

Award (MSc)
Physiotherapy (Pre-registration)

myProgramme 2022/2023

Edinburgh Napier
UNIVERSITY





The Purpose of myProgramme Is To:

- provide you with a source of information about your programme (which will be updated annually) and;
- make you aware of some of the more important regulations under which your programme operates.

This document concentrates on programme specific information. Members of your Programme Team (see section 4) will be happy to explain aspects in further detail as required. myProgramme should be read alongside the [myUniversity](#) resource, which contains useful information about the university as a whole. You can access *myUniversity* at: my.napier.ac.uk/myuniversity, or by clicking any of the [myUniversity](#) links in this document.



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1. Programme Leader Welcome



As Programme lead for the MSc Physiotherapy (Pre-registration) and on behalf of the programme team of the School of Health and Social Care, we would like to extend to you a warm welcome to Edinburgh Napier University. We are delighted that you have chosen to study with us and look forward to working with you and supporting you through your studies here at Edinburgh Napier.

To those returning students, I am delighted to welcome you back. Congratulations on your achievements so far. The programme team and I are looking forward to working with you again this session.

For those of you starting your studies with us, we are here to support and assist you in your transition into your MSc studies, as well as to support you throughout your time here at Edinburgh Napier. To help you have a successful start, the first week of the programme is a planned induction week, where you will learn about the programme and about other aspects of student life here at Edinburgh Napier. As well as meeting other Physiotherapy students during induction week you will be introduced to Occupational Therapy and Social Work students who you will be studying and working closely with you over the duration of your studies.

This myProgramme document provides you with useful links as an introduction to the programme and will continue to be a helpful resource throughout your studies. Please take time to read it through and click on the links provided. For further support for new students please see link to [Napier Get Ready](#).

In addition to the support from myself and the programme team, there are many other sources of support for you while you complete your degree and these can be found through [myNapier](#).

We wish you every success with your studies and hope you will enjoy your time here at Edinburgh Napier making the most of the fantastic opportunities that are available to you.

**Colin
McLelland**

[4.B.27]

[+44(0)1314553335]

[c.clelland@napier.ac.uk]

2. Health and Safety

In the Event of an Emergency at an Edinburgh Campus

There are Security Offices at all of our main campuses. The main Control Room operates 24 hours a day and can be contacted at **0131 455 6119**. If for any reason you feel that your personal safety is threatened on campus, please phone the emergency line (**0131 455 4444**) and ask for an escort to the exit.

Health and Safety

Adherence to the University's safety practices is required. As a student, you must read and familiarise yourself with the University Fire and Emergency Procedures which can be found at myNapier. For the safety of yourself and others, please also read the Safety Guide.

On campus you will attend Sighthill Campus for classes. Please read the onsite guidance in classrooms and also in the shared spaces that you use. You should also be made aware of the assembly points and be responsive to the fire alarm

University Values

Edinburgh Napier University aims to be recognised as a University that is professional, ambitious, innovative and inclusive. In our dealings with you we will act with respect and integrity. We will create an environment to enable you to feel proud to be a student of the University, to feel confident, challenged and supported. Further details on the 2020 strategy can be found here: Strategy 2020: Building Success.

Code of Professional Values and Behaviour

It is imperative that you adhere to the Chartered Society of Physiotherapy Code of Professional Values and Behaviour. See link: <https://www.csp.org.uk/publications/code-members-professional-values-behaviour> and you must become familiar with it.



3. About myProgramme

The Chartered Society of Physiotherapy (CSP) has defined Physiotherapy as:

'A science-based profession which takes a 'whole person' approach to health and wellbeing, which includes the patient's general lifestyle' (CSP, 2020)



The MSc Physiotherapy (Pre-registration) programme at Edinburgh Napier University offers an accelerated route to qualification as a Physiotherapist, where graduates can be confident that they have the in-depth knowledge, skills and attributes to practice safely and proficiently as a Physiotherapist. What is unique about our programme is the strong practice focus where you will develop confidence in applying your Physiotherapy knowledge and skills in 'real-life' contexts through working closely with service users, carers and practitioners. The programme also makes use of scenario-based learning activities to allow you to integrate theory and practice. In addition, there are opportunities to work with students from Sport and Exercise Sciences at Edinburgh Napier University, where you can develop your skills in exercise prescription and will explore Physiotherapy roles in promoting wellbeing and physical activity. Our Simulation Clinic Skills Centre, with its dedicated team of teaching associates and state of the art technology, will support you to develop your knowledge, skills and confidence through simulated practice with mannequins, and patient volunteers in acute Critical Care Unit, ward and home based settings. In addition, our on campus 'Engage' sports facility houses a fully equipped gym which is wheelchair accessible and has community based classes for people with long-term conditions as well as clinic facilities where you will have the opportunity to develop confidence in your application of Physiotherapy knowledge and skills.

The programme also aims to develop Physiotherapists who are ready to face the new challenges and opportunities in the 21st Century. Recent years has seen the integration of health and social care services in Scotland which has been described by the Scottish Government as being the most significant change to health and social care provision since the inception of the National Health Service (NHS) in 1948. The Public Bodies (Joint Working) (Scotland) Act (2014), has required the integration of adult health and social care services, and came into effect in Scotland in April 2016, bringing with it a greater emphasis on joined-up services and focussed on anticipatory and preventative

care. This agenda aims to improve support for people who use services, their carers and their families, placing the person at the centre of their care. The MSc Physiotherapy (Pre-registration) programme at Edinburgh Napier University, has been designed in collaboration with Occupational Therapy and Social Work programmes, in response to these changes in health and social care provision. The MSc Physiotherapy (Pre-registration) programme gives you the opportunity to learn from the start in an integrated manner, with interprofessional learning (IPL) taking place along with students from other disciplines in health and social care. The programme will therefore help prepare you for a career in the current and future climate of health and social care, where services need to be planned and delivered creatively in order to provide a more personalised, responsive and seamless approach.

Furthermore, your curriculum focusses on the real needs of service users, their care givers and their communities, often from a global perspective, and prepares you further for employment. Your learning experiences throughout the programme will enable you to demonstrate achievement of all of the requirements for registration as a Physiotherapist by the Health and Care Professions Council (HCPC). <https://www.hcpc-uk.org/>

At Edinburgh Napier University we aim to be recognised as a University that is professional, ambitious, innovative and inclusive. In our dealings with you we will act with respect and integrity. We will create an environment that enables you to feel proud to be a student of the University and to feel confident, challenged and supported.

Programme Philosophy

The aim of the MSc Physiotherapy (Pre-registration) programme is to provide you with a range of learning experiences to allow you to develop the knowledge, skills and attributes to graduate as a skilled, autonomous and confident Physiotherapist. The philosophy of this Programme is to use a vocational approach with a great degree of practical application to create a high-employability focus.

At all stages, you will be encouraged to take an independent self-learning approach to developing a deep-knowledge of the subject area. The IPL elements of the programme mean that in addition to developing a strong professional identity, you will be ready to work effectively in collaboration with other professionals, with service users and their families. There will also be a focus on developing your problem-solving and analytical

skills in relation to human movement and function and to be able to use evidence to, critically appraise your Physiotherapy practice.

Central to the programme will be an understanding of the complex lived experiences of people who use services and the relationship between their personal circumstances and the wider issues of society. This understanding will be founded upon developing self-awareness exploring personal and professional values. You will have the opportunity to work closely with service users, carers and practitioners in scenario- and case-based learning, with professionally integrated learning experiences to prepare you for working in partnership. Graduates will be prepared for the current and future health and social care environment ready to play key roles in taking forward change through innovative thinking, providing leadership and delivering services in partnership. In short, the philosophy of this programme is to be simultaneously intellectually challenging and practical, and to prepare you for the real world of Physiotherapy in a range of complex and dynamic health and social care environments.

On completion of your studies you will be eligible for registration with the Health and Care Professions Council (HCPC).

Programme Aims and Learning Outcomes

Programme Aims

The programme aims to:

1. Prepare you to meet the registration requirements for qualified practitioners, your respective regulatory body, and to meet the University criteria for Masters level study having developed a critical knowledge of the theory, principles and skills that underpin Physiotherapy practice and interprofessional working.
2. Develop your skills so you can uphold and promote the rights, values and autonomy of service-users, and are able to practise in an anti-discriminatory manner, applying core values and behaviours (care, compassion, dignity, respect, autonomy, integrity, social justice) when working with individuals, families and carers, and who can adapt and apply appropriate methods of

communication in engaging effectively with people, individually and as part of an integrated team.

3. Equip you to be critical thinking, reflexive practitioners who are able to lead change in the local, national and global health and social care environments, creatively developing innovative interventions which build on existing strengths and impact positively on the health and wellbeing outcomes of service-users, families, their carers, and communities.
4. Provide you with opportunities to learn with and from service users, carers, and other health and social care professionals, to develop a deeper understanding of the needs and lived experiences of service-users and of their own and others roles.
5. Further develop your graduate skills in appraisal, evaluation and synthesis of evidence to allow graduates to justify Physiotherapy interventions and decision making and demonstrate leadership in service development and provision.

