the Centre for learning Anatomical Sciences. These can be purchased from any source. |
| Laboratory Equipment and Materials | Physiotherapy suggested generic statement: A number of essential items for use in the Centre for learning Anatomical Sciences will be provided to you e.g.: safety goggles; examination gloves; plastic aprons. |
| Insurance | This programme involves mandatory placements in all years. Insurance for students on placement is provided by the University. |
| Optional Visits (e.g. museums, galleries) | Some Physiotherapy modules may include optional visits to specialist healthcare facilities, etc. You will normally be expected to cover the cost of travel and admission, unless otherwise specified in the module profile. |
| Paying for immunisation and vaccination costs before being allowed to attend placements | This programme involves mandatory placements in all years. Immunisation/vaccination is provided by the University. |
| Printing and Photocopying Costs | In the majority of cases, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy. A list of the University printing costs can be found here: http://www.southampton.ac.uk/isolutions/services/copying_for_students_and_visitors/faq.php#594 |
| Stationery | You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile. |
| Textbooks | Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as optional background reading. The |

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| | library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module. |
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In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.