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**The Knowledge Hub Universities**

**Egypt**

**Course Specification**

**BSc (Hons) Physiotherapy**

**TKHU037**

**Academic Year: 2025-2026**

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

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

## **PART 1 Course Specification**

### **BSc (Hons) Physiotherapy**

#### **1. Introduction**

Part 1 of this document outlines Level 3 of the BSc (Hons) Physiotherapy degree, which is a shared foundation year taught across programmes in the Part 2 outlines Levels 4, 5 and 6, which are specific to the BSc (Hons) Physiotherapy course.

#### **Level 3:**

The Foundation Year has been designed to equip students with the knowledge, competences and skills that are required to be successful in today's global workplace as well as provide the academic rigour that is expected from an award from Coventry University. The Foundation Year meets the requirements of the Egyptian Ministry of Education to provide a 4 year course. The Foundation Year provides a bridge to higher education for candidates who do not possess sufficient educational level to obtain direct entry onto an undergraduate course or those who wish to change their area of study and need a grounding in the new subject.

The concept underpinning the course design is to build the academic provision around professional body standards and professional practice. A distinctive feature of the course is that in addition to the academic qualification gained, students are prepared to undertake professional body qualifications, and registration from local regulators e.g The Ministry of Health and the General Syndicate of Physiotherapists, Egypt. The Foundation Year embeds vocational numeracy and literacy throughout its modules and is mapped against the Subject Content Functional Skills: mathematics (UK Department for Education 2018).

The Foundation Year is focused on applied learning; this means that the students are geared to high intensity teaching and study throughout the course requiring full commitment from students. All of the teaching is designed to be classroom based.

The course will enable students to develop an independent, reflective and self-managed approach to using skills appropriate for study at later levels and indeed within a health professional context i.e., vocational numeracy. Students will improve their confidence in learning, study and approaches to finding information relevant to health professions and develop an understanding of, and insight into, a range of careers specific to Physiotherapy, and a range of health professions courses. Students will be made aware of their current skills, gain new skills, and learn how these may be developed and transferred for studying on health-related courses. Integrated into the Foundation Year modules are two-week observational placements, in these placements students will be able to make reflective diaries that draw on their experiences and reflect those observations into their module assessments.

## 1 Available Award(s) and Modes of Study

Title of Award	Mode of attendance	FHEQ Level
	FT 1 Year	3

3 Awarding Institution/Body	Coventry University
4 Collaboration	Autonomous Franchise
5 Teaching Institution and Location of delivery	The Coventry University Branch at The Knowledge Hub Universities, New Administrative Capital, Cairo, Egypt
6 Internal Approval/Review Dates	Date of approval/latest review: November 2024 Date for next review:2030/31
7 Course Accredited by	N/A
8 Accreditation Date and Duration	N/A
9 QAA Subject Benchmark Statement(s) and/or other external factors	Developed in line with The Framework for Higher Education Qualifications <a href="https://www.qaa.ac.uk/docs/qaa/quality-code/uk-quality-code-for-higher-education-2024.pdf">https://www.qaa.ac.uk/docs/qaa/quality-code/uk-quality-code-for-higher-education-2024.pdf</a>
10 Date of Course Specification	March 2026
11 Course Director	Adly Sabbour

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## 12 Outline and Educational Aims of the Course

The educational aims of the programme are to provide:

- a) An introduction to academic and professional knowledge, relevant to the study and practical requirements of a foundation course relating to Health.
- b) An opportunity for students to begin to develop the skills and competences that relate to the successful study of the Health Professions and their regulatory bodies local to Egypt for example the General Syndicate of Physiotherapist and the Ministry of Health.
- c) An opportunity for students to develop an understanding of the skills and competences required in the workplace and to gain progression onto a health professions course.
- d) Students with a level of academic and personal self-confidence that will aid transition and sustain them into a degree course and the workplace.
- e) Students with the subject content for Level 2 functional skills mathematics and English.

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## 13 Course Learning Outcomes

The course is designed to foster a critical, analytical and experiential approach to embedded study skills and subject-specific academic English and Mathematics. The course supports students towards informed career choices, with awareness of their own strengths and knowledge of career pathways. Successful completion of this year will enable progression to Year 2 (Level 4) of the BSc (Hons) Physiotherapy programme. This year also aims to develop knowledge and skills that can be applied to solving patient care needs and problems, as well as students' academic and personal skills.

