

Faculty of Health and Social Care Sciences  
KINGSTON UNIVERSITY • ST GEORGE'S, UNIVERSITY OF LONDON



# Physiotherapy



Kingston University London

# Physiotherapy

uses physical approaches to promote, maintain and restore **physical**, *psychological* and social well being.

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# Welcome

We do hope you will consider studying physiotherapy at the Faculty of Health and Social Care Sciences. We will expect you to be hard working and committed and in return you will receive a first rate professional education and the dedicated support of staff and fellow students. Read on to find out more about what we can offer you.

## ***Considering a career in physiotherapy?***

### ***Making a difference***

Physiotherapists are concerned with human function and movement and with maximising people's potential. They assess and treat people who have a range of physical problems caused by illness, injury, accident, birth defects or ageing. They work with children, adults and older people in a wide variety of settings including intensive care, mental health, stroke units and rehabilitation centres, as well as supporting people with sports and other injuries.

Physiotherapists focus on the optimum ability of a person using physical techniques such as therapeutic exercise, electrotherapy and manipulative therapy to help improve people's movement and restore or improve their independence and quality of life. They also seek to educate patients and use psychological and cognitive approaches to support recovery and enable self-management.

Physiotherapists work particularly with people who have an impairment or disability that affects their neuromuscular, musculoskeletal, cardiovascular and respiratory systems.

They therefore need a sound theoretical and practical knowledge of anatomy, physiology and psychology. Physiotherapists treat the 'whole' person and require exceptional personal qualities such as tact, empathy and good communications skills. Their goal is to help people to overcome limiting and disabling physical problems and return to as normal a lifestyle as possible.

### ***A career for life***

A physiotherapy qualification opens up a wealth of career opportunities. Qualified physiotherapists can choose to work in many different settings. These include NHS and private sector hospitals or clinics and people's homes, with further opportunities in industry, business and commercial environments both in the UK and abroad.

Wherever you choose to work, a career in physiotherapy will be challenging and exciting with great personal and professional satisfaction to be gained from improving people's lives.



# Physiotherapy

Why study at St George's, University of London  
and Kingston University



## **Make a difference**

Help to improve the quality of people's lives through recognising the individual needs of your patients.

## **Vibrant location**

Take advantage of the huge variety of sports, leisure and learning facilities available to you both locally and in central London.

## **Opening doors**

With a degree in physiotherapy you will be eligible to register with the Chartered Society of Physiotherapy and the Health Professions Council, which will allow you to practice in the UK.

## **Learn it and live it**

A combination of leading edge, research-based and practical study modules guided by highly-qualified staff.

## **Sharing what we know**

Study in a supportive, diverse and friendly environment and exchange ideas with students from other healthcare disciplines.

## **Strive for excellence**

Be part of a course which inspires a responsibility to promote excellence within the physiotherapy profession.

## **Diverse learning opportunities**

Take advantage of being based in a hospital to experience the wide variety of different learning opportunities such as access to the dissection room.

## **Exciting work placements**

Opportunities to complete clinical work experience in some of London's top teaching hospitals.

## **Helping you find work**

You'll receive all the support you need to plan your career, explore your opportunities and develop the skills needed to be a physiotherapist.

## **Help financing your course**

All your fees are paid and you can also apply for a bursary.

# Skills and qualities you will need

- A scientific background.
- A special interest in physiotherapy.
- Self-reliance and a commitment and motivation to learn.
- Good communication skills.
- An ability to work in partnership with patients, their families and professional colleagues.
- A real interest in working with people of all ages from diverse backgrounds.

## What our students say

“Overall the teaching is always of a high standard. The lecturers try to be as versatile as possible, using a variety of multimedia tools to appeal to different styles of learning. The course is organised in a professional and logical manner with lectures in the morning followed by practical work in the afternoon which allows students to become familiar with a set routine.

“I would say the placements are the most memorable part of the course, everyone is nervous to begin with but you will soon get into the swing of things and relax into your role. It's an excellent opportunity to put the skills you've learnt in the labs into practice. The staff are helpful and understand you aren't the finished article yet, so are available for advice with a helping hand. The experiences gained on the placements help shape you into a confident, competent and risk aware practitioner.

“My favourite part of the studies, excluding the placements, would be the practical sessions. Here you get the chance to put all the theory you learn into action. You can brush up on your communication and manual techniques without being worried about the procedures, as your patients are your fellow students.

“St George's is a wonderful place to learn, there are superb learning facilities with recent library refurbishments enhancing the experience. The student union, social clubs and magnificently priced gym provide the opportunity to unwind and relax from stressful days. Although the Faculty is relatively small this can be favourable as everyone is friendly and it's likely that you will get to know the majority of the students. The best thing about studying here is that you are surrounded by like-minded individuals who are all striving in one way or another to become high calibre health professionals.”