Programme Learning Outcomes

Learning outcomes describe what you should know and be able to do if you take full advantage of the learning opportunities we provide. This programme will provide you with opportunities to develop and demonstrate your knowledge and understanding of physiotherapy and to develop your practical, critical and analytical skills and attributes. On completion of this programme you will have:

A: Knowledge and critical understanding to:

- A1. Critically reflect on and demonstrate an understanding of the complex lived experiences of service users with consideration for the cultural, social, economic, political, legal and global contexts which impact on health and wellbeing of individuals, families and communities across the lifespan.
- A2. Critically evaluate own and others' roles in professional collaboration within integrated health and social care teams and other relevant public, private and third sector contexts.
- A3. Develop and evaluate creative and innovative co-produced, personalised care and support for individuals and families, involving service-users and their carers as partners in decision-making processes.

- A4. Critically debate the need to uphold and respect the rights, values and autonomy of service users, demonstrating core values and behaviours (care, compassion, dignity, respect, autonomy, integrity, social justice) with individuals and families and practise in an anti-discriminatory manner.
- A5. Critically evaluate and apply current theories, concepts, evidence and principles, which underpin Physiotherapy practice.
- A6. Critique and apply the principles of research, audit, and evaluation of Physiotherapy practice to ensure it meets the needs of service users, carers and families and for quality assurance purposes.

B: Skills and other attributes which will enable you to:

- B1. Critically reflect on personal and professional identity and demonstrate confidence, self-awareness, resilience and ability to maintain your wellbeing in your role within health and social care teams.
- B2. Demonstrate critically reflexive practice through effective self-evaluation strategies and responsiveness to service users', carers' and their families' views and feedback.
- B3. Apply the principles of research and appraise the reliability of evidence in undertaking an analytical and outcomes-focussed assessment of the strengths, needs, and risks related to individuals and families within communities and in the evaluation of professional practice
- B4. Demonstrate graduate attributes which are transferable across a range of employment settings.
- B5. Demonstrate an ability to practice safely, competently and autonomously within the scope of Physiotherapy practice while recognising the legal and ethical requirements set by professional and regulatory bodies
- B6. Critically appraise, synthesise and utilise evidence to support Physiotherapy Interventions, practice and decision-making

Programme Structure

To enhance your experience, the academic year changed in 2020/21 to allow, among other things, a greater focus at programme-level. This change means that during the Welcome Week of trimesters one and two, you will undertake induction, development, and consolidation activities.

Structure of the MSc Physiotherapy (Pre-registration)

One of the unique benefits of this programme is that from the start of your studies you will be sharing many aspects of learning with Occupational Therapy and Social Work students through collaborative modules. This will allow you to develop a deeper understanding of the roles of others and enhance your communication skills and

partnership working. You will also undertake 'Discipline specific' modules where you will develop your Physiotherapy knowledge and skills and 'Research' modules where the theoretical content and methods are similar to other disciplines and learning is largely shared, but is then applied specifically to Physiotherapy. In the first two terms of the programme you will undertake a preparation for placement modules and in the final term of each year of the programme you will undertake two eight-week placements in practice.

Programme Overview

Year 1: Developing a foundation for practice

The first year of the programme focuses on facilitating your development of the foundation skills and theoretical knowledge which underpin Physiotherapy practice. You will explore and apply assessment and intervention approaches to a range of commonly encountered clinical scenarios. Through the discipline-specific and collaborative modules a strong emphasis is placed on developing your understanding of professionalism and the regulatory and professional requirements for Physiotherapists. You will have the opportunity to develop and apply your practical skills within a range of practice settings, making use of the high-tech Clinical Simulation Skills Centre which includes a mock ward environment and Virtual Reality, and through engagement with service users.

In addition to discipline specific modules you will undertake collaborative modules, which run across the two years of the programme, together with Occupational Therapy and Social Work students. Through these interprofessional modules you will learn and work together as a multi-professional student group so that you can develop confidence in your own role as well as developing a deeper understanding of the roles of others. In the first year you will be introduced to working with students from other professions as key partners in promoting health and wellbeing within an integrated health and social care context. You will develop your communication skills within a team, placing the service user and families at the centre of their care.

The importance of research and evidence base is, highlighted throughout the course, and two, eight-week placements at the end of the first year will provide you with the opportunity to integrate theory with practice and to consolidate your learning.

Year 2: Advancing practice and shaping the future

In the second year of the programme you will develop your skills in critical reflection, clinical reasoning and your ability to critically evaluate evidence for practice, within complex scenarios. This will include working with people with complex health and social

care needs and exploring specialist areas of Physiotherapy practice. In addition, you will learn about physiotherapists' roles in promoting wellbeing and physical activity and in undertaking exercise prescription.

Through your collaborative modules in risk and uncertainty within health and social care practice, you will be developing assessment and management strategies. You will be asked to take a global perspective, and, along with your peers in Occupational Therapy and Social Work, develop the entrepreneurial capacity and skills required to lead innovation in a changing health and social care environment. Your research experience will be enhanced, culminating in the production of a research-based dissertation which focuses on practical and applied results. You will then undertake two final eight-week placements which will enable you to make the transition into the workplace as a competent, confident and autonomous Physiotherapy practitioner.

Detailed module descriptors are provided separately for each module. However, the following table (Table 1) shows the modules that make up your two years of study.

Face-to-face Contact Time

In year 1 of the programme you will be time-tabled for approximately 12-14 hours of face-to-face contact in classes per week. Some of this contact will be through live online tutorials. In addition to this you will have directed study, online activities and group work.

In year 2 of the programme you will be time-tabled for approximately 8-10 hours of face-to-face contact in classes per week. Again a portion of this contact will be through live online tutorials. In addition to this you will have directed study, online activities and group work.

You will be undertaking your dissertation during year 2.

Table 1 Structure of the MSc Physiotherapy (Pre-registration)

Year 1. Module title		M level credits
ENU Trimester 2		
Working Together in Health and Social Care Contexts	C	20
Foundations of Physiotherapy Practice	D	20
AHP Preparation for Professional Practice	D	0 – level 9
ENU Trimester 3		
Working with Individuals Families and Groups (C)	C	20
Introduction to Physiotherapy Practice	D	20
Research Approaches in Health and Social Care	R	20
AHP Preparation for Professional Practice	D	0 – level 9
ENU Trimester 1		
Physiotherapy Placement 1 (D)	D	20 – level 10
Physiotherapy Placement 2 (D)	D	20 – level 10

Year 2. Module title		M level credits
ENU Trimester 2		
Dissertation	R	20
Risk Uncertainty and Complex Decision-Making	C	20
Optimising Health and Wellbeing through Physical Activity and Exercise	D	20
ENU Trimester 3		
Dissertation	R	20
Leading Innovations in Health and Social Care	C	20
Physiotherapy in Advanced and Complex Areas of Practice	D	20
ENU Trimester 1		
Physiotherapy Placement 3	D	20 – level 10
Physiotherapy Placement 4	D	20 – level 10

C: Collaborative

D: Discipline specific module

R: Research

The following figure shows what your journey through the programme will look like:

STUDENT JOURNEY – MSc PHYSIOTHERAPY (PRE-REG)