The course is divided into contemporary and foundational topics (120 credits). Whilst mathematics is not a specific module the course utilises an "in module" approach to the "real world" mathematics required by health professionals. The modules in the course aim to build students' knowledge and investigative skills on a diverse range of topics within the disciplines with a focus on Pathophysiology and Pharmacology, Foundations of Anatomy and Physiology, Professional issues (The General Syndicate of Physiotherapists and The Ministry of Health), and the communication skills required to work in a professional setting.

### Level Three course outcomes are:

A student who successfully completes the course will have achieved the following Course Learning Outcomes:

1. Develop skills for academic and professional development including those required by professional bodies and for progression within higher education.
  2. Develop knowledge and understanding of the contemporary issues and underpinning theory for a career in the health professions.
  3. Exercise personal responsibility and confidence in decision making in preparation for a career in the health professions.
  4. Develop both awareness and practical application of the key skills and competences required for professional practice including digital fluency.
  5. Develop knowledge on global issues to develop independence and autonomy within the health professions.
  6. Develop knowledge and understanding of the approaches to communication and relationship building in professional settings.
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## 14 Course Structure and Requirements, Levels, Modules, Credits and Awards

This Foundation Year is delivered in full time mode 120 credits (6 modules) in one academic year as a part of the full 4-year BSc (Hons) Physiotherapy course.

The course is developed in accordance with The General Syndicate of Physiotherapists and the Ministry of Health Egypt. The length and set up of teaching sessions allows for varying approaches to teaching and learning, including team teaching, group discussions, individual presentations, research and presentation, interactive teaching and guest lecturers. The aim of each session is to have a balance between students learning academic, practical and professional skills.

Each one of the learning blocks (modules) is worth 20 credits; these will require the equivalent of 600 study hours per semester and are taught consecutively, with assessments in each 13 week block. Students will receive approximately 18 hours of guided learning per week. This will be a combination of face to face teaching and online, blended learning support. There will also be small group tutorials every week. The remaining hours required for the module will be self-guided. Each subject specific module contains a 2 week observational placement allowing total fulfilment of 1520 hours clinical practice as required by the General Syndicate of Physiotherapists, Egypt.

Credit level	Module Code	Title	Credit Value	Mandatory/ Optional	Course Learning Outcomes
3	KH3113HUM	Foundation Academic English 1 for Health and Life Sciences	20	Mandatory	3,4

3	KH3114HUM	Foundation Academic English 2 for Health and Life Sciences	20	Mandatory	3,4
3	KH3000PH	Fundamentals of Pathophysiology and Pharmacology	20	Mandatory	1,2,3,4,5
3	KH3001PH	Fundamentals of Anatomy and Physiology	20	Mandatory	1,2,3,4,5
3	KH3002PH	Engaging with professional issues	20	Mandatory	1,2,3,4,5,6
3	KH3003PH	Introduction to relationship building in the workplace	20	Mandatory	1,2,3,4,5,6

### Progression to Level 4:

To progress to Level 4 of the BSc (Hons) in Physiotherapy degree, a student must have passed and been credited with all modules in the Foundation Year (Level 3).

Level 3 marks do not contribute to the final degree award.

## 15 Criteria for Admission and Selection Procedure

1 AS Level grade D and 5 GCSEs (including English Language, Mathematics and Science) at A\*- C or 9 - 4 in the new GCSE grading structure OR 8 GCSEs (including English Language, Mathematics and Science) at A\*- C or 9 - 4 in the new GCSE grading structure OR Twjijiya/General Secondary School certificate with minimum 60%.

All equivalent qualifications are welcome, as are mature students with alternative experience. Example equivalent qualifications include:

- American Diploma: A minimum cumulative Grade Point Average (GPA) of 2.0. One year of both Math and English subjects to have been taken during high school is required. Applicants with an American Diploma must provide an IELTS Certificate (an overall score of 5.5 and not less than 5.0 in each band).
- International Baccalaureate (IB): A minimum score of 24 points overall and a minimum score of 4 in Mathematics. Applicants with an IB must also provide an IELTS Certificate (an overall score of 5.5 and no less than 5.0 in each band) OR achieve an IB Grade 4 and above at standard level in English Language.
- German Abitur: A minimum score of 3.5. Applicants with a German Abitur must also provide an IELTS Certificate (an overall score of 5.5 and no less than 5.0 in each band) OR obtain a grade 10 or above in Abitur English Language.