**Zubair Haleem, Level 3**



## Course structure

The course aims to provide innovative approaches to training in order to help you foster a comprehensive understanding of the scope and nature of physiotherapy practice and enable you to respond flexibly to the current and future demands of a rapidly changing healthcare environment.

The modular structure of your physiotherapy degree will gradually introduce you to biomedical, psychosocial and physiotherapy knowledge and clinical skills through a variety of academic and practical based modules.

Your first year is mostly university based. You will learn alongside medical, radiography and nursing students in a multiprofessional foundation programme, allowing you to gain vital experience of working with other disciplines.

Years two and three will continue to combine academic and clinical practice based on the best scientific evidence enabling you to further develop and integrate theory and core clinical skills

Specialist clinicians will contribute to the course throughout the three years and you will learn about the practical management and rehabilitation of patients with a variety of problems and disorders.

For more information about the course visit:  
[www.healthcare.ac.uk](http://www.healthcare.ac.uk)

## How you will learn

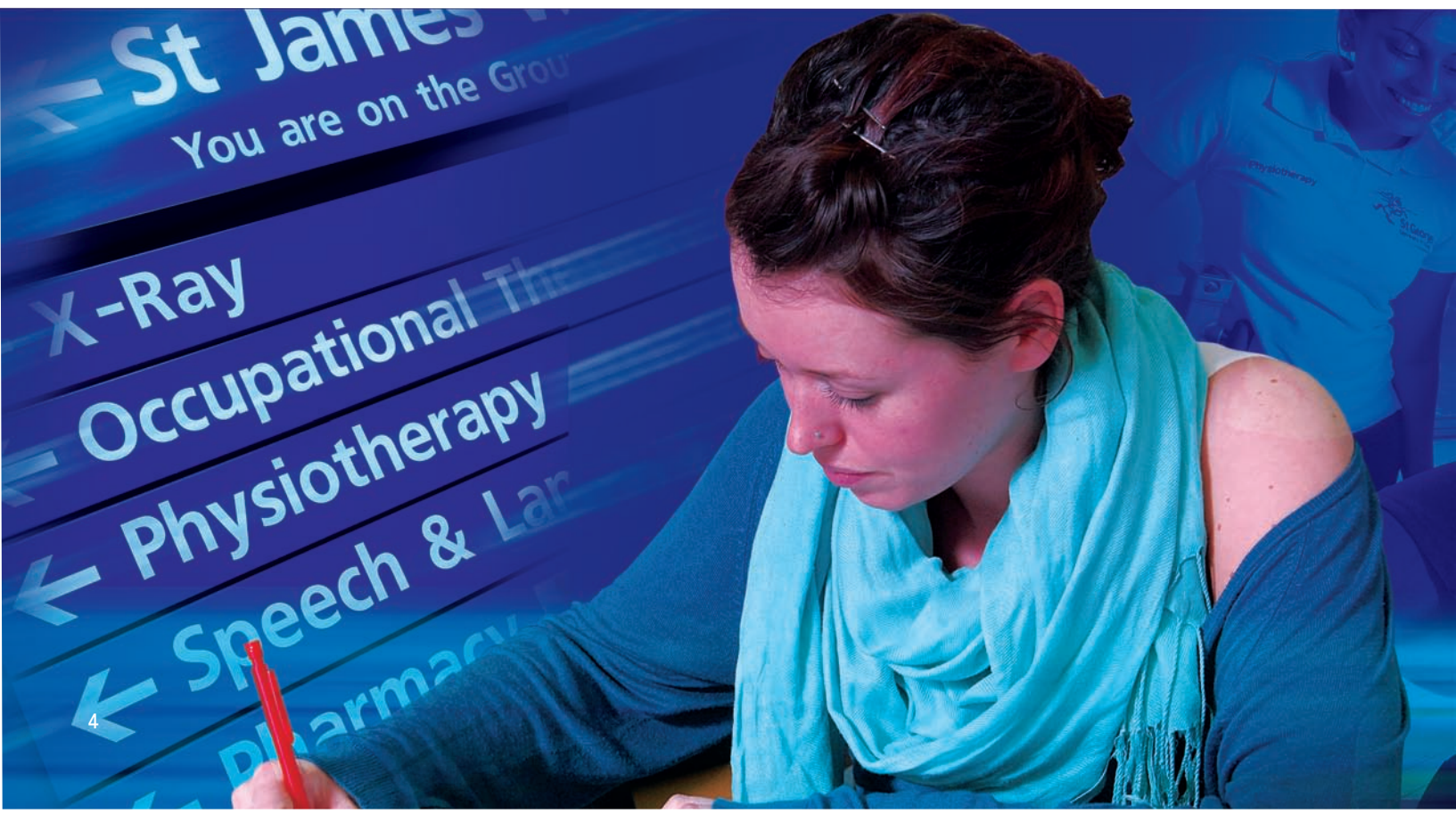
We offer a wide range of innovative and flexible approaches to teaching and learning, which includes:

- Key note lecturers
- Practical skills classes
- Simulated practical exercises
- Case based learning
- Clinical placements
- Individual self-directed learning
- Interactive workshops and tutorials
- Research
- Online resources
- Group project work

You will also benefit from the support of a personal tutor, peer group learning and a range of web-based learning materials and online discussion forums.

