

Merger with City, University of London

City, University of London and St George's, University of London have signed an agreement to merge. Subject to the necessary regulatory approvals, the merged institution will be called City St George's, University of London and will begin operating from 1 August 2024.

For students joining in 2024, there will be no change to the delivery, content and structure of the course. St George's will be going through the process to enable it to offer students the choice to still graduate with a St George's Hospital Medical School degree certificate or choose to graduate with a degree certificate from City St George's.

Further information, including frequently asked questions and contact details to submit further questions, are available on our website: <https://www.sgul.ac.uk/study/prospective-students/merge>



Programme Specification

A	NATURE OF THE AWARD	
1	Programme Title	MSc Physiotherapy
2	Final award	MSc Physiotherapy (pre-registration)
3	Intermediate and Alternative awards	Post Graduate Certificate in Applied Health Studies Post Graduate Diploma in Applied Health Studies Post Graduate Diploma in Physiotherapy (pre-registration) MSc in Applied Health Studies
4	Awarding institution/body	St George's Hospital Medical School, a constituent College of the University London
5	Teaching institution	St George's, University of London
6	Programme approved by	Health and Care Professions Council (HCPC) Chartered Society of Physiotherapy (CSP)
7	UCAS code	B161
8	Date specification produced	April 2022 (reviewed July 2024)

B	FEATURES OF THE PROGRAMME	
1	Mode of study	Full-time only
2	Usual length of programme	2 years
3	Other features of the programme	See https://www.sgul.ac.uk/study/courses/physiotherapy-pre-registration

C	EDUCATIONAL AIMS OF THE PROGRAMME
<p>Aims Of the programme</p> <p>Students graduating from the MSc (Pre-Registration) Physiotherapy programme will be competent, autonomous professionals equipped with the knowledge, understanding and skills to apply a whole person approach to health and wellbeing. The emergent professional will have a modern approach to practice and will be able to work flexibly and creatively in an ever-changing health environment.</p> <p>On completion of the programme, individuals will possess knowledge and skills to apply an evidence-based approach to practice, balanced with ethical decision making to enable patient involvement in their own care. They will be able to apply an advanced questioning and critical approach to Physiotherapy practice and beyond. Graduates will be eligible to apply for registration as Physiotherapists with the Health and Care Professions Council (HCPC) and membership of the Chartered Society of Physiotherapy (CSP).</p>	

D	Programme Learning Outcomes
<p>By the end of the programme students will be able to:</p> <ol style="list-style-type: none"> 1. Apply a critical understanding of the key concepts, knowledge and skills of the physiotherapy profession to practice as an effective and autonomous physiotherapist in variable and changing health and social care environments. 2. Exercise professional judgement in complex health and social care environments to practise safely and within the boundaries of the scope of practice of physiotherapy. 3. Discuss the complexity and impact of culture, equality, and diversity in physiotherapy practice and practise in a non-discriminatory manner. 4. Establish, assure, maintain and continually develop the safety and quality of their physiotherapy practice through advanced critical reflection, analysis and lifelong learning. 5. Maintain records to an appropriate standard, work appropriately with others and communicate effectively in complex situations whilst maintaining confidentiality. 6. Undertake advanced critical analysis and evaluation of the physiotherapy evidence base and using advanced research skills, contribute to and use it to inform practice. 	

E	Programme structure and features		
<p>For full summary of the features of the programme see: https://www.sgul.ac.uk/study/courses/physiotherapy-pre-registration</p>			
Structure of MSc Physiotherapy (pre-registration) Programme and Summary Table of Modules			
	Module title	Credits	Level
Year 1	Foundations of Physiotherapy	No credit-rating level 4: foundation module	4
	Reflective Practice - Practice Placements 1 & 2	0	5
	Musculoskeletal Physiotherapy	20	5
	Cardiorespiratory Physiotherapy	20	5
	Neurological Physiotherapy	20	5
	Evaluation and Research	30	7
	Human Behaviour and Rehabilitation	30	7
Alternative Award	Contemporary Issues in Public Health	30	7

Year 2	Critical Practice - Practice Placements 3, 4 & 5	0	6
	Research Project	30	7
	Complex Management	30	7
	Quality and Innovation in Health and Social Care	15	7
	Personalised Professional Development	15	7
	Academic and Pastoral Support Programme	0	
Alternative Award	Contemporary Issues in Public Health	30	7

(please refer to Appendices 1 and 2 for more information about module codes and timing)

Assessment for an Award of degree: MSc Physiotherapy (pre-registration)

To qualify for the award of MSc Physiotherapy (pre-registration) degree, students must complete all the course requirements and must pass all modules.

