



Programme Specification

Rehabilitation [DL][Glenside]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Rehabilitation [DL][Glenside]

Highest award: MSc Rehabilitation

Interim award: PGCert Rehabilitation

Interim award: PGDip Rehabilitation

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Health and Social Wellbeing, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Distance with attendance

Entry requirements:

For implementation from: 01 September 2018

Programme code: B99P12

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: 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, 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.

Features of 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.

Educational Aims: 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.

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 Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

- A1. The application of advanced practice leadership skills within own field of practice and inter/professionally.
- A2. Key concepts in rehabilitation and their application to health and social care.

- A3. The implications of research based evidence used to inform and shape current and future practice.
- A4. Decision making skills which support solutions for complex health and social care problems.
- A5. The evaluation and application of theoretical approaches in health economic practice.

Intellectual Skills

- B1. Critically appraise issues relating to advanced practice in the health and social care fields to meet the changing needs of users and service.
- B2. Demonstrate the ability to critically evaluate a range of research.
- B3. Evaluate the appropriateness of a range of evidence-based literature.
- B4. Demonstrate the capacity for in depth critiquing and deductive reasoning to critical analysis.
- B5. Synthesise information from a variety of perspectives and sources in order to frame and evaluate practice.
- B6. Demonstrate the ability to articulate/ disseminate findings and perspectives with reference to Masters level descriptors.

Subject/Professional Practice Skills

- C1. Demonstrate a critical awareness of the responsibilities of the advanced practitioner in relation to self and practice.
- C2. Demonstrate the ability to engage in debate with regards to the dynamic approaches of rehabilitation in varied contexts and culture.
- C3. Critically evaluate current approaches in practice to meet the changing needs of users and service.
- C4. Demonstrate leadership in change implementation with regards to own practice.
- C5. Critically reflect on ethical practice, practitioner autonomy and healthcare constraints.

Transferable Skills and other attributes

- D1. Extract, evaluate and synthesise information gained from both primary and secondary sources.
- D2. Critically reflect and evaluate own academic and professional progression.
- D3. Demonstrate the ability to evaluate complex issues and develop resolution strategies appropriate to practice.
- D4. Demonstrate the ability to manage change effectively from identified need.
- D5. Demonstrate an ability to use an effective range of advanced communication skills
- D6. Demonstrate an ability to work effectively in a team.

Assessment strategy: 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.

Student support:

Part B: Programme Structure

Year 1

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 plus 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.

PG Cert Rehabilitation

Credit Requirements:

Students must take 60 credits at level M, of which 45 credits are from UZYSQC-30-M Rehabilitation and UZWSRV-15-M Health and Social Care Research: Methods and Methodology (Distance Learning)).

PG Dip Rehabilitation

Credit Requirements:

Students must take 120 credits at level M, of which 75 credits are from UZYSQC-30-M Rehabilitation, UZWSRV-15-M Health and Social Care Research: Methods and Methodology (Distance Learning), and UZYSQ8-30-M Contemporary Leadership in Rehabilitation).

Year 1 Compulsory Modules

UZYSQ8-30-M Contemporary Leadership in Rehabilitation (30 credits) is to be taken in Year 2 if UZYSQE-30-M Musculoskeletal Rehabilitation or UZYSQF-30-M Neurorehabilitation module is taken in Year 1.

Module Code	Module Title	Credit
UZYSQ8-30-M	Contemporary Leadership in Rehabilitation 2023-24	30

UZWSRV-15-M	Health and Social Care Research: Methods and Methodology (Distance Learning) 2023-24	15
UZYSQC-30-M	Rehabilitation 2023-24	30

Year 1 Optional Modules

The student must take a minimum of 15 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
UZYSJB-15-M	Evidencing Work Based Learning (Distance Learning) 2023-24	15
UZYSKM-15-M	Health Economics 2023-24	15
UZYRHL-15-M	Independent Study 2023-24	15
UZYSPP-15-M	Knowledge Mobilisation 2023-24	15
UZYSQE-30-M	Musculo-Skeletal Rehabilitation 2023-24	30
UZYSQF-30-M	Neurorehabilitation 2023-24	30

Year 2

The student must take 60 credits from the modules in Year 2.

Year 2 Compulsory Modules

The student must take 45 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZYSQG-45-M	Masters Dissertation (Distance Learning) 2024-25	45

Year 2 Optional Modules

If either of the 30 credit Optional modules were taken in Year 1, then students select a 15 or 20 credit Optional Module in Year 2. If not, students select Year 2 Optional Modules totalling 45 or 50 credits.

Module Code	Module Title	Credit
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UZTRWR-20-M	Principles of Dementia Care 2024-25	20
UZYSQD-30-M	Long Term Conditions 2024-25	30
UZYSJB-15-M	Evidencing Work Based Learning (Distance Learning) 2024-25	15
UZXRHL-15-M	Independent Study 2024-25	15
UZYSQD-30-M	Long Term Conditions 2024-25	30
UZYSJA-15-M	Managing Fatigue in Long Term Health Conditions 2024-25	15
UZYSQE-30-M	Musculo-Skeletal Rehabilitation 2024-25	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Not applicable

Part D: External Reference Points and Benchmarks

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 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 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> (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)

Part E: Regulations

Approved to University Regulations and Procedures.