The unique integration between St George's, University of London and Kingston University means students can draw on resources from both institutions. In addition to dedicated teaching resources at St George's, the School of Rehabilitation Sciences shares medical school facilities such as the medical library and dissection room, where you can learn about practical anatomy from working with cadavers.

# Undergraduate studies



## ***The course covers the following areas:***

- Anatomy
- Physiology
- Pathology of diseases and disorders
- Psychosocial issues
- Movement studies
- Therapeutic exercise
- Manual techniques
- Electro-physical modalities
- Health promotion
- Manual handling skills

## ***You will also develop skills in:***

- Clinical reasoning
- Critical analysis
- Problem solving
- Reflective and evidence based practice
- Team working
- Communication skills
- Patient management
- Research
- Patient-focused care
- Self-directed lifelong learning

## ***How you will be assessed***

Assessment includes a variety of different methods in order to maximise your learning potential. It includes a combination of academic coursework (such as essays, research reports and presentations), written and practical examinations, assessment of clinical skills and performance on clinical placement.



## ***What our students say***

"The Faculty is very welcoming, and the support network is great. I started my Physiotherapy course at another university, and I'm really glad that I decided to come here.

"Seeing my lecturers as both sources of learning and physiotherapists who work and undertake research in areas where I have done placements is very motivating and shows me the wide variety of job opportunities the degree provides.

"I really enjoy the placements but they are also stressful. On the other hand, the support from personal tutors, lecturers and students from other years and those who have qualified creates a practical learning environment that helps me to be the best I can be. Placements are also a great way to put into practice all that we learn in class.

"I think the best thing the course gives you is a close knit learning community where you can make contacts for opportunities such as travelling to Cambodia for a placement, which I will do this summer. The networking and the opportunities for further experiences are vital as you progress through the course. Now that I'm starting to apply for jobs I understand the importance of the contacts I made during my studies."

**Rohima Begum, Level 3**



Chris Davis is a third year student. He had intended to study sports science but, after achieving higher than expected A-levels, opted for physiotherapy. He took a year out to do an accelerated AS/A-level in Human Biology and worked as a physiotherapy assistant in the neuro-rehabilitation department at St George's Hospital, before being accepted onto the course at St George's and Kingston.

Despite the hard work he has loved every minute of the course: read Chris's diary for an insight into his experiences in the classroom and on the placement.



# Diary of a physiotherapy student

## *Classroom diary*

### **Tuesday 24th October**

As part of our third year coursework we were set the task of completing a group advertising poster for an area in physiotherapy, and today was our day to learn about what we needed to do and get some ideas from our peers. We started off at 9.00am with a guest speaker giving us a lecture on community physiotherapy. The University likes to get in external speakers from various specialities as it allows us to see physiotherapy from different angles. The lecture was on our poster topic and lasted around two hours with a break. Then we were off for a nice long two-hour lunch break. After a jacket potato and tuna and some serious email checking, we were back in for the afternoon's teaching. It was our group's turn to present our ideas to half of the year (around 40 people) in an informal brainstorming session. We presented what we thought we would do and our peers gave us some valid points to think about and, as we requested a member of the teaching staff to be present, we got his opinions too. That's the great thing about being a third year, we are very autonomous and if we didn't want a member of staff present we wouldn't have to, however we thought it would be valuable to our project. After sitting through another couple of group presentations we were done for another day.

### **Tuesday 31st October**

Today was about manual and therapeutic handling. Being in the third year, we have covered this a great deal in the past, but the University likes to keep us up to date as things are always changing. The aim of the day was to get us ready and up to date for our forthcoming placement. After rolling out of bed about 30 minutes before the first lecture, and travelling the five minutes across the road and round the corner to St George's, I arrived at 8.55am at the lecture theatre. The lecturer gave us a mixture of talking, PowerPoint and group tasks and discussions to be getting on with. I like the way the lecturers tend to mix the format up a bit to keep everyone interested. After a short break we were back for round two, this time with coffee on board! The lecture finished and we had one hour for lunch, I usually head to the cheap and cheerful canteen. After a chinwag in the bar we were heading up to the practical labs for the afternoon session. After a brief demonstration, we split up into groups and spent an hour or so working through some handling tasks. Once we had handed in our competency sheets, we were free.





