



ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	The University of West England
Teaching Institution	The University of West England
Delivery Location	Glenside Campus, UWE / distance learning
Study abroad / Exchange / Credit recognition	NA
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Allied Health Professions
Modular Scheme Title	Postgraduate
Professional Statutory or Regulatory Body Links	NA
Highest Award Title	MSc Rehabilitation
Default Award Title	NA
Fall-back Award Title	NA
Interim Award Titles	Post Graduate Certificate in Rehabilitation Post Graduate Diploma in Rehabilitation
UWE Progression Route	NA
Mode(s) of Delivery	Part time / Distance learning
Codes	UCAS: ISIS2:
	JACS: HESA:
Relevant QAA Subject Benchmark Statements	Master's Degree Characteristics Benchmark Statement: Healthcare Programmes: Occupational Therapy and Physiotherapy
First CAP Approval Date	31 May 2016 Valid from September 2016
Revision CAP Approval Date	Revised with effect from
Version	1
Review Date	September 2022

Part 2: Educational Aims of the Programme

The educational aims of this programme are to produce a practitioner who has in depth, advanced knowledge and understanding of their profession and practice by:

- Providing the opportunity to develop autonomy and essential lifelong learning skills.

Part 2: Educational Aims of the Programme

- Facilitating critical analysis and use of current evidence to inform, improve and challenge practice.
- Fostering reflective practice to encourage initiative and leadership in change.
- Promoting innovation and flexibility in dynamic health and social care systems.
- Advancing knowledge and professional skills which can be implemented in practice
- Implementing research and critical analysis skills within professional environments.
- Engaging in discussions with the multidisciplinary team and understanding the importance in respecting the strengths and roles of different professions.
- Developing cognitive abilities commensurate with Masters level education.
- Expanding their professional and academic transferable skills with regards to advanced communication skills, managing complex situations, and implementing strategies for change.
- Negotiating advanced practice and innovation within ethical, legal and professional frameworks.
- Developing the requisite skills and understanding to contribute, through research, to the existing body of knowledge in Occupational Therapy, Physiotherapy, and the wider rehabilitation community.
- Broadening cultural and professional perspectives and encouraging Global citizenship.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Not applicable

Part 3: Learning Outcomes of the Programme

and evaluate practice.													
Demonstrate the ability to articulate/ disseminate findings and perspectives with reference to Masters level descriptors.	X	X	X	X	X	X	X	X	X	X	X	X	X
(C) Subject/Professional/Practical Skills													
Demonstrate a critical awareness of the responsibilities of the advanced practitioner in relation to self and practice.	X		X	X	X	X		X	X	X	X	X	X
Demonstrate the ability to engage in debate with regards to the dynamic approaches of rehabilitation in varied contexts and culture.	X		X	X	X	X							X
Critically evaluate current approaches in practice to meet the changing needs of users and service.	X		X	X	X	X	X	X	X	X	X	X	X
Demonstrate leadership in change implementation with regards to own practice.			X	X	X	X		X	X	X	X		
Critically reflect on ethical practice, practitioner autonomy and healthcare constraints.	X		X	X	X	X	X	X	X	X	X	X	X
(D) Transferable skills and other attributes													
Extract, evaluate and synthesise information gained from both primary and secondary sources.	X	X	X	X	X	X	X	X	X	X	X	X	X
Critically reflect and evaluate own academic and professional progression.	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate the ability to evaluate complex issues and develop resolution strategies appropriate to practice.	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate the ability to manage change effectively from identified need.	X		X	X	X	X	X	X	X	X	X		
Demonstrate an ability to use an effective range of advanced communication skills	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate an ability to work effectively in a team.	X		X	X		X		X	X	X	X		

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

On this MSc award the teaching and learning strategies have been devised to incorporate a range of activities including scheduled and independent learning. The students will be therapists who will be encouraged to use their experience to reflect and aid their learning process through this Masters. Importantly and in line with current university guidance, the delivery style of the programme has been designed to incorporate a number of Technology Enhanced Learning Tools. These will promote student-centered and off-campus learning. Such developments have been shown to encourage students to take ownership of their learning. Thus through peer-assisted interaction, on-line discussion and knowledge exchange it is expected that the educational aims of the programme will be achieved.