Programme reference points – the following reference points were used in the preparation of this specification:

- Health and Care Professions Council (HCPC) Standards of Education and Training (2017) and Standards of Proficiency for Physiotherapists (2023)
- Chartered Society of Physiotherapy (2020) Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy
- The QAA qualifications framework for England, Wales and Northern Ireland (2021).

Aegrotat Awards

In line with the General Regulations of SGUL, and those of the regulatory body (HCPC) and Professional Body (CSP), no provision for the award of aegrotat degrees may be made.

Alternative and Intermediate Awards

The professional nature of the award limit the availability of post graduate intermediate awards in Physiotherapy. Students may graduate with a Post Graduate Diploma in Physiotherapy (pre-registration) if they are unable to complete the Research Project module. This award does lead to eligibility to apply for registration with the Health and Care Professions Council (HCPC) and Chartered Society of Physiotherapy (CSP). Students may upgrade to the full MSc Physiotherapy (pre-registration) subject to completion of the research project module and subject to the other limitations and restrictions outlined in the course regulations.

Intermediate and alternative exit awards in Applied Health Studies are available. These awards do not provide eligibility to apply for registration with the Health and Care Professions Council (HCPC) or membership of the Chartered Society of Physiotherapy (CSP) and shall only be given to students who cease to be registered for the MSc Physiotherapy (pre-registration). That is to say, they are exit qualifications, not qualifications that students will automatically get *en route* to the MSc Physiotherapy (pre-registration). Further details can be found in the **Course Regulations**.

F General teaching and learning strategies

The learning and teaching philosophy and strategy for the pre-registration MSc Physiotherapy is informed by the course philosophy and by the recognition that the course participants are adult learners. It is recognised that each learner has unique learning experiences so the curriculum is designed to be inclusive and facilitate students sharing and reflecting on their own experiences. To complement this approach the curriculum facilitates a cyclical process of learning from theory, application, practice and reflection and transference to different contexts and environments - e.g. from class-based learning to practice. Concepts are threaded through the curriculum and are revisited to enhance deeper learning and application to more complex situations.

Learning and teaching strategies are designed to produce physiotherapists who are critical thinkers and independent learners with problem-solving skills in a digital healthcare arena.

Innovative learning and teaching methods are used to provide a learning environment that supports student independent learning, including peer learning groups, technology enhanced learning, and a variety of reflective strategies that students will evaluate for their own learning needs. Feedback on development of reflective practice skills will be given both formatively and summatively during the process to promote a critical approach to practice. Students will be required to collate a reflective portfolio that fosters lifelong learning and continual professional development at an advanced level. Integration of theory and practice in learning is facilitated in various ways including; case-based learning, practice education modules, virtual learning and assessments e.g. the Interactive Practical Examinations (IPE) at level 5.

Peer Assisted Learning is a key part of the programme of study. Integrated into the student support and learning experience, it is a means by which students can study and learn together.

Practice-Based Learning provides students with exposure to inter-disciplinary working, the opportunity to participate in team meetings and case conferences etc. in a range of settings. Students complete two placements in their first year and three placements in their final year of study in a range of practice settings reflective of current practice.

Shared Learning is another feature of this course. The “Quality and Innovation in Health and Social Care” module in Year 2 is shared by a number of other healthcare students.

G | Assessment

Assessment is an integral part of the continuous process of learning and development, with the purpose of enhancing students’ academic achievement and overall university experience.

Students are facilitated by staff throughout the course to:

- Understand the concept of the learning outcomes or reference level being aimed for
- Compare the actual (or current) level of performance with those standards
- Engage in appropriate action which leads to some closure of the gap

Assessment is designed to ensure the student has fulfilled the outcomes of the programme of study and has achieved the standard required for:

- The academic award of Master of Science degree in Physiotherapy (pre-registration)
- Eligibility to apply for Registration by the Health and Care Professions Council
- Eligibility to apply for Membership of the Chartered Society of Physiotherapy

Assessing Student Performance

A wide range of formative and summative assessments are used to assess integrated theory and skills, including:

- Written (computer or paper) examinations
- Essays and written assignments
- Presentations
- Posters
- Practical exams
- Reflective Portfolios
- Practice placement assessments
- Research projects

Assessment for an Award of Master of Science Degree

To qualify for the award of a Master of Science Degree, students must complete all course requirements and pass all modules. Only level 7 modules contribute to the final award

classification, however successful completion of year 1 modules is a pre-requisite for assessment in all year 2 modules and as such year 1 assessments provide evidence of 'fitness to proceed'.