## ***Placement diary***

### **Inpatient Surgical Ward – Rehabilitation**

After getting to placement at 8.30am, I met with my educator and told her my plans for the day. After she had asked me a few questions to confirm I knew why I was doing what I was planning, I was off. First, I headed up to the ward I'd been working on for a few weeks and got a handover from the nurse in charge in order to work out who I needed to see. Then I prioritised my patients and went to see the first couple. They mainly had respiratory problems like difficulty breathing properly or inability to cough and clear their throat effectively. After this I headed down to the Intensive Care Unit (ICU) to meet my educator and see a patient with one of the other students. My colleague and I worked through the ICU assessment and treatment, reporting back to our educator at various stages. Once we had finished it was up to the canteen for some food and coffee. I always get hungry on placement. After lunch, it was back up to the ward to see the rest of my patients who mainly needed mobility and walking practice as they had been in bed for a while. Once I had finished, my educator sent me to read a few articles to help my practice for the last 30 minutes of the day. By 4.30pm I was on my way home for some more food!

### **Musculoskeletal Paediatrics – Outpatients Department**

I was up around 7.00am and in my car on my way to the hospital for just before 8.00am, picking up a few other students on the way. Once inside and changed into uniform, I was ready for the day ahead. I already knew most of the patients coming in that day as I had been seeing some of them for a few weeks. Most of the children come in following a fracture or a sprain and some come in with growing/developmental problems, especially in their knees. I had two new patients to see in the morning and I had read up on their condition briefly the night before to prepare myself. After a busy morning of hydrotherapy followed by playful children and their healing bones, I was on my 45-minute lunch break. As it is summer, I took my lunch outside in the sun. Back to the afternoon, and I am shadowing my educator for a while as she treats some very young (under five) children. She quizzes me to test I am following what is happening and making sure I understand. She is very supportive and if I am finding something difficult will always take time to explain things fully. After seeing some new and some follow-up patients, I finished the day with a teaching session on the growth and development of the skeletal system. I found this very interesting, but having it at the end of a busy day isn't the easiest time to stay awake and alert! I then met my friends and headed back to sunny Tooting.

# Career opportunities

Physiotherapy is vital to promoting and maintaining health, making it an innovative and pioneering career. There is a wealth of career opportunities available for physiotherapists in a wide range of environments both in the UK and abroad. For example:

## *Hospital settings*

Physiotherapists work in hospitals to support the rehabilitation of people who have suffered physical impairment due to accidents, operations, illnesses such as strokes, or who have long-term conditions that affect their mobility, breathing or other physical functions.

They use exercises and therapeutic treatments to help people recover their mobility and to speed up their rehabilitation so they can leave hospital and return home.

*Hospital departments where physiotherapists work include: Orthopaedics, Obstetrics and Gynaecology, Rheumatology, Neurology, Respiratory Care, Elderly Care, Intensive Care, Mental Health, Musculoskeletal outpatients, Paediatrics and Oncology.*

## *Community settings*

Physiotherapists also work in community settings to support people of all ages with physical disabilities, mental health needs, learning disabilities or those who are dying. Their aim is to help rehabilitate people and support them to achieve the best possible quality of life.

Developing areas of work include supporting people with long-term conditions to manage problems such as chronic breathlessness. Physiotherapists also help support older people to remain independent in their own homes through adapting their environment and helping to prevent falls and other injuries.

Physiotherapy is also used in palliative care to try and minimise some of the effects that the disease or its treatment can have on patients. It is often possible to improve people's





quality of life regardless of their prognosis by helping them to improve their movement, or gain some independence or relief from pain and other distressing symptoms.

*Community settings where physiotherapists work include GP surgeries, community clinics, people's homes, specialist clinics and hospices.*

### ***Private health, business and industry***

Physiotherapists have many roles outside of NHS health settings, including working in private clinics and hospitals, commercial organisations, the armed forces, health clubs, sports clubs, special schools and voluntary organisations working with people with physical and mental problems.

There are also roles in research, management and education.

## Postgraduate study

We offer students the opportunity to study for a Postgraduate Certificate or Diploma or an MSc in Rehabilitation or in Exercise for Health. This interdisciplinary programme offers a combination of taught modules and individual research. The flexible course is suitable for participants from many different specialities working in the statutory, voluntary or independent sector.

**Visit:** [www.healthcare.ac.uk](http://www.healthcare.ac.uk) for more information.

### ***What our students say***

"I graduated with first class honours in Fashion and Textile Retailing from UMIST. However, I had begun to start assessing what motivated me and realised that enjoyment of the job, team working, meeting new people and caring for others was more important than money. I got some hands-on experience shadowing various physiotherapists and on looking into the qualifications required to become a physiotherapist (not just a degree but also the communication skills, reasoning abilities and creativity required) I saw that I was well suited.

"My first year at the Faculty of Health and Social Care Sciences was very successful in getting me to think scientifically again and giving me a broad understanding of many different topics from anatomy to epidemiology. It also helped familiarise me with university services such as the library, dyslexic and counselling support. I think I have managed to achieve a healthy balance of numerous activities, these include studying (of course), being a rep for our year and playing rugby for Wasps and England A. The course is incredibly busy but a lot of my motivation comes from the rewards the course offers."