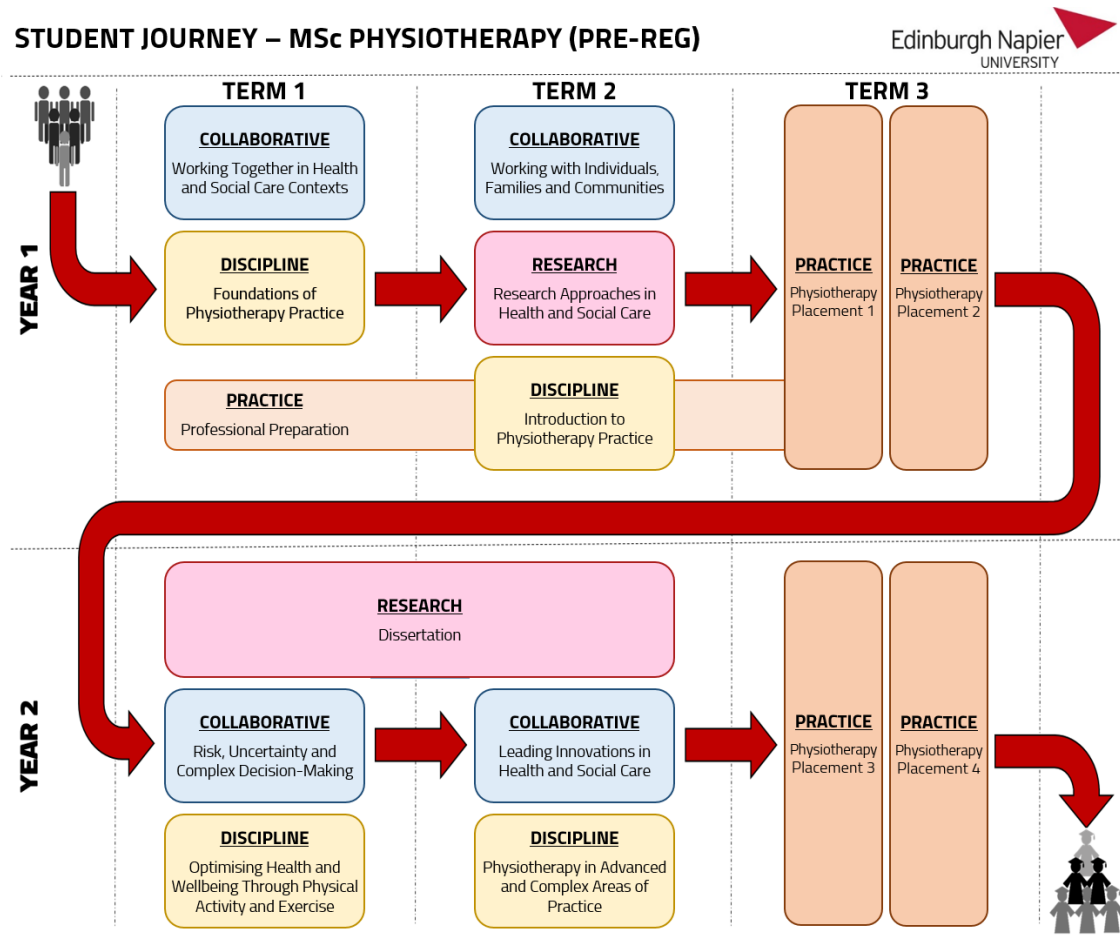


Figure 1: Student Journey through the MSc Physiotherapy (Pre-registration)
Please be aware that the programme starts in January, which is normally the University's Trimester 2. Where you see reference to 'Trimesters', this will refer to the University's calendar rather than to the terms of this programme. So, Term 1 of the programme will fall in Trimester 2 for the University

Important Dates

Year, Term	Activity	Date
Year 1, Term 1	Induction week	10 th January 2022
	Teaching starts	17 th January 2022
	Vacation	11- 15 th April 2022
	Assessment Week	18 th April 2022
Year 1, Term 2	Teaching starts	25 th April 2022
	Assessment Week	18 th July 2022
	Vacation	25 th July-5 th August 2022
Year 1, Term 3	Preparation for placement	8 th August 2022

	Practice Placements within the period	15 th August- 09 th December 2022
	Preparation for placement	10 th October 2022
	Reflective week	12 th December 2022
	Vacation	19 th December 2022-06 th January 2023
Year 2, Term 1	Reading Week	09 th January 2023
	Teaching starts	16 th January 2023

Table 2: Important dates: These are the indicative dates for 2022-23

Expectations for Engagement

To get the most out of your time on your programme, it is important that you attend all scheduled class activities. Attending, and participating in, programme activities will help you successfully progress through your course, stay engaged, and keep motivated throughout the duration of your studies. The [Student Charter](#) sets out your responsibilities as a student as well as what you can expect from staff at the University.

All modules within the MSc Physiotherapy (Pre-registration) programme are central to the objectives of the programme and are therefore essential to complete for the award of MSc Physiotherapy (Pre-registration).

Theory modules which are identified as incorporating professional skills or content that is central to the ability to undertake practice placements will require a minimum of 80% attendance to be achieved. This is to safeguard members of the public who may be service users encountered during practice placements.

Should you fail to meet the minimum of 80% attendance for face-to-face elements of a theory module where this is required, you will normally not be permitted to undertake the assessment for that module which will constitute a fail for that module. In this situation, you would be suspended from the programme at that point and required to return the next academic year to repeat the module as a second and final attempt with 80% attendance being achieved. Failure to meet 80% attendance for face-to-face elements on a second and final attempt of a theory module will normally lead to you being withdrawn from the programme.

If you are unable to achieve the face-to-face attendance requirement of a theory module but have approved Extenuating Circumstances, the module will normally be discontinued and considered void at the point where the minimum attendance cannot be achieved. In this situation, you would be required to repeat the module as a first attempt with the minimum face-to-face attendance being achieved.

The modules which require a minimum of 80% attendance are:

- Working Together in Health and Social Care
- Working with Individuals, Families and Groups
- Risk, Uncertainty and Complex Decision-Making
- Leading Innovations in Health and Social Care
- Foundations of Physiotherapy Practice
- Introduction to Physiotherapy Practice
- Optimising Health and Wellbeing through Physical Activity and Exercise
- Physiotherapy in Advanced and Complex Areas of Practice

In relation to attendance on placement, there is an expectation that you attend 100% of the time allocated. However, students will normally be permitted a maximum of six days of approved absence to allow for **unavoidable** absences, such as ill health, which equates to a minimum attendance of 85%. This is to ensure that you are able to meet the learning outcomes of the module and that you have sufficient practice placement hours on graduation in order to register with your professional body.

If you were to fail to meet the minimum attendance for a placement without valid reason, your placement would normally be discontinued at the point where the 85% attendance requirement cannot be achieved. This will constitute a fail for the module, and in these circumstances you would be referred to the Fitness to Practise panel within the School of Health and Social Care. In this situation, you would normally be required to repeat the placement as a second and final attempt with the minimum attendance requirement being achieved as a minimum.

Where you are unable to achieve the 85% attendance requirement of a placement, but have approved Extenuating Circumstances, the placement would normally be discontinued and considered void at the point where the minimum attendance cannot be achieved. In this situation, you would be required to repeat the placement as a first attempt with the minimum attendance being achieved.

In the event of illness or absence due to unforeseen circumstances that interfere with your ability to study you should speak to a member of staff at the University for support, advice and guidance. The most appropriate person is usually your Personal Development Tutor. In addition, the School has an Extenuating Circumstances Office

(ECO) who will deal with administrative arrangements. Details of the University Fit to Sit-Extenuating Circumstances' are available at [myNapier student portal](#).

Where modules are undertaken **online**, it is critical that you engage in each of the module activities. Firstly, the regular online meetings provide an opportunity for you to ask questions and receive feedback from your tutor. Secondly, because sessions are also attended by your peers, you will have a wonderful opportunity to network and share your experiences. These sessions are recorded, and any good discussions or useful information that should be shared will be posted on Moodle (our online Virtual Learning Environment-VLE).

The pace of studies is set by you. However, you are expected to log into Moodle and access your email on a regular basis. Your classmates and tutors will be participating regularly on Moodle please make sure you are up to speed.

You are expected to contribute to discussion boards, this includes providing responses and commenting upon other classmates posts. At least two discussion boards will be led by your tutor. If you post continuously, you will create interest and engagement amongst others. If you choose to be a passive member of discussion boards, the quality and activeness of each board will be drastically minimised.

Our Commitment to Student Inclusion

The University is committed to helping all of its students succeed, and has a dedicated Disability Inclusion team to support students with disabilities, certain learning difficulties, and long-term medical conditions.

Forms of support for students may include: the provision of lecture notes in advance, the opportunity to record classes, and/or the incorporation of 25% extra time to complete class tests.

The University also has a wide-range of assistive software available on [AppsAnywhere](#), including:

- Claro Read: a screen-reader that helps you listen to your research reading, including: web pages, Word documents, and PDFs.
- MindView: a mind-mapping package that can convert your mind-maps into Word documents or PowerPoint slides.

- Grammarly: a programme that checks your spelling, grammar, and writing-style.

If you have had additional support at school or college, for instance in exams, the Disability Inclusion Team would be keen to hear from you so they can put equivalent support in place and liaise with your lecturers on your behalf.

If you feel like you would benefit from additional support because of a disability or suspected learning difficulty, please get in touch with the Disability Inclusion Team. Our advisors hold appointments each day across all three campuses.

You can reach the Disability Inclusion team by emailing disabilityandinclusion@napier.ac.uk.

Reasonable adjustments will be considered in line with those you could expect to enable you to carry out your role as a Physiotherapist, and may include additional equipment and software (such as voice recognition), help with proofreading, and additional time for the completion of coursework. It is expected that all students have permission to record lectures as long as the material is not sensitive or confidential (such as when service users are involved). Module leaders and the Programme lead will always be very happy to speak to you about any concerns or needs you may have.