Full details of the assessments for the MSc Physiotherapy (pre-registration) can be found in the **Course Regulations** which includes the **Scheme of Assessment**.

H Support for students and their learning

MSc Physiotherapy (pre-registration) students have access to the educational, recreational and pastoral services provided by SGUL. Points of transition within the programme have been identified and the Academic and Pastoral Support programme has been developed to support students during these periods. A wide range of other services and facilities are available locally within the department and faculty and as well as wider provision from SGUL.

Student Services:

The Student Life Centre (<https://www.sgul.ac.uk/about/our-professional-services/registry>) coordinates student support at SGUL. This includes:

- Financial support and advice
- The Counselling services
- Chaplaincy
- International Advice team
- Learning support
- Disability advisor
- Careers support
- The Student Achievement Officer

Pastoral Support:

In addition to the Academic and Pastoral Support programme and support from student services, all students are also allocated a **personal tutor** at the beginning of the programme. Guidance notes on expectations of personal tutor and tutees are available via the course landing pages on CANVAS.

There is also a dedicated Personal Tutoring Lead, a Disability and Dyslexia Tutor, and a Careers Lead who further support the needs of students.

Library:

The SGUL Learning Resource Centre is available to MSc Physiotherapy (pre-registration) students. The library offers support and resources to MSc Physiotherapy (pre-registration) students including a wide range of Computing, Library and Media services along with other specialist academic resources. Further information can be found at <http://library.sgul.ac.uk/>

Academic Support:

Module leaders and other members of the module team will offer advice and support on issues related to the module and its assessment. Support will be offered for all students in the form of group tutorials within the module delivery. The Academic and Pastoral Support programme provides tailored support during key periods of transition. The Course Director supports all of these processes as appropriate.

Learning Support:

Additional learning support is available via the

- **Study +** – an online area for resources and advice on a range of topics such as mathematics, English, Science, IT skills, study skills etc (please see the Study + CANVAS course presence).
- **Academic Success Centre** – for one-to-one advice and guidance on draft assignments *before* submission. Students are support in developing skills such as grammar, referencing, academic structure, and plagiarism. (please see the ASC CANVAS course presence).

- The **Academic and Pastoral Support Programme** includes academic support sessions at key points during the course.

Support in Practice:

There are a range of support mechanisms available to students to guide their learning and development whilst in practice.

- **The Practice Educator**

Practice Educators are HCPC registered practitioners who will supervise the student, negotiate with them the learning opportunities necessary to meet the required placement outcomes, and assess the students' competence throughout the placement. Other staff in the practice setting are also encouraged to support the Practice Educator and the student.

A key element of the Practice Educator's role is to provide regular feedback to the student about their progress and to support them in the development of action plans and learning contracts to assist in the achievement of outcomes and identification of learning opportunities. A midway feedback session between the student and the Practice Educator is required for all placements. This process is supported by the Academic Link Tutor.

- **Academic Link Tutor**

The Academic Link Tutor will support students whilst on placement. They will act as the student's link with the university, support communication between the student and educator and promoting standardisation of the placement assessment. If a student's performance is not satisfactory, the practice educator will discuss the level of achievement with the student and seek to support the practice educator and offer strategies of remediation which might be put in place.

Specialist Academic Resources:

Academic and teaching accommodation is located on the SGUL campus. The Centre for Allied Health has three dedicated rooms for theory and practical teaching and learning with adjacent storage facilities.

Within SGUL, there is an additional provision of seminar and tutorial rooms for small and large groups, and well-equipped lecture theatres. Physiotherapy students have access to the dissection rooms in the Department of Anatomy.

The Centre for Allied Health is part of the London and South-East Area Placement Partnership (LSEAPP), which involves collaboration between all physiotherapy education providers in London and aims to manage and enhance practice placement capacity.

Students and Staff have access to the CANVAS Virtual Learning Environment (VLE) to support teaching and enhance learning as well as the following online resources:

Physioplus

Physitrak

Virtual Handbook:

A number of documents are available within the course landing pages in CANVAS that constitute the student handbook and are updated annually. Similar information is available via CANVAS for individual modules.