- Canadian Diploma: A minimum number of six subjects from grades 11 and 12, including Mathematics as one subject, and an equivalent score of 50%. Applicants with a Canadian Diploma must provide an IELTS Certificate (an overall score of 5.5 and not less than 5.0 in each band).
- French Baccalaureate: Applicants must pass the Baccalaureat with at least 10/20 or Option Internationale du Baccalauréat with at least 9.5/20. Applicants with a French Baccalaureate must also provide an IELTS Certificate (an overall score of 5.5 and no less than 5.0 in each band) OR achieve a minimum score of 14 in English in either the Baccalaureat (Le Bac) or Option Internationale du Baccalauréat.

In the case of applicants whose first language is not English, an adequate proficiency in English must be demonstrated. This would normally be a minimum IELTS score of 5.5 (with no less than 5.0 in each component) or equivalent.

Please note that this is a 4 year programme which consists of a mandatory Foundation Year plus 3 years of study.

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## 16 Academic Regulations and Regulations of Assessment

This course conforms to Regulations for the delivery of Coventry University Undergraduate awards at the Coventry University Branch at The Knowledge Hub, Egypt.

**17 Indicators of Quality Enhancement** and **18 Additional Information** for this course are included in Part 2.

## **PART 2 Course Specification**

### **BSc (Hons) Physiotherapy**

#### **1. Introduction**

Coventry University has a long-standing history in providing outstanding physiotherapy education, both at an undergraduate and postgraduate level. The course at TKH (The Knowledge Hub) will mirror that offered at Coventry. Our physiotherapy course prepares learners to safely and efficiently work within the wide scope of physiotherapy practice including the public and private practice, sports, specialist education, and leadership. The course is aimed at anyone with a relevant foundational education who has an ambition to become a registered physiotherapist and we are particularly proud of the diversity of our cohorts, with learners bringing a wealth of previous experience from different backgrounds.

At TKH, we have exceptional resources housed in state-of-the-art facilities, which allow the use of innovative teaching approaches including immersive simulation. Another approach to simulation includes the involvement of service users in the delivery of the physiotherapy content. Service users may act as models within demonstrations of physiotherapy interventions.

Authentic team working opportunities are interwoven throughout the course to allow you to develop an understanding of integrated working and learning which is essential to becoming collaborative, practice ready health professionals. Throughout the course, you will partake in several integrated health and care modules which run across the School of Health and Life Sciences, allowing integration and collaboration with learners from other health disciplines.

The Physiotherapy curriculum has been designed in line with the UK Health and Care Professions Council (HCPC) standards of proficiency, with an increasing focus on values-based healthcare and preventative strategies to improve public health. You are also provided with experiences to develop your understanding of evidence informed practice, allowing you to effectively critique evidence sources and make safe and effective decisions.

The teaching and learning approaches used within the course allow you to develop a wide range of practical and academic skills to meet the expanding role and diverse career pathways of physiotherapists within the contemporary healthcare setting. You will learn to be autonomous, resilient, reflective, and adaptable lifelong learners who are able to work as practitioners within multi-disciplinary teams offering high quality patient-centred care. These innovative teaching approaches are coupled with varied assessment strategies and include opportunities for you to demonstrate your innovation and digital fluency in assessment tasks utilising creative technologies. This approach to assessment allows a more inclusive curriculum where learners with different learning preferences or learning difficulties will have the potential to succeed.

Employability is considered throughout the course, with a specific module at Level 6 for you to develop your leadership skills. This will equip you to work within the broad range of healthcare environments available to them post-qualification. The clinical component of the course is also very important, you will experience clinical placements across a variety of settings to provide educational and transformational learning opportunities. You will complete a range of placements in core areas of physiotherapy practice which will enable your clinical reasoning and decision making skills.

