



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Contemporary Issues in Physiotherapy Practice				
Module Code	UZYSYA-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Department	Allied Health Professions	Module Type	Standard		
Contributes towards	BSc (Hons) Physiotherapy				
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
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Discuss the opportunities and challenges of changing healthcare for the Physiotherapist, showing an understanding of the role of audit and service improvement initiatives in relation to the quality assurance process (Component A). 2 Explore professional, legal and ethical issues/dilemmas in Physiotherapy practice (Component A). 3 Discuss the impact of new technology within healthcare from a Physiotherapy perspective (Component A). 4 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). 5 Critically appraise the role of the Physiotherapist as a practitioner, partner and leader and recognise CPD opportunities for their own future development (Component A). 6 Discuss how physiotherapists develop skills to enhance their future roles and responsibilities of the profession (Component A).

Syllabus Outline	<p>Syllabus Outline:</p> <p><u>Current policy drivers</u> e.g.</p> <ul style="list-style-type: none"> • ‘Investing in People for Health and Healthcare’. Workforce Plan for England 2014/15 (Health Education England) • ‘Everyone Counts: planning for patients 2014/15 to 2018/19 (NHS England, 2013) • ‘The NHS belongs to the people: a call to action’ (NHS England, 2013) • ‘The NHS Outcomes Framework 2014/15 (Department of health, 2013) • ‘Hard Truths: the journey to putting patients first’ – volumes 1 and 2 (Department of Health, 2014) • ‘Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report’ (Keogh, 2013) • ‘A promise to learn - a commitment to act’ - National Advisory Group on the Safety of Patients in England (Berwick, 2013) <p><u>Leadership skills at all levels of practice</u></p> <ul style="list-style-type: none"> • Reference to recommendations in the Berwick report (II. Leadership) and the Darzi report (section 5 – Freedom to Focus on Quality) – see above <p><u>Careers</u></p> <p>Information provision on the areas below, and the opportunity for individuals to identify future actions required for following their chosen career path.</p> <ul style="list-style-type: none"> • NHS posts - permanent/fixed term, rotations, bank/agency, assistant posts. • Education/Research • Sports • Private Practice • Forces • Veterinary Physiotherapy • Working abroad <p><u>Internationalisation</u></p> <ul style="list-style-type: none"> • Developing global perspectives and cross cultural capability in order to perform professionally and socially in a multi-cultural environment. <p><u>Professional roles & responsibilities</u></p> <p><u>Legal, ethical and professional considerations</u> - relating to all aspects of practice.</p>
Contact Hours	46 contact hours to usually include 2 hours of lectures and 10-12 hours of seminars/group work per week over 4 weeks in semester 2.
Teaching and Learning Methods	<ul style="list-style-type: none"> • Lectures provide an introduction and summary of the topic area. Seminars/group work include discussion and use of information provided to support learning. • Additionally, students are expected to engage in hours self study using the resources on blackboard. A major part of their study time is taken up by exam preparation. It is a seen exam so questions are provided during the module and students are able to prepare their answers. <p>Scheduled learning includes lectures, seminars, workshops and some</p>

practical activities.

Independent learning includes hours engaged with essential reading, exam preparation completion of proformas linking with each topic delivered. Some proformas will need to be prepared before the relevant day; others will be completed during the day. Collection of information whilst on Level 3 placements will also be required to support discussion during the module.

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				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	46	104	0	150



The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

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	100%
Coursework assessment percentage	0%
Practical exam	0%
	100%

Reading Strategy

Core Reading

Any core reading will be indicated clearly along with the method for accessing

	<p>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.</p> <p>Further reading All students are encouraged to read widely using the library search, a variety of bibliographic and full text databases and internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and skills The development of literature researching skills is supported by the library seminar provided within the first semester. These level three skills will build upon skills gained by the student at level one and two. Additional support is available through library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are offered by the library.</p> <p>Due to the contemporary nature of this module, the most up to date sources of information are required. Therefore, students are provided with all the essential and recommended reading information electronically via Bb, including direct links to relevant information sources.</p>
Indicative Reading List	<p>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.</p> <ul style="list-style-type: none"> • Berwick (2013) <i>A promise to learn - a commitment to act</i>. National Advisory Group on the Safety of Patients in England • Department of Health (2013) <i>The NHS Outcomes Framework 2014/15</i> • Department of Health (2014) <i>Hard Truths: the journey to putting patients first</i> Vol. 1 & 2 • Health Education England (2013) <i>Investing in People for Health and Healthcare</i>. Workforce Plan for England 2014/15 • Keogh (2013) <i>Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report</i> • NHS England (2013) <i>Everyone Counts: planning for patients 2014/15 to 2018/19</i> • NHS England (2013) <i>The NHS belongs to the people: a call to action</i>

Part 3: Assessment

Assessment Strategy	<p>Strategy:</p> <p>This module will be assessed via a 20 minute oral assessment in the form of an interview style question and answer session. This assessment enables students to demonstrate their awareness of contemporary issues within physiotherapy e.g. implications of 7 day working, impact of new technologies of</p>
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	<p>professional practise. The use of a Question and Answer format enables markers to clarify the students understanding of certain issues and affords the students the opportunity to clearly demonstrate their level 3 professional reasoning skills. In order to encourage deep learning and full engagement students will be aware of topic areas that will explored during the interview. Examiners can ask students to fully articulate and defend their opinions. This exam format is directly related to the students' future employability and ability to perform well during a job interview.</p> <p>There will be the opportunity to experience 'speed' interviews as a formative experience and students will be given feedback on their verbal and non-verbal communication skills.</p> <p>The interview will last for 20 minutes and marking guidelines for questions will be developed</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	0%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Interview format – up to 20 minutes	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Interview format – up to 20 minutes	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		