**Joanna McGilchrist, Level 1**

**Find out more about Joanna's experiences at:**  
[www.healthcare.ac.uk](http://www.healthcare.ac.uk).

# An unusual work placement in Cambodia

**After their second year of studying physiotherapy, Louise Hawkes, Nicola Kennedy and two of their fellow students organised a trip to Phnom Penh, Cambodia, where they took part in a voluntary work project at the Borey Centre orphanage for six weeks.**

**After their return the students were asked to write a report on their experiences during the work placement. This is what Louise had to say:**

## *The orphanage*

“The orphanage is home to 124 children, ranging from three weeks to 21 years old, with 78 children having some form of disability of varying severity. Most of the disabled children will live at the orphanage all of their lives.

The physiotherapy room is funded by the government, with equipment being donated by a Finnish Non-Governmental Organisation. The two physiotherapists working there have undertaken three months of formal training and have received a lot of input from Western physiotherapy volunteers over the past five years. Around 40 children with the most severe disabilities receive formal physiotherapy for half an hour two days per week.





## ***My experiences***

On the first day, we arrived at the orphanage and met Juana, the volunteer co-ordinator, who gave us a tour of the centre and introduced us to all the children, caregivers, volunteers, physiotherapists and teachers. The first things that struck me were that I had never seen so many children with such severe disabilities.

In the physio room, I was initially reluctant to start interacting with the children because I did not want to get in the way of the therapists and I was also unsure of what to do. I was impressed with the physio room as it was well equipped and the therapists' skills were great, despite their lack of formal training, and they were amazing with the children.

Over the next five weeks, as we settled into our routine and especially working in the physiotherapy room alone while the therapists were on holiday, the experience of working at the orphanage got better and better. Being just the four of us with the children was a nice change from placements back at home where we are watched constantly, so we were able to relax and learn for ourselves. We learnt that stimulation and play is just as important as physiotherapy for the disabled children. I realised that the difference between physiotherapy with adults and children is that children get bored very easily and so I had to make their sessions fun.

Our last day was very emotional and we were very sad to have to leave. We were really surprised that Juana and the director of the orphanage had organised a little leaving ceremony for us, complete with small gifts. All the children

and caregivers were there and the director gave a speech about how much we had contributed to the centre and the lives of the children and that they would miss us.

Overall, I had the most amazing experience of my life at the orphanage. When people hear about the centre or visit it for a few hours, they generally think it is sad that the children have been abandoned and now have to live in an orphanage. This is what I thought until I had spent a couple of weeks there. Now I think that it is a place where the children are pretty happy, despite their past. It is somewhere safe for them to live with lots of other children and adults where they can get a free education and three meals a day. This is so much better for them than the life they might have led outside the orphanage, a life that is unfortunately experienced by many children in Cambodia. This experience has changed my outlook on life, making me realise that certain things are not worth getting stressed about and also makes me realise just how lucky we are."

After graduation, Louise and Nicola returned to the orphanage, where they worked as physiotherapists for a year.

Aside from the clinical placements organised by the School of Rehabilitation Sciences, there are opportunities to do a work placement during the summer. To find out how to organise a work placement at the Borey Centre, email Louise ([louhawkes88@hotmail.com](mailto:louhawkes88@hotmail.com)) or Nicola ([nikki.kenners@googlemail.com](mailto:nikki.kenners@googlemail.com)).

## ***MSc in Rehabilitation***

The MSc in Rehabilitation is an exciting programme for advanced practice in rehabilitation and has flexibility for professionals working in many different specialities. The programme develops the skills of critical enquiry and an appreciation of the underlying theory and principles guiding rehabilitation practice. The MSc examines the best methods for integrating theory and research into practice.

The course is open to all practitioners working in health and social care (doctors, nurses, occupational therapists, physiotherapists, social workers, speech and language therapists); the course includes elements of study that can be tailored to your area of work.

### **For more information, please contact:**

Course Administrator, School of Rehabilitation Sciences:

Tel: +44 (0)20 8725 2274

Gill Mein, Senior Lecturer: Tel: +44 (0)20 8725 4642

***G.Mein@sgul.kingston.ac.uk***

Dr Fiona Jones, Programme Leader:

Tel: +44 (0)20 8725 0319

***F.Jones@sgul.kingston.ac.uk***

## ***Accreditation of Clinical Educators Scheme***

The ACE Scheme is a service by the Chartered Society of Physiotherapy for qualified members. It offers national recognition for anyone making a significant contribution to the clinical education of students, qualified physiotherapists, other health professionals and social care students.

The aim of the course is to give greater recognition to the important role of the clinical educator and to raise the quality of physiotherapy clinical education in the UK.