To compliment this delivery design some optional “face to face” contact will be offered at key points through the programme i.e. Induction and optional conference days will help in the overall consolidation of knowledge. All students new to the programme will be invited to attend an induction day where key attributes to the programme will be introduced. These sessions will enable the module team to discuss the virtues of Technology Enhanced Learning and through hands –on demonstrations provide the opportunity for students to become familiar with these new learning interfaces. Optional contact sessions and days will be made available to all students via virtual online means following the events.

The induction day will provide the opportunity for students to consider the level of interaction and standard of academic work that will be expected of them if they are to successfully complete this Masters level programme. Linkage to previous academic work and demonstration of various University – based “study skills” tools will be incorporated into the day.

Scheduled Learning: Includes lectures and seminars on optional conference days or accessed via online media, tutorials and supervision sessions, problem based learning and facilitated peer group discussions and forums. Two optional modules (‘Musculoskeletal Rehabilitation’ and ‘Neurorehabilitation’) require approximately 5 days of attendance for advanced skill acquisition.

Independent Learning: Includes hours engaged with essential reading, online activities including problem based learning and peer group discussions, active research, case study preparation, assignment writing and presentation construction.

The learning strategy for this programme is based on a student- centered approach where students will be encouraged and empowered to take responsibility for their own personal and professional development. Such a strategy will be facilitated by experienced lecturers from within the department of Allied Health Professions as well as external experts in Occupational Therapy and Physiotherapy. This interaction promotes the importance of a “lifelong learning” culture and provides the students with the knowledge and skills needed to undertake future professional development after the completion of the course.

The University’s virtual learning environment (BlackBoard) will be used to host this programme and will provide the interface through which students will be encouraged to engage with a range of learning activities. These will include, but not be limited to, discussion forums where the sharing of ideas and experiences will be debated, “wiki’s” and action learning sets where group dynamics, team building and problem solving will be encouraged and “interactive online” classrooms where students will be able to engage with narrated learning

Part 4: Student Learning and Student Support

material/podcasts at their own pace and at a time convenient to them. Each of these learning styles will encourage active research and critical analysis and through a process of reflection will encourage the students to consider how this impacts this practice.

Students will be provided with an Academic Personal Tutor from within the AHP team at UWE which they can access remotely for any difficulty or query in relation to their study. The module leaders will also maintain close links to the students encouraging them to identify any issues as soon as possible, where appropriate support and advice can be provided. This close collaboration is crucial for the successful development of the student and for the sustainability of the programme.

Description of the teaching resources provided for students

The teaching and learning strategies have been devised to incorporate a range of activities including scheduled and independent learning. Importantly and in line with current University guidance, the delivery style of the programme has been designed to incorporate a number of Technology Enhanced Learning tools. These will promote 'student-centred' and 'off-campus' learning. Such developments have been shown to encourage students to take ownership of their learning and through peer-assisted interaction, on-line discussion and knowledge exchange it is envisaged that current practitioners will develop advanced professional and academic skills.

Importantly to complement this delivery design some optional 'face-to-face' contact will be offered at key points through the programme via an induction or conference day available online via video captured materials and podcasts to help in the overall consolidation of knowledge.

In relation to this all students new to the programme will be invited to attend an induction day or access its contents online where key attributes of the programme will be introduced. These sessions will enable the module team to discuss the virtues of Technology Enhanced Learning and through hands-on demonstrations provide the opportunity for students to become familiar with these new learning interfaces.

This induction day will also provide the opportunity for students to consider the level of interaction and standard of academic work that will be expected of them if they are to successfully complete this Masters level programme. Linkage to previous academic work and demonstration of various University-based '*study skills*' tools will be incorporated into the day and also online.

Scheduled learning includes online lectures, seminars, tutorials, podcasts, problem based learning, peer group discussions and project supervision.