Once you have been seen and your needs assessed by the University Disability and Inclusion team a Learning Profile will record the additional support you should receive. You will then be allocated to a School Disability Contact within the School of Health and Social Care, who would be your point of contact from then on and who would ensure that the Programme Team are aware of your learning needs. Before then, or if you forget who your School Disability Contact is, you can contact the School Disability Contact team for advice and support at:

SHSCDisabilityContacts@napier.ac.uk

Further information about the support and help available from the University can be found by following this link on the myNapier student portal

Accreditation

The MSc Physiotherapy (Pre-registration) programme at Edinburgh Napier University is approved by the Health Care Professions Council (HCPC) which is the UK regulatory

body for Physiotherapists. The programme is also approved by the Professional body, the Chartered Society of Physiotherapy (CSP). Successful completion of all modules in the MSc Physiotherapy (Pre-registration) Programme or successful completion of all modules except for the dissertation module for the Post Graduate Diploma in Physiotherapy award, together with successful completion of practice placement modules normally comprising of at least 1000 hours of practice experience, will provide graduates with eligibility to apply for registration with the HCPC and membership of the CSP as a qualified Physiotherapist. You will be required to be a student member of the CSP on commencement of your studies.

Questions You May Have:

How will my placements be allocated?

Allocation of your practice placements is undertaken by the Practice Education Coordinator; Mike Leavitt@napier.ac.uk. The practice education coordinator will ensure you have a diversity of placement experiences across your practice placements. This ensures that you will have a profile which allows you to meet the requirements of the HCPC and the CSP and maximises employability of graduates.

To reduce the cost of placements, you will be given the opportunity to inform the Practice Education Coordinator of parts of the country outside of Edinburgh where you may be able to arrange accommodation easily. This information must be passed on to the Placement Coordinator by February of each year as the placement lists for the academic year are compiled in March/April. Selected placement areas cannot, however, be guaranteed as many factors require to be taken into consideration when placement lists are being compiled. Barring extenuating circumstances, you are therefore expected to attend the placements allocated by the Placement Coordinator. Failure to do so will result in the placement being deemed a fail. Examples of extenuating circumstances would include: role of carer; illness, with an accompanying medical certificate.

Circumstances do not normally allow for swapping of placements between students once placement lists have been compiled. This will only be permitted under exceptional circumstances

For the final placement (Practice Placement 4), you will have the option to undertake a placement organised by the University or to organise a placement four yourself (mobility placement) so long as fulfils the requirements of the course. For more information on mobility placements please see the Practice Placement Handbook.

What facilities, equipment, software, etc. will I be using on my Programme?

The programme at ENU adopts a blended learning approach with face-to-face on campus classes and live online tutorials and lectures as well as online content and discussion boards accessible through Moodle. Due to this blended learning approach to our programme delivery, you will require some IT equipment to participate in your studies. This will enable you to access the programme's online classes, access online content, and to complete assignments which require to be word-processed. A networked computer or laptop with Microsoft Office or compatible software

- A microphone and webcam
- A good, reliable internet connection
- A suitable quiet area, in which to study
- Some students and staff have found headphones or a headset with microphone very useful

If this poses any difficulties for you, please contact the programme lead for your studies, whose contact details can be found at the bottom of this letter.

For other information about IT services at the University, please see [IT at Edinburgh Napier University](#)

During your first year you will undertake two eight-week practice-based placements in trimester 1 (Term 3). You will also have two eight-week placements in trimester 1 of your second year. These placements are arranged by the team at Edinburgh Napier University.

Throughout your programme you will have the opportunity to utilise the Clinical Skills Centre and Sighthill Campus, having the opportunity to engage in clinical scenario based learning in a safe environment. Working with this state-of-the-art equipment will help you develop your skills and confidence.

- Are there any particular processes and/or forms that I need to be aware of on my Programme?

Consent

As part of your programme you will be participating in filmed activities and practical classes/activities. In practical classes you will spend time working in pairs or small groups and you will be expected to act as a model. In addition, you may be videoed within your teaching sessions and during practical examinations. You will be asked to provide written consent to this and for your participation in practical classes/activities at the commencement of your studies.

Professional Liability Insurance and Professional Membership

At the start of the programme you will be required to join the professional body, the Chartered Society of Physiotherapy, as a student member. As well as providing you with your professional liability insurance (PLI) there are many other benefits which are outlined on the CSP website. The current cost for student membership is £42.00 per year.

You will be encouraged to take an active role in the activities of the Chartered Society of Physiotherapy, as well as Edinburgh Napier University, and to promote the profession and professional values of Physiotherapy during your time as a student

Criminal Record Check

Registration on the programme includes completing a check on your criminal records (a Protection of Vulnerable Groups, or PVG, check or equivalent) and will entail a fee, which currently stands at £15. At the current time this expense is covered by the Scottish Government. Some placement agencies also require an up-to-date check before students are able to work on their own with service users.

Mandatory Training

Prior to undertaking placement 1 you will be required to undertake the module HSC09103 AHP Preparation for Professional Practice. This non-credit bearing module includes all of the professional preparation that you must complete on campus before your placement begins, including mandatory training and visits to practice settings. This is undertaken in Trimester 2 and 3 of your first year. This includes:

- Scottish Infection Prevention and Control Education Pathway -SIPCEP
- Moving and Handling
- Cardiopulmonary Resuscitation (CPR)

- Prevention and Management of Violence and Aggression (PMVA)
- Professional Conduct
- Public Protection (adult and child)
- Hand Hygiene
- Information Governance
- Data Protection
- IT Security
- Fire Safety

You will be given a practice education passport which must be completed prior to going on placement.

Occupational Health Screening and ‘Fitness to Practice’

To be eligible to register as a Physiotherapist with the Health Care Professions Council (HCPC) on completion of your studies you should be ‘fit to practice’. This means that you should have the skills, knowledge, character and health to do the job safely and effectively. Similarly, applicants to the programme should be ‘fit to practice’, where you have a reasonable level of fitness and you are free from health problems that might affect your ability take part in practical elements of the programme.

At the point of entry to the programme and at the end of each stage of study prior to completion of the programme you will be asked to self-declare that you are of ‘good’ health and ‘good’ character. ‘Good health’ means that you are able to safely undertake the practice elements of the programme. ‘Good Character’ is based upon your conduct, behaviour and attitudes, as well as any convictions, cautions and pending charges against you, that are likely to be incompatible with practicing as a Physiotherapist. Please see the [HCPC Guidance on conduct and ethics for students \(HCPC, 2016\)](#). The School Fitness to Practice Committee will consider all self-declarations to confirm that you are meeting the Fitness to Practice requirements and are eligible to continue to the next stage of the programme.

You are required to attend an Occupational Health appointment before, and during the programme if referred with the University’s Occupational Health Providers. You will be asked to provide evidence of immunisations and will be offered necessary immunisations prior to going on placement. For guidance on health for practice in Physiotherapy please consult the HCPC document: ‘[Health, disability and becoming a health and care professional](#)’ (HCPC, 2015) and the ‘[Guidance on health and character](#)’ (HCPC, 2017) documents.

Edinburgh Napier University aims to promote an inclusive learning environment and welcomes enquiries from the widest possible range of applicants. The University has a

responsibility to make sure all reasonable adjustments are made for applicants and learners and we encourage you to discuss any health concerns with the Programme lead which may affect the way you learn, including interacting with service users or carers.

Programme specific regulations on Fitness to practice can be found on your programme moodle site.

- In addition to placements, are there any other employer links associated with my Programme?

As part of your programme you can expect to meet with and learn about the roles of many professionals from a range of health and social care agencies and the services. Practitioners will be involved in teaching throughout your programme. In your final year there will be an emphasis on careers, where potential employers will be invited to talk about their work and to offer advice on seeking and applying for work.

Edinburgh Napier University has extensive resources to help you to get ready from employment, available from [Careers and Development at ENU](#).

4. myProgramme Contacts

myProgramme Representatives

(Please also see the Getting involved with the wider University section of [myUniversity](#))

You will be offered opportunities to become programme and school representative during your time at Edinburgh Napier University. During your first weeks of the programme you will be asked to nominate and elect two student representatives from your class. These students' names will be made available after elections.

We will be seeking student representatives for your programme during Induction Week.

The Programme Board of Studies, provides a regular forum where student representatives and programme staff can engage in effective discussions related to the student experience. The programme team can also feedback any proposals on programme or module changes. An agreed action plan from the meeting will be posted on the Programme Moodle site and emailed to all relevant students. During Term 3, when you are on placement, an asynchronous discussion will be set up between a programme representative and the student representatives.

The current programme representatives are listed below

Year 2 student representatives

ApsaraThapa:

40206336@live.napier.ac.uk

Rebecca Armstrong

40501381@live.napier.ac.uk

Programme Team

Your programme has a team to manage its day-to-day running. If you have a question or problem, then you should contact one of the members of that team. In most instances the Module Lead or Programme Lead will be able to help, support and guide you. If they are unable to help, another option is for you to contact our School Academic Lead for Student Experience (Liz Adamson, E-mail: l.adamson@napier.ac.uk) or the School

Academic Lead for Learning, Teaching and Assessment (Dr. Ruth Paterson, E-mail: r.paterson@napier.ac.uk), who will assist you.