<b>2 Available Award(s) and Modes of Study</b>			
Title of Award	Mode of attendance	UCAS Code	FHEQ Level
BSc (Hons) Physiotherapy	FT 3 Years		Level 6
<b>Interim Awards</b>			Level 6
BSc Rehabilitation Studies			Level 5
Diploma Higher Education			Level 4
Certificate Higher Education			
<b>3 Awarding Institution/Body</b>	Coventry University		
<b>4 Collaboration</b>	Autonomous Franchise		
<b>5 Teaching Institution and Location of delivery</b>	The Coventry University Branch at The Knowledge Hub Universities, New Administrative Capital, Cairo, Egypt		
<b>6 Internal Approval/Review Dates</b>	Date of approval/latest review: November 2024		
	Date for next review: 2030/32		
<b>7 Course Accredited by</b>	N/A		
<b>8 Accreditation Date and Duration</b>	N/A		
<b>9 QAA Subject Benchmark Statement(s) and/or other external factors</b>	<p>The course is underpinned by the requirements of the following Professional and Statutory Regulatory Bodies (PSRB) but does not directly lead on to the registration. Graduates will be able to apply for registration individually.</p> <p>HCPC Standards of Education and Training (2017)</p> <p><a href="https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/">https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/</a></p>		

	<p>HCPC Standards of Proficiency for Physiotherapy (2023)  <a href="https://www.hcpc-uk.org/standards/standards-of-proficiency/physiotherapists/">https://www.hcpc-uk.org/standards/standards-of-proficiency/physiotherapists/</a></p> <p>HCPC Standards of conduct, performance and ethics (2024)  <a href="https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/revised-standards/">https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/revised-standards/</a></p> <p>CSP Learning and Development Principles for CSP Accreditation of Pre-registration Programmes in Physiotherapy (2020)  <a href="https://www.csp.org.uk/publications/learning-development-principles-csp-accreditation-pre-registration-programmes">https://www.csp.org.uk/publications/learning-development-principles-csp-accreditation-pre-registration-programmes</a></p>
<b>10 DBS requirement</b>	Egyptian Criminal Record Certificate is required from each student prior to commencing the course
<b>11 Date of Course Specification</b>	March 2026
<b>12 Course Director</b>	Adly Sabbour

## 13 Outline and Educational Aims of the Course

The aims of the course are as follows:

- To produce a safe, effective learner who meets both the academic, clinical and personal requirements of the UK HCPC and CSP and the Egyptian Health Council.
  - To create a reflexive and curious learner who utilises their scientific knowledge and evidence-based insights for continual improvement.
  - To develop a learner who can harness technology for the good of the service user and adeptly navigate evolving healthcare environments.
  - To create a learner who is visionary, acting as a global citizen and leading with inclusivity and championing diversity.
  - To prepare a learner who utilises preventative and proactive strategies to improve the health of individuals and communities, placing the service user(s) at the centre of the therapeutic process to provide holistic and person-centred care.
  - To develop a learner who can effectively communicate with multiple agencies and stakeholders, working collaboratively and demonstrating professional behaviours.
  - To produce a learner who can lead innovatively in the evolving landscape of healthcare, showing a commitment to lifelong learning and continuous professional and personal development.
  - To inspire the learner of the future, creating practitioners whose creativity, innovation and entrepreneurialism will adapt to the changing landscape of the profession.
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## 14 Course Learning Outcomes

**On successful completion of the course a learner will be able to:**

1. Apply an in-depth awareness of professional behaviours in line with the UK Chartered Society of Physiotherapy and Health and Care Professions Council and the Egyptian Health Council
2. Apply an in-depth understanding of knowledge, selecting relevant theories, ideas, conceptual frameworks and methods to solve practice-based problems.
3. Demonstrate reflexivity and curiosity, by engaging in evidence informed practice and committing to lifelong learning through the lens of person-centred care.
4. Demonstrate skills in synthesising relevant information and ideas to formulate and conduct appropriate interventions, in collaboration with other healthcare professionals and stakeholders.
5. Lead with innovation, creativity and confidence within the evolving landscape of healthcare.
6. Act responsibly and ethically, demonstrating a commitment to equitable practice, awareness of cultural differences and acting as a global citizen.
7. Implement physiotherapy principles in the prevention and management of illness and maintenance of health, integrating learning and collaboration with people in the community to promote public health and wellbeing.
8. Adapt to the evolving landscape of healthcare, embracing the use of new technologies and interventions to achieve best practice.