Independent learning includes hours engaged with essential reading, online activities including problem based learning and peer group discussions, active research, case study preparation, assignment writing and presentation construction.

Description of any Distinctive Features

The MSc Rehabilitation has been designed to facilitate the educational needs of the workforce whilst recognizing the current challenges associated with clinical release and limited financial resource. The development of "off campus" learning environments which utilise models of Technology Enhanced Learning will promote educational flexibility and provide cost effective access to advanced education for qualified Occupational Therapists and Physiotherapists,

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which is appealing both to potential stakeholders and employers.

Such a model also has the potential to widen the access to Masters education for qualified therapists as the distance-based nature of the programme negates the traditional model of knowledge delivery within the university setting. This is an important point to consider in relation to the massive technological developments that have impacted on the modality of knowledge exchange over the last 10 years and in relation to the changing healthcare workforce. It is hoped that this design will encourage out of region UK or European based students as well as international students to access the programme.

This programme offers induction and conference days which can either be attended or accessed online remotely via video captured materials and podcasts. This enables students to engage in in these valuable support and learning opportunities in the manner which best suits their lifestyle and geographic location.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

The assessment strategy has been developed to ensure it assesses the learning outcomes of the modules whilst supporting the 'distance-learning' nature of the programme.

Formative assessment will be achieved by the module team providing regular feedback on set learning activities. This feedback will indicate where good understanding has been achieved or where there is scope for further exploration and development.

Assessment modes include 'traditional' written assignments, the production of defended online presentations, viva's, the creation of conference style posters, case reports and a dissertation portfolio.

Assessment Map

The programme encompasses a range of **assessment methods** including; written assignments, online defended presentations, poster presentations, viva's, case reports and dissertation portfolio. These are detailed in the following assessment map:

Assessment Map for Masters in Rehabilitation

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Year 1	Module No: UZYSQC-30-M						A (50)	B (50)			
	Module No: UZWSRV-15-M							A (100)			
	Module No: UZYSQ8-30-M						A (50)	B (50)			
Compulsory Modules Year 2	Module No: UZYSQG-45-M									A (100)	
Optional Modules Year 1	Module No UZYSKM-15-M								A (100)		
	Module No UZYSJB-15-M								A (100)		
	Module No UZYSPN-15-M								A (100)		
	Module No UZYRHL-15-M							A (100)			
	Module No UZYSQF-30-M						A (40)	B (60)			
Optional Modules Year 2	Module No UZYSQE-30-M						A (50)	B (50)			
	Module No UZYSQD-30-M							A (100)			
	Module No UZYSJA-15-M							A (100)			

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**, including:

- level and credit requirements
- interim award requirements
- module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	UZYSQC-30-M Rehabilitation (30 credits) UZWSRV-15-M Health and Social Care Research: Methods and Methodology (Distance Learning) (15 credits)	Select one 15 credit module from the following list: UZYSKM-15-M Health Economics (15 credits) UZYSJB-15-M Evidencing Work Based Learning (15 credits) UZYSPP-15-M Knowledge Mobilisation (15 credits) UZYSRHL-15-M Independent Study (15 credits)	PG Cert Rehabilitation Credit Requirements: 60 credits at level M (UZYSQC-30-M Rehabilitation, UZWSRV-15-M Health and Social Care Research: Methods and Methodology [Distance Learning])
		UZYSQ8-30-M Contemporary Leadership in Rehabilitation (30 credits) (to be taken in Year 2 if UZYSQE-30-M Musculoskeletal Rehabilitation or UZYSQF-30-M Neurorehabilitation module is taken in Year 1)	*UZYSQF-30-M Neurorehabilitation (30 credits) Or *UZYSQE-30-M Musculoskeletal Rehabilitation (30 credits)	
↓	Year 2	Compulsory Modules	Optional Modules	Interim Awards
		UZYSQG-45-M Dissertation (45 credits)	Select *15/45 credits from the following list (where available): UZYSQE-30-M Musculoskeletal Rehabilitation(30 credits) UZYSQD-30-M Long Term Conditions(30 Credits) UZYSJA-15-M Fatigue Management (15 credits) UZYSKM-15-M Health Economics(15 Credits) UZYSJB-15-M Evidencing Work Based Learning (15 Credits) UZYSPP-15-M Knowledge Mobilisation (15 credits) UZYSRHL-15-M Independent Study (15 Credits)	PG Dip Rehabilitation Credit Requirements: 120 credits at level M (UZYSQC-30-M Rehabilitation, UZWSRV-15-M Health and Social Care Research: Methods and Methodology (Distance Learning), UZYSQ8-30-M Contemporary Leadership in Rehabilitation) Target Award: MSc Rehabilitation Credit Requirements: 180 credits at level M to include all compulsory modules and 60 credits from the optional modules available.