Note: if you are using a University Phone inside the campus, you only need to dial the last four digits of the numbers below

Programme Lead Physiotherapy



Colin McLelland – (full time)

Lecturer in Physiotherapy

School of Health and Social Care,
Sighthill Campus, Edinburgh, EH11 4BN
Room: 4.B.27, Tel: +44 (0)131 455 3335.

Email: c.mcllelland@napier.ac.uk

The role of your Programme Lead includes a remit to manage and coordinate the operation of your programme in liaison with your Dean of School and the rest of the University, and to liaise with any professional bodies of relevance to your programme

Associate Professor: Physiotherapy



Donnie MacDonald – (full time)

Associate Professor in Physiotherapy

School of Health and Social Care,
Sighthill Campus, Edinburgh, EH11 4BN
Room: 4.B.48, Tel: +44 (0)131 455 3223.

Email: D.MacDonald2@napier.ac.uk



Lecturer in Physiotherapy &

Practice Education Coordinator:

Michael Leavitt – (full time)



Lecturer in Physiotherapy

School of Health and Social
Care,

Sighthill Campus, Edinburgh,
EH114BN

Room: 4 B.48

Email: M.Leavitt@napier.ac.uk

Lecturer in Physiotherapy



Dr David Hamilton
(Monday/Tuesdays/Wednesday)

Lecturer in Physiotherapy,

School of Health and Social Care,
Sighthill Campus, Edinburgh, EH11 4BN
Room 4. B. 41

Email: d.hamilton@napier.ac.uk



Associate Lecturer in Physiotherapy



Lorraine Barry (Mondays/Tuesdays)

Associate Lecturer in Physiotherapy

School of Health and Social Care,
Sighthill Campus, Edinburgh, EH11 4BN
Room 4.B.41, Tel: +44 131 455 5651

Email: l.barry2@napier.ac.uk

Associate Lecturer in Physiotherapy

Tom McKeever (Thursdays)
Associate Lecturer in
Physiotherapy
School of Health and Social Care,
Sighthill Campus, Edinburgh EH11
4BN
Room 4.B. 48
Email: T.McKeever2@napier.ac.uk





Programme Administrator

Joyce Loughray

AHP-SW Programme Administrator

School of Health and Social Care,
Sighthill Campus, Edinburgh, EH11 4BN

Tel: +44 (0)131 455 5344

Email: j.loughray@napier.ac.uk

Other Members of the Team

AHP-SW Lead



Professor Elizabeth McKay,

Professor in Occupational Therapy

School of Health and Social Care,
Sighthill Campus, Edinburgh, EH11 4BN

Room: 3.B.41, Tel: 0131 455 2782,

Email: E.Mckay@napier.ac.uk

Programme Lead for Social Work



Dr Ariane Critchley,

Lecturer in Social Work

School of Health and Social Care,
Sighthill Campus, Edinburgh, EH11 4BN

Room: 4.B.16, Tel: 0131 455 5375,

Email: A.Critchley@napier.ac.uk

Programme Lead for Occupational Therapy

Table 3 myProgramme Team, Roles

Name	Title	Roles		
Colin McLelland	Lecturer	Programme Lead for MSc Physiotherapy (Pre-registration), Admissions Tutor, Module Leader Module Lead Foundations of Physiotherapy Practice, Introduction to Physiotherapy Practice.	Full-time	c.mclelland@napier.ac.uk
Donnie MacDonald	Associate Professor	Project Lead for AHP and Social Work Developments, , Module Leader, PDT	Full-time	d.macdonald@napier.ac.uk
Mike Leavitt	Lecturer	Practice Education Coordinator Year 1 Tutor, Module Leader	Full-time	M.Leavitt@napier.ac.uk
Dr David Hamilton	Lecturer	Physiotherapy Lecturer, Year 2 tutor, PDT. Module lead Research Methods and Dissertation	Full-time (Thursday/Friday external)	d.hamilton@napier.ac.uk
Lorraine Barry	Associate Lecturer	Physiotherapy Lecturer PDT	Part-time (Mon/Tues)	l.barry2@napier.ac.uk
Kath Spink	Lecturer	Practice placement	Part-time Tues/Fri am	k.spink@napier.ac.uk
Tom McKeever	Associate Lecturer	Physiotherapy Lecturer	Part-time (Thursdays)	T.McKeever2@napier.ac.uk
Dr Elizabeth McKay	Professor	AHP-SW lead. Professor of Occupational Therapy. Module lead	Full-time	e.mckay@napier.ac.uk
Dr Jill Davey	Associate Professor	Associate Professor of Social Work	Full-time	j.davey@napier.ac.uk
Kate Fennell	Associate Lecturer	Associate Lecturer in Social Work	Full-time	k.fennell@napier.ac.uk
Suzanne Goetzold	Associate Lecturer	Practice placement coordinator Social Work Associate Lecturer in Social Work	Part-time	s.goetzold@napier.ac.uk



Dr Peter Yates	Lecturer	Lecturer in Social Work, Module Lead Working with Individuals, Families and Groups	Full-time	p.yates@napier.ac.uk
Dr Jennifer Murray	Lecturer	Module Leader Risk, Uncertainty and Complex Decision Making	Full-time	j.murray@napier.ac.uk

Programme Leader

Colin McLelland

4.B.27

Tel: +44 (0)131 455 3335

c.mclelland@napier.ac.uk

The role of your Programme Director / Leader is varied. It includes a remit to manage and coordinate the operation of your programme in liaison with your Dean of School and the rest of the University, and to liaise with any professional bodies of relevance to your programme.

PDTs

Your Personal Development Tutor (PDT) is if your first point of contact for guidance on any academic or personal issues that may affect your academic work. Your PDT will be allocated to you by the third week of the programme and would normally remain your PDT throughout your studies. They should contact you early in the first term to introduce themselves to you, but you can also find out who your PDT is by logging into [eStudent Records](#).

Your PDT will help you to identify your personal learning needs for the programme, and can support you during your practice placements. They will arrange to meet with you along with their other tutees as a group early in the first term and again before the end of the term. Thereafter they will arrange individual meetings at least once per term, but of course you may also ask for additional meetings or have e-mail and phone contact as required and negotiated with your PDT. They will also guide you in keeping your personal continual professional development portfolio.

Pastoral Support Advisor

Kev Head

Room: 1.B.18

Tel: +44(0)131 455 5718

Email: k.head@napier.ac.uk

The pastoral support advisor has a broad remit within the School of Health and Social Care. As well as being somebody independent of the programme team to contact if you have concerns or issues affecting your studies, you may also contact the pastoral support advisor if you would like some advice on who else can best support you, such as with academic skills, or for counselling and mental health support. Please also see the pages on the [myNapier student portal](#) related to [student well-being and support](#).

Academic Support Advisor

Claire Coleman

Room: 6.B.29

Tel: +44(0)131 455 3372

Email: C.Coleman@napier.ac.uk

The role of the Academic Support Advisor is to offer individual and group support to you in your study and writing skills and to direct students towards additional resources where helpful. You may contact the academic support advisor at any point during your studies. Further information regarding academic study skills can be found on the [myNapier student portal](#)

School Disability Contact

School Disability Contacts (SDCs) are academic staff members who act as points of contact for students who require additional support due to a disability, medical condition, or specific learning difficulty such as dyslexia. Each school may have one or more SDCs who liaise closely with the Disability Inclusion Team. SDCs are in charge of helping direct students who request support, sharing information with academic staff, and ensuring colleagues refer to their students' learning profiles. You will be allocated to a School Disability Contact if you have had an assessment through the University Disability and Inclusion team (see above). Otherwise you may contact the School Disability Contacts team at SHSCDisabilityContacts@napier.ac.uk

Student Wellbeing & Inclusion

This team is here to help you feel content, healthy and supported. Please talk to them if you are experiencing difficulties. Support is available from their Student Funding, Counselling & Mental Wellbeing, Disability Inclusion, Keep On Track and Chaplaincy staff. You can find out more information about their services, along with their online resources on [mynapier](#).

Academic Integrity

One of the things you will learn about is the importance of academic integrity. Additional information is available in [myUniversity](#) on your responsibilities as a university student and as an academic about upholding the Academic Integrity, which is the moral code and ethical policy of academia.

Our university '[Student Conduct Regulations](#)' are designed to maintain the integrity of your work and your award. Any breach of these regulations intentionally or accidentally is investigated by the School. Each School has an Academic Integrity Leads (AIL) responsible for investigating allegations of breach of Academic Conduct Regulations. Every module uses the ENGUS resource for Global Online Academic Misconduct available at <https://moodlecommunity.napier.ac.uk/course/view.php?id=361#section-0>

<Guidance for Programme Leaders completing this section: please insert the AIL's name and contact details below.>

Information Services (including IT and Library Services)

Information on the range of services offered by the Edinburgh Napier University Information Services is available to you through [myUniversity](#).