Administrative Support:

A full range of services are provided for the support of this programme including:

- Student Centre & Academic Registry for university wide support
 - Includes the Admissions Office, Examinations Office, Financial support, Disability advisor at SGUL.

- Programme Office – providing support as part of the Course Team
- Practice Placements support team – providing support as part of the Practice Education Team

Peer Support:

Students are encouraged to support their peers throughout their time on the programme. This includes formal and informal support within and between years. Final year students support the practice observation visits for first year students on the BSc(Hons)Physiotherapy programme, and some sessions are timetabled where students in the second year are encouraged to assist in planning and organising revision for the first year students.

Second year students also support the first year students during the pre-practice placement week and second year students are encouraged to provide peer support to the first year students during the academic year.

Alumni provide support to sessions during the final year largely focusing on students' future employment.

The student body organises a number of peer support initiative which the course team are supportive of including:

- The Students' Union <https://www.sgsu.org.uk/>
- The Physio Society @SGULPhysioSoc

Students with Disabilities:

The MSc (pre-registration) Physiotherapy programme welcomes students with disabilities and learning needs. Graduates have included individuals with a wide range of specific learning needs (eg dyslexia, dyspraxia, autism, attention deficit disorder and attention deficit hyperactivity disorder) as well as other disabilities (eg anxiety and depression, visual and hearing impairments and physical disabilities).

Students with disabilities are supported via the Disabilities and Dyslexia Tutor (in liaison with the SGUL Disability Advisor), the Personal Tutor network and all academic staff. Students are encouraged to declare any disability at the start of the course. They are monitored by the Disability and Dyslexia Tutor, whose role is to liaise between the students and the service provided by SGUL.

I	Criteria for admissions
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Details for admissions are updated annually via the programme website <https://www.sgul.ac.uk/study/courses/physiotherapy-pre-registration> and in the course regulations.

Roles and Responsibilities

There is a designated Admissions Tutor responsible for recruitment, selection and admissions to the programme. The Admissions Tutor has delegated responsibility for ensuring that all aspects of the admissions policy are implemented and maintained. The role of the Admissions Tutor includes oversight of the recruitment and selection processes outlined below.

Selection and Entry Requirements

Applications are welcomed from prospective students from a diversity of backgrounds with the intention of widening access. Applicants are admitted to the programme where there is a reasonable expectation that they will be able to fulfil the learning outcomes and achieve the required standard for the award.

Candidates must meet the minimum academic and English language requirements set out in the course regulations.

Our programme welcomes applications from individuals of any age however, due to legislation in professional practice, students MUST have turned 18 before commencing the practice placement component of the programme.

It is recognised that applicants face extreme difficulty in securing Physiotherapy work experience, therefore applicants will not be penalised for a lack of Physiotherapy-specific work experience. Applicants may undertake work experience in any setting provided it enables them to demonstrate their understanding and consideration of their own skills and values which are core to a career in a health or social care setting. Applicants are also encouraged to explore information about contemporary physiotherapy practice that is readily available online (e.g. Chartered Society of Physiotherapy, Health and Care Professions Council, NHS England websites).

All applicants who meet the academic and non-academic admissions criteria will be required to attend for interview. Candidates will undertake a Multiple Mini Interview (MMI); the outcome of which will determine whether they are made an offer to study on the programme.

Academic staff, practice colleagues, service users and current students are included in the design of MMI stations (i.e. questions/tasks/role play scenarios) and also as assessors (interviewers). MMI assessors receive training conducted by the Admissions Tutor and team.

Occupational Health

All offers of places on the MSc Physiotherapy (pre-registration) programme are made subject to satisfactory health clearance and an agreement to undergo appropriate blood tests and immunisations. Candidates who are concerned about a health issue are strongly advised to contact the Occupational Health Team at St George's prior to applying.

Disclosure and Barring Service (DBS)

All applicants will be required to have an enhanced DBS disclosure. More information about this process will be sent to applicants as part of the Admissions process.

Equal Opportunities and Disability

Admission procedures are designed to be consistent with SGUL equal opportunities procedures. Students are encouraged to declare disability in order that they can access the support available to them.

Duration

The minimum period of study for the award of the MSc Physiotherapy (pre-registration) award is 2 academic years full time. The maximum period of registration is 5 years. The period of study should normally be continuous, unless special agreement is given. This must be authorised by the Course Director. This may be on grounds of ill health, or other appropriate and adequate cause.