## 15 Course Structure, Modules, Credits and Progression and Award Requirements

The pedagogy of the course has been created to facilitate a stackable approach to curriculum design, which incorporates self-contained blocks of study to enable learner engagement and deep learning.

The modules within the course, their status, the levels at which they are studied, and their credit value are identified in the table below.

Credit level	Module Code	Title	Learning Credit	Assessment credit	Mandatory	Course Learning Outcomes
4	KH4000HC	Becoming a Professional Practitioner	20	20	M	1, 3, 4, 5, 6, 7
4	KH4001HC	Evidence: Your Profession in a Global Context	20	20	M	3, 4, 6
4	KH4021PH	Understanding Human Health and Function	20	20	M	2, 8
4	KH4018PH	Exploring Human Movement	20	20	M	2, 8
4	KH4019PH	Person Centred Approaches to Physiotherapy	20	20	M	4, 6, 7
4	KH4020PH	Placement 1: Introduction to practice-based learning	20	20	M	1, 2, 3, 4, 5, 6, 7, 8

5	KH5028PH	Pathways of Care in Physiotherapy Practice		20	20	M	2, 3, 4, 6
5	KH5029PH	Placement 2: Progressing Practice-based Learning		20	20	M	1, 2, 3, 4, 5, 6, 7, 8
5	KH5027PH	Optimising Health and Wellbeing		20	20	M	2, 3, 6, 7
5	KH5030PH	Placement 3: Developing Towards Independent Practice		20	20	M	1, 2, 3, 4, 5, 6, 7, 8
5	KH5000HC	Exploring Knowledge Through Curiosity		20	20	M	3, 8
5	KH5031PH	Values Based Physiotherapy		20	20	M	1, 3, 5, 6, 8
6	KH6017KH	Placement 4: Engaging in Quality Practice		20	20	M	1, 2, 3, 4, 5, 6, 7, 8
6	KH6015PH	Exploring Physiotherapy Practice		20	20	M	2, 3, 4, 6, 8
6	KH6000HC	Leading for the Future as a Health and Care Professional		20	20	M	1, 5, 6

6	KH6016PH	Facilitating Change Through Physiotherapy		20	20	M	2, 3, 5, 6, 7
6	KH6018PH	Placement 5: Developing Autonomous Practice		20	20	M	1, 2, 3, 4, 5, 6, 7, 8
6	KH6001HC	The Evidence-based Practitioner: Professional Project		20	20	M	2, 3, 4, 5, 6

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**Cascade of Awards:**



\*only available as interim awards

## **Interim Awards**

### **BSc Rehabilitation Studies**

Awarded to learners who:

have achieved at least 300 credits, to include a minimum of 100 credits at level 4, 80 credits at level 5, and 80 credits Level 6.

### **Diploma of Higher Education**

Awarded to learners who:

have achieved a minimum of 240 credits, to include a minimum of 100 credits at level 4 or above and 100 credits at level 5 or above.

### **Certificate of Higher Education**

Awarded to learners who:

have achieved at least 120 credits at level 4 or above.

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## **16 Academic Regulations and Regulations of Assessment**

This course conforms to Regulations for the delivery of Coventry University Undergraduate awards at the Coventry University Branch at The Knowledge Hub, Egypt.

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## **17 Indicators of Quality Enhancement**

The course is managed by the Course Director.

The Course Programme Assessment Board (PAB) for CU-Branch at The Knowledge Hub is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the course. This activity will be performed in partnership with Coventry University, UK.

External Examiners moderate. Examiners moderate all assessment tasks and a sample of assessed work for each module. They will report annually on the course and/or constituent modules and their views are considered as part of the Collaborative Course Quality Enhancement Monitoring (CCQEM). Details of the CCQEM process can be found on The Knowledge Hub's web site.

Students are represented on the Student Forum, Board of Study and School Board, all of which normally meet two or three times per year.

Student views are also sought through module and course evaluation questionnaires.

The Level 3 curriculum has been designed to underpin the knowledge and skills that will be developed further on (Levels 4, 5 & 6) in the BSc (Hons) in Physiotherapy degree course.

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## 18 Additional Information

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

- Academic Course Director(s) are responsible for particular activities across the course and are able to provide advice and support to students in course-related matters.
- Student Handbooks
- Professional Practice Handbook
- Module Descriptors
- CCQEM Reports
- The Knowledge Hub Study Support Information