Student Administrative Support

Joyce Loughray

Room: 3.B.38

Tel: +44(0)131 455 5344

Email: j.loughray@napier.ac.uk

Joyce Loughray is the student administrator for your programme. Joyce will be able to guide you with queries such as requests for student status letters, council tax exemption requests, transcripts, and booking appointments for some student services.

The iPoint and Reception

The iPoint and Reception will provide you with access to a range of services and support. They can help with enquiries relating to student status-letter requests, council tax exemption requests, and appointment bookings for some student services. The iPoint and Reception can also assist with student card queries. You will find the iPoint and Reception at the primary entrances to our main campus buildings at Sighthill, Merchiston, and Craiglockhart. They are open between 08:45 and 17:00 hours, Monday to Friday. Further information regarding the iPoint and Reception is available on [myNapier](#).

5. Communicating with myProgramme Team

Communication

When communicating in any form, please observe the University values and note the [Information Security Policy](#) and the [Computer Suites Accepted Use](#) policy.

Email

As a matriculated student of the University you will be allocated a University email address. This is the only recognised account for emailing your Programme Team, your School Support team or the University's support services. Your University email is also linked to Moodle, our online learning environment. This will mean that you will receive any notifications from Moodle direct to your email account. Accessing your email regularly helps to keep you connected to the University. You can do this from any Internet enabled device, including tablets and smart phones. As a member of your professional body there are certain expectations in terms of your professional behaviour and conduct which also relate to communication. Please see the [HCPC Guidance on conduct and ethics for students](#) and Edinburgh Napier University guidance on [Netiquette](#).

To help ensure compliance with data protection legislation, the University e-mail address is the only account that the University will use to communicate with you. Please make sure you check this e-mail address regularly to ensure you get relevant information from the University.



It is your responsibility to check your Edinburgh Napier e-mail account regularly

Moodle

Moodle is the online learning environment for supporting your studies at the University. It provides secure access to important course information, learning activities and additional learning support where appropriate. Once you have matriculated you will automatically be registered in Moodle and enrolled to your module sites. Please take the time to find how Moodle is to be used within your modules and take advantage of the opportunities provided. You can login to Moodle from any Internet enabled device, including tablets and smart phones. Support for Moodle is available from the IT Support Desk for any login issues, from the school office for incorrect modules, and from your module leader for access to materials and activities. The Programme Moodle page can be found at: [Course: 72766MM - PHYSIOTHERAPY \(PRE-REGISTRATION\) \(napier.ac.uk\)](#)

 **It is your responsibility to check your Moodle pages regularly**

Information through Social Media

Your programme may make use of social media such as Facebook and Twitter to create additional online spaces for communication with the Programme Team, fellow students, and associates outside of the University. The University recognises the potential benefits of social media, and encourages responsible and acceptable use so that you can enjoy the benefits of online networks, whilst maintaining the high standards of conduct expected by the University, the CSP as your professional organisation and the HCPC. Guidance of how to be 'webwise' can be found in the Data Protection section on myNapier. You should also refer to the [HCPC guidance on social media use](#).

 **It is your responsibility to maintain a professional online identity when using social media.**

How we will communicate last minute changes to activities

Last minute changes whilst you are on the programme will be communicated through the module leaders or from our administrator by email. Important information will be communicated through the module Moodle site 'announcements' and 'calendar dates'. The Moodle site must be viewed at least 3 times a week.

Opportunities to Provide Feedback

The University greatly values student feedback, and endeavours to provide you with numerous opportunities to make your voice heard.

During the trimester, you will find that your Module Leaders will seek feedback from you informally. You are empowered to share your thoughts about how things are going, what you enjoy about a module, what you might change about a module, and any concerns you may have. Your module leader will be keen to hear what you and your classmates have to say so they may better facilitate learning.

Towards the end of each module, there will be the opportunity to complete a module evaluation questionnaire. Here you can give your views on key aspects of the module, including the teaching, learning, assessment, and feedback you have experienced to date, as well as the resources used to support the delivery of the module.

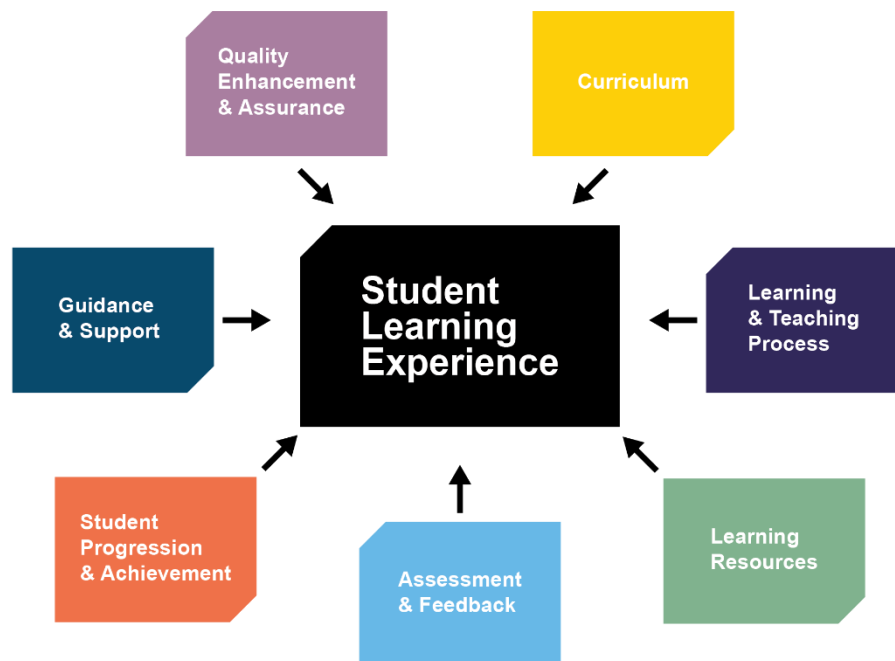
The class representative system is another mechanism through which you can raise issues / matter for consideration.

You will also be asked to provide feedback through the Postgraduate Taught Experience Survey (PTES).

Additionally, your Programme Team will have surveys and discussions aimed at obtaining your programme-specific feedback throughout your studies.

Student Staff Liaison Committee

The Student Staff Liaison Committee (SSLC) is one of a number of ways that Edinburgh Napier University seeks to engage with you in the continual enhancement of your programme experience. The SSLC provides a forum where student representatives and programme staff can engage in effective discussions relating to a number of elements that together form the student learning experience:



Whilst the SSLC meeting allows students to highlight areas of good practice and issues that may impinge on the learning experience, staff may also use this meeting to share any proposed module or programme changes. This will allow representatives to gather student feedback on any proposed changes and present it to the Programme Team at the Board of Studies meeting to ensure that the student voice is informing programme development.

Board of Studies

The board of studies meetings takes place once a term following the SSLC with student representatives and the programme team. The board of studies provides an opportunity to review the programme and any changes that the team would like to propose. The student representatives provide an important role in engaging in decisions relating to programme changes that together help enhance the student learning experience.

6. Teaching and Learning Methodologies

The MSc Physiotherapy (Pre-registration) programme is fully integrated with the MSc Occupational Therapy (Pre-registration) and Master of Social Work programmes. This is in order to ensure that from the outset, you will be learning with and from these other professions to gain real understanding of their roles in the provision of services, while developing the knowledge and skills you need for practice as a Physiotherapist. The curricula for these programmes have been developed in such a way that Inter-Professional Learning (IPL) early in the programme will focus on core values relating to health and social care, with activities requiring you to represent your profession following later in the programme, therefore minimising the potential negative impact of students lacking confidence in their professional identity within their chosen discipline early in their studies.