Enrolment

Enrolment to the degree is made through the SGUL Admissions team. All students must complete the registration formalities of SGUL and will be expected to sign a declaration that they intend to abide by the regulations for students of the SGUL. A disciplinary code will come into effect if students are observed to infringe the General Regulations or Programme Regulations.

J | Career opportunities

Upon completing the programme students will be eligible to apply for registration to practice as a physiotherapist. Physiotherapists are able to work in a wide variety of health and social care settings including the NHS, private practice, charitable sector, industry, research and academia.

The MSc Physiotherapy (pre-registration) and intermediate and alternative exit awards may also lend themselves to future careers in areas such as public health, health promotion, health services management, medical sales and non-clinical roles in health and social care settings.

K	Methods for evaluating and improving the quality and standards of teaching and learning
	<ul style="list-style-type: none"> • Annual Progress and Monitoring Report incorporating module reports derived from student module evaluations (and by feedback via the Student Staff Liaison Group) and External Examiners' reports. These reports are reviewed and approved by the School's Taught Postgraduate Course Committee (TPCC) • Student Experience Survey • Module feedback surveys • Course Committees and Student Staff Liaison Group • Annual monitoring process - Health and Care Professions Council and Chartered Society of Physiotherapy • Peer review of teaching • Review and revalidation processes • Staff appraisal processes • Staff development in teaching and learning and assessment • Employer feedback including feedback from Practice Educators and Clinical Managers via Practice Education Liaison Meetings (PELM) and Course Committee meeting • Practice placement audits • Student practice placement evaluations • Quality Assurance and Enhancement Committee/ Senate • Staff research and consultation activities

L	Regulation of assessment
	<p>The assessments are currently regulated by the St George's, University of London SGUL:</p> <ul style="list-style-type: none"> • Regulations for the MSc Physiotherapy (pre-registration) and by the General Regulations for Students and Programmes of Study (SGUL) • See Course Regulations for the current Scheme of Assessment • See MSc (pre-registration) Physiotherapy course landing pages in the virtual learning environment for the assessment calendar

M	Indicators of quality and standards
	<ul style="list-style-type: none"> • Approval by the Health and Care Professions Council and the Chartered Society of Physiotherapy • Module and annual student evaluation, including Post-graduate Taught Experience Survey (PTES) • Student feedback via Year Representatives and the Student Staff Liaison Group held once per term. • Course Committee is held once per term with representation from Clinical Managers, Students and Service Users. • External Examiners' annual reports are considered at Course Committee together with the responses made by the academic team to the recommendations. These are also reported to the SGUL Quality Assurance and Enhancement Committee, the Health and Care Professions Council and to the Chartered Society of Physiotherapy. • Annual Student prizes: <ul style="list-style-type: none"> ○ SGUL Vice Chancellor's Prize for the most outstanding MSc Physiotherapy (pre-registration) student ○ Outstanding performance on clinical placement ○ SGUL Physiotherapy Endeavour award

Publication: This specification is available via the SGUL website and virtual learning environment.

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 he/she 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 virtual student and module handbooks.

Key sources of information are:

- Course Documents and Important Information held in the MSc Physiotherapy (pre-registration) landing pages in the virtual learning environment
- Module guides or equivalent information held in module landing pages in the virtual learning environment
- St George's, University of London prospectus
- Course leaflets
- MSc Physiotherapy (pre-registration) page on St George's University of London website <https://www.sgul.ac.uk/study/courses/physiotherapy-pre-registration>
- General Regulations for students enrolled on the programme are available at <https://www.sgul.ac.uk/about/governance/policies/general-regulations-for-students-and-programmes-of-study>

Appendix 1

Modules

Code	Name	Credits
PTY403	Foundation of Physiotherapy	0
PTY502	Musculoskeletal Physiotherapy	20
PTY503	Neurological Physiotherapy	20
PTY501	Cardiorespiratory Physiotherapy	20
PTY702	Evaluation and Research	30
PTY703	Health Behaviour and Rehabilitation	30
PTY515	Reflective Practice (placements 1 and 2)	0
	Total credits for year 1	120
PTY711	Complex Management	30
AHP705	Research Project	30
PTY613	Critical Practice (placements 3, 4 and 5)	0
AHP710	Quality and Innovation in Health and Social Care	15
PTY712	Personalised and Professional Development	15
	Total credits for year 2	90
	Overall Credits	210