* The UZYSQE-30-M Musculoskeletal Rehabilitation and UZYSQF-30-M Neurorehabilitation modules will run in alternate years; if you wish to take one of these modules and it is scheduled to run in your first year then you must take it in Year 1, you will then take Contemporary Leadership in Rehabilitation in Year 2 + one 15 credit optional module.

Students not wishing to take UZYSQE-30-M Musculoskeletal Rehabilitation or UZYSQF-30-M Neurorehabilitation modules should take UZYSQ8-30-M Contemporary Leadership in Rehabilitation in Year 1, and 45 credits of optional modules in Year 2.

These two optional modules require 5 days of attendance.

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions.

Applicants will normally hold one of the following qualifications:

- An undergraduate degree or equivalent qualification in Occupational Therapy from a recognized institution of higher education or overseas equivalent.
- An undergraduate degree or equivalent qualification in Physiotherapy from a recognized institution of higher education or overseas equivalent.
- Other qualified Health and Social care professionals who are interested in doing this MSc will be considered on an individual basis.

It is envisaged that applicants to the programme may be from a diverse range of backgrounds both in terms of education and experience. Applicants who do not meet the entry requirements detailed above will be assessed on an individual basis taking into account work experience and academic study/qualifications.

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We are able to accept international students (overseas fee status applies) for this course. If English is not your first language, you will be required to meet the University minimum language requirements, for example an IELTS score of 7 overall with a minimum of 6.5 in any section (or equivalent).

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

Although there are fundamental differences in the benchmark statements (Quality Assurance Agency for Higher Education, 2001) of these two professions they are complimentary to each other within the multidisciplinary team and often are found within the same health and social care contexts both in the UK and internationally. **As such, both of these professions have joint areas identified within the framework.** These areas are the expectation of the health professional, the application of practice and the knowledge, understanding and skills that underpin the professions. Therefore the common ground within the framework of the benchmark statements make it plausible for the design of a joint Master's degree in Rehabilitation. The benchmark statements have been developed for the undergraduate degrees where the student graduating has developed his/her own professional identity within the curriculum framework of the representative bodies for each profession (The College of Occupational Therapists and The Chartered Society of Physiotherapy). These address both the development of generic skills which are essential to be a health and social care professional today and also the specific skills which give each profession its own identity and role within the MDT. This Master's degree will build on this professional identity using common ground but facilitating the development of both generic and

Part 8: Reference Points and Benchmarks

specific skills for each profession.

According to the Characteristic Statement for Master's degree (UK Quality Code for Higher Education, 2015) this Masters has four out of the six aims identified. These are: enabling students to focus on a particular subject area or field of study in greater depth than they encountered during their undergraduate degree, enabling students to undertake a research project on a topic within an area of interest, and thus to learn how to conduct research in their field of study and enabling students to become more highly specialised in an area of practice. The graduates from this degree will have in depth knowledge and understanding of their profession informed by current practice, scholarship and research. They will develop critical awareness of current issues in their profession and will apply critical skills, knowledge of professional responsibility, integrity and ethics to practice. They will also demonstrate the ability to reflect on their own progress as learners. They will be able to apply research and critical perspectives to their professional situations, both practical and theoretical. They will be able to complete a research project in their field of practice including critical review of existing literature (UK Quality Code for Higher Education, 2015).

