University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Foundations of Neuroscience for Physiotherapy					
Module Code	UZYSY3-15-1		Level	1	Version	1
Owning Faculty	Health and Applied Sciences		Field	Allied Health Professions		
Contributes towards	Bsc (Hons) Physiotherapy					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None		Co-requisites	None		
Excluded Combinations	None		Module Entry requirements	N/A		
Valid From	September 2015		Valid to	September 2021		

CAP Approval Date	30 April 2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Explain the anatomy and the physiology of identified areas of the central and peripheral nervous systems (Component A). 2. Explain the neurological components of human posture, movement and specified sensory function (Component A). 3. Explain neuroplasticity, skill acquisition and the principles of motor learning. (Component A). 4. Explain the physiological response to injury in specified conditions, and describe how pathological changes seen in these conditions give rise to the expected clinical features (Component A and B). 5. Apply safe and effective neuro - specific assessment skills (Component B).
Syllabus Outline	**Theoretical Content:**

	Overview of central and peripheral nervous systems to include: Microstructures/cellular anatomy/terminology Electrical activity in the nervous system – action potential, synapses Sensory receptors, pathways, and perception Cortex Motor pathways Motor control Stroke Cerebellum Cerebellar disorders Brainstem Reticular formation Hippocampus Amygdala Spinal cord Reflexes Basal ganglia and Basal ganglia disorders Vestibular system and Vestibular disorders Balance Neuroplasticity Peripheral nerve injury **Assessed Practical Skills** **Identify normative responses using a range of sensory, motor and functional assessment procedures to include:** Sensory testing: proprioception, temperature, light touch, pin-prick, 2 point discrimination, stereognosis, Romberg's, co-ordination testing, assessment of sitting and standing balance, myotomes, reflexes, dermatomes, tone
Contact Hours	40 contact hours to include approx. 2 hours of lectures, 2 hours of seminars and 2 hours of practicals per week over 8 weeks plus drop in and revision sessions and mock exams.
Teaching and Learning Methods	Lectures provide an introduction and summary of the topic area. Seminars include problem solving, case studies and discussions and use of workbooks to support learning. The format of lectue followed by seminar and practical skills teaching on a given topic allows for intergration and application of theoretical knowledge with practical skills. Additionally, students are expected to engage in self study using the resources and structure in the workbooks provided and Blackboard. Preparation time is focused on essential reading, supplemented by self assessment exercises from the workbook and by attempting sample questions. A major part of their study time is taken up by exam preparation, including sample question and practical skills practice. **Scheduled learning** includes lectures, seminars, practicals and group tutorials. **Independent learning** includes hours engaged with essential reading, attempts at sample questions and exam preparation.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are

	interested in applying for. **Key Information Set - Module data** *Number of credits for this module*: 15 Hours to be allocated: 150 | Scheduled learning and teaching study hours: 40 | Independent study hours: 110 | Placement study hours: | Allocated Hours: 150 The table below indicates as a percentage the total assessment of the module which constitutes a - **Written Exam**: Unseen written exam **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: Total assessment of the module: Written exam assessment percentage: 50% Coursework assessment percentage: 0% Practical exam assessment percentage: 50% 100%
Reading Strategy	Core readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out. Further readings Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and reviewed regularly Access and skills Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification.

	However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. Patestas, M.A. (2006) A textbook of neuroanatomy. [online] London: Blackwells. [Accessed 14 November 2014] Tortora, G. and Grabowski, S. (2003) *Principles of Anatomy and Physiology.* 10th Ed. New York: Wiley Waxman, S.G. (2009) Clinical Neuroanatomy. [online] London: McGraw Hill. [Accessed 14 November 2014]

Part 3: Assessment	
Assessment Strategy	• A written examination will enable comprehensive testing of knowledge and understanding and its application to a range of clinical presentations. • A practical skills assessment (Structured Oral Practical Exams) will test key practical, neurological specific assessment skills including communication and professionalism. • Formative assessment opportunites occurin the form of a mock written examination. Module answers are made available at a later date whereby students can self assess their performance • Formative assessment in the form of a mock practical examination is also used and students are given verbal feedback on their performance. • Throughout the course of the module MCQs, quizzes, Turning Point and sample question are available in order for students to monitor their learning and understanding of the subject material. Practcal teaching allows for students to be given feedback on their practical skills within the classroom environment.

Identify final assessment component and element	**Component A**	
% weighting between components A and B (Standard modules only)	**A:** **100%**	**B**: **Pass/Fail**
First Sit		
Component A (controlled conditions) **Description of each element**	**Element weighting**	
1. 1.5 hour written exam	100%	
Component B **Description of each element**	**Element weighting**	
1. Structured Oral Practical Examination (SOPE) – 10 minutes	Pass/Fail	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting**
1. 1.5 hour written exam	100%
Component B **Description of each element**	**Element weighting**
1. Structured Oral and Practical Examination (SOPE) – 10 minutes	Pass/fail
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	