

Module Details	
Module Title	Work based Learning 2
Module Code	PAR6010-E
Academic Year	2022/3
Credit Rating	60
School	School of Allied Health Professions and Midwifery
Subject Area	Physiotherapy and Rehabilitation
FHEQ Level	FHEQ Level 6
Pre-requisites	
Co-requisites	

Contact Hours	
Type	Hours
Clinical Placement	540
Seminars	8
Independent Study	52

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year

Module Aims

To enable students to further advance their knowledge, evidence-based practice, clinical reasoning and reflection skills appropriate to their level of study, in order to undertake physiotherapy assessment and use therapeutic skills in the safe and effective application of physiotherapy, incorporating patients' values and goals.

Outline Syllabus

Learning, reflection and experience appropriate to a credit rated level 6 practice placement.

Learning Outcomes

01	1.1 Critically analyse examination findings to produce an appropriate problem list 1.2 Synthesise underpinning knowledge, best available evidence and assessment findings to formulate an appropriate programme of intervention 1.3 Justify appropriate intervention specific to the individual taking account of cultural, sociological & psychological factors across a range of care sectors 1.4 Develop a range of potential treatment goals in partnership with service users and carers 1.5 Demonstrate critical appreciation of own role in relation to physiotherapy and inter-professional working
02	2.1 Conduct a detailed subjective examination synthesising information from a range of sources 2.2 Plan & implement a structured objective examination 2.3 Apply safe, effective appropriate treatment 2.4 Incorporate patient goals & education into treatment planning & interventions 2.5 Evaluate & modify practice using appropriate outcome measures 2.6 Undertake practice that reflects the expectations of service users 2.7 Critically reflect on practice and outcomes of interventions 2.8 Identify and evaluate professional scope of practice in the context of Inter-Professional and multi-age.
03	3.1 Communicate with sensitivity in relation to cultural, sociological & psychological factors 3.2 Undertake a flexible approach to working practice in relation to others & service needs 3.3 Negotiate & develop learning strategies with the Practice Educator 3.4 Complete timely, appropriate written communication including patient notes 3.5 Manage & prioritise time & workload delegating tasks as appropriate 3.6 Enhance employability by adopting a

	proactive critical approach to professional development 3.7 Behave in in accordance with HCPC standards of professional conduct and ethics.
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Learning, Teaching and Assessment Strategy

Students will reflect on previous learning and undertake self-directed study to inform their personal and professional development related to the specific area of physiotherapy to be undertaken in three professional practice placements of 180 hours each. During the practice placements students will encounter a variety of teaching experiences. The learning outcomes will be developed through practice teaching, supervision and facilitated physiotherapy practice LO's 1.1-1.5, 2.1-2.8 & 3.1-3.6.

Each placement must be passed before undertaking the next. Students are required to meet the standards of professional conduct, performance and ethics as defined by the HCPC 3.7.

Formative assessment and feedback will be given at a midway point, usually during week 3 of each practice placement, to facilitate reflection, preparation for summative assessment and self-assessment.

Practice placement learning will bring together all the learning to demonstrate that all elements of the learning outcomes have been achieved and assessed.

Group and individual reflection following each placement is encouraged and facilitated using e-portfolio reflective tools.

Mode of assessment 1 is a graded clinical assessment of practice placement 4. This assessment contributes 25% of the final module mark, you must achieve a mark of 40% or above to pass this assessment.

Mode of assessment 2 is a graded clinical assessment of practice placement 5. This assessment contributes 25% of the final module mark, you must achieve a mark of 40% or above to pass this assessment.

Mode of assessment 3 is a graded clinical assessment of practice placement 6. This assessment contributes 25% of the final module mark, you must achieve a mark of 40% or above to pass this assessment. Mode of assessment 5 is a pass/fail assessment using the CSP Common Placement Assessment Form (CPAF), this assessment includes Professional Behaviours and Responsibilities and 10 learning domains for placement 6.

Mode of assessment 4 is a graded individual oral presentation. This assessment contributes 25% of the final module mark. The reflection is aimed at professional development as well as to facilitate the development of a reflective oral report (mode of assessment 4). Mode of assessment 4

will assess los, 1.5, 2.6, 2.7, 3.2, and 3.6.

Mode of Assessment				
Type	Method	Description	Weighting	
Summative	Clinical Assessment	Assessment of practice placement 4		25%
Summative	Clinical Assessment	Assessment of practice placement 5 Assessment of practice placement 5		25%
Summative	Clinical Assessment	Assessment of practice placement 6		25%
Summative	Coursework - Written	Individual submission of reflective report (2000 words) or oral presentation (15 minutes plus 5 minutes questions)both		25%
Summative	Clinical Assessment	Evaluation of Practice Placement 4 (pass/fail)		0%
Summative	Clinical Assessment	Evaluation of Practice Placement 5 (pass/fail)		0%
Summative	Clinical Assessment	Evaluation of Practice Placement 6 (pass/fail)		0%
Formative	Clinical Assessment	Midway formative assessment for practice placements 4,5,6.	Midway formative assessment for practice placements 4,5,6.	

Reading List

To access the reading list for this module, please visit
<https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.