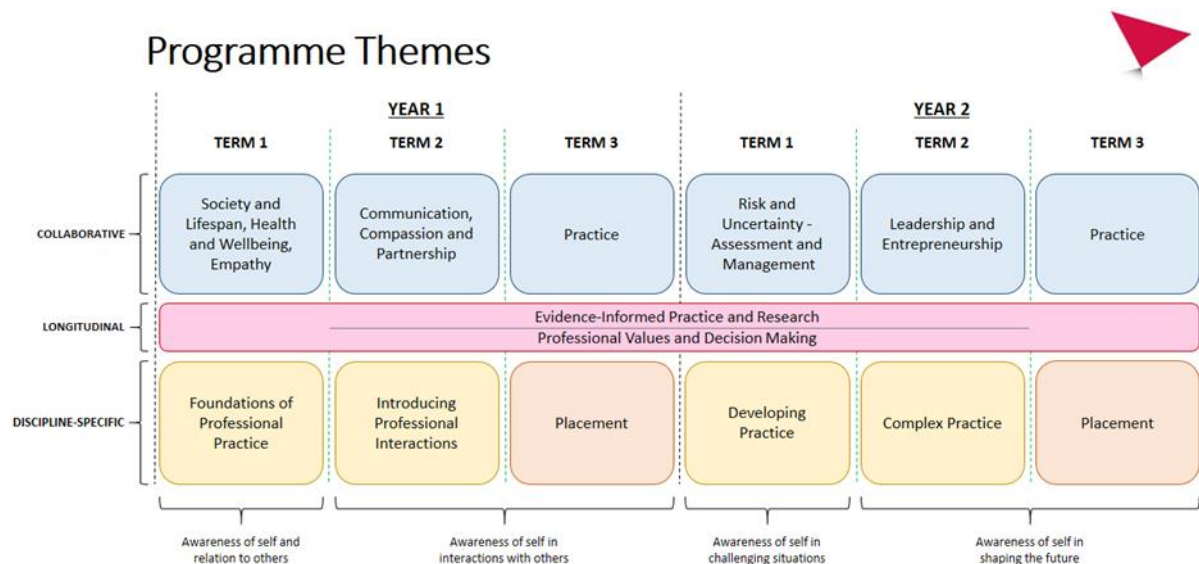
There is general agreement in the literature that IPL should be delivered longitudinally, both in the classroom and in practice settings. The Collaborative modules on campus running throughout the duration of this programme allow for this best practice of longitudinal IPL in the classroom, whilst opportunities for IPL experience during practice placements will allow for these experiences in practice settings.

The programme is constructed using compulsory modules only. A compulsory module is a named individual module which is a compulsory part of a programme of study and must be successfully completed to gain the final award.

A thematic curriculum allows you to address key topics in depth during your on-campus study, whilst blocks of practice placement at the end of each of the two years allow for application of learning and contextualisation of theoretical knowledge. The thematic sequenced curriculum outlined in the diagram Figure 3, where core themes provide structure throughout the programme, includes three different types of theme: Collaborative, Discipline-Specific and Longitudinal. Collaborative Themes are identified in each term of study, which will involve all disciplines and develop integrated collaboration through interactions which are appropriate for the stage of study. Discipline-Specific themes also take place in each term and aim to develop professional skills and identity, with learning then being shared in inter-professional interactions. Longitudinal themes will be weaved through both collaborative and discipline-specific learning. A modular structure for the programme has been designed based on these

themes, allowing for the alignment of learning between different disciplines whilst you are also developing your individual professional identity.

Figure 3: Theme structure for the AHP and Social Work programmes at Edinburgh Napier University



A range of constructivist inquiry-based learning approaches, including scenario-based learning, problem-based learning and guided discovery, will predominantly be used, with traditional instructivist methods supporting these where appropriate. A core approach that will be used and which involves face-to-face and online learning (i.e. blended learning) is Flipped Learning, where the knowledge-based learning takes place through engagement with resources before class and classroom time is then spent undertaking problem-solving or discussion-based activities, facilitated by lecturers, with the aim of deepening your understanding of the topics being covered (Ward, Knowlton and Laney, 2018). Online technologies used to support on-campus learning activities and maximise the opportunities for teaching staff to facilitate application of knowledge and skills.

This student-centred approach enables the student not only to gain new knowledge, but to develop critical thinking, problem-solving and decision-making skills, which, with social cognition and collaboration, mirrors processes involved in effective team working in practice. This is in keeping with approaches which have been found to be particularly effective in interprofessional education. Olsen et al (2014) found university-based IPL in pre-registration allied health professional curricula to be effective, suggesting that scenario-based interventions featuring group work in small teams, rather than lecture-

based delivery, may have the positive impact of improved attitudes towards interaction and teamwork, and improved understanding of each other's roles. Similarly, Rubin et al (2008) found that interactive teaching and learning strategies were most effective in delivering IPL, including scenario-based learning, seminars, simulation, discussion and interprofessional practice placements.

The curriculum draws on the growing evidence base and consolidates theoretical underpinnings of Physiotherapy as a profession that is able to contribute to population health, community and individual well-being. The MSc Physiotherapy (Pre-registration) programme has a strong community focus, and will make use of professionally integrated learning experiences; for example you will experience shared learning through interprofessional group work within Collaborative modules and having shared practice placement experiences with your Occupational Therapy and Social Work peers. These experiences and learning will allow you to develop your skills in team working, communication skills and will help to produce autonomous practitioners who are prepared for, and disposed to, practicing co-operatively with service users, their carers, and others in practice.

Graduates will be able to play a key role in addressing the demand for health and social care integration, due to the impact of demographic changes in the population. Physiotherapists along with other Allied Health and Social Work professionals play a key role in this change by innovative thinking and practice, providing leadership, and delivering services in partnership. This might include, for example, re-designing services and making use of digital technology to support people with long term conditions to live well within the community. This programme provides an environment that will engender this new thinking in our Graduates, who will also meet the professional standards required to apply for registration with the Health Care Professions Council.

The outstanding facilities provided by the Skills and Simulation Centre offer highly realistic environments within which to develop your skills and to integrate theory with practice in a range of situations including visiting people in their own homes. Practice placements in interesting and challenging settings including those with a focus on health and social care integration will form a significant part of your training. You will also develop the ability to apply advanced research skills to your practice so that you can investigate the best evidence to support your work, and thereby contribute effectively to service delivery and improvement. In short, the programme is simultaneously intellectually challenging and practical, to prepare you for the real world of Physiotherapy in a range of complex and dynamic health and social care environments.

For timetable information please see [myNapier and the Timetable section of myUniversity](#)).

7. Assessment and Feedback

The programme will utilise a range of assessments and assessment methods which are constructively aligned with the Learning Outcomes of each module and which allow you to develop skills which are important to your academic and professional development.

Any coursework you will undertake will have an assessment brief (except for examinations). Where provided, the assessment brief contains information about the assessment, including the marking criteria. Assessment briefs are held on Moodle. It is vital that you read all assessment briefs relating to your chosen modules.

Formative assessment opportunities, those you will be required to undertake but will not contribute to a grade, will be provided at set points during the term and will allow you to gauge your learning up to that point and identify areas that need further development ahead of the final summative assessment. Summative assessments are those for which you will receive a grade and will determine whether or not you have passed or failed the module.

A range of summative assessment formats have been built into the programme which include, but are not limited to, the following:

- Written coursework
- Individual presentation
- Portfolio of evidence
- Practical assessments
- Infographic
- Web based resource
- Practice placement assessments

For written assignments, all submissions will be electronic, giving you a degree of flexibility over where you complete your work and when you are able to submit. Feedback on your work will also be returned electronically.

For practical examinations you are expected to demonstrate that you meet the expectations of professional behaviour, including the standards of conduct, performance and ethics (HCPC, 2012).

Full Assessment Briefs will be provided for each module, giving you full details on the requirements for each assessment. Each Assessment Brief will also provide you with details on when feedback will be received and what format that feedback will be provided in.

Details of all the assessments that you are required to undertake for each module during the trimester are in the assessment matrix located below. The matrix tells you the type of assessment, its submission week and the weighting of assessment. For other modules on your programme you will find these assessment details on Moodle. Other information like how you will be expected to submit your work and the method that will be used to give you feedback will be detailed in the assessment brief.

Feedback you will receive will come in a variety of ways (formal and informal). You are encouraged to speak to your teaching staff to help understand how feedback will be given in each module and assessment.

Moderation of marking

Moderation is the process of ensuring consistency of marking across a programme team and is part of the quality assurance processes to ensure rigor with marking. Marking teams will undertake initial blind double marking of a small number of papers from the cohort submitted. These will be discussed and any discrepancies resolved. On completion of the marking a proportion of the assessments will be moderated by the programme team. This will include all fails and board line fails, and assessments from across a range of marks. A selection of marked assessments will also be sent to the External Examiner for scrutiny to ensure that the marking process has been fair and consistent. The external examiner is an independent academic from another University and provides academic guidance to the programme team. In the dissertation module, all dissertations will be blind double marked e.g. marked independently by two markers from the programme team. The two markers will then meet to discuss and agree the final mark. Where there are large discrepancies between the markers (e.g. across two bands), this will go to a third marker. Dissertations will be viewed by the external examiner.

Details of all the assessments that you are required to undertake for each compulsory module during the trimester are in the assessment matrix located below. The matrix tells you the type of assessment, the submission week, and the weighting of the assessment. Other information, like how you will be expected to submit your work and the method that will be used to give you feedback, will be detailed in the assessment brief.

You will receive feedback in a variety of ways (formal and informal). You are encouraged to speak to your teaching about how feedback will be given in each module and for each assessment.

Timing and type of assessment Year 1

There are no written examinations planned for this programme.

