



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

<b>Part 1: Basic Data</b>					
Module Title	Contemporary Physiotherapy Practice				
Module Code	UZYSF9-20-3	Level	3	Version	4
Owning Faculty	Health and Life Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Physiotherapy (2010) Grad Dip Physiotherapy (2010)				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	UZYSF5-20-2 Neurological Management and Rehabilitation UZYSF4-20-2 Cardio Respiratory Management and Rehabilitation UZYSF6-20-2 Musculoskeletal Management and Rehabilitation	Co-requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
Valid From	September 2012	Valid to	September 2018		

<b>CAP Approval Date</b>	3 July 2012
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<b>Part 2: Learning and Teaching</b>	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Evaluate current policy drivers and the impact on Physiotherapy Practice (Component A )</li> <li>• Explore the opportunities and challenges of changing healthcare for the Physiotherapist (Component A )</li> <li>• Discuss the needs of and responsibilities towards service improvement (Component A )</li> <li>• Explore basic legal and ethical issues/dilemmas in physiotherapy practice (Component A)</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss the current and future development of physiotherapy profession with particular reference to resulting career opportunities/Continuing Professional Development (CPD) needs (Component A)</li> <li>• Explore the impact of new healthcare strategies from a physiotherapy perspective (Component A)</li> <li>• Demonstrate an understanding of global perspectives and cross-cultural capability in order to be able to perform, professionally and socially, in a multicultural environment (Component A)</li> <li>• Recognise the role of the service user and carers in all aspects of care (Component A)</li> <li>• Demonstrate an understanding of audit trails to enhance CPD (Component A)</li> </ul> <p>Intellectual skills</p> <ul style="list-style-type: none"> <li>• Critically appraise the role of practitioner, partner and leader plus being an advocate to the patient (Component A)</li> <li>• Evaluate the needs and responsibilities of the physiotherapist to contribute towards quality assurance and service improvement (Component A )</li> </ul> <p>Subject, Professional and Practice skills</p> <ul style="list-style-type: none"> <li>• Discuss how physiotherapists develop skills to enhance their future roles and responsibilities of the profession (Component A )</li> </ul> <p>Transferable skills</p> <ul style="list-style-type: none"> <li>• Demonstrate reflective practice to underpin personal and professional ownership of CPD (Component A )</li> <li>• Demonstrate effective oral and presentation skills (Component A)</li> <li>• Demonstrate an awareness of basic marketing skills( Component A)</li> </ul>
Syllabus Outline	<ol style="list-style-type: none"> <li>1. Current policy drivers e.g. <ul style="list-style-type: none"> <li>○ 'Framing the Contribution of Allied Health Professionals – Delivering High Quality Healthcare' (Middleton 2008),</li> <li>○ Working for a healthier tomorrow (Black 2008)</li> <li>○ Charting the Future Project Chartered Society of Physiotherapy (CSP) (2008)</li> <li>○ Darzi (2008)</li> </ul> </li> <li>2. Leadership skills at all levels of practice.</li> <li>3. Careers information, e.g. <ul style="list-style-type: none"> <li>○ Rotations</li> <li>○ Working in private practice</li> <li>○ Working abroad</li> <li>○ Alternative ways of progression</li> </ul> </li> <li>4. Internationalisation, e.g developing global perspectives and cross cultural capability in order to perform professionally and socially in a multi-cultural environment</li> <li>5. Business skills / marketing skills / service improvement</li> </ol>

	<p>6. Professional roles and responsibilities</p> <p>7. Legal and ethical issues relating to patient care and potential research implications.</p> <p>8. Advanced reflective practice</p> <p>9. Service User and carer involvement</p>
Contact Hours/Scheduled Hours	<p><b>The teaching content</b> of the module will run over 4 weeks, Contact time for the student is 51 hours including a 3 hour seen exam. Teaching will include a mixture of lectures, facilitated seminars and a practical session. There will be an exam support session during this module. All sessions will be face to face sessions but information will be provided on Blackboard.</p>
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, and a practical class</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion of several proformas linking with each topic delivered, (some of which will be prepared before each day and some will be completed during the day). Collection of information whilst on Level 3 placements will also be required to support discussion during the module.</p>
	<p><u>Access and skills</u> All students are encouraged to make use of the extensive resources provided through the Library. The development of advanced literature searching skills in support of dissertation preparation is supported by the Library seminar within the Level 3 module Research Studies for the Physical Therapies. Additional support is available through the iSkillZone available via the Library web pages. This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the Library.</p> <p><u>Essential Reading</u> There may be a set text which students are expected to buy. Other essential reading will be provided electronically or as printed study packs. A list of recommended titles will be provided in the module handbook and updated annually.</p> <p><u>Further Reading</u> Further reading will be required to supplement the set textbook and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and internet resources. It will be expected that assignment bibliographies and reference lists will reflect the range of reading carried out.</p> <p><u>Blackboard</u> This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard</p>
Indicative Reading List	<p>Students will be given an essential reading list prior to the module and will be expected to research current documentation relevant to topics covered.</p>

	<p>As this module is entitled 'Contemporary Physiotherapy Practice' it will not be possible to identify all current reading material as these will change over time.</p> <p>Detailed reading lists will be included in the module handbook and any additional information will be accessed via Blackboard.</p>
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### Part 3: Assessment

Assessment Strategy	<p>As this module is directly related to the students' future employability we felt that a 3 hour 'seen examination' was the most appropriate strategy in order to engage the students in learning rather than memorising information for an unseen examination. The exam will be completed in 1 day ( 2 x 90 minutes) so that extra time can be given to students on the Access database</p> <p>We have selected only one component of an assessment because this is sufficient to enable module learning to be assessed fully. Assessment is aligned with learning outcomes.</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	

<b>First Sit</b>	
<b>Component A</b> (controlled conditions)	<b>Element weighting</b>
1. Seen examination	100%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions)	<b>Element weighting</b>
1. Seen examination	100%

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.