The programme design has incorporated values from the UWE 2020 strategy (www.uwe.ac.uk/ststrategy2020) in particular fostering the connections with our community. It was designed in response to stakeholder feedback in terms of advanced skill and knowledge requirements for practitioners and service users in practice. Its content and the distance learning nature of delivery is inclusive in that it makes it accessible to a wide population. It aims to cater for local, national and international students. Its flexibility in the optional modules offers therapists in a variety of practice areas to develop their skills in the way they desire. These could be in leadership, professional reasoning related to various conditions or research skills in preparation for doctoral studies. The method of delivery of the course enables the student to develop lifelong learning skills which promotes autonomy in the ability to critically evaluate typical services and implement change in their community. This skill is essential in the ever-changing health and social care services where the evaluations of human and economic resources are vital for innovation and high quality care.

With this premise the graduate outcomes conform to requirements for Education for Sustainable Development. All the modules require students to reflect on practice and its impact to the physical environment, the health and wellbeing of the community in which practice occurs, how ethics and policy interact and how these impact on the need for change implementation. This promotes environmental stewardship, social justice and future thinking for sustainable practice in health and social care. This is a multidisciplinary Master's degree which aims to attract students globally. They are given the opportunity to interact and work with an international cohort, which broadens their cultural and professional perspective and encourages Global citizenship.

The approach to teaching and learning is on a virtual platform however aims to be interactive and student centered. Innovative Learning Enhancement Technologies will be used to promote maximum interactive virtual student engagement via Blackboard, Wiki's and forums, twitter, video capture, podcasts, online presentations and assessments. This enables the lecturers on this programme to employ a facilitator role for promoting: view sharing and discussions in a safe environment, critical reflection on practice, participatory learning and formative assessment. This will be done using real case studies, stimulus activities, experiential project work and problem based learning. Independent study which requires the student to gather, read and appraise appropriate literature related to the contact work helps develop the students' autonomy in learning.

External reference points include a stakeholder meeting in the early planning phases of the

Part 8: Reference Points and Benchmarks

MSc on the 23 September 2015. Therapists in practice and service users were represented. From that meeting it was decided that the modules needed to be only at M level with maximum flexibility to be attractive to working therapists. The content of the Masters was the main point of discussion with regards to the service users. There was a big push for leadership and innovation from the stakeholders. Therefore this module has been made a core module for the MSc. Recently an initial flyer has been sent out to potential stakeholders in the local community. This has generated conversations with clinical partners on the interest level for the MSc. From these conversations it is apparent that there are therapists that view this as an accessible opportunity for career and professional development.

Internal reference points include all the quality and benchmark statements which inform the programme design as well as a multidisciplinary design team from the Department of Allied Health Professions (AHP) representing both professions as well as other professions. All module specification developments have been informed by workgroups represented by research and practice experts from both Occupational Therapy and Physiotherapy in the Department of AHP as well as external input from practice leaders.

References:

UWE 2020 strategy available from www.uwe.ac.uk/ststrategy2020 [Accessed 18 April 2016].

Education for Sustainable Development (2014) [QAA-HEA Guidance available from http://www.qaa.ac.uk/en/Publications/Documents/Education-sustainable-development-Guidance-June-14.pdf](http://www.qaa.ac.uk/en/Publications/Documents/Education-sustainable-development-Guidance-June-14.pdf) [Accessed 18 April 2016]

The Quality assurance agency for Higher Education (2001) Benchmark Statement: Healthcare Programmes, Physiotherapy available from <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Physiotherapy.pdf> [Accessed 18 April 2016]

The Quality assurance agency for Higher Education (2001) Benchmark Statement: Healthcare Programmes, Occupational therapy, available from <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Occupational-Therapy.pdf> [Accessed 18 April 2016].

The Quality assurance agency for Higher Education (2001) master's degree Characteristics available from <http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf> [Accessed 18 April 2016]

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).