The scheme offers a choice of two routes to demonstrate that learning outcomes have been met:

- Experiential route: profile (portfolio) based
- Programme route: taught course/module (may also carry academic credit)

### **For more information, please contact:**

Janet Schmitt, Senior Lecturer:

Tel: +44 (0)20 8725 0321

***J.Schmitt@sgul.kingston.ac.uk***

# Postgraduate studies

## ***MSc Exercise for Health***

With chronic diseases and obesity on the increase, an enormous strain is being placed on resources. Such issues need to be addressed but more experts within the field are needed. Our masters programme is designed to address the current and relevant issues, not just to 'patch up' but to help change social perceptions and action policy in addition to the underlying theme of prevention.

Suitable for any professional with an interest in exercise, the module topics incorporate social marketing and policy issues in a multidisciplinary and holistic fashion with a strong emphasis on exercise physiology and psychology.

### **For more information, please contact:**

Anne-Marie Hassenkamp, Senior Lecturer:

Tel: +44 (0)20 8725 0112

***A.Hassenkamp@sgul.kingston.ac.uk***

# Locations

Our physiotherapy courses are largely taught at the main campus site of St George's, University of London, which shares a site with St George's Healthcare NHS Trust, based in Tooting, south London. In addition to the site at Tooting, the Faculty of Health and Social Care Sciences is also located at Kingston University's Penrhyn Road and Kingston Hill campuses.

## Out and About

St George's, University of London is connected to the heart of London by tube, train and bus, providing easy access to all the attractions of the capital city. There are restaurants, pubs, clubs, shops, theatres, museums, galleries and a wide range of other sporting, cultural and leisure facilities. As well as the tourist attractions, London also offers an attractive lifestyle to students on low incomes, from bustling street markets to parks and river walks. Students benefit from discounts on many items such as travel, theatre tickets, shops and cinemas.

## Clinical Placements

Clinical placements are work placements in a variety of healthcare environments. They are an essential part of the physiotherapy programme providing an opportunity to put theory into practice and to consolidate learning experiences. The School of Rehabilitation Sciences has well-established links with local health service providers and is able to provide focused and rewarding clinical education placements. Students are well supported by their lecturers while on placements and given plenty of guidance as to how to gain the greatest benefit from their experiences.

In the summer, some students arrange extra practice for themselves. This may be at home or abroad, such as the Cambodia work placement.

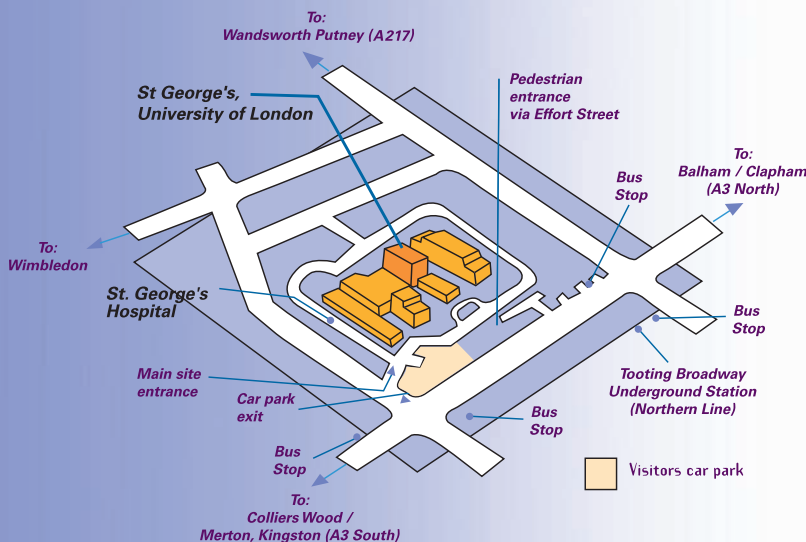
## Frequently used Clinical Placement Sites

- Croydon Primary Care Trust
- Epsom and St Helier NHS Trust
- Guy's & St Thomas' NHS Foundation Trust
- King's College Hospital NHS Foundation Trust
- Kingston Hospital NHS Trust
- Kingston Primary Care Trust
- Lewisham Hospital NHS Trust
- Mayday Healthcare NHS Trust
- Merton & Sutton NHS Trust
- Richmond & Twickenham NHS Trust
- St George's Healthcare NHS Trust
- South West London & St George's Mental Health Trust
- Wandsworth Teaching Primary Care Trust

Occasionally placements may be at hospital sites further afield.



St George's, University of London





# Fact File

## **Residential Accommodation**

Residential accommodation is normally available during the first year and support is given in finding accommodation for the remainder of the course. Information is available in the St George's prospectus, which you can download at [www.healthcare.ac.uk](http://www.healthcare.ac.uk).