Trimester 2	Week Number													
Module Titles	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Working Together in Health and Social Care Contexts (20 Credits; level 11)			p*						p*				Pf	
Foundations of Physiotherapy Practice (20 Credits; level 11)						PE*							PE	

Trimester 3	Week Number															
Module Titles	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	
Working with Individuals, Families and Communities (20 Credits; level 11)					PR*						PR					
Research Approaches in Health and Social Care (20 Credits; level 11)											DP					
Introduction to Physiotherapy Practice (20 Credits; level 11)				PE*							PE					
AHP Preparation for Professional Practice (0 Credits; level 9)											Pf					

Trimester 1	Week Number																		
Module Titles	50	51	52	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Physiotherapy Placement 1 (20 Credits; level 10)					p*				Pr										
Physiotherapy Placement 2 (20 Credits; level 10)														p*					Pr



Timing and type of assessment Year 2

Trimester 2	Week Number													
Module Titles	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Dissertation (40 Credits; level 11)									PR*					
Risk, Uncertainty and Complex Decision Making (20 Credits; level 11)						GP/R*							R	
Optimising Health and Wellbeing through Physical Activity and Exercise (20 Credits; level 11)						p*					p*		Es	

Trimester 3	Week Number														
Module Titles	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
Dissertation (40 Credits; level 11)					PR*						D				
Leading Innovations in Health and Social Care (20 Credits; level 11)							PR*				Es				
Physiotherapy in Advanced and Complex Areas of Practice (20 Credits; level 11)			p*		p*			p*			R				

Trimester 1	Week Number																		
Module Titles	50	51	52	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Physiotherapy Placement 3 (20 Credits; level 10)					p*				Pr										
Physiotherapy Placement 4 (20 Credits; level 10)														p*					Pr

Key: * Formative assessments

CS – Case Study

CT – Class test

D – Dissertation

DE – Digital Exam

DP – Dissertation Proposal

E – Exam

Es – Essay

P – Participation

Pf – Portfolio

PE – Practical Exam

Pr – Practical

PR – Presentation

Q* – Weekly Quiz



GP/R* - Regular Group presentation/Report
O – Oral Exam (Listening and speaking)

QS – Question Sheet
R – Report

8. Results, Progression, and Development

How Do I Progress and Develop Subject Expertise?

Once summative assignments have been assessed, feedback and a provisional grade will be given, subject to approval by the Module Board of Examiners. In accordance with requirements of the HCPC and Chartered Society of Physiotherapy (CSP), the Module Board of Examiners may not award a compensatory pass for any theory or practice module.

Students are permitted one reassessment opportunity in a failed theory or practice module. Students may be permitted to progress to the next stage of study carrying a failure in normally no more than 20 credits from practice and theory modules combined.

A student who is not permitted by the Programme Board of Examiners to progress to the next stage of study may be permitted to continue their studies at the same level either in the same programme or on an alternative programme of study providing that the student has met the admission requirements for that programme.

In accordance with regulatory requirements, students enrolled on a HCPC pre-registration approved programme of study must declare to the School Fitness to Practice Committee on entry to their programme of study, at the end of each stage of study and prior to completion of the programme that they are of good health and good character.

Programme and Module External Examiners

Dr Kitty Suddick	Senior Lecturer Physiotherapy	University of Brighton
Dr Dale Cooper	Physiotherapy Lecturer	University of Leicester

External examiners are experienced university teachers from other institutions who provide an overall independent judgement on general student performance, as well as the quality and standard of your programme of study. They do not mark your work. You

should also note that it is not part of their remit to communicate with individual students.

Assessment Boards

Assessment Boards are responsible for making decisions about your academic performance, such as determining whether you have passed or failed a module, whether you can continue on a programme of study, and what your final award will be.

Further information about the role of Assessment Boards is available in [the University Academic Regulations](#).

What Are the Assessment Criteria?

Academic assessments on the Masters programmes are assessed on a 16 point grading scale with three overall grades of performance, Distinction, Pass and Fail. The standard required for a Pass, Distinction or Fail is consistent across all disciplines. See [Section C of the university's taught Master's regulations for full information](#).

To pass a postgraduate module, you must get P1 overall. A grade of F1 or below is a fail. Please note that if, for example, you are given a grade of F1, this does not mean necessarily that you are just a mark or two shy of a P1. It means that the quality of your assignment has been assessed as being consistent with the marking criteria for an F1. Each module may be made up of one or two components; and each component of assessment may contain a number of elements, e.g. the assessment component may be a portfolio of work that contains a PowerPoint Presentation, a report, and a series of class tests. These would be known as the elements which make up the component. The weighting of components and elements is available in the [Module Catalogue](#).

You can find out how your overall degree classification/taught master's award is calculated, including the rules for distinction, within the [University Regulations](#).

(Note: Section C3 details the regulations used to calculate your taught master's award of the University).

The following table provides an indication of approximate numerical interpretation of the scale for guidance, but please note that in line with Masters programmes requirements, **percentages are not used**.

16-point scale	Grade	Approximate corresponding percentage
16	D5	95-100
15	D4	90-94
14	D3	85-89
13	D2	80-84
12	D1	75-79
11	P5	70-74
10	P4	65-69
9	P3	60-64
8	P2	55-59
7	P1	50-54
6	F1	40-49
5	F2	30-39
4	F3	20-29
3	F4	10-19
2	F5	0-9
1	F6	Non-submission

Practice placements are assessed on a pass/fail basis. Please see Placement handbook for further guidance.

When Will I Receive My Results?

You will usually receive your grade/mark for an assessment, as well as any relevant feedback, within three working weeks. However, the marks/ grades at this stage are still preliminary, as your Assessment Board must confirm them. You confirmed results will be available to you through your student account. To find out when these results are scheduled to be posted to your account, you can go to [myNapier](#).

What If I Fail?

Do not panic if you have failed a module; you can get help from a number of people. In the first instance, you can contact your PDT, Module Leader, or your Programme Leader to talk through what will happen regarding reassessment. You can also ask for additional support from your Module Leader as you prepare for any reassessment(s).

Reassessment

If you fail an assessment, you will need to take a reassessment in order to pass the relevant module. Reassessments are usually undertaken during the next assessment opportunity. You can find more details regarding reassessments on your module's Moodle site, or, if it is an exam, on the exam timetable. You are also encouraged to refer to the University Regulations that govern deferred assessments and reassessment regulations.

Reassessment is when you need to re-sit an assessment due to having failed it.

In Year 1, if you fail a single module in Term 1, you will have the opportunity to re-take the assignment at the end of Term 2.

If you fail more than one module in Term 1 you would normally be required to pass the modules before proceeding further with your studies.

If you fail a single module in Term 2, you will have the opportunity to re-take the assignment in the January Review Week at the start of Year 2.

If you fail more than one module in Term 2 you would normally be required to pass the modules before proceeding further with your studies.

If you were to fail your Placement, reassessment will be required before you are able to progress into Year 2 of the programme. This will mean that all Year 2 modules will be suspended for a full year to allow you to make up the credits required to progress.

In Year 2 the same pattern applies, whereby you would be able to retrieve one module fail at the next re-assessment opportunity, but if you fail more than one module you would normally be required to pass the modules before proceeding further with your studies.

Course Prizes and Medals

A course medal will be awarded to the student, who has attained the highest average mark in their programme of studies.

9. myProgramme Frequently Asked Questions

Frequently Asked Questions:

- In addition to the developing my subject knowledge and expertise, what other opportunities are available on my programme? How are my employability and transferrable skills developed over the duration of my programme?

The Physiotherapy (Pre-registration) degree will help you to develop high-level planning, analytical, teamwork and communication skills that you can use in other employment settings. In adopting this academic level as the requirement for registration, it is recognised that you will need these skills to work effectively in changing and complex situations and alongside other well-educated professionals. This is reflected in the emphasis on self-critical reflection and the importance of logical thinking and skills in handling evidence and information.

- Can I undertake a period of work experience within my programme?

Work placements are a necessary component of your programme as outlined above.

- Are there any opportunities to study abroad within my programme?

There is an international perspective taken on many aspects of the programme. Please see your Placement handbook for advice on organising a Mobility Placement.

- Will I get the opportunity to be involved in research?

Edinburgh Napier University has a vibrant research culture. As well as the Research modules where there will be an opportunity to undertake a research project, you can be involved in other research with staff and students across the University.

- What are the employability prospects for students who graduate from myProgramme?

Currently there are excellent employment prospects for Physiotherapists in the UK in a wide range of setting including NHS, Social Care, Private practice, Third Sector and Care

Homes. The Chartered Society of Physiotherapy (CSP) have recently written a position statement which indicates that they would support an increase of 500 university places across the UK to meet the growing workforce demand. Data from the Scottish Government relating to AHP vacancies in the NHS support this, with statistics from December 2017 indicating that there were 140.3 whole time equivalent vacancies in Physiotherapy and that 32% of these had been vacant for more than 3 months.

References

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