## **Student Finance**

Tuition fees are paid for all UK and European Union students. Students resident in the UK for three years prior to the commencement of the course are normally eligible for a Department of Health means-tested bursary.

## **Academic Requirements**

Recent changes in the admissions requirements for undergraduate Physiotherapy mean you might benefit from our adjusted criteria scheme.

As well as considering those who meet the standard ABB offer, St George's will now consider applicants with A-level grades down to CCC. Applicants will be considered if their grades are at least 60% better than their school's average. We therefore strongly encourage you to consider St George's if you wish to pursue a career in physiotherapy. Please contact the student recruitment team for further information on 020 8725 2333 or visit the St George's, University of London website: [www.sgul.ac.uk](http://www.sgul.ac.uk)

## **A-levels**

All applicants must offer three A-level subjects, including Biology or Human Biology, and must achieve grades of ABB or above. Ideally you will also offer an additional Science at A-level (this can include a variety of subjects, please contact our enquiries team for more information). If your school average for A-level is less than 534.5 points, but your personal average is 60% more than your school average, we will use a formula to consider a lower offer to a minimum of CCC. You can find your school average at [www.dcsf.gov.uk/performance/tables](http://www.dcsf.gov.uk/performance/tables). We do not accept applicants who are taking A-levels over three years but applicants may resit modules throughout years 12 and 13. General Studies and Key Skills will not be accepted as qualifying subjects.

## **GCSE**

GCSEs or equivalent: Applicants require at least eight subjects at GCSE taken in one sitting with grades A\*-C. English Language, Maths and Science must be either A or B. GCSE English Language must be at least a

grade B or, if it is not taken, you must pass the International English Language Testing System (IELTS) with 7.0 overall and 7.0 in the Written Element (with no other section less than 6.5). Re-sits are not accepted.

## **Access Programme**

You are required to have the full diploma of 60 credits. Two-thirds of the course should include Level 3 science related modules (eg, biology, biological science and health sciences). You will be expected to achieve 45 credits at Level 3 - 50% of which must be graded to distinction level and 50% at merit level. You should also achieve English and Maths GCSE equivalent at Level 2 if you do not have GCSEs A\*-C grade in each subject. If you are in doubt you should arrange for your college to send a course content syllabus for the Admissions tutor to approve. The syllabus should be sent initially to the Admissions Officer for Physiotherapy, Lynda Carter ([lcarter@sgul.ac.uk](mailto:lcarter@sgul.ac.uk)).

## **Advanced GNVQ**

We will consider applicants with AGNVQ Science at Distinction level but it must be coupled with Biology or Human Biology A-level, with a minimum grade B.

## **National Diplomas and Certificates (eg BTEC)**

We will consider applicants with a National Diploma in Health Studies or Science. All units taken in the first year should be merits. At least 80% of the units taken in the second year should be passed with Distinction and should contain substantial elements of science.

## **Scottish Higher**

We accept Scottish Highers alone for entry to Physiotherapy. Five B grades at Higher level are required, plus three Advanced Highers at grades BBB, including Biology or Human Biology and ideally a second science subject.

## **Advanced Diploma**

We welcome applications from applicants undertaking the Society, Health and Development strategy of learning. We require applicants to take A-level Biology or Human Biology as their Additional and Specialist Learning. The Extended Project must be undertaken in line with the Society, Health and Development strategy of learning. Grade Requirement - Applicants must achieve a minimum grade B for the Diploma overall, with a minimum of a grade B for the A-level in either Biology or Human Biology.





### **Foundation degree**

Applicants require a minimum overall score of 75% in a health related subject.

### **Graduates**

Applicants who have, or are predicted to gain a 1st or 2:1 Honours Degree may apply without the need to have either a Biology or Human Biology A-level or an Access course. Those applicants who have obtained or are predicted a 2:2 Honours Degree in a Science-based subject will also be considered without the need for Biology A-level or an Access to Science course. Applicants who have or are predicted a 2:2 Honours Degree in a subject other than Science must have either Biology or Human Biology A-level or an Access course in addition. Applicants must ensure they meet the overall entry requirements. Following a successful interview, candidates who have achieved or are predicted a 1st or 2:1 Honours Degree will be expected to undergo some A-level Biology pre-reading.

### **English Language qualifications**

All applicants must have an English Language GCSE, grade A or B. International applicants not offering GCSE English language are required to satisfy the School's English Language requirement by passing the International English Language Testing System (IELTS) with 7.0 overall and 7.0 in the Written Element (with no other section less than 6.5). Re-sits are not accepted.

### **European Baccalaureate**

Applicants offering the EB must offer Chemistry and Biology as full options, examined by written examination. A minimum of 85% must be achieved in the sciences, with an overall average of 85%. If Mathematics or English is not included in the EB, these subjects must be passed at grades A or B at GCSE (or equivalent).

### **International Baccalaureate**

Applicants must qualify for the full award of the diploma. We will consider actual/predicted overall scores of 32 points with grades 665 at Higher Level including Biology or Human Biology. 555 at Standard Level including English Language and Maths. At application it is essential that we are provided with full predictions/achieved grades for each subject as well as the overall diploma score.

### **Irish Leaving Certificate**

The Leaving Certificate of the Irish Department of Education, or the Matriculation Certificate of the National University of Dublin, or of Trinity College Dublin, with five passes at Higher level are required in one sitting. Human Biology or Biology and four other subjects with a grade no lower than B are a must. Applicants offering the Irish Leaving Cert should be predicted five passes at grades A or B including English, Maths and Human Biology or Biology. Applicants should also list their Junior Certs on their UCAS forms.

### **European and international applicants**

European students who do not meet the three year UK residence period are entitled to fee support only. To be eligible for the full student support package, you must meet the UK residential requirements. These requirements are that you be in the UK for a period of three years for purposes other than full time education, and have 'settled' status. European students must contact the Immigration Office, Lunar House, 40 Wellesley Road, Croydon CR9 2BY; Telephone +44 (0)20 760 1374 for further information.

International applicants must meet the home student requirements to be considered for a place. They must also have any academic qualifications from their home country translated by UKNARIC to UK equivalent before applying. If it is clear from their UCAS form that they are definitely an international student then their application will automatically be made unsuccessful.

### **Applicant Category**

#### **Deferred entry**

The Faculty will consider applications for deferred entry provided that the intervening year is spent in a positive and worthwhile way. Application is made through UCAS in the usual way, although the UCAS form must be amended appropriately.

#### **Resit applicants**

Resit applicants will be considered, although it is inevitably more difficult to be accepted the second time around.

#### **Transfers**

The Faculty does not normally accept transfers from other physiotherapy or university courses.



### ***Equal opportunities policy***

Applications are considered on an equal basis, irrespective of gender, sexual orientation, marital or parental status, social class, nationality, religion, or ethnic origin. The Faculty carefully monitors the selection procedure on a regular basis in order to ensure that no discrimination takes place.

### ***Selection procedure and policy***

Applicants will be selected on the basis of academic and personal criteria and those who meet the relevant criteria will be invited to attend an interview. Applicants are encouraged to undertake, or to have undertaken, a short period of work experience in an appropriate healthcare setting.

The admissions policy is intended to open the course to applicants who satisfy the entry requirements having followed the widest possible range of academic routes.

Students with a disability are encouraged to discuss the disability with either the Admissions Tutor or the Disability Officer. This may be confidential at this stage. The Disability Officer can discuss with you the support that can be obtained, e.g. the DSA (Disability Student Allowance), and the Admissions Tutor will be able to discuss your particular needs relative to the course requirements. The vocational nature of the course means that some applicants with a disability may not be able to meet all the requirements. A copy of the



School's Disability Statement is available from the BSc Admissions Officer (please see below for contact details) and on the St George's website at [www.sgul.ac.uk](http://www.sgul.ac.uk) or email the Disability Co-ordinator Michael Woodman: [mwoodman@sgul.ac.uk](mailto:mwoodman@sgul.ac.uk)

Applications should be made through the Universities and Colleges Admissions Service (UCAS). Visit [www.ucas.ac.uk](http://www.ucas.ac.uk) to apply online.

You should apply via UCAS between September and mid-December for entry in the following September. It is advisable to make your application as early as possible.

You can apply through the UCAS website. Please visit [www.ucas.ac.uk](http://www.ucas.ac.uk) for more information.

[www.ucas.ac.uk](http://www.ucas.ac.uk)  
Email: [enq@ucas.ac.uk](mailto:enq@ucas.ac.uk)  
UCAS Enquiries: 0870 1122211  
Application code  
3-year full time course  
UCAS Code: B160

### **Further information**

More information regarding St George's, University of London and Kingston University is available in other prospectuses and supporting booklets.

**Student Recruitment Team**  
**St George's, University of London**  
Cranmer Terrace  
London SW17 0RE  
Tel: 020 8725 2333  
Fax: 020 8725 0841  
Email: [enquiries@sgul.ac.uk](mailto:enquiries@sgul.ac.uk)

**Faculty of Health and Social Care Sciences website:**  
[www.healthcare.ac.uk](http://www.healthcare.ac.uk)  
**St George's, University of London website:** [www.sgul.ac.uk](http://www.sgul.ac.uk)  
**Kingston University website:** [www.kingston.ac.uk](http://www.kingston.ac.uk)

Open Days at St George's are held on the last Wednesday of the month. Please contact BSc Admissions Officer on 020 8725 0499 for details.

The Faculty of Health and Social Care Sciences also holds regular open days for all its courses. You can book online for the open days via our website here: [www.sgul.ac.uk/opendays](http://www.sgul.ac.uk/opendays)

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# St George's

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